



UNIVERSITY INTERSCHOLASTIC LEAGUE

Leaguer

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KEYS TO SUCCESS

By Randy Vonderheid

Assistant Academics Director

Educators, psychologists, and anyone else who declares themselves specialists in education preach the adage "keep 'em involved in school activities and they will not get into trouble." This adage has proven true time and time again. When students stay involved in educational and school activities they seem to have less time to get into trouble.

The biggest involvement in most schools comes from UIL activities.

According to a story run in the November 1998 issue of *The Panther Prints*, the student newspaper at Duncanville High School, 34 percent of the students there failed at least one class the second six weeks. That number dropped more than half for students involved in different activities. Fine arts students had a failure rate of approximately 15

UIL participation leads to accomplishments in, out of classroom

percent, while athletes had a failure rate of 14.6 percent.

"Between drowning under class loads and juggling extra-curricular (activities), there's not a whole lot of free time left over," said Brice Tidwell, editor of the school's paper. He participated in journalism and served as drum major and trumpet section leader in the school's band.

He said that involvement has to be worthwhile.

"Involvement, provided it's with worthwhile, dedicated programs that students take a large amount of pride

in, has driven me to a higher expectation of responsibility from myself," he said.

Teachers, coaches and administrators stress dedication, professionalism, leadership and involvement in their different activities.

"One of the big advantages of being involved in UIL is that it teaches discipline and organization to students, especially those who are involved in several activities," said Leslie Broadhurst, boy's basketball coach at Canyon Randall High School. "You look around, and the people who are your leaders in school are the ones who are actively involved in UIL academics and athletics."

Students fear losing eligibility and a place on a team so they stay away from trouble.

"Being part of a program gives the students a sense of pride for their school and want to be a good representative for it," said Linda Murphree, counselor at DeSoto High School. "For many, that program is their life and they will not do anything to jeopardize their ability to participate."

Administrators have tried to find out why students do not participate.

"The most important thing is to find out why they are not getting involved—they have to work and don't have the time, they have responsibilities at home, they don't have the money or they simply haven't thought about it," said Linda Richey, principal of North Garland High School. "I talk to students one-on-one explaining to them the reasons they need to be involved. We need their leadership or it would look good on their resume. Either because they like the special atten-

tion or because they haven't thought about it, they usually agree."

Some students do not get involved because of a fear of failure.

"My success in UIL has made me brave enough to try new and exciting things without first being afraid of failure," said Amy Chudej, a former student at Moulton High School who attended the State Academic meet in Ready Writing, Science and Computer Science.

Teachers say UIL gives "borderline" students more self esteem and a way to become successful in life.

"Academic UIL is a lifesaver for so many students whose niche is not anywhere else in high school," said Cindy Berry, publications adviser at Decatur High School. "So many times, the extremely academic students are not recognized throughout the year."

Participation in UIL activities is often the only recognition students receive for their academic successes.

"These students work hard to prepare in math, speaking, listening, map skills for no grade whatsoever," said Vicky Abney, chairman of UIL activities for Hill Country Middle School in the Eanes ISD, in Austin. "Their only reward is a ribbon if they place and hearing 'well done' from parents and teachers."

Other teachers say UIL participation is an integral part of their students' success.

"So many opportunities exist for student achievement in (UIL)," said Cindy Todd, publications adviser for Canyon Randall High School. "I have seen students who were involved in nothing else in high school become active on the yearbook or newspaper and find a place to belong."

Students, too, see the need to maintain a balance in their life.

"I am realistic about the things I can and can't do," said Stephen Tenpenny, a senior football player at Duncanville High School. "It (being involved in extra-curricular activities) keeps me going and helps me remember that I have to get my

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Seminole quartet good example of UIL skills achieved through mixing several activities

Painted body parts and loud voices adorned many of the teenagers who ventured to the Erwin Center for the state basketball championships in March. Many had painted their faces or chests to signify their allegiance to their hometown, and others showed their spirit in all the traditional ways.

Two stood out from the crowd, though, dressed in ties and unceremoniously quiet, at least for a time that is.

Jeremy Meeks and Matthew Graves of Seminole High School had as much spirit as the rest of the students at the tournament, but they had an added responsibility—to sing the national anthem before the game.

The two are part of a foursome that has earned recognition by the Texas Music Educators Association Honor

Choir, one of five top choirs in Texas, and the only 3A choir. The rest of the foursome were basketball players Kaleb Clay and Chris

Browning, who sang with the other two for the semi-final game, but decided they needed to concentrate for the championship game.

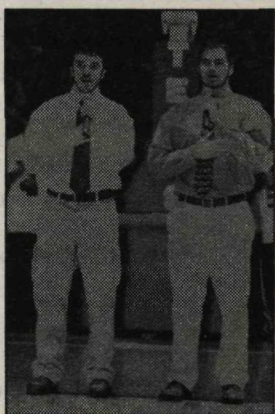
All four played football for Seminole, leading the Indians into the playoffs. And all have earned honors in athletics, as well as choir.

Graves and Clay were "Honorable Mention All-State" football as well as "All-Academic" state football.

The four have been singing together all four years of high school, and have named their singing group, "Straight From the Heart."

"We have been asked to sing at the Chamber of Commerce and Christmas parties

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SINGING INDIANS

Before the state final game in which Seminole High School participated, seniors Jeremy Meeks and Matthew Graves sing the alma mater. The two, along with two others, have earned choir and football honors.

Competition creates 'learning field' for countless participants in academic, athletic endeavors



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Bill Farney

UIL Director

The University Interscholastic League continues to serve Texas public schools and students in an exemplary way. Each year thousands of students participate in performances and competitions. These activities serve as a "learning field" and as an extension to the classroom. Since 1910, testimony from countless participants extol the values of inter-school competition. Almost every community can point with pride to champion debate teams, spelling champions and speech winners. Athletic accomplishments decorate trophy cases across the vast land and medals won long ago become prized family heirlooms.

It is a celebration of life, of developing a sense of self-worth — testing oneself in the arena of competition. Joy of winning, pride in doing one's best, and gaining maturity from preparation and performance keep past glories alive in memory. A farmer who remembers being in the one-act play, a senator happily recalling his trip to Austin in the slide-rule competition, a governor who was state champion in debate, all give testimony to "growing up with the UIL."

Behind every student is someone who helped and encouraged. Imagine the sacrifice of dust bowl parents to keep their children in school. How much more it must have taken to permit their children time off from family chores to be in the school band or play football! In too many closets hang letter jackets and sweaters of graduates who went to a foreign war and never came home — their lives charted and remembered for only a few brief years.

In the red clay hills and towering pines of East Texas, an African-American mother raised her dozen children with work ethic and pride. Everyone shared and most toiled in the rose field to help the family. Values came first. Poverty did not translate into hopelessness. Most notable of those children is Earl, who blasted his way to a Heisman trophy and the NFL Hall of Fame. Even today he speaks with respect and love for his family and his high school coaches. His participation in activities made a difference in his life and in those around him.

Schools found out that girls wanted to play sports, and young girls discovered that athletics demanded

an added dimension of physical exertion far beyond everyday activities. But they responded, just as their brothers, and found that being an athlete was exceptional because not everyone could summon the extra effort to master the game or perfect the skill. Because not everyone could play, even sometimes those who wanted to, participation was dear and special. Something endures for a lifetime when the result of a season leaves everyone exhausted from giving all. Sometimes memories dwell on the championship won as well as the game almost won.

There is something unique in humankind that seeks to test boundaries and limits. Something that challenges to be done, to be done better than before. This spark is present in children everywhere, from ghettos to suburban wealth, from country folk to city dwellers. Through the years this personal drive has made itself apparent through inter-school competition. The journey recognizes many travelers, with many family backgrounds or no family backgrounds.

Bringing together students from diverse cultures in arenas of performance has changed our traditional views about people different from us. We found stereotypical views to not be true. Other races can be smart, honest, mentally and physically tough. Rich kids have ambition. Minority youngsters are not lazy. Poor kids have worth. Loudly and firmly, the realization that performance counts, no matter who is performing, permeates our view of ourselves and of others.

In 1985, the National Federation sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. Following are the results of that survey:

95 percent believed that participating in activities teaches valuable lessons to students that cannot

be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship.

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

It is in the brief history of less than a century that new generations have brought all people closer together through competition. And in less than 50 years we have discovered that quality lives can be a common goal for all — not just a select few. American ideals are Texas dreams. Texas dreams are everyone's aspirations.

The next century marks a new beginning and an ending. But in the quest for human achievement, the years 2000 and 2001 are not any more significant than any of the years which preceded them. What is important now, in the past and in the future is the search of all individuals for the best, brightest and noblest within themselves. It is the challenge that these can join hands to maintain and create a better, more responsible society — one that applauds effort, cares for each other, and continues to advance common good.

Competition cannot, in itself, build character. It, however, does reveal character. The visions and goals expressed by proponents of school activities are attainable. *That is why we try our best. That is why we sacrifice. That is why we hope.*

Far out there is a star shining I never expect to touch. But I must always reach for it.

UIL academic, athletic participation leads to success

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homework done. I know I shouldn't put it off until later."

They also see how UIL activities have prepared them for life.

"Public speaking is a skill that is necessary to succeed and excel in life," said Barbara Aleene Shifferly, a former student at Bishop High School who attended state UIL in Persuasive Speaking and C-X Debate. "Debating and learning to argue in an organized manner have also already proven to be helpful."

Others find their calling in life through UIL.

"UIL journalism gave me my place, my purpose and my plan for high school," said Rachel McGuire, editor of *The Silver Streak*, the newspaper for Canyon Randall High School.

They also see how UIL participation and competition helps them get through high school.

"In school, there is nothing I feel more passionate about than competition," said Blaine Mountain, a junior at Canyon Randall High School. "Athletics allowed me a place to compete. They gave me a home."

Leaguer

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ADVISERS BRING HIS ADMIRATION

After 20 years as ILPC director, Hawthorne affirms that sponsors prove 'anything can happen'

Since 1979, I've been the UIL Journalism Director. In about a month, I will turn this over to Randy Vonderheid, which won't be easy because I've kind of become known as the "Lord and High Master of High School Journalism" in Texas. It can be easily explained: big fish, small pond. It always gets a big laugh from anyone who knows me, particularly my daughter.

I'm leaving just in time. Next year, she will be a journalism student at Stephen F. Austin High School in Austin, and the last thing she'll need to hear at a convention is, "Is that dork your dad?" She hears it enough already.

So this is my final column as journalism director. The rigors of being UIL Academic Director and the Director of Journalism have taken their toll, on me and my indefatigable assistant, Nelly Valadez, who along with Penny Pehl, Lindsay Hahn and Cheryl Walenta, basically ran ILPC this year. I had neither time nor energy to give it the attention it deserves, and I was unable to accomplish the goals I set for the academic program as well. Something had to give.

But before I go, I'm going to indulge myself by participating in that grand middle age conceit known as, "Telling you how I got here from there because my story contains life-affirming lessons that will help you find your way through the fog."

How I got into journalism

I'm from White Oak, a small East Texas town with a small school, which had maybe three electives while I was there from 1968-71: physics, woodworking, and journalism.

I was too dumb to take physics.



Bobby Hawthorne
Journalism Director

I might have taken woodworking except that Larry Brown (I changed his name in order to protect myself in the event he reads this) was in that course and he hated me. Larry was a thug who took six woodworking courses a day. He was the kind of guy who impressed people by burning cigarette holes in his arm. Seriously.

I still have nightmares that involve me, Larry and a hydraulic drill. No way I was taking that course.

So it's journalism or nothing. I had another reason to wanted to take journalism: Debbie Havins. I had a big crush on her. She had long, brown hair and big brown eyes. She was head cheerleader and she wore skirts as short as the school would allow. I was just crazy about her. She didn't know I was alive. Until I took journalism!

Best of all, about nine of her friends, all girls, all cute, were in journalism, too. So if I struck out with Debbie, which I did, there were others. I struck out with them, too. But the course wasn't a total waste. I found out I was actually pretty good at it, at least by White Oak standards.

We had a guest speaker once, and she asked "who's the best writer in the class?" and the girls said, "Bobby," which was a big shock to me.

Fact is, I was the John Grisham of the "Have you ever..." lead.

Like "Have you ever burned a hole in your arm with a cigarette? Well, Larry Brown did."

How I got my first job

My junior year I qualified for state in feature writing. I bombed, but that was okay. The next fall, I was sports editor for both the newspaper and yearbook which was cool because I played football and baseball and ran track, and could write things like, "Quarterback Mike Barber hit Bobby Hawthorne (me) with a 25-yard pass to set up the scoring play," which may or may not have been true. I can't remember. The local daily paper didn't mention it. I remember that.

In the winter of my senior year, Van Thomas, the sports editor of *The Longview Morning Journal* offered me a job as a stringer. Next thing I know, I'm working 40 hours a week as a reporter and statistician.

So that's how I got started.

It was a desk job. Inside with air conditioning. Got my name in the high school paper three or four times per issue and in the daily newspaper two or three times a week.

Life was good.

I graduated from high school and enrolled at The University of Texas at Austin where I earned a degree in journalism while working for UIL athletic director Bailey Marshall, who once coached and taught in White Oak. I was Bailey's go-fer. I mowed his lawn. Worked basketball tournaments. One night, I slept on the pole vault pit with Warren Cico — pronounced Psycho — because Bailey was afraid someone might steal it.

Anything he wanted me to do, I did.

We became good friends.

After graduating from UT, I returned to East Texas as a sports writer, wire editor and general assignments reporter for the *Tyler Morning Telegraph*. I don't know much about it now but back then it wasn't high on anyone's "most likely to win a Pulitzer" list.

It was a fun place to work because you could get away with anything. I personally committed a few of the worst journalistic crimes of this century, and the editors never said a word to me.

As an example of one of the milder offenses: a guy fell in a bear cage and was mauled to death.

I wrote the following headline: Grin and bear it.

No one said a word. True story. You can look it up.

How I got into scholastic journalism

While it was fun, living in Tyler was not. So when a job with the League opened and Bailey offered it to me, I jumped, even though it paid less than what I was making in Tyler.

So now I'm working for the UIL. I was hired mainly as a media relations guy to babysit sports writers at track meets and baseball and basketball tournaments. Stuff like that.

In addition, I was the assistant to the director of journalism, a wonderful man named Max Haddick. Max was revered by Texas high school journalism teachers. They adored him.

But Max had a history of heart problems, and that year he had a heart attack and was forced to take medical retirement. Bailey conducted an exhaustive search of the second floor of the UIL building for applicants before appointing me to replace Dr. Haddick, despite the fact that I was totally unqualified and unprepared for the task. I can remember him saying to me, "Congratulations. The staff and I have complete confidence in you."

I remember thinking, "Well, I'm glad you do because I sure don't."

There I was, director of one of the nation's largest high school press associations. I was scared to death.

I survived a rocky start and quickly fell in love with high school journalism and the people associated with it. Bailey had no idea this would happen. I don't think he really wanted it to happen. But it did.

One of my tasks was to write for and edit *The Leaguer*, which, before I showed up, was published almost exclusively for Texas high school coaches. The basic theme of most stories was, "follow the rules or else."

McKinney administrator receives honor

Dr. Carol Hunter-Wichmann, principal at McKinney High School, has been named as Southern Interscholastic Press Association's "Administrator of the Year."

Dr. Wichmann is the first principal from Texas to receive this award in recognition of outstanding support of scholastic journalism and a responsible, free press.

Lori Oglesbee advises the publications at McKinney High School and nominated Dr. Wichmann.

ILPC recognizes publications at convention

The following publications were honored with Star awards at the recent ILPC Convention, held in Austin. A star signifies a publication in the top 10 percent statewide.

1999 STAR AWARDS

Yearbook

Gold Star

Carillon 1998

Houston Bellaire HS

1998 Flashlight,

Abilene HS

The Lion, McKinney HS

Panther Tale

Duncanville HS

1998 Hornet, San Antonio East Central HS

Odyssey, Christa McAuliffe Middle School

Yearbook Silver Star

Highlander 1998

Highland Park HS

Treasure Chest 1998

Amarillo Randall HS

Hoofbeats '98

El Paso Burges HS

The Deer 1998

Deer Park HS

Comet 1998

Austin Stephen

F: Austin HS

YB Bronze Star

Panther 1998

Spring Hill HS

Highlander '98

The Woodlands McCullough JH

1998 Paladin

Mayde Creek HS

The Hawk

Pleasant Grove HS

Marauder 1998

Flower Mound

Marcus HS

Dragon 1998

Round Rock HS

1998 Prowler

Kempner HS

La Saga '98

Amarillo Caprock HS

The Panther

Dallas Hillcrest HS

Heritage '98

Westwood HS

Reata '98

Houston Memorial HS

1999 STAR AWARDS

Newspaper

Gold Star

Featherduster

Westlake HS

Panther Prints

Duncanville HS

Edition

Anderson HS

Hillcrest Hurricane

Hillcrest HS

Caledonian

The Woodlands HS

Tartan, The Woodlands

McCullough JH

Uproar

Mansfield HS

Silver Star

Round Up

Andrews HS

The Lion

Henderson HS

The Liberator

Austin LBJ HS

Stampede

El Paso Burges HS

Maroon

Austin Stephen

F: Austin HS

Silver Streak

Amarillo Randall HS

Bronze Star

The Tattler

Angleton HS

Falcon Cry

Fulmore Middle School

Three Penny Press

Houston Bellaire HS

Bagpipe

Highland Park HS

West Thompson

Street Journal

Decatur HS

The Chronicle

Clark HS

The Talon

Lake Dallas HS

Panther Spirit

Follett High School

Current Events questions face 'timely' dilemma

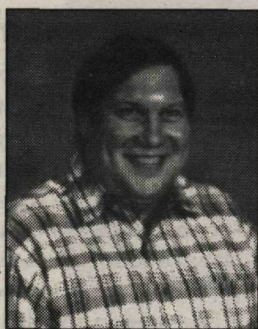
1999-2000 CX DEBATE TOPIC RELEASED

Resolved: That the federal government should establish an education policy to significantly increase academic achievement in secondary schools in the United States.

By now there are lots of people who took the current events contest who are absolutely abhorred with the questions presented in the district and regional contests, and there are a few who think all the questions were fair and they presented a fair outlook of current events this past year. As a former teacher who created current events tests each week for journalism students, I assume there are far more students who think the contest was hard than those who thought it was easy.

Creating a current events contest of this magnitude is a difficult task. We first begin in the middle of August accumulating ideas and don't stop until about two weeks away from the state contest.

My philosophy about creating current events tests then, and creating the current events contest now, has not been much different. Many of my former students can recite, verbatim, why we did so many current events — "because you need to have something else to talk about during the coffee break than



Randy Vonderheid
Assistant Academic Director

just your family." As a teacher I felt students needed to be reading, and as a journalism teacher, the most obvious place to read is a newspaper. As journalists, they needed to read other people's writing styles so they could start creating their own—but I am getting off the subject. When I create a current events test (for the classroom) and contest (for UIL) I look for several things and have to eliminate some good questions because of the time element. When creating the contest, I have to decide whether something is important enough for a person to remember, especially if the event occurs in August or September and the contest is not until March. For instance, an airplane crash killing 125 people is extremely important in September, but is it as important in March? I normally decide "no" because so many other things have happened since then. I may decide it is important, though, if the crash occurred in Texas.

Another thing I have to think about is how it affects our audience. *Should* students be expected to remember this, and *would* they remember it. These questions are two I battle with most frequently. One of the questions in the District 2 contest dealt with a "one-act" play based on the shootings in several high schools around the United States (*Bang, Bang You're Dead*). I felt that needed to be covered. High school students were involved in the original news event, and they are directly related to the secondary current

event by participating in the play. Another question I battle, especially if the event occurs in Texas, is that whether one part of the state has an advantage of knowing the event more than students in another part of the state. For instance, as I am writing this, the FBI is searching for the remains of Madelyn Murray O'Hair south of Austin. The story is getting a lot of play in the Austin market since she headquartered here. Would students in Amarillo or El Paso have the same recognition of that as the students in and around Austin? Many times, too, when something happens with the state legislature, the students in and around Austin have more of an advantage because the media here cover that more extensively than say Abilene, although I do think it is important students keep up with what is happening in the state legislature since it affects everyone.

There are some questions I cannot ask because the event is ongoing and many things can change between the time the question is created and the time the contest is held. For example, the Kosovo uprising changes daily. That is why few, if any, questions were asked about that. I know that many of you seasoned teachers are coming up with arguments concerning things I have said, and a few are agreeing. For those agreeing with me, I thank you, and for those who do not agree, there is one consolation for you—Bobby Hawthorne will take the contest back next year.

1999 UIL Academic State Meet - Event Schedule

Contest	Coaches' Conference	Friday 5/7/99 Contest	Saturday 5/8/99 Contest	Grading	Lunches Time/Room	Awards Verification
ACCOUNTING	TCC 3.102		10:30 (doors open at 9:45) WEL 3.502	Graders to WEL 2.312		WEL 3.502
CALCULATOR APPLICATIONS	Fri: 7 p.m. TCC 1.110		9 a.m. UTC 2.102A	10 a.m. UTC 1.104, 1.116, 1.118, 1.130, 1.132		Sat: 2:30 p.m. UTC 2.102A Ver: 1:15 UTC
COMPUTER APPLICATIONS	Fri: 7:30 p.m. TCC 2.102		8 a.m. (set up 7:30) TCC 1.110	10:30 a.m. TCC 1.110		Sat: 1:30 p.m. TCC 1.110
COMPUTER SCIENCE	Fri: 5 p.m. Conf - PAI 3.02 Sat: 12 p.m. Conf - TBA	6 p.m. - written test PAI 3.02	12:30 - 2:30 p.m. hands-on test (TBA)	2:30 p.m. TBA		Sat: 4 p.m. TBA
CURRENT EVENTS	Sat: 8 a.m. UTC 2.112A		8:30 a.m. UTC 2.112A	9:30 a.m. UTC 1.146		Sat: 12:30 p.m. UTC 2.112A
EDITORIAL WRITING	Fri: 9-10 a.m. TCC 1.110	10-10:45 a.m. TCC 1.110		Fri: SRH 3.106 & 3.108 11 a.m.		Fri: 6 p.m. LBJ Auditorium
FEATURE WRITING	Fri: 9-10 a.m. TCC 1.110	11 a.m. - 12:30 p.m.. TCC 1.110		Fri: SRH 3.106 & 3.108 12:45 p.m..		Fri: 6 p.m. LBJ Auditorium
HEADLINE WRITING		2:15 - 3 p.m. TCC 1.110		Fri: TCC 1.110 3:15 p.m.		Fri: 6 p.m. LBJ Auditorium
LITERARY CRITICISM	Sat: 9 a.m. JES A121A		10:30 a.m. JES A121A	12:15 p.m. JES A215A, A216A, A217A		Sat: 4 p.m. JES A121A
MATHEMATICS	Thurs: 7 p.m. TCC 2.102	8 - 9 a.m. TCC 3.102		9 - 11 a.m. TCC 3.102		Fri: 4 p.m. LBJ Auditorium
NEWS WRITING		1:15 - 2 p.m. TCC 1.110		Fri: SRH 3.106 & 3.108 2:15 p.m.		Fri: 6 p.m. LBJ Auditorium
NUMBER SENSE	Fri: 6 p.m. TCC 2.102		8 - 8:45 a.m. UTC 2.102A	Sat: 9 a.m. - 12 noon GSB 2.122		Sat: 1 p.m. UTC 2.102A
READY WRITING	Fri: 7 p.m. TCC 2.120		8 a.m. GSB 2.126	10:30 a.m. GSB 2.126		Sat: 3:30 p.m. GSB 2.126
SCIENCE	Fri: 8 p.m. TCC 1.110		10:30 a.m. UTC 2.102A	12:15 p.m. GSB 2.124		Sat: 4 p.m. UTC 2.102A
SPELLING AND VOCABULARY	Fri: 8 p.m. TCC 3.102		10:30 a.m. UTC 2.112A	12:15 p.m. UTC 1.142 & 1.144		Sat: 2:30 p.m. UTC 2.112A

State C-X Debate Meet becomes Texas-size event

By the time this *Leaguer* hits the front steps of your school, many of you will be packing to come to State Meet. This school year, thousands of students, coaches, judges and tournament staff members will have invested countless hours in practice and competition. UIL staff members have hosted five Superconferences, answered millions (I never exaggerate!) of phone calls, and assisted district and regional sites in an effort to promote fair and equitable competition for all students. Whether you've qualified for State or not, it is my sincere hope the "Kodak moments" your speech squad has experienced through UIL academic competition will have been life-changing and certainly memorable for you.



Jana Riggins
Assistant Academic Director

At the UIL Cross-Examination Debate State Meet, more than 700 rounds of debate took place across the UT campus and climaxed with the draping of five state champions from a field of 305 debate teams — truly a "Texas-sized" event! This year, the League sent press releases not only to the hometown papers of the winners, but also to the State Board of Education and to state representatives. We at UIL believe that what students accomplish in the academic arena is remarkable and noteworthy at the very highest levels.

If you're a coach who has state qualifiers in Lincoln-Douglas Debate, be sure to review the coach's packet you should have picked up at the regional meet. Because each school who qualifies a debater has a constitutional obligation to provide an experienced debate judge at the State Meet, you have judging papers which must be filled out and returned to the League office *no later than April 28*.

Competitors in extemporaneous speaking most likely have noticed that topics for district and regional, by necessity of being mailed out to contest sites in advance of the contests, cut off approximately one week in advance. However, for the State Meet, with no need to mail topics, we are able to print topics just

prior to the preliminary round; therefore, you will need to be aware of the very latest breaking news.

PLANNING FOR NEXT YEAR

• We are excited about our annual summer workshop for speech coaches and academic coordinators. We've given it a name after all these years — the Capital Conference — appropriately titled because of its location (Austin!), but also because we are striving to design a conference with top of the line sessions and presenters. The date is July 9-10, so make plans to include it in your summer enrichment program. Sessions will cover all six of the high school speech and debate events, and we're expanding to include junior high and elementary events such as modern oratory, oral reading and storytelling. Particularly helpful will be the session covering analysis of the new C-X education topic. I think you'll be pleased with some of the changes and additions we're making in the conference. More than 350 educators attended last year and we're making room for more!

• All coaches should anticipate receiving from my office a packet of information that will be helpful in getting your students started in UIL for next year. We mail these out in late July so they will be waiting for you when you arrive back at school for the fall semester.

• New prose and poetry categories were introduced this season, and most coaches and students have become comfortable with the challenge they presented. Therefore, we will keep them again next year. Check the C&CR for any refinements or clarifications, but the general scope of the categories will remain the same. The handbook will be reformatted and updated to provide additional examples of acceptable documentation, so you will definitely want to order the new one.

• The fall Lincoln-Douglas Debate resolution will be released in early August. The fastest way to get the topic will be via our web site, although it will be mailed in our summer coach's packet as well. This year, an advisory committee will meet in June to draft a list of potential topics. You can have input to that committee's work by going to our web site and submitting topic ideas. Staff prior to the August release date will determine final wording and selection.

• Internet research on the new education

topic for Cross-Examination Debate already has proved to be incredible. Check out these web sites: <http://edexcellence.net/index.html> and <http://www.choices.edu/index.html>. The April Bulletin of the National Association of Secondary School Principals is dedicated to educational reform for the next century.

• As you are filling up your calendar, all speech educators will want to attend the Texas Speech Communication Association convention in Dallas, Sept. 29 – Oct. 2. It's a chance to hear from professionals in the field of speech communication, offering more than 60 programs directly targeting the needs of speech teachers. It may very well be the most valuable staff development training you receive for effective teaching and coaching of speech

communication. Feel free to contact me about information concerning TSCA or the fall convention.

• If I can leave you with one word of advice as you plan for UIL next year, be sure that you are a vital part of your district's spring meet planning meeting. The distress calls we receive at the League most often come from those districts who did not address important issues at their planning meeting in the fall, or that did not even hold a meeting at all! We have included suggested agendas for those critical meetings in the academic coordinator's manual and continue to review them in Superconference sessions. It is much easier to make decisions when adults from every dis-

continued on page 11

TILF honors Naegelin with two scholarships

Dr. Bailey Marshall, executive director of the Texas Interscholastic League Foundation, has announced two scholarships of \$500 each will be awarded in honor of the late Lanny Dean Naegelin, a former speech teacher/coach, who made many contributions to the University Interscholastic League, including serving as the Academic Regional Director for Region IV-4 and 5A, and serving as a State Meet speech and debate judge and numerous committee appointments throughout the years which positively impacted League contests.

Recognized by the Texas Speech Communication Association as Texas's "Speech Teacher of the Year," Naegelin held "Distinguished Service" awards from Trinity University, Emory University and the Texas Forensic Association. His influence on UIL speech and debate was tremendous, and this impact was felt nationally as well.

Named to the National Forensic League Hall of Fame, the NFL Rostrum said of him, "No poll need be taken to determine the best speech coach of the second part of the 20th Century, or indeed the entire century. It would be Lanny Naegelin."

The *San Antonio Light* agreed.

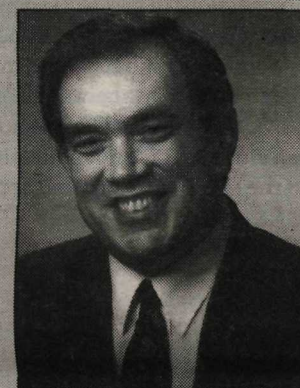
"Naegelin's record of achievement is best measured in the lives he touched. This gentle giant of an educator was an inspirational leader whose fervor for the arts earned him and his students widespread recognition," it reported.

Naegelin's contributions were not overlooked in UIL.

"Lanny contributed his time, energy and expertise to UIL activities with the same generosity and enthusiasm he had for students in his own classes and professional educators under his administration," former UIL speech director Treva Dayton said.

The Lanny D. Naegelin Scholarships will be awarded to contestants in the UIL speech and debate contests who demonstrate excellence in communication skills and with plans to major in speech communication.

Naegelin taught at Jefferson and Churchill High Schools in San Antonio.



Lanny Dean Naegelin
1943-1998

1999 UIL Academic State Meet – Event Schedule

Contest	Coaches' Conference	Thursday 5/6/99	Friday 5/7/99 Prelims	Saturday 5/9/99 Finals	Tab Room	Awards Verification
PROSE	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	8 a.m. - Assemble 10:45 a.m. - Verify/Draw TCC 2.102	8 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
POETRY	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	10 a.m. - Assemble 12:30 p.m. - Verify/Draw TCC 2.102	8 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
INFORMATIVE SPEAKING	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	12 (noon) - Assemble 3:15 p.m. Verify/Draw TCC 2.102	10:30 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
PERSUASIVE SPEAKING	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	2:30 p.m. - Assemble 5:30 p.m. - Verify/Draw TCC 2.102	10:30 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
LINCOLN-DOUGLAS DEBATE (all conferences)	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	prelim rounds in UTC 6 p.m. - Assemble UTC 2.112A	Elim rounds in CBA 7:45 a.m. - Assemble GSB 2.124		Sat. 2:30 p.m. LBJ Auditorium

Texas publications named best in nation at national convention

Several Texas public school newspapers and yearbooks were recognized as crown winners at the recent Columbia Scholastic Press Association convention, held in New York City. Those receiving crowns, which signify the top publications nationwide, include:

Newspaper Crowns:

Gold

(top one percent in the nation)
Bagpipe, Highland Park HS
The Edition, Austin Anderson High School

Silver

(top five percent of the nation)
Hillcrest Hurricane, Dallas Hillcrest High School
Panther Prints, Duncanville HS
Stampede, El Paso Burges HS
Featherduster, Austin Westlake High School

Yearbook Crowns:

Gold

Highlander, The Woodlands McCullough Junior High School
Odyssey, San Antonio Christa

McAuliffe Middle School

Silver

Carillon, Bellaire High School
Comet, Austin Stephen F. Austin High School
Hoofbeats, El Paso Burges HS
Hornet, San Antonio East Central High School
Treasure Chest, Amarillo Randall High School

In newspaper competition, 405 papers were in competition, and in

yearbook, 539 were in competition. In all, 14 newspapers and 19 yearbooks received gold crowns, while 68 other schools received silver crowns.

Bobby Hawthorne, ILPC director, served as one of the judges for the competition. In addition, Sherri Taylor, a former Texas adviser, judged the competition as well as Laura Schaub and Bruce Watterson, who have taught workshops in Texas, and Randy Stano, a former Texas journalism teacher/adviser and pres-

ently a professor in Florida.

In an earlier competition, three Texas schools were recognized as Pacemaker recipients by the National Scholastic Press Association. Those schools include:

Yearbook Pacemaker

Hoofbeats, El Paso Burges HS
The Highlander, The Woodlands McCullough Junior High School
Newspaper Pacemaker
Hillcrest Hurricane, Hillcrest HS

Plan for summer workshop before leaving school

With UIL competition almost completed, academic coordinators and speech coaches around the state are preparing for next year by making plans to attend the Academic Coordinators/Speech Coaches workshop. The workshop has changed names this year to "The Capital Conference," but nothing else has changed.

Sessions in past workshops covered eligibility requirements, surviving as academic coordinator, running each of the different high school, middle school and elementary contests, how to host an invitational meet and the real district meet, TILF scholarships, opportunities and successes in small school programs, as well as all types of speech sessions. Sessions for this year's workshop will be announced as the workshop gets closer.

Cost of the 1999 workshop will be \$50 for pre-registration, and \$75 at the door. Academic coordinators and speech coaches can either fill out the application below and send it in, find the application on the UIL web page or look for a brochure to be mailed to the school in April and apply from that.

Registration Form

the Capital Conference

for Academic Coordinators and Speech Coaches Summer Workshop
Due June 1, 1999

NAME	_____
SCHOOL	_____
address	_____
city,	_____
state ZIP	_____
phone	_____
HOME	_____
address	_____
city, state ZIP	_____
phone	_____
E-mail	_____

All sessions are open to anyone registered for the conference. This is for planning purposes only.

SEQUENCE ☐ coordinator ☐ speech
LEVEL ☐ elementary ☐ junior high ☐ high school ☐ all levels/district-wide

PAYMENT

Registration on or before June 1, 1999 • \$50 per person
After June 1 (including walk-in) • \$75 per person
Check Number _____

HOTEL ARRANGEMENTS

In addition to the Austin-area hotels that regularly give discounts to schools, the **CLUB HOTEL BY DOUBLETREE**, located at the intersection of IH-35 and MLK (next to Disch-Falk Field), has agreed to give a discount to anyone attending the Capital Conference. Reservations are \$80 plus 13% tax per night for a single or double room. Be sure to bring your tax exempt form with you. Reservations must be made before June 9, 1999. Call (512) 479-4000 for more information or reservations. Use the group code "GOUIL" when making reservations.

MORE INFORMATION

Randy Vonderheid, Assistant Academic Director
UIL, Box 8028, Austin, TX 78713-8028
e-mail: rvonderheid@mail.utexas.edu • Web: <http://www.utexas.edu/admin/uil>
phone: 512/471-5883 • fax: 512/471-5908

Make checks payable to The University of Texas at Austin. Mail payment and a copy of this form to the UIL address.
this form will also be found on the UIL web page and will be mailed to each school in late April or early May.

Speech educator receives state honor

By Adam Fortner

Staff Writer

The National Federation Interscholastic Speech and Debate Association recently selected UIL nominee Larry McCarty of Ingram Tom Moore High School to receive its annual "Outstanding Speech/Drama/Debate Educator" award. The award recognizes high school or college speech, drama or debate educators whose contributions have impacted high school programs through their association.



AWARD WINNER
Larry McCarty of Tom Moore High School was recently selected as Speech Teacher of the Year.

McCarty's career as a high school educator began 16 years ago at Center Point, Texas where he taught nine different subjects, coached debate and directed an award-winning one-act play. His career continued at Tom Moore High School where he has remained as a teacher and coach. Besides speech and debate events, McCarty has coached journalism and current events, and his teaching certifications span a variety of subjects from psychology and government to speech and debate. His students have continually done well at state and national levels. McCarty has had eight UIL state champions in speech and debate, and several qualifiers in the Texas Forensic Association state tournament and the National Forensic League national tournament. Academically his students have graduated at the top of their classes.

In addition to teaching and coaching, McCarty's influence in education reaches far beyond Ingram. McCarty has served UIL in many capacities, including serving as a presenter at various UIL SuperConferences, and co-authoring the "Guide to Lincoln/Douglas Debate." At the national level, McCarty has participated in debate topic selection for the National Federation and makes presentations annually at National Forensic League workshops. His study report on renewable energy became the 1997-1998 national Cross-Examination Debate resolution used in policy debate competitions across the country. McCarty has also authored several books on Lincoln/Douglas debate and others on many aspects of speech education. His books have been distributed to at least 43 states.

McCarty was nominated for the award by Jana Riggins, UIL Director of Speech and Debate.

"Texas and the nation is greatly indebted to his positive contribution to the field of speech education," Riggins said. "Larry McCarty brings great honor to our profession."

'Basic Set' rules get changeover in new Constitution

The 'Basic Set' of rules Section 1033: (c)(2)(E)(F)(G) have undergone major revision. These changes were passed from the UIL Advisory Committee of Texas Educational Theatre Association to the UIL Academic Committee and Legislative Council and finally to the State Board of Education.

Set revisions have been 30 years in the making. The actual writing by a committee of 19 took more than two years, six two-day major meetings and reams of paper. Drafts have been published; issues have been argued, passed, rescinded, revised and passed again. The final version was sent to Legislative Council members prior to their meeting last fall and it will now appear in both the C & CR and new *One-Act Play Handbook* for next fall.

What does this mean for all? You cannot assume anything about what you read in the handbook this year. There is some good news. You will not be required to request approval for many of the scenic devices commonly approved. If you want items that are not written into the set rule they must be "without which the play cannot be produced." The request will cost \$20 and the Dec. 21 deadline will remain.

As you look to making use of this new found scenic freedom, remember that less is often best. The set and strike times have been reduced to seven (7) minutes each and the performance must start immediately (60 seconds max) following the set time. A stage loaded with scenic stuff will rush your company. A great deal of the stuff I see at the State Meet OAP annually is more of a distraction than a support. OAP is a contest in acting and directing, not an exercise in overloading the stage with stuff.

Karen Longan, theatre director at Munday High School, deserves a big hand for taking the time to remind us that OAP myths are not necessarily rules. I continue to be amazed at some of the phone justifications for directional choices that violate OAP rules. The following is an attempt to dispel misinterpretations or fractured myths:

You cannot "adapt" plays on the approved list without publisher and UIL approval. This includes public domain plays. "Scenes from" does not include adding material, changing gender, adding characters, splitting characters or any other revisions of the text other than deletions to comply with UIL rules. An adaptation of a public domain play requires Dec. 21 submission and approval of the UIL Play Appraisal Committee as outlined in Section 1033 (c).

Special approval items cannot be shared with other companies. You are also not required to share props, costumes, or sound equipment.

A director cannot use extra lighting instruments, their own unit set elements or any other basic set elements unless they are declared a part of the basic set by the contest manager. The OAP Planning Meeting is the time for determining who provides what as a part of the basic set. The best facility with the best equipment and the best management is the best answer. Rotation or the black bean method of determining host/management is the poorest choice.

Stage directions and scenic descriptions do not provide approval or even justification of scenic items without which the play cannot be produced.

Clinicians or workshop presenters cannot give official interpretations of OAP rules or be the justification for rule violating. The great myth is that advice from judges, clinicians or fellow directors provide accurate information about OAP rules, especially

about legal scenery.

Unit set elements must be supported by other unit set elements and may be clamped together for stability by standard C clamps, furniture clamps or "quick" clamps (spring pressure) so long as these devices do not damage an element. Clamp impressions, paint scraping or canvas tearing shall be considered damage and a set violation. Wedges, shims, braces or other devices manufactured locally, especially devised for unit set elements to be elevated, held at extreme angles or odd angles shall be considered a violation of the set rule. Stage weights and/or sandbags placed inside pylons to hold them in a stable vertical position may be used.

Scripts backstage do not violate rules. Company members may use them for any purpose except prompting.

Cue cards off-stage to communicate on-stage shall be considered prompting. This includes communicating time signals. A company may have any number of stopwatches that can be reviewed by any member off-stage.

Off-stage voices are not judgable characters unless they are also on-stage characters. Voices listed in the acting edition cast listing must be seen by the audience in order to be judgable and have an actor assigned to the role. Off-stage voices, in most cases, are considered incidental sound effects. Any confusion over this issue should be cleared up by the League prior to the title deadline.

This has been the year of the painful OAP Eligibility Notice. If all the late eligibility notices (See Section 902) had been the basis for permission to perform there would have been more than 100 OAP companies staying at home. Page 56 in the C & CR was the out. Holidays do not absolve schools/directors of having to comply with this Spring Meet section or OAP rule. "I didn't receive the form" is not an adequate excuse. "I failed to read the letter that accompanied the OAP title card or provide a return envelope with 1-ounce first class postage for the eligibility notice" does not eliminate the rule. Certification of student eligibility is a requirement, not an option. State law and UIL rules mandate.

Advancing schools treated eligibility notices even more casually. Easter break or spring break was the standard excuse. Blank eligibility notices are provided at each level of competition for changes on the scenery and property plot, people or grading periods. If everything is the same, a new date and director signature would suffice, but the timeline of "no later than Monday midnight following the day of the meet" is a rule. Did you deliver/mail your eligibility notice by the deadline? Truth is, the League is missing a multitude from zone and district. We are checking area as I write, and 100 percent for region would be a gift I can't imagine. Make sure the copy is on the appropriate side if you fax. We have received multitudes of blanks.

We will try to include all this and more in the *Handbook for One-Act Play, 14th Edition*. I'm sure a new handbook will not cover or solve every problem. When I discovered that extremely knowledgeable OAP people were holding their official rehearsals on Sunday, I realized there would always be challenges. The official rehearsal is a part of the rule specific OAP contest and shall not be held on Sunday, Section 900 (a) (G).

The TETA 17th K-12 Summer Workshop, "Technically Speaking," hosted by Richland Community College in Dallas, July 16-18, will attempt to teach everything everybody ever wanted to know about technical theatre. For registration information refer to <http://www.tetarx.com> or contact Bronwyn Sullenberger (817) 337-3403.



Lynn Murray
Drama Director

STATE MEET 1999

One-Act Play Schedule & Admissions Policy

Ticket prices are \$8 for adults and \$5 for students for EACH SESSION in either Bass Concert Hall or, if available, McCullough Theatre.

For Conferences A and AA in McCullough Theatre* complimentary tickets **WILL NOT** be honored, and participants' tickets will be honored **ONLY** for their conference. Advance tickets will be made available on an equal basis to participating schools **for their session only**. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit. Tickets will be available to the general public only if any are returned by participating schools. Unoccupied seats will be sold at \$2 each five (5) minutes prior to the beginning of each play.

No advance tickets are available for sessions held in Bass Concert Hall. **ALL** participants' and complimentary tickets will be honored for any performance.

May 6, Thursday

(Note: PAC = Performing Arts Center)

- 7:30 am AAA company meeting & rehearsals
Bass Concert Hall, South Entrance PAC
- 4:00 pm AAA contest (4 plays)
Bass Concert Hall
- 7:30 pm AAA contest (4 plays)
Bass Concert Hall

May 7, Friday

- 7:30 am AA company meeting & rehearsals
McCullough Theatre, NE Corner PAC
- AAAA company meeting & rehearsals
Bass Concert Hall, South Entrance PAC

- 9 am-noon Conference AAA critiques
Bass Concert Hall, Lobby Level

- 4:00 pm AA contest (4 plays)
*McCullough Theatre
AAAA contest (4 plays)
Bass Concert Hall

- 7:30 pm AA contest (4 plays)
*McCullough Theatre
AAAA contest (4 plays)
Bass Concert Hall

May 8, Saturday

- 7:30 am A company meeting & rehearsals
McCullough Theatre, NE Corner PAC
- AAAAA co. meeting & rehearsals
Bass Concert Hall, South Entrance PAC

- 9 am-noon Conference AA & AAAAA critiques
Bass Concert Hall, Mezzanine & Lobby

- 4:00 pm A contest (4 plays)
*McCullough Theatre
AAAAA contest (4 plays)
Bass Concert Hall

- 7:30 pm A contest (4 plays)
*McCullough Theatre
AAAAA contest (4 plays)
Bass Concert Hall

Critiques following awards presentations

Finally, there is no easy way to tell the many friends and colleagues of Jack Meares, long time theatre director at Roscoe High School, that he recently passed away after a long and heroic fight against cancer. Old timers like me will remember that Jack was the first OAP director known to have benefited from the OAP full-time employee rule.

Director suggests driving test for UIL competition

By Tom Ackerman

Staff Writer

Just A

Reminder...

When schools are setting their schedules for the 1999-2000 school year, they should be aware of conflicts between academics/one-act play/ and athletics and try to avoid any definitive conflict.

Looking back at news 50 years ago in the UIL newspaper, *The Leaguer*, we found...

- The League reprinted a *National Geographic* article on the British influence on sports, which cited their enthusiasm for pastimes such as football, lawn tennis, golf and soccer. The article also mentioned some of the legal troubles involved. Football for example, was once outlawed by Phillip II of England, who criticized the "great noise in the city caused by hustling over large balls." Phillip Stubbs, in his *Anatomie of Abuses*, later referred to football as "a devisa pastime...and hereof groweth envy, rancour and malice, and sometimes brawling, murder, homicide and great effusion of blood." (sic)

- C.E. Sanderson, a director from the State Department of Education, wrote on the importance of beginning a UIL driving test. "Students in the schools will naturally be interested in participating," he wrote, "since competition is a part of the make-up of American youth." The driving contest wouldn't be bad for the highways either, which according to Mr. Sanderson, were congested every Saturday with "game devotees that are intoxicated one way or another with football and enthusiasm." Considering the nearly 2,000 road deaths a year in 1949, a UIL test could help make "adults, as well as students more...concerned for their own well-being."

- The League honored five of the state's outstanding speech teachers, praising them for having been generous with their time and energy outside of class. Each coach added a few words on some of the rewards and challenges of high school speech, debate and one-act play:

☞ According to Mrs. G. L. Jones, successful coach at Marble Falls, speech training "is not concentrated merely on the most promising speech students, but is spread through the student body." She added, "I can see more personality development from speech activities than from any other activity."

☞ Wendell Cain, speech and drama teacher at White Deer, mentioned the unique difficulties of organizing events at a small school such as White Deer, with an enrollment of 150 students. "We frequently are confronted with the problem of members of the play cast being in

50 Years Ago

April 1949

various other activities," the coach noted. However, "though a definite understanding and cooperation between the athletic, music and speech departments, an effort is made to hold conflicts to a minimum."

☞ Mrs. G. L. Kelly of Giddings recalled the endurance test of putting on nine one-act plays in 27 days. "I divided my 40 students into nine one-act play casts and rehearsed my weakest cast the first hour of every day for 21 days," she remembered. "Most of the better casts finished their shows at the end of two weeks. Their extra time was then given to the slower casts." According to the ambitious Mrs. Kelly, the work was "more interesting than difficult."

- Region IV reported that participation in UIL music competitions and festivals increased from the previous year. Region V entered 78 bands and nine orchestras, which was a record. Some of these ended

up getting press attention around the state.

- A radio journalist at a recent State conference gave tips on improving high school newspapers. One suggestion was the need for more names in print. He noticed many papers contained no more than 25 names throughout, and that often the same ones repeated. In sports he suggested using the names of all supporting players on the team, and not just focusing on the stars. Other tips included running public service stories and paying more attention to features.

- The School of Journalism at UT began offering a course in the production of the school yearbook. The step-by-step course, taught by Cal Newton, provided topics such as selection of staff, preparation of copy, layout, use of pictures and advertising. Although it was a senior level course, it was "primarily designed to help those teachers in the Texas high schools that are now serving as sponsors of yearbooks."

- Hilda Clute Kozman, Rosalind Cassidy and Chester Jackson wrote the treatise *Methods in Physical Education*. The book, which is in "perfect agreement with the best accepted principles in the field of education", stresses the importance of personal relations, self-control, the role of the physical education teacher in general education, and "the unique contribution which physical education offers to the 'good' life."

NYSTROM sponsorship helps academics

NYSTROM, the leading publisher of maps, globes, and atlases for the educational market since 1903, has become an official sponsor of the UIL. Nystrom supports the UIL's Academic Coordinator's Workshop as well as contributes to the success of the Superconferences, State Academic Meet, and Scholarship Foundation.

Nystrom was the first map publisher to recognize that students should have materials designed just for their age group, an approach welcomed by teachers and students. That focus still guides NYSTROM'S product development today.

In addition, *The NYSTROM Desk Atlas* is the key recommended resource for students competing in the Maps, Graphs & Charts contest. The *Desk Atlas* includes a variety of maps, graphs, charts, and photos to enhance the story that can be told about people and places through geography resources.

Now NYSTROM offers *WorldAtlases.com*—a special web site to expand beyond the covers of the atlas and beyond the walls of the classroom. Any teacher using the *Desk Atlas Student Activities* program can subscribe to this specially developed resource for both teachers AND students!

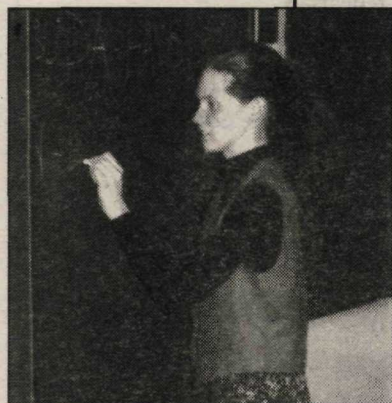
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- ✓ More maps, more graphs, more photos; links to relevant web sites; an atlas study guide; a test to check skills for getting information from the variety of reference materials in the atlas—and much more.

- ✓ Print, download—for lessons, reports, presentations.

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BEFORE WE BEGIN

Amy White of Buda Hays High School prepares to debate on the negative at the State C-X Debate tournament, held March 14-20, on the University of Texas campus. photo by Rhonda Moore

C-X State Meet Results

1A

- 1st place – Springlake-Earth High School – Megan Parrish and Sara Tipton
- 2nd place – Whitharral High School – Marianne Dobrovoly and Jeremy Polk
- 3rd place – Lenorah Grady High School – Gregory Gibson and Anthony Swift
- 3rd place – Tolar High School – Ben Swaim and Michelle Agrue

2A

- 1st place – Lindsay High School – Michael Kendall and Abbas Ravjani
- 2nd place – Blanco High School – Bryan Weber and Jeffrey Farmer
- 3rd place – Holliday High School – Joel Wallace and John Cook
- 3rd place – Karnes City High School – Carmel Patton and Sarah Rives

3A

- 1st place – Friona High School – Clint Burney and Justin Grimsley
- 2nd place – Needville High School – Cory Bourgeois and Taryn Baranowski

3rd place –

Lindale High School – Adam Payne and Justin Lee

4A

- 1st place – Mercedes High School – Aaron Garza and Bobby de la Rosa
- 2nd place – Buda Hays High School – Branden Salinas and Amy White
- 3rd place – Conroe Oak Ridge High School – Becca Eaton and Justin Whyte
- 3rd place – Mercedes High School – Alex VanBerg and Pat Garcia

5A

- 1st place – Georgetown High School – Stephen Anderson and Loren Dent
- 2nd place – Deer Park High School – Hung Nguyen and James Kepple
- 3rd place – Round Rock High School – Marcus Pope and Paulina Woo
- 3rd place – South Garland High School – Ricky Garner and Joy Colburn

The UIL does not hold a round to decide third and fourth place, so each conference has two third place teams.

Publications advisers 'the finest people we know'

continued from page 3

Over the years, I shifted the focus from athletics to academics, which didn't always set too well with the good ole boys. A few of my columns poked fun at principals and coaches, and that occasionally got me in trouble, but I enjoyed stirring things up. Besides, agitation is the one of the few joys of the weak and powerless.

I suggested in a column that the League adopt an official song, and it should be sung to the tune of the Beatles' "Yesterday." (Yes, I am a big — well, really BIG, Beatles' fan). Went like this:

UIL

We all love you cause you never fail.

Though you lost our orders in the mail.

We won't assail.

The UIL.

I thought it was pretty funny. Bailey didn't. But he never once censored me. Never told me what to write. Never told me what not to write, which was and is unique because Texas school administrators generally like to censor.

So in my early days, I saw the world in terms of good guys versus bad guys. Publications advisers and student journalists were the good guys, trying to report the truth. Administrators were the bad guys. Always censoring important news. It was simplistic and unfair, though not always. We still have some guys out there who think the purpose of the student newspaper is to glorify the school. But I've learned that most principals and assistant principals are pretty decent human beings who are doing an almost impossible job. This won't win me any awards from the school press rights zealots, but I've grown to admire them quite a bit.

Mostly though, I fell in love with advisers. My admiration and affection for them has neither wavered nor waned. Col. Joseph Murphy of the Columbia Scholastic Press Association used to have a wonderful ritual: at the end of the adviser's luncheon at CSPA each March, he'd raise his glass and offer a toast to school publications advisers: "The finest people we know," he say.

They are.

Who else would hassle with those who want the yearbook dedicated to the football coach every year the team finishes with a winning record, and who want the newspaper to present a positive image of the school, even after the fire, the accidental toxic waste spill and the fact that half the seniors failed to pass enough classes to graduate.

Advisers do.

They juggle responsibilities for five or six preparations, including correlated language arts for students who wouldn't know a verb from a Vienna sausage.

They wrestle with counselors who think journalism is a great class for students who can't cut it in correlated language arts.

They earn the equivalent to an electrical engineering degree in order to keep the computers and printers running.

They operate on slightly less money than it takes to run a first-class lemonade stand while being told you can't sell ads, popcorn, cookies or even lemonade in order to fund the publications.

They listen to parents complain that the drill team didn't get enough space and the yearbook staff received too much.

They battle freshman photographers who want only to shoot the drill team members doing high kicks.

They know that any day can have all the quiet dignity of, oh let us say, the Jerry Springer Show.

They've resigned themselves to the knowledge that when you work with teenagers, anything goes,

that every day is a fresh start. As the Mouseketeers once sang, every day in a secondary school is "anything can happen day."

I suppose that's what makes it interesting. I know a lot of people who wouldn't want it any other way. They find regular classroom teaching boring. Too predictable. They'd rather work with kids who, on any given day, have the power to make their lives a living nightmare.

As much as anything, I'm going to miss this the most — the excitement of knowing that when you're dealing with young people, in general, and young journalists in particular, every day is anything can happen day.

During one of our summer workshops a several years ago, a kid decided to start a little fire in the trash can in his dorm room.

The fire generated more smoke than he had planned, and the smoke went into the air conditioning ducts where it met head-on with a smoke detector or two, and the next thing you know, there were four or five dormitory counselors beating on his door, wanting to know what the hell was going on, and rather than confessing and submitting to the beating we would have given him, the kid decided to save his skin and lie. He told the counselors that the smoke was coming out of his air conditioner vent.

So the counselors called the Austin Fire Department, and by the time I returned from dinner, there were eight fire trucks, three TV reporters with cameras, and a bunch of people who had been hustled out of their rooms by fire marshals, standing outside the building, waiting for me to show up so that I could tell them, "He's a journalism student. You should know better than to believe a thing he says."

What really made me mad was that we couldn't kick him out of the dormitory because his teacher was the director of our photography workshop. She gets tired of me telling this story, but it's true.

And there was the time a kid attending our summer workshop got out of his bed at two or three in the morning, went out into the dormitory and decided he would take a huge, full-length mirror off the wall.

The kid just about has it off the wall — and I have no idea what he's planning to do with it — when something pops and the mirror crashes to the floor, almost slicing off his big toe.

Someone heard the crash and his wailing, and contacted the dormitory floor monitor, who called me. By the time we all got there, this kid was bleeding and whimpering, too embarrassed to call for help and too injured to get up and get help himself.

We stood there for a few minutes, just looking at him. He probably thought we were going to let him bleed to death. If I'd had my way, we would have.

But we took him to the health clinic, and they sewed his toe back on, and that was that.

I have a few even worse stories but I'd get fired if I wrote about them here. Besides, all advisers have war stories, and most of their's are a lot better than mine. And they like to tell them. You never heard so much moaning in your life as you will if you get three journalism teachers together at a publishing company hospitality suite. But they aren't whining. They're just letting off steam.

Fact is, our relationships with students, with our colleagues, with our profession is wonderful. Sure, we deal with a lot of junk. But the thing we remember and the thing that keeps us going is the chance to work with bright and motivated kids who really care about what's going on out there.

For every day that my job was D-Day plus two, there have been hundreds of days in which it has been the best job a person could have. I feel fortunate to have any career and blessed to have this one. I'm

thankful for this special opportunity to work with talented, dedicated teachers who are not just colleagues but friends.

Since the death of my mentors, Chuck Savedge, Jim Paschal and Gloria Shields, and the recent death of Lina Davis of Arlington High, I no longer take for granted my friends and colleagues in this profession, especially the younger ones.

I don't take the kids for granted, either. With all that we hear and read about today's under-achieving students, I appreciate those young people who devote themselves to a goal of producing the finest newspaper or yearbook possible.

As often as we think publications is a big hassle, something reminds us that we are fortunate to be in this special position, to have access to some of the neatest — maybe not always the smartest, maybe not the most talented, but the most interesting — young people in our schools.

Now and then, something reminds us that we are in the schools to offer students one of the few classes that doesn't crush their intellectual curiosity and then demand that they learn anyway.

Something reminds us that through publications, we are teaching students invaluable lessons, we are providing them life-affirming experiences. For a few students, we are providing them the first steps in what will become a lifelong adventure.

When it is all said and done, what is important are the relationships that are formed in those many late night sessions where a certain alchemy occurs in which, miraculously, rap music and cold pizza are turned into yearbook spreads that capture the soul of a year or a newspaper editorial that makes a difference in a school and community.

More than the Gold Crowns and Pacemakers won or lost, what is important is that a group of people bond together to strive, to overcome obstacles, to love and hate, to forgive, to accomplish more than they or anyone else thought possible.

The memories of these experiences, these lessons learned and values gained last far longer than paper and ink, are much more important than a mere grade, rating or award. That's what I've come to love about scholastic journalism. What I'll always love about it.

And so I hope you'll put down this paper, pick up your coffee cup or can of Diet Coke or Pepsi, and toast high school journalists: the finest people we know.

1999 Edith Fox King Winners

The following were announced as Edith Fox King award recipients for leadership in scholastic journalism:

Brenda Gardner,
Devine High School,
Beverly Davis,
Liberty High School,
Rhonda Moore,
Austin Bowie
High School,
Mike Parker,
Taylor
Publishing Company,
Tread Sheffield,
Jostens
Publishing Company,
Neva Hand,
Henderson High School,
Janice Cummons,
Stratford High School,
John Atkinson,
Clear Lake High School,
Bill Kopf,
Lubbock High School,
**Dr. Thomas
Buckner III,**
journalism instructor
and publications
adviser at McLennan
Community College

Quartet provides entertainment in football, choir performances

continued from page 1

like that for the Rotary Club and Lion's Club," Meeks said.

They also said they sing in their church choirs.

In addition, all four have gone to state in Solo/Ensemble all four years of high school as a quartet.

Their choir sponsor, Eric Hindman, has taught Kaleb and Chris since 6th grade since Hindman was also the middle school choir teacher. He said he picked up Jeremy and Matthew as freshmen.

"They are a music teacher's dream," Hindman said of the four.

Hindman and their football coach, Army Salinas, know how valuable the four are to the school.

"I know I have written a lot of recommendations for other clubs," Salinas said. "We have a fine staff and the kids have profited from it."

Salinas sees advantages to UIL competition.

"The best thing for a student is continuous competition," he said. "(In UIL), students develop social skills and it brings out a more well-rounded person."

Pettiness obstructs competitive ideals in contests

NEWSPAPER
TOPS IN TEXAS
- 1999

Individual Achievement Awards

- **News Writing** — Stephanie Byrd, DeSoto
- **News Feature Writing** — Andy Wade, The Woodlands
- **Editorial Writing** — Ashley Tomkins, Brownsboro
- **Sports Action Writing** — Dustin Finley, Adrian Hernandez, Duncanville
- **Sports Feature Writing** — Jay Shek, Richardson Pearce
- **Feature Writing** — Erin Steele & Megan Greer, Lake Dallas
- **Entertainment Review** — Josh Martin, Grapevine
- **Entertainment Feature** — Claudia Chavez, El Paso Burges
- **Photo Story** — Matt Slocum, Kim Diggles, Duncanville
- **General Column** — Sarah Swenson, The Woodlands McCullough JH
- **Sports Column** — Avery Holton, Cypress Fairbanks
- **In-depth News/Feature** — Ryan Pittman, McKinney
- **In-depth News Package** — John Heath & Ailin Nguyen, Austin Anderson
- **Student Art** — Spencer Matern, DeSoto
- **Computer Art** — Lauren Roper & Brandon Boyd, Dallas Hillcrest
- **Editorial Cartoon** — Tom Chen Li, San Antonio Clark
- **Page 1 Layout** — Megan Middleton, Mansfield
- **General News Photo** — Ben Dickey, Austin LBJ
- **Feature Photo** — Brianna Ramsey, Iraan
- **Sports Action Photo** — Matthew Slocum, Duncanville
- **Sports Feature Photo** — Beau Russo, Westlake HS (Austin)

Ask any UIL director or coach, and he or she can recite the familiar mantra: competition instills in students positive values: teamwork, leadership, self-motivation, self-awareness and so on.

It does. The UIL hosts a couple of banquets for students attending college on Texas Interscholastic League Foundation scholarships, and these young people consistently credit UIL academic competition with providing them an outlet for their creative and intellectual talents and energies.

Of course, all of these kids made it to State at one point or another.

A lot of others didn't, and I wonder how many failed to qualify for state, not because of their actions or lack thereof, but rather because the UIL's academic program has spawned a culture of pettiness whose primary aim seems to have little or nothing to do with the fundamental objective of using competition to enhance the educational experience.

For example, in poetry interpretation, Category A this year was "Voices Beyond the Americas." Students were required to perform a published poem or poems by one poet from outside the Americas. According to the *UIL Constitution and Contest Rules*, "biographic information showing the birthplace, nationality or citizenship of the poet is required."

At a district meet, a young lady entered the room with the following documentation: "So and so was the youngest daughter of a middle class Jewish family in northwestern Romania." This poet spent time during World War II in a Nazi concentration camp.

A reasonable person can easily deduce that this author is from beyond the Americas. Unfortunately, reasonable people did not appear to be judging the meet. The student, a regional qualifier last year, was disqualified because the documentation did not state specifically that the author was born outside the Americas. I suppose it is possible that this poet was born in Cheyenne, Wyoming, then rushed back over to Romania just in time for the Holocaust.

Possible, but unlikely. And to disqualify a student because the documentation did not state specifically "So and so was born in Romania..." is the pinnacle of pickiness. The objective of the UIL contests is not to figure out a way to disqualify students.

I do not possess the power to overturn district decisions. In the case above, I offered an opinion, which the judges rejected. Since I'm not an authority on speech, I did not press the issue. But I hung up the phone knowing that I had participated in an injustice, that a narrow interpretation of the rules had "got" a student, and that she, her parents and coaches now would and probably should question the point of these contests. My greatest fear was that a newspaper reporter would call, and I'd have to attempt to defend the district's decision.

This wasn't an isolated event.

In the maps, graphs and charts contest, fifth graders were disqualified for tabbing their atlases, even though the contest rules say nothing about this, and the contest director says it's permissible.

In feature writing, a judge wanted to disqualify a student who wrote on the back of a sheet of paper.

In the computer applications contest, coaches wanted to disqualify a student who wore a set of headphones into the contest room. Most likely, he was listening to bad music. Be that as it may, one or two coaches wanted to disqualify him because the



Bobby Hawthorne
Academic Director

contest rules state that "no other peripheral devices, such as scanners, will be allowed in the contest room."

It is a stretch to equate headphones blaring the Dixie Chicks or Trick Daddy with a computer peripheral. But some coaches wanted to disqualify the contestant anyway.

We need to eliminate, both by rule and practice, this culture of pettiness. As for the poetry contest mentioned above, I don't know the student. I don't know her coach. I don't know the judges. But I know that justice was not served, that it is not the intention of this or any other UIL academic contest to play games of semantic gotcha. If speech coaches believe that documentation must include the statement, "So and so was born in such and such country..." then write it into the rules. Otherwise allow reason to prevail. When a participant is disqualified because the judges chose not to extrapolate from documentation facts that are obvious to a layman, then it's time to re-examine what it is we're trying to achieve with these contests.

Much of the C&CR allows for wiggle room. For example, the ready writing rules state that students must write their essays in ink. Sounds fairly rigid. However, the C&CR does not state the penalty for failing to write in ink. Thus, judges are free to determine the penalty. If one set of judges decides to disqualify a student for writing with a No. 2 pencil instead of a ball point pen, then so be it. Another set of judges may select to deduct points from the rubric. Thus the wiggle room. Is it better to assume that failure to satisfy every contest rule is disqualification?

Eligibility rules allow no room for leniency. Students who have exhausted their four years of eligibility may not compete. But contest rules cannot be so inflexible. Otherwise, districts would be forced to reject all entries submitted after the 10-day rule, unless we assume that students should be held to more rigid standards and practices than adults.

This spring, Jana, Randy and I found numerous contest rules in the C&CR and the *Spring Meet Handbook* that require clarification and elaboration, and we will do so. But it is impossible to codify common sense. And a program as vast as the UIL academic program cannot be administered fairly unless adults act as if the students are just as important if not more so than the vagaries of the contest rules.

Moving on...

• Last October, the Legislative Council asked the academic staff to study a number of issues, in particular the conflict schedule, the academic point schedule, and the possibility of adding several contests to the spring meet program. Tie-breakers as well as requests to advance more students in region and state were also discussed.

On June 1, a committee consisting of school admin-

istrators, regional hosts, and contest sponsors and judges will meet in Austin to discuss the status of the UIL academic program and to recommend changes to the council's Academic Committee, which will meet June 15.

If you have items or issues you feel should be discussed, please send them to me at the UIL, 1701 Manor Road, Austin, TX 78722 as soon as possible.

Coaches wanted to disqualify a student who wore a set of headphones into the contest room. Most likely, he was listening to bad music. Be that as it may, one or two coaches wanted to disqualify him.

1999-2000 UIL Superconferences set

The dates for the 1999 Student Activities Conferences have been set.

Sept. 18—University of North Texas, Denton

Sept. 25—Texas Tech University, Lubbock

Oct. 16—The University of Texas at Austin

Oct. 30—Sam Houston State University, Huntsville

The League will mail generic information regarding these free conferences to all schools next fall. However, tentative programs will be available through the UIL web site only. They will not be mailed to schools. It is the academic coordinators' responsibility to download and distribute Student Activity Conference program information to coaches and students.

The UIL web site address is <http://www.utexas.edu/admin/uil/>

The conferences begin at 9 a.m. and end by 3 p.m. with at least a one hour lunch break. They are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

Instructional sessions are designed for beginning students, advanced students and coaches. Other sessions for coaches, administrators and academic coordinators will be offered as well.

With a mini-convention format, the conferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

Most sessions are intended to help students begin preparing for spring contests.

Mark your calendar and plan to attend one or more of these free conferences.

Elementary/JH contests sees problems, looks for answers

By Bobby Hawthorne

UIL Academics Director

With the January departure of Bradley Wilson, the UIL survived the spring without a director for elementary and junior high academics. It was not an ideal situation, but one that we attempted to make the best of. Next fall, the League will have a director whose primary responsibilities will be the elementary and junior high academic programs, and I am glad to defer major decisions regarding this program to the incoming director, whoever that person may be.

However, several issues and events deserve to be mentioned.

• First, this spring's music memory contest was an unqualified disaster. This will not occur again. Vendors will produce and provide practice tapes and bulletins that are consistent and compatible. The fault for the problems lies not with the vendors or the music memory contest director, but with the UIL. It

will not be repeated, and we apologize for the confusion and consternation it created.

• Second, questions arose regarding Science I and Science II contests. Rules did not state that Science I was for 7th graders and Science II for 8th graders, although I am confident that was the League's intention. This will be clarified in next year's rules. Also, the League will provide specific information insofar as the nature and essential elements of each contest. Seventh grade contestants and coaches have a right to know generally the concepts and skills covered in the Science I contest. Eighth grade contestants and coaches have a right to know generally the concepts and skills covered in the Science II contest. And we should assume Science II will build upon concepts and skills introduced in Science I.

• Third, the UIL allows considerable flexibility in creating elementary and junior high districts and determining divisions for each contest. Districts are free to devise policies regarding due dates, late entries

and substitutions. They have flexibility in terms of which contests to conduct and at what grade levels. They're free to add team components to certain contests.

Beyond that, however, schools must adhere to the *Constitution and Contest Rules*. They are not allowed to set aside rules.

For example, oral reading contestants this year were to read prose. Next year, they'll read poetry. In 2000-01, they'll read prose again. Districts do not have authority to alter or ignore this schedule.

Another example: districts may not vote to allow ties in creative writing.

The League allows flexibility in terms of organizing and structuring their district meets. However, once the decision is made to conduct a contest, districts must follow the contest plans in the *A+ Handbook* and the *UIL Constitution and Contest Rules*.

• Third, the League received several requests this spring that elementary/junior high academic contests be moved to the fall in order to avoid TAAS and other conflicts. If you have an opinion about this, please write the UIL, Box 8028, Austin, TX 78713-8028.


Spring meet planning meetings place to avoid conflicts at contests

Next fall, be sure to attend your school district's spring meet planning meeting. They generally occur in August. Make certain academics is represented because the spring meet schedule is one of the more challenging ones in recent years.

The first week of district academic meets will be March 20-25. The second week of academic district meets and the first week of district athletic competition is March 27-April 1. Regional academic competition will be April 14-15. Academic State Meet competition will be May 5-6. If spring break has not already been decided, try to avoid planning it March 20-25. Don't schedule a track meet or science fair, the prom or regional music contests to conflict with district or regional academic contests, either.

Furthermore, if you had problems with your district meet this spring, hash them out at the district planning meeting next fall. Given that schools were in the first year of a reclassification and realignment cycle, many found themselves in new districts, where people have other ways of doing things.

If major differences of opinion exist, they should be discussed and resolved in August or September—not in March or April. — Bobby Hawthorne



MY TILF SCHOLARSHIP HAS HELPED ME TO...

Texas A&M is the new home for TILF recipient B. J. Blow, who competed in Science two years while at Commerce High School. His Science team advanced to state both years and he received a TILF Scholarship for his participation. During the annual TILF Banquets, held at The University of Texas and the Texas A&M campuses, Blow explains to the audience that he is majoring in bioengineering and pre-med. Recipients as well as scholarship donors attend the banquet, sponsored by the University Interscholastic League.

While at Commerce, Blow was second in his class and also started on the playoff-bound Commerce football team. Many TILF recipients participated in several UIL activities while in high school. Students qualify for TILF scholarships by competing in any state UIL academic contest, which includes speech and one-act play.

Journalism educator dies following brief illness

Lina Davis, journalism teacher and newspaper and yearbook adviser at Arlington High School, died suddenly March 31 after a brief illness. Davis advised newspapers and yearbooks for 32 years, first at Arlington Sam Houston High School and then at Arlington High School. She was named "Sam Houston Teacher of the Year" in 1973, 1983 and 1994, "Arlington Secondary Teacher of the Year" in 1973, and Fort Worth Chapter Women in Communications "Teacher of the Year" in 1982. She received the "Edith Fox King" award from the Interscholastic League Press Conference in 1993 and a "Gold Key" from Columbia Scholastic Press Association in 1995.

Davis taught a college-level class in student publications at the University of Texas-Arlington for 11 years, and has been a workshop speaker for many years at both state and national conferences.

She was a mentor and friend to generations of journalism advisers.

"After considerable frustration and burn-out this year, I had made the decision to quit advising publications after this year," Lori Herbst, adviser at Flower Mound Marcus, said recently. "I had even gone to my principal and informed him of my decision. In January, I sat on a Taylor Publishing Co. panel with Lina. The next day I went to my principal and told him I had changed my mind. Her upbeat nature, her love of the kids and her job convinced me that my 'mood' could and would be overcome. I returned to school with a renewed vigor and enthusiasm. I truly feel like a new person—and a much better teacher and adviser. Though I did not know her well, I wish I had told her what an impact she made on me." — Bobby Hawthorne

YEARBOOK TOPS IN TEXAS

1999
Individual Achievement Awards

• Theme Selection & Development —

Johanna Rick, Duncanville

• General Interest

Spread — Laura Pearson, Dallas Hillcrest

• Student Life

Spread — Stephanie Cook, Red Oak

• Sports Spread —

Tish Mitchusson, Josh Fitch, Amarillo Randall

• Academic Spread

— Julie Miller, Dallas Highland Park

• Class Section

Spread — Anne Tasian, Dallas Highland Park

• Club/Organization

Spread — Renee Gonzales, Duncanville

• Open category —

Hili Banjo, Kate Mider, Tracy Davis, Dallas Hillcrest

• Student Life

Feature Story — Andrea Adams, Hurst LD Bell

• Academic Feature

Story — Jenny George, Dallas Hillcrest

• Sports Feature

Story — Hedda Barber, Austin Fulmore Middle School

• Club and Organization

Feature Story — Mandy Magness & Suzie Tant, Winona

• Theme Copy —

Staff, McCullough Jr. High, The Woodlands

• Sports Action

Photo — Megan

Stephens, Dallas

Highland Park

• Sports Feature

Photo — Michael Palmer, Dallas Hillcrest

• Academic Photo

— Kaci Cook, Wall

• Non-Academic

Photo — Michael Palmer, Dallas Hillcrest

Planning key to success in meets

continued from page 5

district school are present in a roundtable discussion than to wait until the day of the meet when students' and coaches' emotions are high and people have an investment in the outcome of the decision. Thoughtful planning and participation in these meetings can make all the difference in the world in achieving that fair and equitable competition that all of us want our students to experience in UIL.

Have a great summer!

Wrestling debut gets 'red mat' treatment

Standing on the floor of an empty Austin Convention Center at 6 a.m. Friday, February 26, I couldn't believe how far we'd come. With only four hours to go before the first match of the first "UIL Wrestling State Championships," I couldn't believe how far we still had to go. When the first whistle blew at 10 a.m. to begin the 103 pound weight class, it was the culmination of two years of work and preparation for the newest UIL athletic activity.

Mark Cousins

Assistant to the Athletic
Director

Over the next two days, 240 boys and 63 girls competed for the chance to become a first ever state UIL Wrestling champion. We are not the only state to have girl's wrestling. Most states have girls wrestling boys. To our knowledge, we are the first state that is a member of the National Federation of High School Associations to have a program strictly for girls that go to a state championship. Other states have similar programs for girls, but they are not part of a state association or do not compete for a true state championship.

On Saturday, we crowned 25 UIL state wrestling champions—10 weight classes for girls and 15 for boys. The crowd of 1,300 cheered

their favorites to the finish. Wrestling has a great history of fan following in the state, and the first UIL tournament was no exception.

An endeavor like this cannot be accomplished alone. I wish to express appreciation to the other members of the UIL staff for their help in preparing for and conducting the tournament. However, it's the ones that did not get paid who deserve most of the credit. No UIL state championship event could happen if it were not for the volunteers who give of their time solely for the love of the sport.

I hope I don't leave anyone out. Thanks to Jim Giunta and Lelan Brothman of the former Texas Interscholastic Wrestling association. Thanks to the guys from Amarillo: Jim Brock, James Kile, Lindsay Davidson and Don McLamb. Also thanks to Rick Alder and Todd Sorenson. I enjoyed working with Al Koebke, of the Wrestling Coaches Association and look forward to working with him and the wrestling coaches to improve the program. Without the help of this group, we could not have had a successful tournament.

I, too, would like to thank the schools and the coaches for making the first season of UIL wrestling a success.

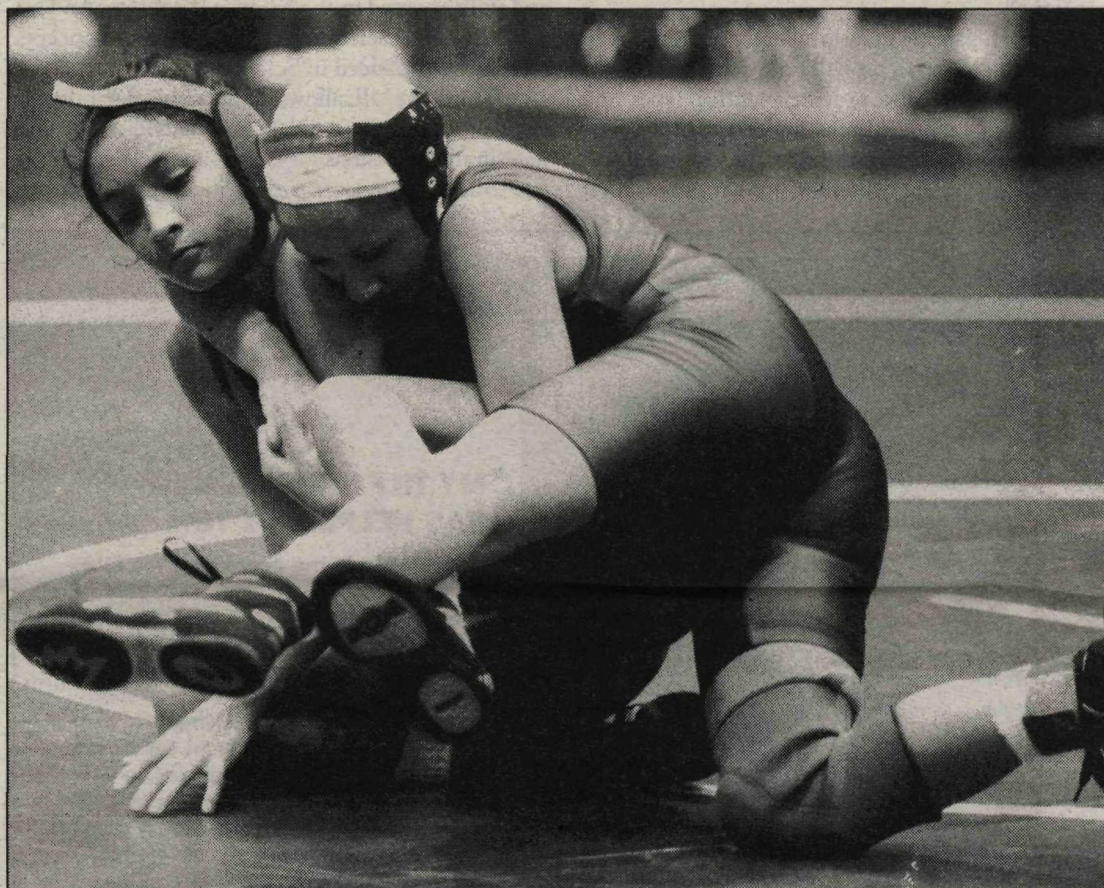
Next year, we have 15 new boy's wrestling programs and close to 40 new girl's wrestling programs. Some say that Texas has long been a sleeping giant in high school wrestling. The giant is awake and will quickly be climbing to the top of the ladder.

ADVANTAGE?

During one of the early matches of the semi-final round, these two wrestlers try to get the advantage on the other. Different holds and maneuvers help a wrestler win points.

CLOSE TO A PIN

With moves that many felt were faster than the guys, these two wrestlers get close to finishing the second time period of their match with almost a stalemate in the match. Texas is the first state to host a girl's championship as well as a boy's championship.



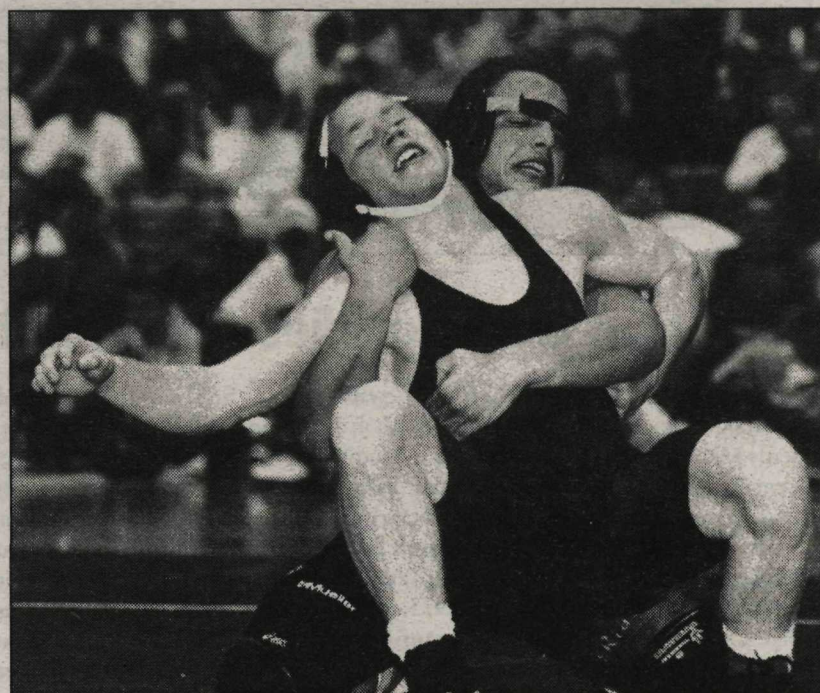
HAND UP

A Highland Park Scot tries to get a hand up on his opponent. Highland Park won gold in three weight divisions.



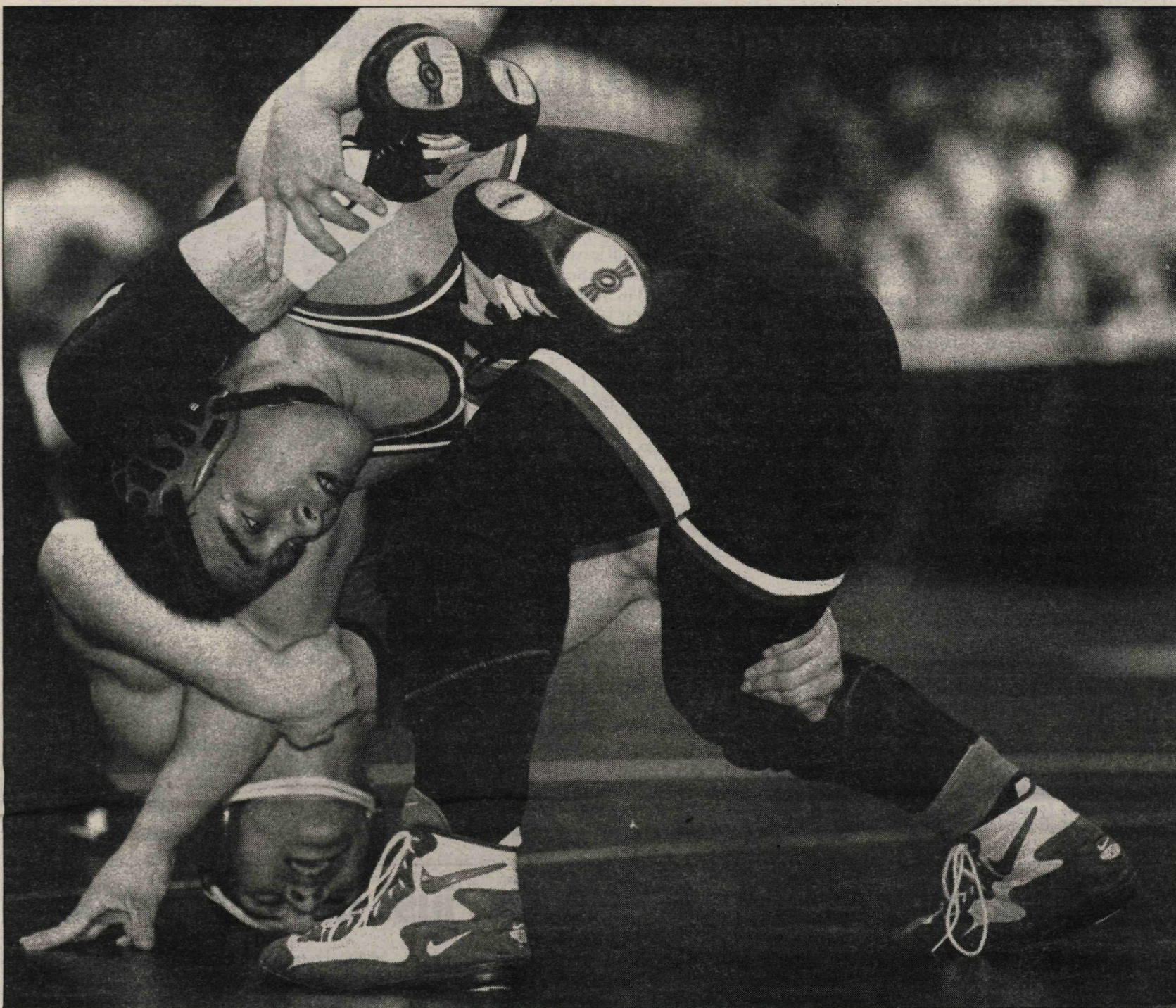
BACKING OUT

Although the participants were not novices to the sport, many novice spectators may have thought some of the moves, like this one, was a defensive move, although wrestlers used this as an offensive movement in the match.



WINNER

A Katy wrestler shows why these wrestlers came to state — to be declared the winner of the state tournament.



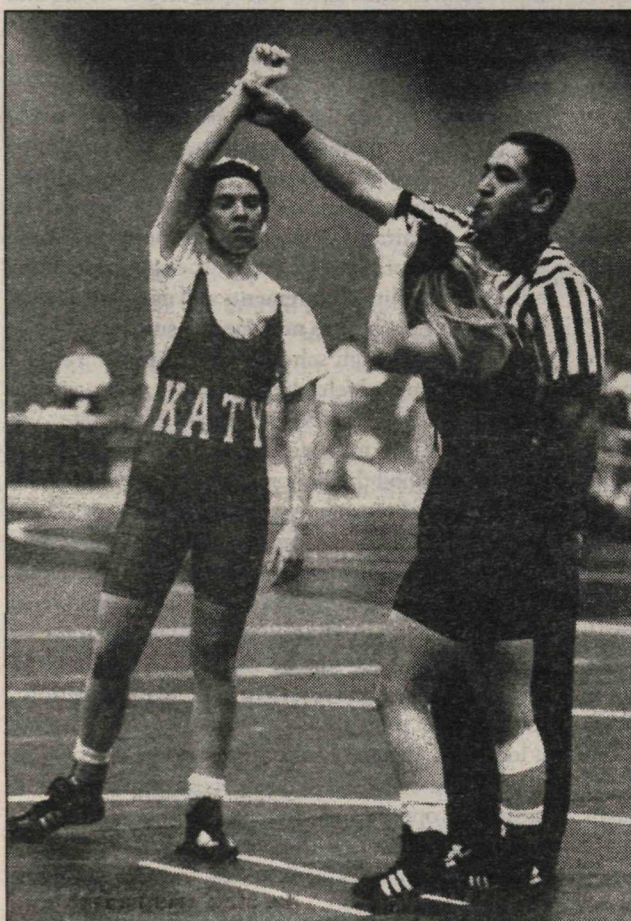
Winners of the first UIL Wrestling Tournament

Girls Division:

95 lbs. Marissa Paver, Amarillo Caprock; 102 lbs. Angela Martinez, Arlington Bowie; 110 lbs. Heather Morris, Klein Oak; 119 lbs. Norma Garcia, Amarillo Caprock; 128 lbs. Brenda Malott, Arlington Sam Houston; 138 lbs. Marci Richardson, Amarillo; 148 lbs. Tori Adams, Amarillo Caprock; 165 lbs. Brandi Killingsworth, Arlington Sam Houston; 185 lbs. Erica Coburn, Waller; 215 lbs. Kara Armstrong, Arlington

Boys Division:

103 lbs. Jacob Francis, Dallas Highland Park; 112 lbs. Emiliano Dominguez, Pilot Point Selz; 119 lbs. Joey Marzoula, Dallas Highland Park; 125 lbs. Frank Soto, El Paso Hanks; 130 lbs. Seth Robert, Grapevine; 135 lbs. Brett Robinson, Amarillo Tascosa; 140 lbs. Michael Sherill, Canyon Randall; 145 lbs. Ben Curcio, Grapevine; 152 lbs. J.J. Holmes, Arlington Sam Houston; 160 lbs. Aaron Baker, Amarillo Tascosa; 171 lbs. Muhammad Lawal, Plano East; 180 lbs. Monty Eakin, Amarillo Caprock; 189 lbs. Brock Stratton, San Antonio Roosevelt; 215 lbs. Anthony Schlegel, Dallas Highland Park; 275 lbs. Buck McLamb, Amarillo Tascosa



UPSIDE DOWN

(top picture) Moves like this are the entertainment most spectators come to the state meet to see.

CHOKE HOLD?

Although it looks like a possible street brawl, holds such as this bring points for many wrestlers.

photos by Andrew Loehman
and Randy Vonderheid

'Just Moving My Office Up North'

Knowledge, experience give Doyle edge in new job with NFSHSA

By Lindsey Hahn

UIL Student Assistant

Colleagues describe her as a woman with integrity. Words often coupled with her name include successful, respected, trustworthy, professional and unique. Most impressive, however, is the fact that, for the second time in the past 10 years, a prospective employer has actively pursued her.

"Cynthia didn't come to the UIL looking for a job," said Peter Contreras, assistant to the athletic director. "We found out about Cynthia Doyle then we went out and found her."

That was 1991. In the eight years since, Doyle has moved from 'assistant to the athletic director' to 'assistant athletic director' to her

current position of 'associate athletic director.'

Now, someone else has found her rather than her finding them. Doyle will leave the UIL in July to join the National Federation of State High School Associations (NFSHSA) in Indianapolis.

"I don't consider it leaving," Doyle said. "I just look at it as moving my office a little farther north."

Dr. Bill Farney, UIL Director, said he will be sad to see her go but happy for her career-wise.

"It would be similar to your mom and dad seeing you leave home to go to college," he said. "They're happy to see you go, glad you qualified, but they're going to miss you on a day-to-day basis."

During college, Doyle never envisioned working for UIL or the NFSHSA. She earned her bachelor's degree in health/physical education in 1977 from Bethel College in Kansas.

"At first I just wanted to coach and be a good mentor to young girls," Doyle said.

Her experience as a coach inspired her to go back to school and take courses in counseling to help her student athletes enter colleges.

She received her master's in guidance/counseling in 1983 from Lamar University in Beaumont.

"That's what took me into administration," Doyle said. "With a counseling degree you can go into administration or counseling."

After teaching biology, physical education and adaptive physical education from 1978-1989, her degree allowed her to become the acting assistant



WINNERS

As director of the girl's basketball state tournament, Cynthia Doyle has the distinct honor of awarding medals to the 5A state champions, Mansfield. In July, Doyle will be going to Indianapolis to begin work with the National Federation of High Schools.



SPECIAL RECOGNITION

On behalf of the UIL and high school basketball, Bonnie Northcutt, Director of Policy, presents Cynthia Doyle and her daughter, Kaitlin, with a bouquet of roses in recognition of her work with UIL.

principal for her elementary school.

Then, in 1990, she served as principal for the newly formed Regina Howell Elementary School in Beaumont. Teachers were brought in from different schools and students from different areas.

"I got to do it the way I wanted," she said. "Everyone else thought, 'that's going to be chaotic' and it truly worked out perfectly. I was really proud

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Regional tournaments not always 'just the competition'

Anytime you put on 38 regional tournaments at 19 different sites; odds are not everyone will be happy. It may be time for those who are most critical of the regional events to take a look at the global picture before they issue harsh criticism.

We do not have folks knocking down our doors to host these events. Regional tournaments, by their very nature, are not as much fun to host, as they are to attend. If you have ever attempted to host a tournament at your facility you can surely empathize with those who host the regional tournaments.



Rex Spain

Assistant Athletic Director

has other obligations of its own to consider when hosting the regional tournament. Thus, there may be a fan or fans, a coach or coaches, a player or players that feel they are not being treated with the importance they deserve while attending a regional tournament. The site's willingness to host UIL events does not only include the regional basketball tournament, but all regional events, from one-act play to every academic event as well as all other athletic events.

The geographical location of the site is another consideration. There will always be a school or schools located in the most extreme geographical directions of the regional site. No matter where the regional sites are placed the problem will still exist.

"What are you willing to consider an extreme?" Regardless of the answer one must keep the entire region in perspective. Is it permissible to require those schools from the southern part of the region to travel the farthest, or should the schools from the northern part of the region travel farther, or what about those schools located in the extreme eastern or western parts of the region? There is not one location in the state that would make everyone in the particular region happy. There will always be schools who have to travel and schools who do not have to travel.

Also try to remember that those individuals who are hosting the sites are trying to make your regional experience the best it can be under the conditions in which they have to operate. While it may be inconvenient to some, I do not know a coach or a player that would not travel where necessary if they thought it meant a trip to the state tournament.

The schools that make up the University Interscholastic League are the ones who voted to have

regional tournaments. The UIL staff is saddled with the burden of finding locations to host these tournaments. One might consider thinking outside the box for a moment and follow suit with Region II 4A and not even have a regional tournament.

To put on a regional tournament one must first have a facility in which the event can be conducted. Secondly, one must have the personnel to effectively put on the tournament. In addition, the host must also have adequate restrooms and vending facilities. When the term "adequate" is used there seems to be as many definitions of that term as there are people who seek to define it. However, the site must determine their facility requirements and make the assessment as to how best to manage the situation.

As a former high school player, I remember the sheer excitement I felt when it came to playing in the regional tournament. My school was fortunate. We were located 11 miles from the tournament. However, when I had the honor as a coach to take a team to the regional tournament some 250 miles away I did not feel the experience was lessened because we had to travel a great distance to participate in the event.

After all, the opportunity to excel at the next level is what is at stake. That opportunity is equal for all students once they step on the floor. They have 32 minutes on the game clock (in basketball) to perform to the best of their abilities, regardless where the site is located. One might be surprised to find out how far players and coaches would be willing to travel if it meant an opportunity to play in the state tournament. You might find the boundaries of state, much less the boundaries of a region, would not be a measurable distance.

When I had the honor as a coach to take a team to the regional tournament some 250 miles away, I did not feel the experience was lessened because we had to travel a great distance to participate in the event.

The comment heard most often by our harshest critics is, "why do you have the regional tournaments in such small facilities?"

One would be hard pressed to find a facility anywhere in the state which can host a regional tournament that is willing to shut down their entire facility to run our events. Life goes on at these sites and sometimes, not often but sometimes, the venue

High school golfers required to play 'with honor'

One standard argument we as athletic staff members make among ourselves when discussing the merits of adding or changing components to an athletic program is that that program is unique.

"Why should we allow the regional winners in swimming plus the remaining eight fastest times across the state to advance to state," would be a question Director Bill Farney or Athletic Director Charles Breithaupt would ask. "Why not just not the top two finishers in each region like we do the other individual sports?"

Well, because swimming is unique.

Golf still advances only two individual qualifiers from district to regional and regional to state. However, if the top two individuals are on the two advancing teams, you can go all the way down to the sixth place medalists to find the two players advancing to the next round.

You're still only advancing two players to the next level, it just may not be the actual players that



Peter Contreras
Asst. to the Athletic Director

finished first or second in the individual standing. Why? Well, because golf is unique.

Truth be known, all sports are unique in their own way. Golf is unique, not just because it is an individual sport, but more so because the player is not really competing against another player – the player is actually competing against the golf course.

Another unique aspect about golf causes a great deal of concern this time of the UIL spring season. Golf is self-policed, self-supervised, self-officiated. There are no referees or umpires like other sports. Tennis when needed provides line judges and umpires. Golf does not.

Played on the honor system, golf is like no other interscholastic athletic program we offer in Texas. Each kid is required by United States Golf Association (USGA) rules to do the right thing. Every time. What's that line from the movie, "If you have no honor, ..." Well, in golf if you have no honor, you're not a golfer!

To believe monitors at district, regional and state golf tournaments should be a requirement mandated by the UIL is a quick solution to maybe a long-term problem. Coaches and parents for several years have called asking why it is not mandated that monitors be used at district and regional competition, to ensure that the two best teams advance from district to

regional and regional to state.

What they are really saying is they do not trust another team or player. That in itself is not a big deal in that we all know a coach that does not trust another coach, despite what they say publicly.

The real question however is do high school golfers cheat? I could bury my head in the sand and say no high school golfer knowingly cheats, but I choose to do that with other aspects of my life.

Sure they do. Is it as widespread as some people would like me to believe? I do not believe it is. Regardless of how prevalent cheating may or may not be, to think that requiring monitors at district and regional competition would solve the problem is burying your head in the sand.

If players are forgetting to count all their shots, it is the coach's responsibility, I believe, to make sure that kid gets a better memory. When a rule is in question, golf is like other sport in that a rules official or rules committee will make a final decision. No one expects a high school golfer to know all the rules. Professional golfers do not know all the rules. That is why they also have rules officials and rules committees at their tournaments.

They are however expected and required to play the game with honor, just like a high school golfer. Why? Because golf is unique.

Doyle heading to NFSHSA

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it came out so well."

Doyle will oversee volleyball and swimming, the same sports she has been responsible for in Texas. 'Spirit' groups and 'cheer' groups will be new to her, though. She will also serve as staff liaison for several committees. Doyle has been actively involved with the NFSHSA on two committees during the past five years: the NFSHSA Equity Committee and the NFSHSA Volleyball Rules Committee.

"I'm really interested in the direction high school sports are taking," she said. "Also, I think the education of coaches is very important and the NFSHSA is making a concerted effort to improve coaches' and officials' education."

Doyle remains confident she will stay in touch with her friends in Texas, and says she looks forward to all the challenges brought on by her new job.

"I really don't see this move as an end," she said. "It's all just part of a process."

Rules change for next year

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The District Executive Committee may authorize district tournaments, which may vary from the invitational regulations. In sub-varsity games, prearranged district tournaments could replace a specific number of games during the regular season.

When three or more schools are tied, the District Executive Committee can authorize a tournament to break the tie. The Committee may authorize a tournament on Monday and Tuesday to break a three-way tie within a district even when a bi-district game will be played the same week on Thursday.

Although new tournament regulations require fewer restrictions when organizing a tournament, the guidelines given are specific. The back of each team sport manual offers a one page review of stipulations that keep the event within UIL guidelines.

If you have questions about setting up brackets, or what may or may not be acceptable in your tournament or someone else's, call the UIL for help and work it out before distributing brackets.

Public Reprimands

BASKETBALL

Rick Eckerd,
Richardson Lake Highlands
John Shelton, Buffalo
Keith Cabaniss, Holland
Carl Walker,
Houston Reagan
Jeff Darnell,
Irving Renaissance
Maurice Flowers,
Arlington Sam Houston
Lance Brown,
Dallas Marsh JH
Daniel Hutchinson,
El Paso Irvin
Greg Allen,
Houston Stratford
Phillip Ritchey, Coleman
Ron Hogue, Cumby
Tracy Hacker, Kemp
Chad Kelly, Klein Oak
Earl Carson, Denison
Lenny Thorsen,
El Paso Burges
David Hodges, Rusk
Boyce Paxton,
Pasadena Sam Rayburn
Joe Sanchez,
San Antonio Highlands
Jim Draught, Cypress Falls
Jason Weese, Ira
Susan McAdams,
Overton JH
Ray Young,
Garland Rowlett
Cathy Martin,
Houston Stratford

SOCCER

Clayton Maple, New Caney
Shane Hurley, Harlingen
Gino Ristevski, Lewisville

BASEBALL

Brett Voss, Temple
Terry Massey, Brewer
John Carpenter,
El Paso Coronado
Robert Abbott, Westlake
Shawn Mixon, Woodville
Steve Castro, Robstown

'Lone Star Cup' update shows close races

The UIL recently released the second update of the standings for the Lone Star Cup presented by the Texas Dodge Dealers. The Top 5 in each classification are as follows:

5A	points
Amarillo	50
Conroe The Woodlands	46
Humble Kingwood	46
Duncanville	36
Houston Clear Lake	34

4A	points
Southlake Carroll	52
Dallas Highland Park	46
Corpus Christi Calallen	32
Friendswood	30
Waxahachie	30

3A	points
Sweeny	38
Wimberley	32
Crockett	30
Aransas Pass	28
Aledo, Atlanta, Caldwell,	26
Canton, C.C. West Oso	

2A	points
Poth	39
Celina	32
Hughes Springs	32
Brookshire Royal, Maypearl,	30
Peaster	

1A	points
Gail Borden County	32
Moulton	32
Windthorst	32
Rocksprings	28
Tenaha	28



Rachel Seewald
Director of Public Information

These standings include all of the points earned in Cross Country, Volleyball, Football, Wrestling, Swimming & Diving and Basketball. At the end of the year, the top school in each classification will receive a Lone Star Cup trophy and a \$1,000 scholarship from the Texas Dodge Dealers. The next update is scheduled for the week of May 21 and will air on the High School Xtra on FOX Sports Southwest.

24 Hour Fitness

The UIL is proud to announce that 24 Hour Fitness has agreed to become an associate sponsor of the Texas High School Championships. In addition to sponsoring each UIL championship event, 24 Hour Fitness will bring their 24 Hour Team Sports program to select UIL high schools in the Dallas and Houston areas. Included in the program is free limited access to 24 Hour Fitness facilities for all juniors and seniors in these schools.

Thank You

A final word of thanks to our six Corporate Partners for the 1998-99 academic year—the Texas Dodge Dealers, Gatorade, Lowe's Home Improvement Warehouse, Pepsi, Sonic Drive-Ins and Southwestern Bell—and the crew of the High School Xtra for providing programs that continue to inspire and recognize all those associated with high school sports in Texas.

If you have any questions about the Lone Star Cup, 24 Hour Fitness or the Texas High School Championships Corporate Partnership Program, please contact Eric Smith with Universal Sports America at (972) 392-5876.

BASKETBALL, BATS AND BLONDS

State tournaments end with overtime games, other firsts for the decade

Basketball combined with bats and blonds to make the two weeks of the state basketball tournaments as exciting as recent years. Lots of basketball included the first two overtime games in the finals since 1992. Bats flying through Erwin Center stopped a 5A semi-final girl's game for almost 10 minutes, and the entire team, including the coach, from Peaster dyed their hair blond to show team solidarity for their drive to win the 2A state championship.

Other firsts that occurred during the two weeks of action included Duncanville, which became the first school in 5A history to win state championships in both football and basketball and Mexia to win their first state championship. And some almos occurred. Dallas Kimball could have boasted the state's most championships this decade had it defeated Duncanville. Kimball has won three state championships, and 2A Krum has won three this decade.

Finally, the two weeks of high school madness would not have been complete without the annual appearance and presentation of medals by Governor George W. Bush. This year he was accompanied by Speaker of the House Pete Laney, and Lieutenant Governor Rick Perry made an appearance to present medals.



BEST FRIENDS?

After he accepted the Most Valuable Player award from Governor George W. Bush (right), Mexia's Rickey Huckaby (center) drapes his arm over the governor's shoulder as if they were best friends. Governor Bush reciprocated in the same fashion. Watching the exchange is Bill Clay of Spaulding, the sponsor of the Most Valuable Player award.

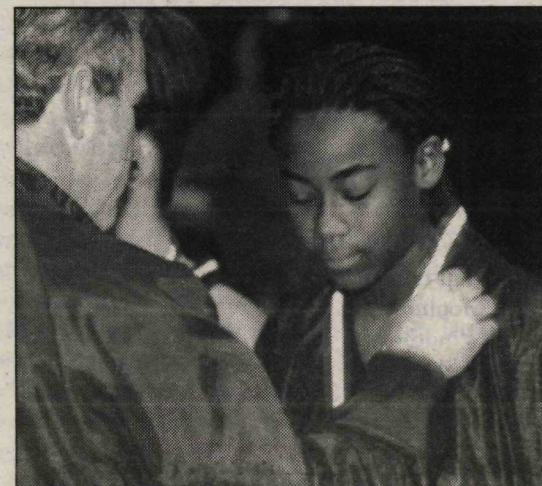


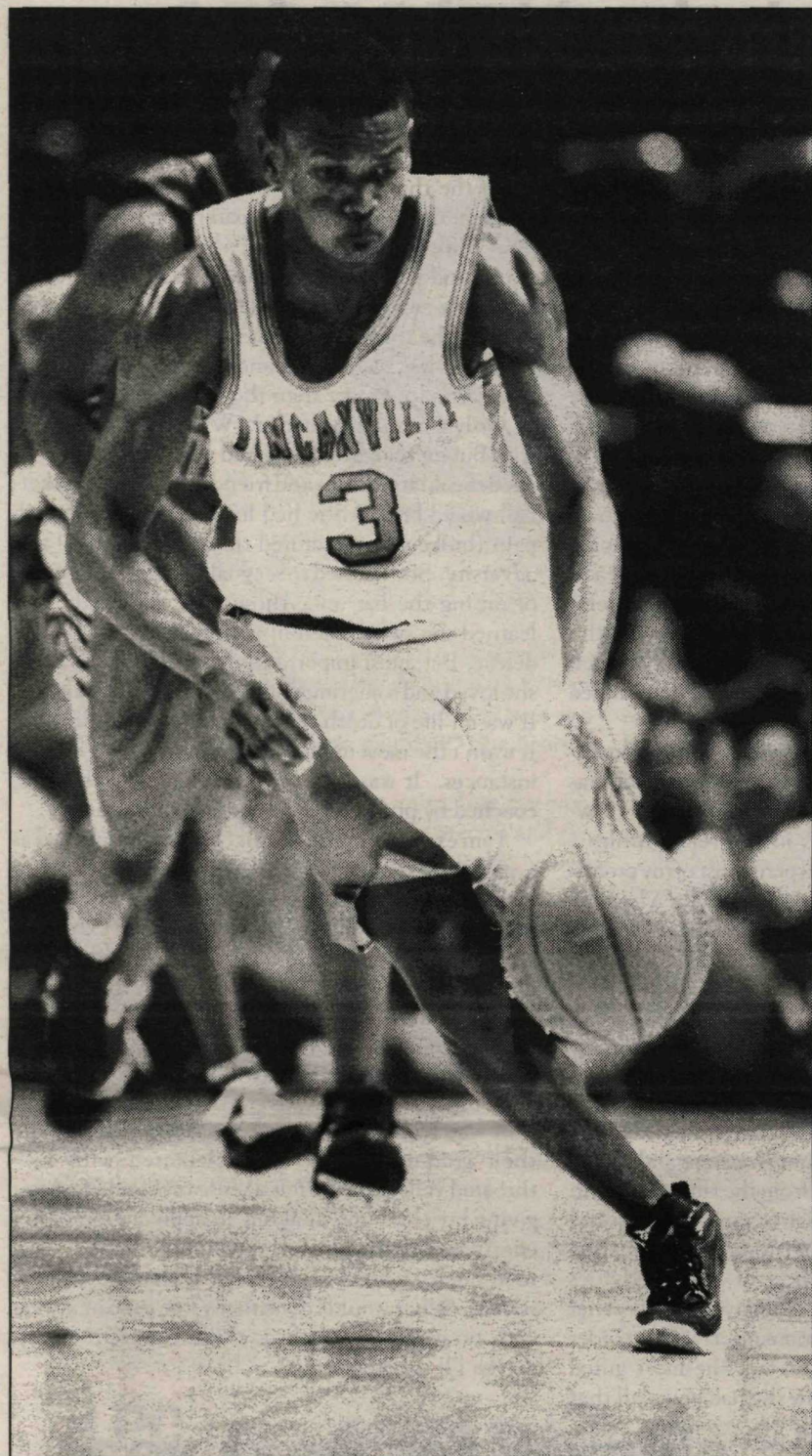
BATTLE OF THE BALL

Trying to gain control of the ball, both Dallas Lincoln's Miranda Walls and Canyon's Megan Clift fight to see who gets control of the ball. When referees called "tie ball," the possession sign went to Lincoln. Lincoln defeated Canyon, 52-49 for the state 4A championship to complete an undefeated season.

THE MEDAL

Accepting her medal from Texas Governor George W. Bush, Y'Kevia Morton of Valley View accepts the honor with grace. Governor Bush presented medals to both teams after the first session of the finals in both tournaments.



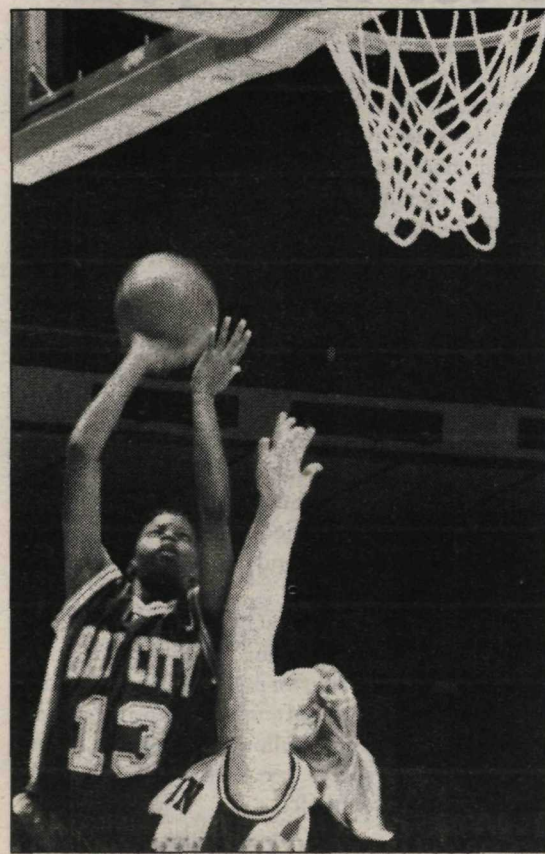
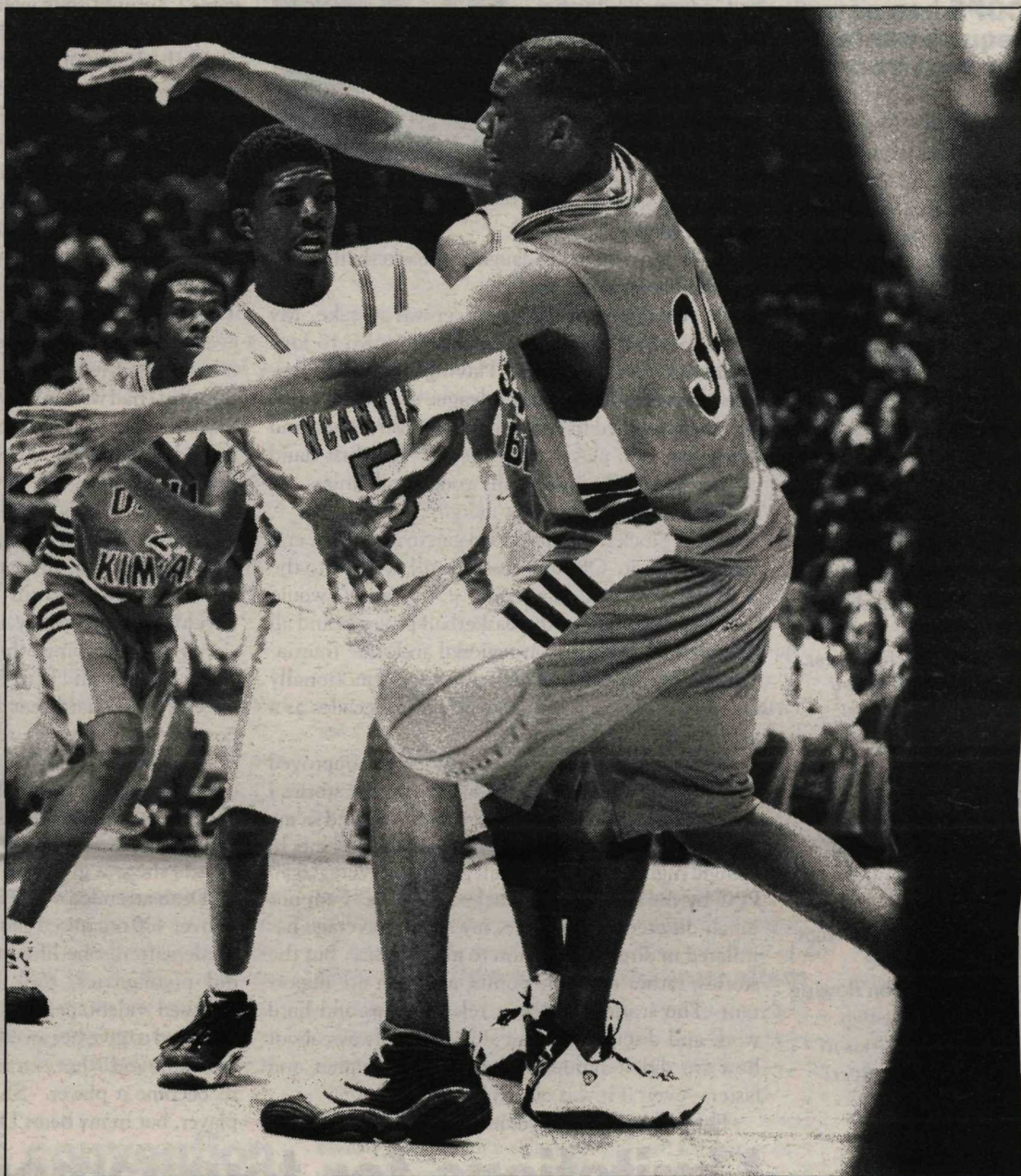


FAST BREAK

Duncanville's Tre' Johnson breaks out of the pack for a quick two before the rest of the Kimball Knights can catch him. Duncanville and Kimball are within five miles of each other in southern Dallas county.

FAST BREAK

Trying to block an inside pass by Duncanville's Roosevelt Brown, Kimball's Chris Jackson tries to get his body in front of the errant pass. His maneuver worked as the pass went out of bounds. Still, Duncanville won the game, 78-61.



EASY TWO

Late in the third quarter of the semi-final game, Bay City's Chandi Jones goes for a layup against a Canyon player. Although she scored the two points, it was not enough as Canyon advanced to the finals against Dallas Lincoln. Lincoln won the 4A championship, 52-49.

RESULTS OF THE 1999

STATE BASKETBALL TOURNAMENTS

Girls

- 1A - Vega 70, Valley View 64
- 2A - Hughes Springs 61, Salado 33
- 3A - Winnsboro 56, Lufkin Hudson 48
- 4A - Dallas Lincoln 52, Canyon 49
- 5A - Mansfield 65, Corpus Christi Carroll 46

Boys

- 1A - Moulton 54, Brookeland 49
- 2A - Peaster 66, Wellington 62 (OT)
- 3A - Mexia 77, Seminole 71 (OT)
- 4A - Crowley 60, Port Arthur Lincoln 51
- 5A - Duncanville 78, Kimball 61

photos by Andrew Loehman,
Nick Kenig and Randy Vonderheid

Father sees more than game in daughter's performance

COPE has new requirements for next year

Effective August 1, 1999, the mandatory Coaches and Officials Positive Expectations (COPE) requirement under UIL rules will change. In recognition of the decrease in coach's ejections and reportable incidents (verbal abuse, physical contact, etc.) over the last three years, the UIL Legislative Council voted to amend the mandatory COPE requirements for high school coaches.

Beginning with the 1999-2000 school year, COPE is mandatory only for first year coaches and coaches who were ejected from a contest during the 1998-99 school year. All coaches are encouraged to attend local official's chapter meetings in an attempt to keep positive communication flowing between these two important entities in educational competition.

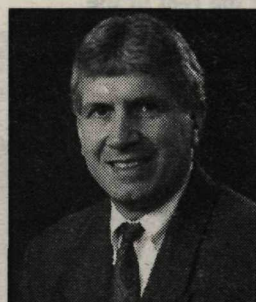
Less than five minutes remained in the regional quarterfinal game. We had advanced farther than many expected in a rebuilding year after graduating two great guards. Unless we could find a miracle, though, we would not advance to the regional tournament at Baylor University and, as a result, my daughter's basketball career would come to an end.

However, more than her career was at stake. My own relationship with a game I had grown to love would also be terminated. Having started in organized basketball in a church league at age 10, I had become entwined in the game as a player, coach and as a father of a player for 35 years. This first hand connection with basketball would end unless we could overcome a 15-point margin.

As the clock ticked faster I began to realize the end really was near. Oh sure, I would still be close to the game as an athletic administrator. Certainly I would continue to be part of the basketball program and all that goes into putting on regional and state tournaments. But I would never again be as emotionally involved as I had been for nearly four decades as a player, coach and parent.

As a player, my basketball prowess has improved dramatically over the years—at least in the stories I tell. I, like many others, have become a legend in my own mind. Anyone who ever scored a few points in a single high school basketball game has averaged 30 PPG by the time he has reached his 40's. I am not much different. In essence, my scoring average has inflated in direct proportion to my pant size. But the stories, rather than the points, are what are important. The stories are about relationships and hard work and discipline. The stories are always about how we did it harder and better and higher and faster—even if it was old school.

These thoughts passed quickly through my mind



Charles Breithaupt
Athletic Director

as I watched our girls struggle on the court. Three pointers that could get us back in the game just would not fall. My daughter had hit five out of seven from behind the three-point line in the previous playoff game. Tonight they would not find the mark. She missed, as I often did so many years ago.

My high school career was stigmatized by playing on the worst team in the history of our school. This albatross around my neck occurred in a town used to championships — seven state titles in nine years to be exact. In four years I never once got to participate in a state playoff game. At least my daughter had the opportunity to participate on successful teams.

The victory I do savor is the joy I received from participating. The battles we had during practice. The fun we had after practice. The bus trips home even when we lost. The nicknames we gave each other. The friendships I made. The love-hate relationship I had with my coach. In victory I learned the importance of discipline and responsibility which helped shape my life. The losses made me determined to become successful.

Coaching high school basketball was a tremendous adventure. Winning a state championship was the ultimate in fulfilling my coaching dreams. However, my greatest thrill was in the relationships I developed with the players. I spent most of my professional career helping other people's children become better athletes and better citizens. I worked my players extremely hard, but I tried to be as positive as possible in the process, regardless of the ability level of the athlete.

As the game clock ticked down I reflected on my daughter's own struggle to become a basketball player. While not blessed with speed or quickness or strength or size, she was given the gift of determination.

Deah attended over 20 summer camps and played in over 400 organized games from the time she was in kindergarten. She lifted weights, ran cross-country, did plyometrics, took nutritional supplements, watched videotapes and a host of other activities designed to give her an edge. She gave up most of her social life and other extracurricular activities in order to become a player. She was not the most gifted player, but in my heart I knew she had given all that

she was capable of giving to be the best she was capable of becoming. Somewhere in all of that is the definition of success.

Of the three stages of my basketball life, player, coach and parent, I believe parenting has been the most difficult. While I was a relative failure as a player and fairly successful as a coach, I have come full circle as a parent. In relationship to my child I took on the role of coach far too often. I wish I had given her less instruction and a lot more hugs. The hugs last a lot longer than the fundamentals.

Only a minute remained. We were not going to win. But my daughter Deah had won. She had developed the relationships and friendships I knew basketball would bring. She had learned to play through pain (broken toe, fractured rib, sprained knee) and adversity. She learned to set goals and saw the beauty of raising the bar once those were achieved. She learned the sweet smell of victory and the agony of defeat. But, most importantly, she learned the game she loved and sometimes hated was just that...a game. It wasn't life or death as I had often thought it to be. It wasn't the most important event of the day in most instances. It was a game to be played by children, coached by professionals and enjoyed by parents.

I am extremely proud of all Deah accomplished as a player. Making first team All-District seemed to make all the effort worthwhile. But I am even more proud of the person she has become. She exhibited great leadership skills as a co-captain. She kept a level head and a positive outlook when things were not going well.

The game ended. I was overcome with waves of nostalgia. My connection to the game was over. I hadn't fully realized it was over until *that moment*. As I watched the girls cry in disappointment while their gold-clad opponents celebrated with full-throated yells of glee, I felt a sense of disbelief. After giving my child one final hug in appreciation of her efforts and for the joy she brought into my life, I had to wonder. How could it be over? It seems we just got started. What would I do with my free time next year with no games to coach or child to watch? Hey, maybe I'll try officiating!

Limitations for tournaments change for next year

The definition and limitations for UIL tournaments has changed for the 99-2000 school year. By being a member school, tournament operations are expected to be within the parameters set by the UIL. When schools design tournaments outside of UIL parameters, not only is the host school subject to penalty, but each school participating in the tournament could be subject to a UIL penalty.

New tournament regulations have simplified restrictions. Confusion about organizing invitational tournaments has been minimized for the upcoming school year. The sport specific guidelines listed below offer clarity to the participant and to the host school. Both share equally in making sure member schools organize events that do not jeopardize the eligibility of participating schools.

A tournament is defined as three or more teams gathered at one sight in an elimination process. This does not affect teams that gather for double headers or for pre-determined tri-matches. Nor does this rule prevent four teams from gathering at one sight for



Cynthia Doyle
Associate Athletic Director

Both (the host school and participating school) share equally in making sure member schools organize events that do not jeopardize the eligibility of participating schools.

preseason scrimmages.

Schools participating in double elimination tournaments require advanced approval. The host school must notify coaches of invited teams about the tournament format before the first game.

***Number of teams entering tournament:** Any number of teams may attend an invitational tournament. However, schools should be aware of the maximum number of regulation games a team may play per day.

***Number of games per day:** Teams may participate in an unlimited number of abbreviated pool play games. (Abbreviated games include basketball — 4 minute quarters and 2 minute overtime; baseball, softball — 4 innings in pool with extra innings to break ties; volleyball, two 11 point games, with sud-

den death tiebreaker, or 15 point rally scored game; soccer, 20 minute halves in pools with sudden death tiebreaker). One or more abbreviated pool games count as a single regulation game for the day. Playing several abbreviated pool games plus one regulation game on the same day is within the rule.

***The number of regulation games per day is:** basketball-2, volleyball-3, soccer- 2, baseball and softball-unlimited play per day. Exceeding the daily "game limitation" is a UIL violation. It is the joint responsibility of the tournament host and participating schools to see that this rule is not violated.

***Scheduling-** During the school week schools shall schedule tournaments on Thursday, Friday and Saturday. Although tournaments no longer have to be scheduled on consecutive days, the host school should minimize the loss of school time for participating schools. School holidays and non-school days may be used for tournament play.

***Site-** A tournament must be held at the ISD of the host school or at an adjoining ISD. The host school may authorize other sites for preliminary round games.

***Number of invitational tournaments per year:** Team sports are limited to the following number of tournaments per year: soccer 2, basketball 3, volleyball 3 and baseball and softball 3.

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New research supports benefits of music education

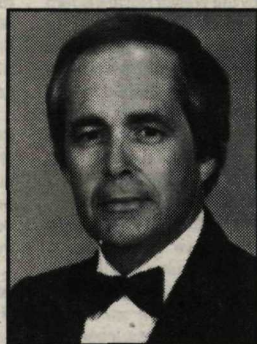
More and more we are discovering evidence that supports the importance of music education in the lives of young people. Most recently links have been established between the study of music and its ability to stimulate higher brain functions.

The Honorable Bob Schaffer of Colorado read the following statement into the Congressional Record on March 18, 1999:

"Mr. Speaker, I rise today to recognize the importance of new research supporting the benefits of music education.

"The arts as an academic discipline have long been seen as an essential component of education. Recent scientific studies confirm what teachers of old have always known - music and the other arts stimulate higher brain function. Music education has been shown to elevate test scores in other subjects, particularly math.

"Mr. Speaker, there is a growing body of research demonstrating a causal link between the formal study of music and the development of spatial reasoning skills in young children. This past week new research from the University of California at Irvine has underscored this link by showing children who take piano



Richard Floyd

Music Director

lessons and play newly designed computer software games perform better on tests with fractions and proportional math than students not exposed to the piano lessons.

"These findings are especially important when one considers that a grasp of fractions and proportional math is a prerequisite to math at higher levels, and children who do not master these areas of math cannot understand more advanced math critical to high-tech fields.

"Music lovers like myself have long promoted music education as a way to inspire creativity, develop discipline, and cultivate an appreciation of the arts. Although we suspected gains in cognitive development, today we have new research to confirm it. I urge my colleagues to review the research and encourage families and educators in their Congressional districts to make music education a priority."

I personally see evidence of Congressman Schaffer's observations every day. Not long ago I was invited to a mid-size community in Texas to speak to the local Rotary Club about the importance of music education in the schools. I approached the topic from several perspectives including a summary of the kinds of skills, attitudes and disciplines that students develop as a result of being in a school music organization. Included among these benefits were the refinement of such qualities as dedication, discipline, self-worth, and the ability to work towards a goal, a sense of belonging, satisfaction, security, academic success and an appreciation of the beauty in music.

After the meeting and at the conclusion of my talk

a gentleman approached me and asked if he could have a copy of my speech. I assured him that I was delighted to share it with him. It was only when he gave me his business card that I learned he was the president and CEO of a major, multi million-dollar Texas company. He went on to tell me the qualities I described as tangible benefits of participation in a music program were precisely the kinds of qualities he looked for when hiring new employees. He was coming to view music not as a "frill", but rather as an integral part of the educational experience that not only instilled a love for music within students but also prepared young people to assume a productive, valued role in the workplace. Is this yet another validation of the importance of music? You bet!

As we near the end of this school year let us reflect on the growing mass of evidence that validates the significance of music in the lives of our students. As we do so we should be mindful of the fact that the worth of music programs can not and should not be measured in terms of contests attended, medals won, sweepstakes awarded and all region positions earned. Rather, the true value of music education is derived from the cultural enrichment, intellectual stimulation and character development students experience through the art and discipline of music. This is the message we must continually share with school administrators, boards of education, parents and the community in general. And, these are the true benefits that should remain our common vision as we seek to provide the best possible music education for the young people throughout Texas.

On-line registration of TSSEC embraced by schools

Richard Floyd

UIL Music Director

This year marked the first time an on-line entry procedure was available for the Texas State Solo and Ensemble Contest. The number of schools using this procedure far exceeded our predictions. In fact, over two thirds of all TSSEC entries for the 1999 contest were completed via the TSSEC Web Site.

The overwhelming acceptance of this service provides both some "good news" and some "bad news". The good news is the fact that the large number of electronic entries has eliminated the need for UIL staff to key in manually over 12,000 lines of contest data. As a result, the potential for keystroke error has been reduced by 50 percent for all electronic entries. If the information was entered accurately by the director then that school's file in the database is correct. Also the utilization of this process by so many schools has accelerated the process of scheduling the contest. Unless something unforeseen is encountered school schedules should be available approximately one week earlier than in the past.

Now for the bad news. The original estimate was that approximately 100 schools would use the new system. In the final analysis 545 schools requested an EID and password. This created a possibility for the entire system to overload and make it difficult if not impossible for all schools to access the University of Texas mainframe by the April 1 deadline. To alleviate this potential problem, the on-line entry option was left open until midnight April 7; thus allowing ample time for all schools that wanted to use this system. Even so there is evidence that some directors experienced a certain degree of frustration in completing their on-line entries. Steps will be taken next year to accommodate the large number of schools that are using this quick, efficient and convenient method for entering TSSEC. (Please note that the

postmark deadline of April 1 remained in force for all paper entries.)

Another problem stemmed from the fact that some versions of Internet Explorer did not perform as efficiently as others did. Consequently directors using these versions encountered some roadblocks during the entry process. In every case a phone call to the UIL office resulted in an immediate solution to the dilemma.

A final question mark looms on the horizon regarding the impact that the large number of electronic entries might have on the actual scheduling of the contest. A system that was expected to be a small-scale pilot project was embraced by a vast majority of the schools. It is not anticipated that this will present a problem but there are no guarantees until the schedule is complete and in the hands of directors across the state. If problems do occur it is imperative that directors continue to be understanding, patient and cooperative as problems are resolved and the final schedule takes shape.

It is envisioned that this program will be expanded and refined for the future. The problems with Internet Explorer will be resolved and the program will be modified to allow directors to print copies of their entries directly from the web site. In addition, plans call for a database of all solos and ensembles to be integrated into the program thus eliminating the need for directors to key in composers, titles and movements. Other refinements are sure to follow.

Directors are encouraged to share their experiences with the state office in an effort to help make this service as user-friendly and problem-free as possible. Recommendations regarding additional features that would enhance this program or suggestions regarding other applications of this technology are most welcome. To this end the mailing of TSSEC schedules will include a survey to be completed by

directors who used electronic entry. Comments both positive and negative will be of great value as steps are taken to refine and expand the concept of cyberspace contest entry. The ultimate goal is to reduce paperwork and streamline the process of entering all UIL music contests.

Letter sums up value of teaching

Here is one of those special letters that reminds all of us why we teach and why music is important. The teacher and student will remain anonymous.

"Last week-end at Area tryouts, our son made All State Band. My son and I both realize that you are one of the main reasons for his success in the band program. Not only did you teach him the basics of music, but you also taught him self-discipline and the need for a daily commitment. I have always believed that you were one of the few educators who saw his potential and challenged him. There were times when he felt the band was too difficult for him in the 7th grade, but you taught him how to succeed. I really feel that this honor is as much yours as it is his. We appreciate all the effort and time that you gave our son."

Sincerely,
A grateful parent

Golf Tournament slated

Don't forget the TSSEC Golf Tournament, Sunday, May 30. You'll be playing on a great course and there will be great prizes.

The tournament is open to all.

Watch for details in the TSSEC Schedules and Information packet to be mailed to schools in early May, or call (512)471-5883 for details.

TMAA Constructive Comments

*Texas Music
Adjudicators Association*

**ADDRESS TMAA
CORRESPONDENCE
TO:**

Melva Sebesta
Executive Secretary
Texas Music
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124 Live Oak Drive
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SPELLING

Word number 1464 is spelled incorrectly on the high school spelling list. It should be "xenogenic" instead of "xenogenic."

Correction to the 1998 UIL spelling list:

1073. sagittate (not sagitate)

CALCULATOR APPLICATIONS

Regarding the elementary/junior high calculator applications contest, section 1414 (e)(1) should read: "Criteria. The 80-question test is graded objectively. Only problems through the last completed or attempted problem will be graded. Add five points for each correct answer. Deduct four points for each incorrect, skipped or illegible answer."

MAPS, GRAPHS & CHARTS

Section 1434(c)(B) of the *Constitution and Contest Rules* should include rulers that are items provided by the school or student as in past years.

KATY HS

The State Executive Committee issued a public reprimand and placed Katy High School on probation in football through October 26, 1999, for violation of the athletic amateur rule. In addition, the school is prohibited from having a post-season football banquet paid for by the school, individuals, or parent groups for the 1998-99 school year.

CHRISTOVAL HS

The State Executive Committee issued a public reprimand to Mr. Carl Wieburg, Christoval HS, suspended him from the first five basketball games of the 1998-99 season, and placed him on probation through September 2, 2000, for violation of Section 1209 (c) regarding summer camps.

SAN MARCOS HS

The State Executive Committee issued a public reprimand to Mr. Bruce Bush, San Marcos HS, suspended him from the first football game of the 1998-99 season, and placed him on probation through September 2, 1999, for violation of off-season regulations.

C&CR ADDITION

Add the following to Section 1208 (u): "See Official Interpretation #23, Appendix I."

PROSE & POETRY

For high school prose and poetry interpretation and elementary/junior high oral reading, the literature *Out of the Dust* by Karen Hesse, Scholastic Press, is poetry.

KILLEEN HS

The State Executive Committee issued a public reprimand to Mr. John Absalom, Killeen HS, and placed him on probation through August 3, 1999, for violation of the Athletic Code.

BRYAN HS

The State Executive Committee issued a public reprimand to Bryan HS and placed the school on probation in baseball through August 3, 1999, for violation of the Athletic Code.

FORT WORTH DUNBAR HS

The State Executive Committee suspended Mr. Robert Hughes, Fort Worth Dunbar HS, from the first five basketball games of the 1998-99 school year and placed him on probation through August 3, 1999, for playing an ineligible player. The committee also issued a public reprimand to Fort Worth Dunbar HS and placed the school on probation in boys' basketball through August 3, 1999.

HUGHES SPRINGS HS

The State Executive Committee issued a public reprimand to Mr. Brian Nations, Hughes Springs HS, and placed him on probation through August 3, 1999, for violation of the Athletic Code.

WILMER-HUTCHINS HS

The State Executive Committee issued a public reprimand to Mr. Carlos Lynn and Mr. Simean Wafer, Wilmer-Hutchins HS, and placed them on probation through August 3, 2001, for recruiting violations.

FORT WORTH

ARLINGTON HEIGHTS HS

The State Executive Committee issued a public reprimand to Mr. T. J. Vinci, Fort Worth Arlington Heights HS, and placed him on probation through August 3, 1999, for playing ineligible players.

EDINBURG TEACHER ACADEMY

The State Executive Committee issued a public reprimand and placed Edinburg Teacher Academy on probation in one-act play through August 3, 1999, for failure to participate.

FORT WORTH NORTH SIDE HS

The State Executive Committee issued a public reprimand and placed Fort Worth North Side HS on probation in one-act play through August 3, 1999, for failure to participate.

HOUSTON MILBY HS

The State Executive Committee issued a public reprimand and placed Houston Milby HS on probation in cross-examination debate through August 3, 1999, for failure to participate in the state tournament after qualifying to do so.

HOUSTON WORTHING HS

The State Executive Committee issued a public reprimand and placed Houston Worthing HS on probation in cross-examination debate through August 3, 1999, for failure to participate in the state tournament after qualifying to do so.

SAN ANTONIO LEE HS

The State Executive Committee issued a public reprimand and placed San Antonio Lee HS on probation in cross-examination debate through August 3, 1999, for failure to participate in the state tournament after qualifying to do so.

SUNDAY COMPETITION

The State Executive Committee issued an official interpretation of Section 900 (b) (2): If a student competes in a speech tournament which is scheduled for Friday, Saturday and Sunday, the tournament counts as one of the two allowable Sunday competitions regardless of whether the student competes on Sunday.

WAIVER OF RESIDENCE

The State Executive Committee issued an official interpretation of Section 463 (a) (2): A student who is granted a waiver of residence is ineligible for at least one calendar year for all varsity sports if the student subsequently returns to the previous school.

ONE-ACT PLAY

Students from a suspended or disqualified school are not eligible to earn points in the One-Act Play Contest that count toward the district academic championship and/or the district spring meet sweepstakes.

LOCAL ELIGIBILITY RULES

With regard to Section 403 (a): School districts with board policies that lock all four years of eligibility for ninth grade students from a 7-8-9 campus into the high school they first represent causes those students to be eligible only at that high school. In the event the school board changes its policy and the student wishes to return to the high school where the parents reside, loss of varsity athletic eligibility for at least one calendar year would occur. Local school district policies could cause a student under these circumstances to be ineligible for more than one calendar year.

OPTIONAL ATTENDANCE ZONE

With regard to Section 353 and 440: A school board may create an optional attendance zone to facilitate the opening of a new high school by adopting the following language: Students who participate in extracurricular activities who will not have the opportunity to compete for varsity district honors at the new high school have the option to attend the high school they would have attended if the new school had not been created or to attend the new school. The student would be eligible at the school they first select. If the student subsequently changes to another school within that district they are not eligible for varsity athletic competition until they have been enrolled in and regularly attended that school for at least the previous year.

WAIVER

With regard to requesting a waiver when a student has moved for athletic purposes: Any application for waiver of residence shall be null and void when either the district executive committee or the State Executive Committee determines that the student changed schools for athletic purposes.

APPEALS

With regard to appeals: When officials from both the sending and receiving schools agree that a student changed schools for athletic purposes the State Executive Committee will not hear or grant an appeal.

MAGNET SCHOOLS

With regard to separate magnet schools at one location: When separate magnet schools are located together, the ISD shall designate one of the following configurations for UIL varsity participation.

1. All components create one participant high school, and one membership fee is due for that school. Students enrolled in any of the magnet schools located at the center may represent that participant high school in UIL activities; or
2. Each magnet school within the center is considered a separate participant high school, and must pay a separate UIL membership fee. Students enrolled in a magnet school may represent only that magnet school in UIL activities.

ARLINGTON HEIGHTS HS

The State Executive Committee issued a public reprimand to Mr. Ed Koester, head football coach at Arlington Heights High School, put him on probation through Nov. 11, 1999, and suspended him from the playoff games this school year and the first two football games of 1998-99, for violating summer practice rules and open gym rules.

INTERPRETATION OF SECTION 446(B)

The State Executive Committee interpreted Section 446(b) to allow only a one-time exception to the age rule.

SAN ANTONIO LEE HS

The State Executive Committee issued a public reprimand with probation through June 3, 1999 to Mr. John Adkins, San Antonio Lee High School, for allowing ineligible students to participate.

EULA HIGH SCHOOL

The State Executive Committee issued a public reprimand to Eula High School and placed the school on probation through March 24, 2000, for violation of the Athletic Code.

SECTION 468(C) INTERPRETATION

The State Executive Committee issued an official interpretation of Section 468 (c): The Waiver Review Board may grant a rehearing on cases that are waived by the Waiver Review Board provided new credible evidence is presented by the district executive committee, and it may grant a rehearing on cases that are denied by the Waiver Review Board provided new credible evidence is presented by the applicant or the school the applicant is attending.

LEAGUE CITY CLEAR CREEK HS

The State Executive Committee issued a public reprimand to Mr. Mike Kerley, League City Clear Creek High School, placed him on probation through June 3, 1999, and suspended him from the first track meet of the 1997-98 school year for an allowing ineligible student to participate.

PORT ARTHUR JEFFERSON HS

The State Executive Committee issued a public reprimand to Mr. David Vince, Port Arthur Jefferson High School, placed him on probation through June 2, 1999, and suspended him from the first two baseball games of the 1997-98 season for being ejected twice in one season.

SOCCER RULE ERROR

Rule 12, Section 7, Article 2 of the Soccer Rule Book should state: Art. 2...A goalkeeper shall not intentionally parry the ball and then take possession or control of it with his/her hands before it has been played [or touched] by another player [of the same team outside the penalty area or an opposing player either inside or outside the penalty area.] This restriction shall not include those situations in which the ball accidentally rebounds from the goalkeeper making a save or play." The words in brackets [] must be added to page 33 and page 44.

HOUSTON LAMAR HS

The State Executive Committee suspended Mr. Victor Aguilar, formerly of Houston Lamar High School, from all UIL activities through August 21, 1999, for violation of eligibility rules.

ENNIS ISD

The State Executive Committee put a student participant on probation through Jan. 21, 2000 for abusing a game official during a basketball game.

FORT WORTH EASTERN HILLS HS

The State Executive Committee suspended former Fort Worth Eastern Hills High School choral director Ms. Marietta Miller from sponsoring any UIL activity through Jan. 21, 2000, for knowingly allowing ineligible students to participate in UIL competition.

WHARTON HS

The State Executive Committee issued a public reprimand to Mr. Joe Pantalone, basketball coach, Wharton High School, suspended him from the first two district basketball games of the 1997-98 season, and placed him on probation through the 1998-99 school year, for verbal abuse of a game official.

CROWLEY

The State Executive Committee issued a public reprimand and placed Crowley ISD on probation through September 28, 2000, for violation of the Athletic Code.

DEL VALLE

The State Executive Committee supported the action taken by the District 26-AAAA Executive Committee in issuing a public reprimand to Del Valle High School for violation of the Athletic Code. In addition, the State Executive Committee placed the school on probation through January 20, 2000, and required the school district to continue working on a plan to prevent future incidents involving crowd control.

CHILTON

The State Executive Committee issued a public reprimand and placed Chilton High School on probation in football through January 20, 2000, for violation of the Athletic Code.

JARRELL

The State Executive Committee issued a public reprimand and placed Jarrell High School on probation in football through January 20, 2000, for violation of the Athletic Code.

IRVING RENAISSANCE

The State Executive Committee issued a public reprimand to Mr. James Darnell, Irving Renaissance Charter School, and suspended him from the first five basketball games of the 1999-2000 school year, for violation of the Athletic Code. In addition, the State Executive Committee supported the action taken by the District 11-AAA Executive Committee in issuing a public reprimand and placing Irving Renaissance Charter School on probation for the next two years for multiple violations of UIL rules.

SAN ANTONIO JAY HS

The State Executive Committee issued a public reprimand to Ms. Sandra Gonzales and Ms. Tina Briones, San Antonio Jay High School, and placed them on probation through October 26, 1999, for violation of the Athletic Code.

ALBANY HS

The State Executive Committee issued a public reprimand to Albany High School and placed the school on probation through March 24, 2000, for violation of the Athletic Code.

Distribution rights

The UIL mails 15 issues of the *Leaguer* to every public high school in Texas as well as copies to elementary and junior high schools that have returned their Participation Cards. Too often, they end up as packing material for left over fruitcake. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Recommended distribution includes the following.

Principal	Volleyball Coach
Librarian	Baseball Coach
Academic Coordinator	Girls Basketball Coach
Yearbook/Newspaper Adviser	Boys Basketball Coach
Speech Director	Football Coach
Band Director	Girls Track Coach
Choir Director	Boys Track Coach
One-Act Play Director	