

Leaguer

APPROVED!

36 make presentations during 'light' meeting

In what could be considered a mild meeting, the annual UIL Legislative Council approved several proposals, defeated others, recognized retiring members and selected new leaders for the next millennium.

At the end of the meeting, held October 17-18 at the Red Lion Hotel in Austin, chairman Byron Steele, Jr., superintendent of the Schertz-Cibolo-Universal City ISD, handed over the gavel to Dan Jones, superintendent of Trenton ISD. The first vice chair will be vacated by Jones and assumed by James Terry, deputy superintendent of Mesquite ISD, who himself gave up the second vice chair to Don Gibson, superintendent of Wall ISD.

Those recognized as retiring included: Academics chair Wayne Schaper, the executive director of administration in the Spring Branch ISD;

Athletics chair Jill Shugart, superintendent of Garland ISD; and Randy Savage, superintendent of Gordon ISD. Wayne Pierce, superintendent of Kaufman ISD, also announced his resignation from the council as he is assuming a position with the Equity Center, an organization that assists with school funding.

During the first day of meetings, 36 people spoke to the council on proposals ranging from adding soccer to 3A to payment of officials. Each person was given five minutes to present his or her proposal, and the council, in each of its committees, acted on each proposal by accepting it, rejecting it, or tabling it for further study. A complete list of actions are listed to the right.

The next meeting is scheduled for June 13-14.



photo by Randy Vonderheid

Greener Pastures

Superintendent Wayne Pierce of Kaufman ISD announces he is resigning his post on the Legislative Council to assume a position with the Equity Center. Pierce served on the Policy committee. Dan Jones, superintendent of Trenton ISD and James Terry, deputy superintendent of Mesquite ISD, listen to Pierce's closing remarks.



photo by Randy Vonderheid

Calling Their Term Over

Three long-time members of the Legislative Council, (left to right) Randy Savage, superintendent of Gordon ISD; Wayne Schaper, Executive Director of Administration for the Spring Branch ISD; and Jill Shugart, superintendent of Garland ISD, announced they were retiring from their

respective school districts and the UIL Legislative Council. Savage served on the Policy committee; Schaper chaired the Academic committee, and Shugart chaired the Athletic committee, the first female to serve as chairman of that committee.

PROPOSALS *

**all proposals must be approved by the Commissioner of Education before going into effect*

Academics

- disqualify contestants who remove their test entry from the contest room prior to judging — passed
- establish late fee for schools who do not forward state tournament debate forms to League office by deadline — passed
- violation of Spring Meet Code if schools fail to notify post district officials and alternate participants notice that someone cannot compete — passed
- allow Science contestants to turn in entries after 30 minutes rather than 60 minutes — passed
- implement Economics contest upon completion of successful pilot program this spring — passed
- violation of Spring Meet Code to pressure student to miss a competition for a non-qualifying contest or meet — passed
- limit number to 3 of participants in hands-on component of regional Computer Science contest — passed

Music

- provide choral programs in A/AA/AAA high schools with the option to designate either a mixed choir or treble choir as the varsity group representing the school — passed
- modify the current guidelines pertaining to hiring of judges for concert and marching band contests — passed
- modify format of the wind ensemble contest — passed
- allow 10th grade first year vocal students to perform a Class III solo at UIL Region Solo/Ensemble — passed
- allow sub-varsity bands to sight-read music one level lower than the sight-reading music required for non-varsity bands, choirs and orchestras — rejected

Athletics

- allow schools to schedule games earlier in the day on Saturday in instances where games have to be rescheduled to Monday in football — passed
- make first Monday in August first day for practice for high school football and volleyball. Limit football scrimmages to three — passed
- require the mandatory exchange of videotapes between opponents in the football playoffs — passed
- delete regional qualifier format for team tennis — passed
- allow schools to schedule maximum of two track meets per year prior to 2:30 p.m., but no earlier than noon on Friday — passed
- fee increases for officials — passed
- lengthen softball season by one week — passed
- give Conference A softball its own classification by splitting 1A and 2A softball - rejected
- divide Conference A basketball into small school and large school brackets for playoffs. Winners of each bracket would meet for state championship — on referendum ballot to superintendents (40 athletic proposals were rejected by the Council)

Policy

- award 10 points in district, regional and state to the school in each conference that finishes with the most overall points in journalism and the school that finishes with the most overall points in speech (excluding CX) — passed
- allow State Executive Committee to suspend an ineligible team member without disqualifying the entire team if the district executive committee has previously in good faith ruled the student eligible — passed
- allow students who have not missed an entire season in the germane sport to apply for a waiver of the four year rule — passed
- increase the amount that a school may spend on the one-time award for students — passed

Necessary Part of the Game

Rules provide participants opportunity to play on 'equal' ground



EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Randy Vonderheid
Assistant Academic
Director

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Dr. William D. Farney, director;

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Richard Floyd, director of music activities;

Sam Harper, waiver officer;

Bobby Hawthorne, director of academics;

Rachel Seewald, athletic coordinator;

Lynn Murray, one-act drama director;

Bonnie Northcutt, director of policy;

Jana Riggins, assistant academic director;

Rex Spain, athletic coordinator;

Jane Teixelra, foreign exchange waiver officer;

Randy Vonderheid, assistant academic director.

Rules are not for everyone. But rules are necessary in inter-school competition. Without a set of rules to govern participants and participation, competition is meaningless. There are rules of the contest, which outline the number of players, points, positions, sequences and time. There are rules for participants:

age, scholastic achievement, residence of parents, number of years one may play and, in some sports such as wrestling, weight divisions to promote fairness and equity.

What happens when rules are violated? In football, yardage penalties are assessed. In music and speaking activities, point penalties subtracted from an overall potential for a particular category. The result of penalty enforcement causes a team or individual some disadvantage which must be overcome to out-point those who have not been penalized.

Most penalties are acceptable to those being penalized — except those who disagree with the judge or official. A penalty of disqualification is a bitter pill. In individual sports, players are disqualified for infractions deemed to create an advantage for them or a disadvantage to an opponent: impeding a runner in track, blatant roughness in basketball, soccer and football or unsportsmanlike conduct in many activities. These individual penalties are accepted because the infraction by the individual causes penalty to the individual only, not to other team members.

Most difficult are penalties of forfeiture by a team because one player on the team was ineligible to compete in a contest. The minimum penalty for playing an ineligible player is forfeiture of the game or contest in which the individual played. Even if it was not intentional, even though the student participated for only a short period of time, even though other team members are all eligible — forfeiture applies.

Isn't there some way to quantify "relative contribution?" Is a player who plays on kickoffs really as valuable as the star tackle who plays every play? So far, the member schools of the University Interscholastic League maintain that "participation" is participation, that quantifying presents even greater problems. Does a player



Bill Farney
UIL Director

who plays one play and makes the winning goal contribute less or more than the player who starts and plays the entire game but scores zero points?

A few other states are experimenting with "relative contribution" with mixed results. One problem is "from whose perspective does the judgment come of whether or not advantage was gained or the player in question contributed or not." The viewpoint of a team that stands to gain by another team's forfeit differs drastically from that of the team that has to forfeit a game.

Why is forfeiture necessary? If everyone would be given an exemption from forfeiture, then the rule could not exist. There would be no enforcement to support the rule. If a school played a student who is failing all courses and there is no penalty, then everyone could do so and the rule would not be a rule. Well, how about letting every school have the opportunity to have a second chance — first offenses require no forfeiture? Only second offenses require penalty. With over 1,200 high schools in Texas, that would be a lot of ineligible players.

Some say the penalty does not fit the crime — that an entire band of over 200 musicians or a football team of 65 players should not be penalized for one individual's eligibility. The system should simply remove the guilty party and let the team go forward.

That has worked in some cases. An aunt enrolls a youngster in school, poses as the mother, signs documents as the parent, and the student plays. Then, after the last game, an unknown source reveals the truth. The school had done everything possible to assure the validity of the student. The District Executive Committee approved the student before the season began. The student was declared ineligible and the team advanced in the playoffs. The provision to remove the student was applied because the school had taken extra steps to ensure eligibility but was duped by an unscrupulous aunt.

Another case involved a student moving from out of state to live with a brother. The parents remained out-of-state. The student talked to two separate coaches from two different schools about the possibility of playing. Both coaches told him his parents would have to be residents in their school districts to be eligible. The student talked to a third coach, who told him he would have to live in his school attendance zone in order to be eligible. The coach made no mention of the parents' residence. The student moved in with a cousin and played most of the season. When the violation was discovered, the school filed for a waiver of parent residence rules so that games would not have to be forfeited.

The appeal was denied. It was discovered that the student had been kicked out by his parents because he would not conform to their demands that he behave himself, study and stop running around with questionable friends.

Why wasn't this situation eligible for some leniency? The school and coach were negligent in letting the student play at all. They even neglected to file a waiver request at the beginning of the year. Under the circumstances, the waiver would not have been approved. Therefore, the student would not have played in any games. Forfeitures would not have been in the picture.

In order to be educational, our school activities must conform to certain rules. These rules are all made by the schools and changed by the schools with final approval of the State Commissioner of Education — to ensure that activities contribute to the academic mission of the State of Texas. The rules change from time to time. As member schools see a need to alter, delete or add rules, a process of public hearings, committee consideration and referendum ballot dictates the change process.

It is particularly distasteful to have someone "tattle" on you when it's too late to prevent a problem that could have been prevented. Had you been advised by the "tattler" at a time when you think they knew of your problem, you could have done something about the situation. But the "tattler" waited until it was too late to do anything except forfeit games.

We haven't discovered a remedy for this late reporting, even though those reporting volumes of evidence on player eligibility claim they only heard about it for the first time just "yesterday."

Good minds and caring people will still work to improve the system, to diminish the surprises at the end of the season, to prevent the heartbreak of seeing one's team disqualified. Until such time, I would prefer the current rules be enforced. If the rules prove to be wrong and need to be changed, the process is in place to facilitate change.

Imagine an interstate highway where no rules apply: drive on either side, u-turns permitted, no speed limit and off-on ramps used by two-way traffic. Imagine a card game where one player gets an extra card per hand to gain an advantage. I tried to cheat at checkers, but the board belonged to my sister. If I did not follow the rules, she silently folded the board, picked up the checkers and went to her room. You and I need rules. Help the League enforce them and help us evaluate them — all the time.

Leaguer

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2A • Don Gibson, Wall ISD; Richard Cohagen, Gunter ISD; Dan Noll, New Diana ISD; Charles Butcher, Boling ISD.

A • N. Dean Johnson, Nazareth ISD; Randy Savage, Gordon ISD; Dan Jones, Trenton ISD; William (Ed) Stidham, Bartlett ISD.

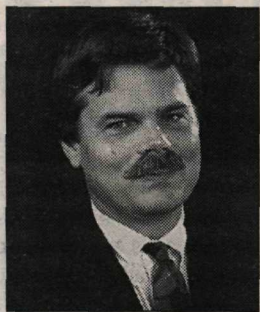
At-large members • Jill Shugart, Garland ISD; Charles Herbert, Houston ISD; Inocente Quintanilla, Socorro ISD; Robert Payton, Dallas ISD; Elizabeth Treadway, Ore City ISD; Dolores Muñoz, San Antonio Edgewood ISD.

Academic committee keeps focus during meeting

The hot news emerging from the Legislative Council meeting?

Remove your entry from the contest room before the contest ends and you're toast.

It was that kind of meeting, which is okay with us. We hope to reach the point in which the academic program is in such good shape that no one — not even the math and science coaches association — can think of anything to make it better. That's our goal, and we may just make it yet.



Bobby Hawthorne
Academics Director

Here are the items approved by the Legislative Council last October. If approved by the Commissioner of Education, they will go into effect next fall.

- Academic contestants who remove their test entry from the contest room prior to judging will be automatically disqualified. This will standardize existing practices and remove burden of such a disqualification from the graders, contest directors and other involved parties.

- Allow science contestants to turn in their entries 30 minutes after the contest has begun. Currently, contestants may not turn in entries until after 60 minutes have expired. Why? For better or worse, many students finish early and should be allowed to turn in their entries and exit the room. This would allow judging to begin earlier. Science teachers surveyed overwhelmingly approved this proposal.

- Limit to three the number of participants from a school in the hands-on component of the regional Computer Science contest. Why? A school may enter four contestants in Computer Science at the district level, where the contest consists of a written test only. Only the top three contestant scores count toward the school's team score. However, ties sometimes create a situation where all four contestants advance to regional competition. When this situation occurs in other contests, only the top three contestant scores are counted at the regional contest, so the school does not gain a significant advantage. In Computer Science, however, the regional contest includes a hands-on component in which contestants from each school work collaboratively. The fourth contestant does create a significant advantage in the hands-on contest. While this situation does not occur frequently, it should be addressed to avoid potential problems in the future.

- Make it a violation of the Spring Meet Code to pressure or force a student to miss a competition that counts toward a district, region or state championship in order to compete in a non-qualifying contest or meet. Why? Staff has observed and recorded growing incidents of coaches, sponsors and other school officials pressuring students to miss district, region or state academic meets in order to compete in non-district or invitational meets or games.

- Make it a violation of the Spring Meet Code, Sec. 901 (b) if schools fail to provide post district meet officials and alternate participants sufficient notice in the event a team or individual that has qualified to the next higher meet cannot compete. Why? Failure to notify alternates deprives them an opportunity to compete and to possibly qualify for scholarships. It also creates unnecessary confusion for meet and contest directors.

- Establish a late fee for schools that do not forward state tournament debate judging forms to the League office by the designated deadline. Why? Because Jana Riggins doesn't have time or energy to track down 50 or 60 debate judges the week of the state CX tournament. I'm sure she'll explain the details in her column.

- Amend the "Spring Meet Academic Schedule of Points" to award 10 points to the school that finishes with the most overall points in Journalism and 10 points to the school that finishes with the most overall points in Speech.

In other major action, the council voted to implement the economics contest statewide pending a successful pilot this spring and instructed staff to monitor the wild card post-district representation pilot.

Thanks, Wayne

Since 1993, the Academic Committee has been chaired by Wayne Schaper, an assistant superintendent in the Spring Branch school district who has been a member of the Legislative Council since 1980. Wayne is the former principal at Memorial High School, an Aggie, a big-ole cigar chompin', slow drawled iconoclast who's retiring at the end of this year.

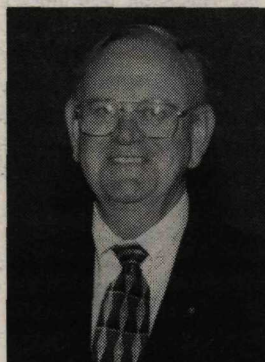
He will be greatly missed.

No one admits it, but the Academic Committee isn't considered a plum assignment. It isn't nearly as sexy as the Athletic Committee, where they debate for weeks whether to add a sixth team per district to the football playoffs, or the Policy Committee, where they debate student eligibility and reclassification — the kind of issues that get reported in the newspapers the next day.

Even the reporter for the *Texas Education News* avoids the Academic Committee. What has made Wayne special is that he has always acted as if being a member of the Academic Committee was an honor, that it is the plum assignment. Even if he doesn't, he's fooled me. And his concern for and dedication to the UIL academic

program has inspired all of us to better do our jobs.

Whether it's adding a contest or a medal, removing a rule or a restriction on Sunday participation, Wayne weighed carefully the impact his decision would have on young people. Perhaps the proposal might have made administering the contest or program easier. But would



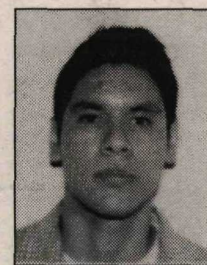
Wayne Schaper

it have benefited young people in a complete way that may or may not have anything to do with the UIL? Would it have made their lives better, richer? That's what Wayne needed to know. If not, he would be the first to recognize it and raise a red flag.

Behind those thick glasses and cigar stump is an intellect that saw past the heat or glitz of the moment to the heart of an issue. He probably brought more bandwagons to a sudden and unexpected halt than any council member in the past 20 years without once ever being an impediment to change and progress.

Years ago, a former council member told me he would trade four good teachers for one good administrator. I found and still find that ludicrous.

But if that administrator were Wayne Schaper, I'd agree.



"UIL was not easy, but I worked extremely hard because I loved it. Also, because I loved it, I put my heart and soul into it. This dedication helped me be one of the best in Texas."

Harv Aranda
Santa Rosa
High School

A Few Questions for the Director...

Q —

Does Academic Decathlon competition come under the UIL academic rules?

A —

No, unless your school district votes to apply UIL standards to non-UIL activities.

Q —

Why doesn't the UIL advance elementary and junior high students past district competition?

A —

There are several factors: the League considers the maturity levels of students involved; the cost of transportation and housing; the difficulty securing regional and state contest sites; contest directors and judges; and the possible over-emphasis of competition vs. learning and participation for its own sake.

In addition, the UIL allows great flexibility to the elementary and junior high contest directors. If competition advanced past district, it would be necessary to make rules and contest procedures consistent. I do not believe doing this would serve these students in the long term.

Q —

We had a student who won a UIL event, and the student was not listed on the official entry form. Was he eligible?

A —

Most likely. Eligible students may be substituted for names on the official entry form by providing the contest director with a signed substitute certification form.

Also, the student might have been a late entry. Your district should have a policy regarding late entries. Most districts accept them so long as the student brings to the contest site a signed substitute certification form.

CX coaches encouraged to vote for spring topic

Both resolutions authored by Texas teachers

The UIL Legislative Council made decisions impact-

ing speech and debate at their meeting in October. If approved by the Commissioner of Education, these rules will go into effect immediately. Amendments to the C&CR will then include that State CX Debate octafinalists and quarterfinalists will receive

medals. This action is in an effort to equalize the recognition given to CX debaters with that of individual academic contestants. Statistically, 50 percent of our individual speaking event contestants at the state meet have been receiving medals, whereas only 6.25 percent of the debaters are awarded medals.

The Council also voted that schools qualifying for the CX Debate State Meet who fail to forward their state debate judging forms to the League office by the designated deadline will be subject to a \$100 late judging fee. The fee must be paid seven days in advance of the state meet in order to prevent disqualification. The deadline



Jana Riggins
Assistant Academic Director

for CX judging forms this spring is February 24. Those schools will still need to meet the requirement of providing an experienced judge for each team they qualify. Further action by the Council, if approved, will mean that next school year, 10 team points will be given to the school at the district meet that accumulates the most points in speech. Team points for speech will also apply to regional and state competitions. Results of the 1999 speech survey were presented to the Council for study, along with resolutions by the Texas Speech Communication Association, supporting the late judging fee and the speech team points.

Vote

On Nov. 9, the League mailed out the second ballot for determining the 2000-2001 CX Debate resolution. The two topics receiving the majority of national votes that will appear on the final ballot are *Right of Privacy* and *Media Violence*. Our state can be proud that Texas debate coaches authored both of these topics. Be-

fore casting your ballot, I urge you to visit our web site and read the topic papers for an overview of these areas of debate. Coaches can also access a copy of the ballot via the web; however, it must be downloaded and signed by the principal or designated administrator before forwarding it to our office. Be sure that your vote arrives at the League no later than Jan. 5 in time to be counted.

While you are visiting our web site, be sure to note that the UIL Lincoln-Douglas spring topic will be posted there in early December. We would like to post some good philosophy research links for LDers and would appreciate any site recommendations coaches could pass along.

Certification

The latest word in Austin about teacher certification is that the State Board of Educator Certification has retained a separate license for speech. The board's initial proposal placed speech under a *Language Arts* composite, so this latest move by SBEC is good news for speech teachers. A committee is being formed to design new teacher standards. Upon completion of the standards, SBEC will revisit the issue to make final decisions regarding licensing.

Future Trends

At the National Communication Association convention in Chicago recently, forensic directors discussed the current trends in competitive speech and debate events. Concern was expressed that some judges may be placing too much emphasis on the number of sources quoted in an extemp speech rather than rewarding speakers for analysis of the evidence they present. It was also noted that many interp contestants are going back to a technique we tried in the early '80s, using "teasers" to introduce their pieces. A teaser opens the interp with a brief section of the literature before offering the introduction to the piece. This is a technique that is not prohibited by UIL rules, but competitors should be aware that the more traditional judge may question your use of the teaser — the choice, as well as the risk, is yours.

At NCA, those of us who direct state programs contemplated the impact that the Internet is having on the rule-making process and discussed how it may influence the future of forensics. Just imagine: extempers accessing the latest news stories with hand-held, wireless computers in the prep room, orators using PowerPoint in their presentation, or debaters no longer rolling giant tubs around on dollies because all their evidence is contained on one compact disk. (Watch out, Rubbermaid stock holders!) We can hardly fathom the changes information technology may bring as we enter the next century. Those of us participating in these discussions definitely agree that forensics, as an extension of the academic classroom, should provide students skills they can transfer to the real world. Won't it be exciting to see where we go to from here?

Thanks

Our staff is in the process of evaluating UIL Student Activity Conferences. We welcome any suggestions you have that would make these conferences even more beneficial to coaches and students. This year, we hosted 75 different instructional speech sessions for novice and advanced competitors, as well as teachers. That would not have been possible without great coaches in our state who were willing to share their expertise with others. My thanks to all of you!

EXTEMP TOPICS

INFORMATIVE

1. Departing the Canal Zone: what issues are left for the United States and Panama to negotiate?
2. Health insurance: what plans are presidential contenders offering?
3. Why is gene therapy currently a concern for the National Institute of Health?
4. What issues have Texas public schools presented to the Supreme Court?
5. What is the status of women in Taliban-ruled Afghanistan?
6. Secretary of State Madeleine Albright's African tour: what are the highlights?
7. What is the controversy surrounding the development of a patients' bill of rights?
8. How is the world responding to the United States' refusal to ratify the Comprehensive Nuclear Test Ban Treaty?
9. Economically reviving inner city and rural America: what are President Clinton's plans?
10. How is Chile responding to Spain's indictment of Pinochet?
11. What are the issues in the Russian-Chechen conflict?
12. How is South Africa handling its AIDS epidemic?
13. What are rebel leader Jose Gusmao's ideas for rebuilding East Timor?
14. A 50-year-old scandal: did America commit war crimes in the Korean War?
15. What went wrong with Elizabeth Dole's campaign?
16. The budget battle: what are the critical issues?
17. Safety in America's workplace: Why are we uncertain about it?
18. What are the results of Middle East peace talks hosted by Norway?
19. A decade after the demise of the Iron Curtain: What's behind it?

PERSUASIVE

1. Does the recent rash of airline crashes indicate a need for improved air safety standards?
2. Should the U.S. lift economic sanctions against Serbia?
3. What role should the U.S. play in promoting elections in Pakistan?
4. How will South Africa's President Thabo Mbeki's comments on AZT affect the African battle against AIDS?
5. The congressional-presidential budget battle: who's winning?
6. Will American copyright laws restrict scientific research and development?
7. Will the Mexican floods drown the International Revolutionary Party (PRI)?
8. How will recent natural disasters impact the Asian economy?
9. Is the Democratic Party on Texas' endangered species list?
10. What changes will new president Fernando de la Rue bring to Argentina?
11. Will tension between FBI Director Louis Freeh and President Clinton impair their working relationship?
12. Will a weak Hungarian economy lead to revolution?
13. Is congressional response to cybersquatting justified?
14. What will be the stock market response to the Microsoft decision?
15. Will former rebel leader Jose Gusmao lead East Timorese into the promised land?
16. Civil war in Angola: Can stability be achieved?
17. What should Texas do to improve air quality?
18. Does a Russian bounty on Chechen warlord Shamil Basayev violate international law?
19. Will the Children's Health Insurance Program (CHIP) significantly improve the lives of children?

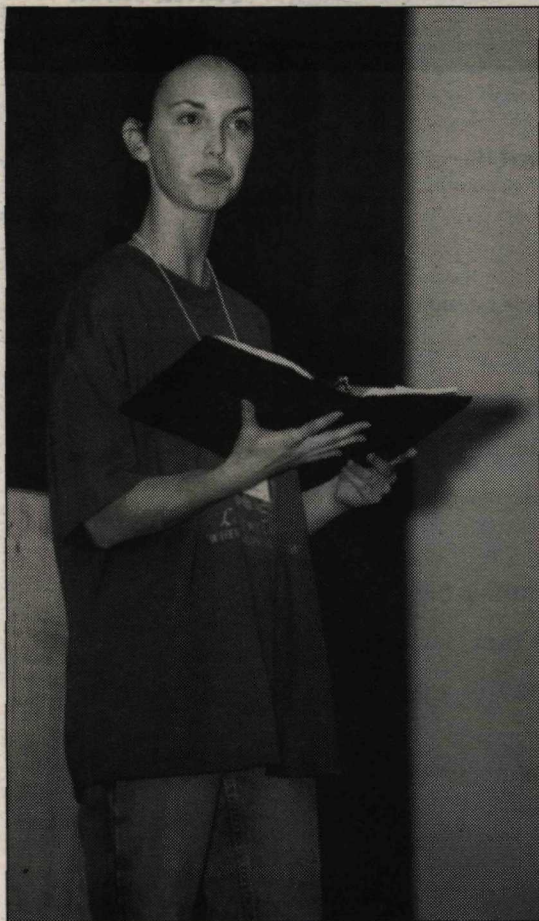


photo by Nick Kenig

Demonstration

As part of the Austin Student Activities Conference, Wimberley High School senior Betsy Crisp demonstrates how to achieve a solid performance in Poetry. On-site performances such as this gave students an idea of what is needed to win in UIL competition. The different speech presentations at all four Student Activity Conferences included interpretive performances, debate rounds and model extemporaneous speeches to show students what it takes to be successful in UIL speech competition.

Decade's best of best in scholastic journalism

In December of 1989, about the same time I began using this photo, I wrote an article for the *Leaguer*, surveying the highs and lows of Texas student publications in the 1980s. If anything, I'm a creature of habit (how many times have I said that?) so I thought it appropriate to shake loose what neurons I have left and whip up another excuse to drop names, slap backs and grease palms with the "Best and Worst of Texas Scholastic Journalism in the 1990s."

Drum roll please

Best textbook

Finally, a text on writing that is alive, conversational, funny, insightful, entertaining, poignant and filled with



Bobby Hawthorne
Academics Director

great examples. As one critic wrote, "I enjoyed reading it. I even stayed awake through it, and I can't remember the last time a textbook writer managed that."

Humility forbids me from going on. But if you get a copy of your own, contact me. Discounts available on class sets.

Best Newspaper of the '90s

A tough pick but for my money, the *Hillcrest Hurricane* nips Duncanville's *Panther Prints* at the tape. Both consistently win top state and national awards and deservedly so. Their writing, editing and photography are superb. The nudge goes to Hillcrest for their ambitious design, creative computer graphics and powerful in-depth news/features.

Third place: the *Edition* of Austin Anderson, advised by Jack Harkrider, which the past three years has been as solid as any student newspaper in the nation.

Writer of the decade

Pat Healy. Okay, you don't know this kid, but you will. I taught him in 1997 at the Michigan State Univer-

sity workshop, and, as a sophomore, his stories were amazing. Thanks to e-mail, we kept in close touch throughout his high school career. I edited several of his longer pieces, always astonished at his talent to finesse people and language. Pat is now a freshman at the University of Missouri, majoring in journalism. He's my pick for student most likely to win a Pulitzer in the next decade.

Now, as far as Texas is concerned, a few names come to mind: Jadranka Poljak of Dallas Woodrow Wilson, Brad Rollins of Henderson, Ryan Pittman of McKinney and Amy Hettenhausen of Austin Lanier.

Best article: "The high road: Teen's battle with drugs ends in overdose," by Melissa Borden of DeSoto.

More "...of the Decade"

It's only fair to name a few photographers, editors and designers of the decade as well.

• *Photography* — Mike McNamara and Stephanie Boyer of Dallas Hillcrest; Joel Simon, Andrew Loehman

continued on page 7



"I learned to work with myself and with a team. UIL meets and practices made up the majority of my high school memories. It was truly a rewarding program bringing students together, bettering their minds, and rewarding them for it."

Amy K. Arendt
Lindsay High School

Spelling does matter in UIL journalism, publications

One of the best things about this job is being able to sit back and observe some of the things going on in the education world. I say this with a little arrogance. As a teacher (and I still consider myself a career teacher), I and many of my colleagues were always aghast at what the latest "educational experts" would come up with for "teacher training." We could tell how valid these experts were immediately and, in fact, could tell if that "educational expert" had ever entered the classroom. We came to the conclusion that few had.

I approach this idea with some trepidation as I read a story in *The Dallas Morning News* the other day (and it later hit the wire services). It seems a 13-year-old seventh grader at a school in a suburb north of the Metroplex had written a Halloween story that described the shootings of a teacher and two classmates. He was arrested because, as the judge said, "she takes any statement about or threat of bodily harm seriously." The essay itself was an atrocious piece of work, and from the look on the child's face in a picture published with the story,



Randy Vonderheid
Assistant Academic Director

he was quite proud of the "story" and his "accomplishment."

The district attorney and school officials decided not to pursue the incident. My comments here will not deal much with the case. I have two concerns, though; one, as a teacher, the other, as a scholastic journalism educator. As a teacher, I was floored to see the paper (and it was published in the *News* "as the student wrote it") receive a 100. It included several run-on sentences, misspellings and poor grammar. I can understand the teacher's attempts to build the self-confidence of the child, but a seventh grader who cannot write a complete sentence does not deserve a perfect score. Later reports said the paper was not graded and the 100 was "extra credit" for reading the essay out loud in front of the class, but that came after the original story was published, and I have to assume the later reports were "more precisely worded" than the original, which means "they aren't telling everything about the situation." Maybe the journalists writing the original story didn't get all the facts. Maybe the child was given a 100 for content and a 50 for grammar and syntax. Then again, maybe the journalists did get it right! I do not know all the specifics of the class or the assignment. It seems the original reporters were told one thing, and when the wire services started pursuing it, the story changed. I do know that imperfection cannot or should not be given a perfect score.

I think the journalists writing the story missed the focus of the story. Sure the student spent some time in juvenile hall and when the newspaper picked up the story everyone was "really sorry it happened." The problem many of us should see is the fact that a student could write something like this and receive a perfect score. Sure, according to the assignment — write a horror story — the student did follow all directions. I've been guilty of giving out similar assignments. I can say, though, that papers with multiple spelling and grammatical mistakes never realized perfection in my class.

I've spent several Saturdays the past two months teaching and encouraging UIL journalism contestants throughout the state at student activities conferences. Although spelling and grammar are given secondary consideration to the content of the story, I emphasized (rather emphatically as many of my former students can attest) that if a contestant misspelled a simple word ("wated and wated" according to the essay the 13-year-old seventh grader wrote when it should have been "waited and waited") or wrote incomplete or run-on sentences ("we step off the porch and this bloody body

dropped (sic) down in front of us and scared us half to death and about...") that paper would probably be eliminated as a possible winner in the contest. I also emphasized that names must be spelled correctly, and in fact, I warned the contestants at these conferences not to misspell any word that was found on the prompt. I said that if they found a word misspelled on the prompt, they could spell it correctly, but I said I used "spell check" several times when I created those prompts. In addition, students could bring dictionaries and thesauruses to the contest, whether they were bound copies or computerized copies.

It astounds me today to know how easy it is to check one's spelling, but few do so. I'm not one to preach on that subject long since my students were just as bad as everyone else's about their spelling in the newspaper and yearbook, but they were aware of their errors after the issue came out when we had our regular critique session. As I've said before, students learn through their mistakes. My students and I learned through our mistakes, and we learned we couldn't make those kinds of spelling errors and receive a good grade, much less a perfect grade.

I know many people are saying, "this is a middle school student. You can't expect the same from him as you expect from a high school student." Maybe not, but I think teachers (and coaches and anyone who works with students) are always going to get what they expect out of a student, whether it be too little or too much. The student will strive to meet the teacher's (or coach's or the leader's) expectations.

It's important that journalism teachers emphasize to their students/staff members the stories they write won't be read by just a teacher as in an English class but will be distributed throughout the community, to parents, local business people, doctors, lawyers — not just an English teacher. That's why we have to be so picky about spelling and grammar. We live and die by our credibility. Misspelled words cause us to lose credibility. Wrong information causes us to lose credibility. Poor reporting techniques cause us to lose credibility. UIL journalism contests try to match those ideas — get the story right, get the facts straight, get it down on paper in a simulated deadline, and follows all the basic spelling, grammatical and style rules.

I'm afraid those administrators and teachers who deemed that essay as perfect lost some credibility with me. I'm afraid for education. I hope journalism teachers expect and demand a much higher level of performance than this.

Seven Texas journalists recognized as NSPA finalists

Several Texas journalists have been named as finalists in the National Scholastic Press Association/*Los Angeles Times* story and photos of the year.

Those recognized include:

News Story of the Year — John Heath and AiLin Nguyen, Anderson High School, Austin;

Feature Story of the Year — Eli Kooris, Westlake High School, Austin; Jennifer Hoos, Bellaire High School, El Paso;

News Photo of the Year — Charlie Thurow, Westlake High School, Austin;

Sports Photo of the Year — John Livas, Cypress Falls High School, Houston; Beau Russo, Westlake High School, Austin.

Winners for stories and photos of the year will be announced at the JEA/NSPA Convention in Atlanta, Nov. 18-21.

One-act play participation hits all time high

UIL approved TETA
Adjudicator Organization's
OAP Critic Judges 2000.

**Additions/Deletions
as of 11/10/99 to initial
list published in
October.**

Add:
(2) **Jim Bush** (Texas Tech),
2706 22nd, Lubbock, TX
79410
806/744-3457-hm
806/742-3601-wk,
FAX 806/742-1338,
jim-bush@msn.com - I [03]
(*2) **James W Carlsen**, Texas
A&M-Corpus Christi, 6300
Ocean Dr, Corpus Christi TX
78412 361/994-2318-wk
850-7109-hm,
FAX 361/994-6097,
jcarlsen@falcon.tamucc.edu -
IV [00]
(*2) **Rod Caspers** (UT-
Austin), 8004 Epping Lane,
Austin TX 78745
512/326-5233-hm
475-6340-wk
FAX 512/471-8569,
rcaspers@mail.utexas.edu -
IV [04]
(*2) **Michael Endy**,
Weatherford College, 308 E
Park Ave., Weatherford TX
76086
817/594-5471 x.211 or 598-
6211-wk
594-5471-hm,
FAX 817/598-6415,
endy@wc.edu Any - I [03]
(2) **Harold J Haynes**
(Houston Comm. College-
Central), 4816 Main St.,
Houston TX 77002
713/527-8277-hm
718-6665-wk, - III [00]
(2) **Elisabeth Hostetter**, S F
Austin State Univ-Theatre,
Box 9090, Nacogdoches TX
75962-9090
409/468-1290-wk
462-1485-hm,
FAX 409/468-7601,
ehostetter@sfasu.edu Any, -
II [04]
(*2) **Cathy Huvar**, Wharton
Co. Jr Coll., 911 Boling Hwy,
Wharton TX 77488 409/
532-6337-wk
282-9747-hm,
FAX 409/532-6587,
cjh@wcnet.net Any, CM, -
III [04]
(*3) **Silas Kennemer** (L.D.
Bell HS), 3420 Bird St, Fort
Worth TX 76111-4810 817/
838-2061-hm
282-2551 x.230-wk
FAX 817/285-3200,
steach@hotmail.com Any, -
II [00]
(2) **Jerry MacLaughlin**
(McLennan Comm. Coll/
Baylor Un), 4704 Edmond,
Waco TX 76710
254/776-3896-hm
299-8173-wk,
FAX 254/299-8242,
jrm@mcc.cc.tx.us - II [02]
(2) **Kevin J. McCluskey**, S.
F. Austin State Univ, Box
9090-SFASU, Nacogdoches
TX 75962
409/468-4003-wk,
kmclluskey@titan.sfasu.edu
Any - II [03]
Delete:
(*2) **LaDonna R Davis**,
Trinity Valley Comm. Coll.,
500 S Prairieville, Athens
TX 75751 903/675-6384-wk
338-2162-hm, FAX 903/675-
6316, ldavis@tvcc.cc.tx.us -
II [00] - Unable to judge due
to schedule.

The OAP enrollment
deadline has passed.

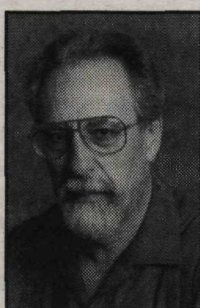
Participation is the
highest in number and percent-
age in history! Of the schools
that have the capacity to partici-
pate, few failed to enroll. With
slight variation OAP has contin-
ued to increase for the past 15
years. Of the 1,201 schools eli-
gible to participate, 1,156 will
participate. This highest total in
history represents an increase of
12 schools over last year and 96 percent of the total
eligible. Nineteen schools withdrew in 1999. We hope
this number will decrease for 2000.

Numbers and growth are great, but quality is more
important. The spring of 2000 marks my 50th year of
involvement in OAP. A frightened sophomore from a
conference B school with 10 grades was lucky enough to
advance to the State Meet. The plays I saw were the best
I could possibly imagine. My exposure to theatre was
limited to the local community theatre, class plays and
skits that were often laughed at rather than with. I will
be forever grateful to Lewis E. Leamond (retired assistant
superintendent at Abilene) for my first state OAP expo-
sure. I remember, or I think I remember, vividly. I do
remember the 1999 State Meet OAP. Performances
were clearly the best overall I have ever enjoyed, and
conference 5A was the highest quality I have ever seen.
I do not mean the other conferences were not super.
They were. Longtime State Meet OAP observers have
repeatedly testified as to the outstanding State Meet
OAP quality last year.

Why has OAP continued to grow and improve for 73
years? No doubt theatre education in Texas and else-
where has seen considerable improvement over the
years. The fact is that Texas theatre teachers are greater
in number, quality and dedication than any other state
I have visited over the past half century, and that
includes most of the United States. There are some
advantages to longevity. Texas is blessed to have the
largest and strongest theatre association in the U.S.
Texas Educational Theatre Association (TETA) con-
ducts the largest theatre conference (regions and nation-
als included) in the U.S. I'm bragging on Texas theatre.
K-12, college, university and community teachers/spon-
sors/directors of theatre activities should be proud of
their contribution to the betterment of society in com-
munities they touch. I believe we are truly blessed.

If you wish to be blessed further make sure you have
registered for "TheatreFest 2000." The deadline for early
registration (most economical) is December 1. The
OAP enrollment mailing is on its way. It should be
delivered to all OAP schools, critic judges and prospec-
tive critic judges shortly if it has not already arrived. An
administrator of each OAP school also receives enroll-
ment notification, district OAP alignment, area meet
organization and the abbreviated tentative TETA Pro-
gram and registration. Of the 200+ programs, perfor-
mances and meetings a high percentage are directly
focused or closely related to the UIL OAP process. It is
impossible to buy or find a finer theatre education in
three days and the people you contact will become your
help network for the future. Don't pass on this February
2-6 Houston experience.

In addition to the special guests outlined in my last
column there are outstanding sessions scheduled for the
inexperienced OAP director. Thursday is loaded with
OAP training sessions, including the adjudicators work-
shops of demonstration scenes and critiques open to all.
You will find sessions conducted by our most successful
OAP directors, commercial exhibitors, university col-
lege/faculty and professional theatre artists. If you need



Lynn Murray
Drama Director

help with auditions, costuming, lighting, stage combat,
make-up, unit set usage, blocking, coaching acting,
OAP set-up and strike, and OAP for beginning direc-
tors, this day is for you! There are, in addition, multiple
sessions for the most advanced directors.

Friday begins with an opportunity to ask questions of
me at 8:30 a.m. It will be the last time you'll be able to
catch me that early before zone/district contests. You
can follow this session by making proposals for OAP
changes to the UIL Advisory Committee. If you want to
skip both, select a directing session by professional
director Jeffery Ullom or Tony award-winning costume
designer (Candida) Judith Dolan. You will have an-
other opportunity with Dolan and several with Dana
Nye, an outstanding make-up professional. Sessions are
equally outstanding for the remainder of Friday and
Saturday.

A special "open to all" UIL OAP 2000 Contest
Managers without registration or membership is sched-
uled for the first two sessions Saturday morning. I will
join Royal Brantley and Bob Singleton to help train
managers. Both are managers with long experience that
have been involved at all levels. This is a rare oppor-
tunity for training inexperienced people. Free materials
will be provided up to room capacity. The sessions are 9
- 11:45 a.m. Saturday, February 5, at the Westin Galleria
and Oaks. A notice will be sent in January to all schools
identifying the exact room and final details of these
sessions. Contest managers that wish to participate in
other TheatreFest programming must pay a fee or full
convention registration and a membership fee. Contest
managers will also find sessions Thursday-Saturday ben-
eficial. Make hotel reservations now (713/960-8100) if
you plan to attend.

Since I opened this dissertation by bragging about
quality it seems appropriate to return to that text. By the
time you read this the play approval deadline will be a
month or less away. A quality script promotes a quality
performance. A silk purse out of a sow's ear is not logical.
Please read the first 15 pages of the new OAP Handbook
and the rules before you submit a play or request addi-
tions to the basic set. Do not request additions to the
basic set unless they are "without which the play cannot

A special "open to all" UIL OAP
2000 Contest Managers without
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experience that have been involved at
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Westin Galleria and Oaks. A notice
will be sent in January to all schools
identifying the exact room and final
details of these sessions.

be produced." At this point you will not likely receive a
response before Christmas. If you wait until December
21, the response will likely be in February. The drama
office has been strangely quiet this fall.

If we can help, call us. If the questions are simple yes
or no, e-mail or fax will work, but make sure there is
enough detail to make an answer possible. Include your
name, address and phone number, just in case. I don't
often answer questions from unidentified sources.

I received only one response to my question last
month. "Should a critic be instructed/required or re-
quested to specifically tell each company why they did
not win?" The letter did not address the issue but it was
a response and included much truth. The letter will be
directed to TETA and the UIL Advisory Commit-
tee. I can only assume that you're not interested or don't
believe the question is valid. I'll submit it to AO and
UIL Advisory. Their view will appear in March.

New law extends copyrights

"Extending Their Run" by Craig Pospisil, Director of
Non-Professional Rights

I often get calls from people wondering if an older
play is still under copyright. You might want to hold
those calls for...oh, say another 20 years. When copy-
right laws were first enacted, works were protected for a
period of up to 56 years. A play was protected for an
initial 28-year term renewable for another 28. In 1976,
the copyright law was revised. Works created after Jan.
1, 1978, were protected for the author's life plus 50 years,
the length of the second term was extended from 28 to
47 years for works created and published before that
date.

On Oct. 27, 1998, the Sonny Bono Copyright Term
Extension Bill became law. It extends the period of
protection by 20 years and is applied retroactively to all
works still under copyright. The term of copyright is now
95 years for works created and published before 1978,
and the author's life plus 70 years for works created after
Jan. 1, 1978. No play that is now in the public domain
may come back under copyright protection. Any play
published before Jan. 1, 1923, is in the public domain.
Any play published after that is protected for an addi-
tional 20 years.

Eugene O'Neill's *The Hairy Ape* was copyrighted in
1922. This play is now in the public domain and may be

produced without written permission or royalty fees.
O'Neill's *Desire Under the Elms* was published in 1924, it
will remain protected until 2019.

In recent years, European nations adopted a "life plus
70 year" copyright term. European authors were still
protected under international copyright agreements,
but those of American authors were not.

In a move to alleviate the concerns of some, Congress
inserted language that allows schools and libraries broader
use of protected materials during the final 20 years of the
term. Material can be used for strictly academic and
historical purposes without obtaining permission. (NB:
This does not apply to performances of plays by schools
or colleges, but rather to reprinting or quoting lengthy
sections of a text for study, etc.)

For more information contact your local library, the
Copyright Office at the Library of Congress Web site
<http://lcweb.loc.gov/copyright>, or the University of North
Carolina's web site created by Laura N. Gasaway, profes-
sor of law, which has a chart summarizing the effects of
the new law, <http://www.unc.edu/home/unclng/public-d.htm>.

(Condensed and reprinted with permission from the Fall
1999 issue of *At Play* published by Dramatists Play Service
Inc. "Extending Their Run" by Craig Pospisil, Director of
Non-Professional Rights.)

Decade highlights best of former journalism director

continued from page 5

and Nick Kenig of Austin Westlake; and E-J Eckridge Johnson of Austin LBJ.

• **Design** — no competition. Jon Paul Dumont of Dallas Hillcrest, who won "Tops in Texas" computer art awards three years in a row. He's now a student at Indiana University and taught computer classes at the ILPC workshop last summer.

• **Editing** — Texas produced back-to-back "Dow Jones Newspaper Fund High School Journalism Students of the Year": Leif Strickland of Arlington in 1997 and Corrie MacLaggan of Austin Westlake in 1998. Leif is a junior at the University of Southern California, and Corrie is a sophomore at the University of North Carolina on a full journalism scholarship. It's a shame that no Texas university could muster the financial aid that might have kept these talented young people in-state.

Two others deserve mention: Brad Rollins of Henderson and Joel Odom of Austin Bowie. As a sophomore, Brad revolutionized the look and feel of the Henderson High *Hi-Life*, and got better and better. Joel edited the Bowie newspaper and served as design editor of the yearbook, both of which won Gold Star awards.

But for my money, the decade's best high school editor was Penny Pehl of San Antonio East Central. A junior at The University of Texas at Austin, Penny edited the decade's best yearbook, the 1997 *Hornet*, which grabbed CSPA Gold Crown and NSPA Pace-maker Awards. She is a rare leader, competent and conscientious, a perfectionist who drives herself harder than anyone else, and she drives others pretty hard. She may not win a Pulitzer in the next 10 years, but some people who do may answer to her.

Yearbook Adviser of the Decade

Mary Pulliam of Duncanville. *The Panther* won a Gold Star every year. Other books may be splashier, louder, trendier, more controversial. But for elegant design, beautiful photography, intelligent copy and subtle yet sophisticated graphics year-in, year-out, Duncanville leads the pack. And Mary Pulliam leads Duncanville.

Runners-up: Pam Smith of San Antonio East Central; Wayna Polk of Abilene; Charla Harris of Texarkana Pleasant Grove; Linda Duncan of Deer Park; Nyla Watson of Pearland; and Judy Babb, formerly of Dallas Highland Park, now at SMU.

Newspaper Adviser of the Decade

It's no accident that Hillcrest produced the newspaper of the decade. Dow Tate, the 1997 "Dow Jones National High School Journalism Teacher of the Year," attracts the brightest students in his school, trains them, challenges them and supports them. He teaches, then advises. His publications carry no "designed by Dow Tate" signature logo. It evolved, flirted with the extremes without ever losing its center or soul. The *Hillcrest Hurricane* was the most innovative yet substantial newspaper of the decade because Dow Tate was the decade's most innovative yet substantial adviser.

Runners up: Muriel Parker and Morgan Goldbarth of Austin Fulmore Middle School; Jack Harkrider of Austin Anderson; Peggy Morton of Austin Stephen F. Austin; and Deanne Kunz, Austin Westlake.

Runner up (non-Austin area): Teresa Robison of Follett, Linda Winder of Angleton and Yvonne Gadeke of San Antonio Clark.

We Miss Them Dearly

My mentor Jim Paschal of the Oklahoma Interscholastic Press Association; UT journalism professor Red Gibson; the beloved Jim Davidson of Dallas Lake Highlands; and the irrepressible Lina Davis of Arlington.

Biggest goof

Trying to dump the headline writing contest because no one followed the League's arcane count system, which created havoc and ill will at regional contests, and

besides, writing headlines isn't really writing anyway, or so I reasoned.

Big mistake.

Teaching headline writing may not be computer science, but it's a skill (some say a knack) teachers possess, and they didn't want to lose it. Ilona Smith of Happy saved the day, suggesting that everything — a space, a lower case "f" and a capital "M" — count one, and that students write their headlines on a sheet with numbered spaces for each character.

Next biggest goof

Retiring Arlington High's Phyllis Forehand, a year or two before she actually hung 'em up.

Best move

Re-hiring Nelly Valadez.

Next Best move

Replacing ILPC Tops in Texas with Gold/Silver/Bronze Star awards. Naming a single best newspaper and yearbook in the state was far too subjective. Apples vs. oranges. The ill will it spawned — "judging is all political" — generally overshadowed the good. A few will recall an interesting, albeit one-sided conversation, held on this topic in a Houston elevator.

Though imperfect, the Star awards allow ILPC judges to recognize a range of excellence encompassing all sizes and types of schools and publishing situations.

Worst moment

Receiving a letter from a concerned parent regarding the State Meet editorial writing prompt, which asked competitors to examine hypothetical legislation making harassment of gay students in public schools a hate crime. The parent called the contest "pathetic" and "noxious" and said the UIL must be "infected with gays and lesbians," and then accused me and everyone else at the UIL of "trying to infect our students."

I wrote back, saying that I did not believe the UIL is "infected" with homosexuals. "Right now, our biggest problem is a shortage of parking space," I wrote. My response was as sarcastic as I could make it, which was admittedly a lapse in judgment but I didn't figure the guy would understand it anyway.

Well, the concerned parent forwarded my letter to his elected representatives, who lectured me on my responsibilities as a public official and demanding a letter of apology, which I wrote, though it sickened me to do so. This incident is a daily reminder that politics trumps education every time.

Best moment

Two come to mind: Former Texas Attorney General Jim Mattox speaking to State Meet feature writing contestants a few weeks after losing the Democratic gubernatorial primary to Ann Richards. A political animal in the mold of LBJ, Mattox answered all questions, portraying an almost Shakespearean figure. Sev-

eral adults and students left the room in tears.

The other: On the 50th observance of the liberation of the Nazi death camps, Lucy Katz spoke to state meet feature writing contestants regarding her experiences among Polish partisans during the Holocaust. Both her parents went to Auschwitz, her mother to die there. Miraculously, she and her father reunited after the war and moved to the U.S. She's now a successful real estate developer in Austin.

Lessons learned

Though neither the State nor its education bureaucracy have made it easier for students to enroll in curriculum-based journalism courses, strong programs thrive, thanks mostly to dedicated teachers who are out there, saving 'Private Ryan' every day.

Despite the impact of Hazelwood and the anti-intellectual, anti-elitist political climate that makes it a risk to publish anything more controversial than the cafeteria menu, young reporters and editors have continued to produce timely and relevant journalism that challenges students to question the status quo, to think critically and to explore inside and out the teenage mind and reality.

The importance of this self-discovery cannot be minimized.

In his memoirs (excerpts reprinted Aug. 13, 1999, in *The New York Times*), Adolf Eichmann sought to explain his central role in the killing of six million European Jews by the Nazis. He wrote, "From my childhood, obedience was something I could not get out of my system. When I entered the armed services at the age of 27, I found being obedient not a bit more difficult than it had been during my life to that point. It was unthinkable that I would not follow orders."

He continued: "Now that I look back, I realize that a life predicated on being obedient and taking orders is a very comfortable life indeed. Living in such a way reduces to a minimum one's own need to think."

Favorite line

In a *Leaguer* article entitled, "The Yearbook from Hell," about parents who wanted to censor a yearbook because, they claimed, the cover contained Satanic messages which neither I, the adviser nor the student who created the art detected, I wrote, "Of course, I am not classically trained in the art of detecting the handiwork of Beelezebubba."

Okay, I admit it. I've had better decades.

It's no accident that Hillcrest produced the newspaper of the decade. Dow Tate, the 1997 "Dow Jones National High School Journalism Teacher of the Year," attracts the brightest students in his school, trains them, challenges them, and supports them.

Recruiting students for UIL academic activities can be successful

One of our middle school UIL Academic Program Coordinators holds a "UIL Fair" to recruit new students. It is held in the school cafeteria with the help of school administrators. UIL Academic coaches and last year's UIL students set up booths. They promote and encourage students to sign up. Several ingredients make this recruiting program successful: good planning, support from administration, academic coaches with high expectations, last year's UIL students who encourage their friends to sign up, and a friendly note to parents explaining the benefits of the UIL Academic program.

Benefits include: out of town trips, improved academic achievement, learning to manage time, setting goals, becoming your own advocate, working with teachers, taking notes, learning to study, getting along

with students from different schools and just "having more fun than a barrel full of monkeys."

Another coordinator at a high school issues an activity planner that she prepares during the summer months. The UIL kids proudly carry and use the planner.

The Academic Excellence Indicator System (AEIS) used by the Texas Education Agency includes the TAAS scores along with other indicators. The TAAS test focuses on reading, math, and writing skills. What are the major areas covered in the UIL Academic Program? Reading, math and writing skills. Dollar for dollar, the UIL Academic Program is a "Blue Chip investment".

— Pete Lara, Sr., Laredo ISD

Medals don't always measure success

I went to my 20th high school class reunion a few weeks ago. As my husband and I approached a throng of people, panic seized me. I'd never seen these people before in my life! As eyes turned to us, laughter erupted from the group.

"We aren't laughing at you," they said.

Ah...then I knew them. These were the same people with whom I'd argued, laughed, and spent 12 years of my life. And apparently, some things had not changed much.

Robinson, Texas, isn't a large place, and my class, with its membership of 162, is still one of the largest ever to matriculate from that school. In a herd, we traversed the halls of an elementary school built during Methuselah's time, a sixth grade campus whose stage curtain was faded during my father's tenure there, and junior high and high school campuses whose chalky scents still evoke memories of football games and adolescent angst.

My 17-year-old niece, a junior at the same high school, wrinkles her nose cynically when my sister and I talk about the way it was when we were in high school while looking at old annuals.

"Get over it," she tells us. "Nobody says 'annual' anymore." (UIL's esteemed journalism director tells me the aforementioned object is now, and has been for some time, referred to as a "yearbook.")

Maybe nobody does say "annual" anymore and perhaps being voted "Most Spirited" has taken on a whole new meaning in the intervening decades, but bell bottoms and polyester are in full bloom. And those aren't the only things that haven't changed. Kids still line up for lunch, throw spitballs and shine academically at district spring meets.

During the course of the evening, I encountered an FBI agent, three principals, several engineers, a nurse and an accountant, all of whom upon discovering that I administer the elementary and junior high academic



Rhonda Alves
Assistant Academic Director

program, reminisced about our shared experiences with academic competition.

Repeatedly I was reminded that "Walter did number sense in elementary" and "you didn't make the picture memory team in the fourth grade, did you?"

"Well, no, I didn't make the final cut, but I whupped

Walter in oral reading in junior high. (This, of course, I did not articulate, though it is true.)"

The conversations unsettlingly reminded me of fifth grade when Mrs. Stanley, in an effort to determine her top spellers, tested our skills at Parents' Night. Darry McKethan and I were in a dead heat until Mrs. Stanley threw me a curve ball — the word "general."

With sweat trickling down my neck, I stared imploringly at my mother, who was mouthing what she still contends was the correct spelling in an exaggerated manner. This was only one of the many times when she and I experienced a communication breakdown, and I tremulously spelled the word with a surplus "r." After a resounding "wrong" from the teacher, Darry passed into spelling history on the strength of a consonant. We adults may suppress images of 'boofy' prom dresses and a million other embarrassing details from the years we tell our children are "the best of their lives," but those early brushes with adrenaline surges and feats of skill are permanently etched in memory.

Sponsoring UIL events for elementary and junior high students is a responsibility not to be taken lightly. During these years children form attitudes toward winning and losing and develop philosophies on how to play the game.

Academic contests are the first competitive activities that most public school students encounter. Sponsors at this level shoulder the responsibility for teaching participants to win and lose gracefully and to measure personal achievement by standards other than medals.

Along with the responsibility, though, coexists the satisfaction derived from cultivating talents in budding scientists, artists, writers, and musicians. And one of the things that hasn't changed much is that, regardless of career choices, children integrate lessons learned in those long ago classrooms into the fabric of their lives.

My class reunion confirmed this for me because, aside from a few remarks about my ineptitude in picture memory, awards were not the focus of my friends' conversations. Instead, teachers who opened doors to cultural experiences not afforded by our small town were lovingly named, and laughter over memories from those times was shared. If my classmates' recollections serve as any indication, your contributions as sponsors will long be remembered after your public school careers end.

Radio stations broadcast 'Music Memory' list

Radio stations throughout Texas were invited to participate in an effort to air musical selections from the 1999-2000 Official Music Memory List. The following is a list of radio stations which have agreed to do so. If no station in your area participates, contact local stations and request that they be included in this project.

College Station/Region 6

KAMU - FM 90.9

Contact person: Penny Zent (409) 845-5613

Email: p-zent@tamu.edu

Kilgore/Region 7

KTPB - Saturday, 9-10 a.m.

Contact person: Kathy Howsby

email: ktpbgm@ballistic.com

Shreveport, LA/Region 7

KLDN - FM

Contact person: Mark Terry

Mexia/Region 12

KYCX

Contact person: Susan Cholopisa (254) 562-5328

Austin/Region 13

KMFA - FM 89.5

Contact Person: David Ford (512) 476-6110

"The Young at Heart" Saturdays 10 a.m. - 12 p.m. and Sundays 5 - 7 p.m.

Hereford/Region 16

KPAN - AM/FM

Contact person: Chip Formby (806) 364-1860

Email: kpan@wtrt.net

Hereford/Region 16

KNNK - FM 100.5/KLVT - FM 105.5/AM 1230

Sundays 7 - 10 p.m.

Contact person: Buddy Peeler (806) 363-1005

Email: knnk@wtrt.net

Odessa/Region 18

KOCV - FM 91.3

Contact person: Royce Bodefod (915) 335-6336



With each competition, I learned something new and challenging. I know the skills and experience I gained through UIL competitions will stay with me as I head off to college and my future career path.

Megan Renee Baker
Elkins High School

New elementary/junior high director offers focused direction for sub-high school programs

By Bobby Hawthorne

Director of Academics

Unless you survived last year's ordeal with the music memory contest, you cannot appreciate how thrilled I am to have Rhonda Alves on board as academic elementary/junior high director.

Frankly, I had not fully grasped the intensity of the competition on this level, in large part because I had little or no exposure to these contests and contestants. During the past four years as academic director, I also directed the UIL's journalism program and the current issues and events contest and edited the *Leaguer*. The first UIL director to make the elementary and junior high program a high priority was Pat Wisdom. She expanded the program in terms of contests and enrollment, instituted a regular newsletter and gave it far more attention than it had ever received. This isn't meant to reflect poorly on the League, myself or other directors. Elementary and junior high maintained second cousin status because directors had their plates full directing high school contests, where the pressure of district to region to state competition is focused.

With Pat's departure, Bradley Wilson assumed control of the program. He quickly surmised that giving the program the attention it needed and deserved was a full-time endeavor. In his brief stint with the League, Bradley instituted a number of changes, all of which would have been successful had it not been for the fact that he left in January, 1999, to accept the directorship of the National Press Photography Association. At this point, the program fell into my lap, and I muddled through last spring, hoping to keep things stitched together until the new director came on board.

In that time, I learned a number of things:

- Elementary and junior high coaches take their duties as seriously as anyone.

- Future growth of the League program will most likely take place in grades 1-9. For example, Randy Vonderheid, the new journalism director, plans to institute an editorial writing contest for grades 8-9 that will mirror the TAAS persuasive writing requirement. We will ask an advisory committee to review the current slate of contests in context to K-9 TEKS to determine whether certain curriculum areas — art and foreign

language, for example — can be brought into the League fold.

However, we are not apt to institute a contest merely for the sake of adding a contest, nor are we interested in adding a contest that does not fit within the League's spring meet philosophy and structure. I would oppose a "county fair" art competition, for instance, because of the high-level of subjectivity in judging and because schools lack no shortage of art festival opportunities. What purpose does it serve to duplicate successful contests being administered by other organizations?

- Conflicts of interests among vendors, test writers and the UIL must be (and will be) eliminated: We have no problem with vendors making money off League contests, but we will take all appropriate steps to insure that the lines between vendors and UIL credibility are neither crossed nor blurred. So far, I have been extremely impressed with the professionalism exhibited by vendors, but we will take all appropriate measures to erase even the semblance of favoritism and/or conflicts of interest.

continued on page 9

December 4, 1999
Bandera Middle School - Bandera
For grades 6-8
The following contests only: Number Sense, Calculator, Science, Math—divided into large school and small school divisions
contact:
Mary Kling
(830) 796-6270
darstklng@hotmail.com

December 4, 1999
Memorial High School - San Antonio
Contests: full UIL meet
Contact:
Aimée Hudson
(210) 444-8300
e-mail:
Aimee2166@aol.com

December 4, 1999
Karnes City "Gift of Speech Tournament" - Karnes City
Contests: Speech events only, including CS and LD
Contact:
Grace Friesenhahn-Soliz
(830) 780-2437
e-mail:
gsoliz@karnesec.net

January 8, 2000
Henderson High School - Henderson
Contests: Journalism only (sessions on success in UIL journalism, also)
Contact:
Debbie Vaughn or Neva Hand
(903) 839-5536
e-mail:
vaughnd@whit.sprnet.org

January 14-15, 2000
Wichita Falls High School - Coyote Classic Invitational - Wichita Falls
Contests: All UIL events for grades 9-12, all speaking events including CX and LD
Contact:
Annetta Reusch or Hal Newsom
(940) 720-3189 or (940) 720-3177
e-mail:
HNEWSOM@mail.wichita-falls.isd.tenet.edu

January 14-15, 2000
Hamshire-Fannett High School - Hamshire
Contests: All UIL except CX and LD Debate
Contact:
Sheila Sachitano
(409) 243-2131
fax (409) 243-2518

January 14-15, 2000
Denison High School - Denison
Contests: All UIL Events - will begin at 4 p.m. Friday for CX, LD, and Duet Acting. All other events on Saturday
Contact:
John Terry
(903) 462-7125
voice mail: (903) 462-7183
fax: (903) 462-7217
e-mail:
JohnTerry@mail.disd.net

January 15, 2000
Ozona High School - Ozona
Contests: all academic events including LD and CX debates
Contact:
Ty Payne
(915) 392-5502
fax (915) 392-5177

January 15, 2000
Pine Tree High School - Longview
Contests: All UIL events except CX debate
Contact:
Margaret Rhodes
(903) 295-5031 x238
fax (903) 295-5029

January 15, 2000
Hightower High School - Missouri City
Contests: Number Sense, Calculator Appl., Math, Science for middle school and high school
Contact:
Erminie b. Minard
(281) 634-5240
fax (281) 634-5333
e-mail:
ermini.minard@fortbend.k12.tx.us

January 21-22, 2000
Texas Tech "Red Raider" Invitational Academic/Debate/Speech Tournament - Lubbock
Contests: All UIL Academic events, Computer Science written, CX - earn NFL points and/or UIL experience, LD-both NFL and UIL topics, NFL Duet Acting, NFL Dramatic and Humorous Interp.
registration will be available on line beginning November 10, 1999
Contact:
Lynn Elms
uilttu@ttu.edu
web page:
www.texastech.edu/uil

January 21-22, 2000
Mount Pleasant High School - Mount Pleasant
Contests: Friday - Ready Writing, CX and LD prelims
Saturday - all other UIL Academic contests
Contact:
J. Barton
(903) 575-2020 x44
(fax) (903) 575-2085
e-mail:
louiebarton@hotmail.com

January 21-22, 2000
Princeton High School - Princeton
All UIL events one day regional schedule
contact:
Jimmy Smith
(972) 736-3633
fax: (972) 736-3505
e-mail:
jlsmith_theatre@yahoo.com

January 22, 2000
Premont High School - Premont
Contests: only literary events
Contact:
Irma Johnson
(361) 348-3587 x29
fax (361) 348-2914
e-mail:
johnsonirma@hotmail.com

January 22, 2000
Blanco High School - Blanco
contests: All UIL speech, CX and LD
contact:
Russell Kirkscey
(830) 833-4337
e-mail:
kirkscey@moment.net

January 22, 2000
Brackenridge High School - San Antonio
Contests: All UIL events including CX and LD. All original materials are used in written events. RTF contests also available.
Contact:
Cindy Grauke
(210) 533-8144 x3054
fax (210) 534-9770
e-mail:
cindygrauke@yahoo.com

January 22, 2000
Andrews High School - Andrews
Contests: All UIL events
Contact:
Jim Leach
(915) 523-3640
fax (915) 523-6807
e-mail:
cmoose@esc18.net

January 28-29, 2000
Lindale High School - Lindale
All UIL academic contests. Limited space - 1st come/1st serve. Friday - CX, LD, Ready Writing 3:30 p.m. All other events on Saturday
contact:
Janice Caldwell
(903) 882-6138
e-mail:
jcaldwell@lind.sprnet.org

January 28-29, 2000
Barbers Hill High School - Mont Belvieu
Contests: All UIL events except CX and LD debate (all original tests)
Contact:
Travis Poe
(281) 576-2221 ext. 5263
e-mail:
tpoe@barbershill.isd.esc4.net

January 29, 2000
Monahans High School - Monahans
Contests: Speech (TFA Qualifying)
Contact:
Frances Curry or Delores Hill
(915) 943-2519
fax (915) 943-3327

January 29, 2000
Round Rock High School - Round Rock
Contests: All UIL events
Contact:
Debbie Johnson
(512) 464-6042
fax (512) 464-6190

January 29, 2000
Brock High School - Brock
Contests: All events except CX and computer science
Contact:
Jim Vaszauskas
(817) 594-3492
fax (817) 594-2509
e-mail:
jvaszauskas@esc11.net

January 29, 2000
Lufkin High School/Middle School - Lufkin
Contests: all UIL high school academic events plus many middle school events
Contact:
Leann Solice
(409) 630-4399
fax (409) 630-4399
message (409) 632-7721

February 5, 2000
Taft High School - Taft
All UIL events except speech/debate events
Contact:
Jeanie Wolter
(361) 528-2559
e-mail:
jeawol@tenet.edu

February 5, 2000
Teague High School - Teague
All UIL academic contests except CX and LD debate (original material will be used)
contact:
Tanya Thornton
e-mail:
tthornton@esc12.net
or Linda King
(254) 739-2532
(fax) (254) 739-2724
e-mail:
borderrose@hotmail.com

February 5, 2000
Valley View High School - Valley View
Contests: Computer Science, Number Sense, Calculators, Mathematics, Science
Contact:
Cliff McCurdy
(940) 726-3522
e-mail:
cmccurdy@esc11.net

February 11-12, 2000
Alexander High School - Laredo
All academic contests except CX - Debate
contact:
Mario Rosales
(956) 718-9064
fax: (956) 718-9064

February 11-12, 2000
Robert E. Lee High School - Tyler
Contests: February 11/12 - Debate; February 12 - all other events
Contact:
Jan Jones
(903) 531-3955
fax (903) 533-5112

February 12, 2000
Bells High School - Bells
Contests: All events except OAP, CX. Informative and Persuasive will be offered. "B" materials used.
Contact:
Jeanie Brem
(903) 965-7315
fax (903) 965-5205
e-mail:
hebrem@ednet10.net

February 12, 2000
Monahans High School - Monahans
Contests: All academic (except speaking)
Contact:
Frances Curry or Delores Hill
(915) 943-2519
fax (915) 943-3327

February 12, 2000
West Orange-Stark High School - Orange
Contests: all high school except CX. Will feature Tests "B"
Contact:
Patti Domingue
(409) 882-5502 or (409) 882-5570
home (409) 722-2146
e-mail:
pado@wociscd.net

February 12, 2000
Monterey/Coronado High Schools - Lubbock
Contests: All UIL contests except speech and debate
Contact:
Jack Barton
(806) 766-0600
fax (806) 766-0560
e-mail:
jabar@lubbock.k12.tx.us

February 12, 2000
Ryan High School - Denton
contact:
Karen Guenther or Charlotte Scroggs
(940) 566-7926
e-mail:
kguenther@denton.isd.tenet.edu

February 12, 2000
Tivy High School - Kerrville
Contests: all except CX debate
Contact:
Shirley Leifeste
(830) 257-2212 ext. 412
fax (830) 257-3930

February 12, 2000
J.F. Kennedy High School - San Antonio
Contests: All UIL except Debate
Contact:
Abel Martinez
(210) 444-8040
fax (210) 435-5649

February 18-19, 2000
A&M Consolidated High School - College Station
Contests: all UIL events, plus TFA speech evnts; impromptu, parli debate, group improv. Also a day-long session to prepare for TFA student congress. Debate will start on Friday. Tournament will end Sat. by 6:30
Contact:
Linda Coats
(409) 764-5500 ext. 218
fax (409) 693-0212
e-mail:
lcoats@hs.collegestation.isd.tenet.edu

February 19, 2000
Crandall High School - Crandall
Contests: Test B - All events (except CX) - LD (spring UIL topic)
Contact:
Rene Wright
(972) 427-3910
fax (972) 472-3586
e-mail:
wrightrj@yahoo.com

February 19, 2000
Tarkington High School - Cleveland
All UIL except CX
contact:
Jim Smith
(281) 592-7739
e-mail:
jsmith@tarkington.isd.esc4.net

February 19, 2000
Uvalde Junior High - Uvalde
contests: all junior high level contests
contact:
Mary Latorre
(830) 591-2980
e-mail:
mklator@1.hilconet.com

February 19, 2000
Midway Middle School - Waco
contests: all contests for grade 6-8
contact:
Leaslie DeVille
(254) 772-4412
e-mail:
Coupdeville@Juno.com

February 19, 2000
Kirbyville High School - Kirbyville
Contests: All UIL events except debate, informative and persuasive speaking. Contests will begin at 8:30 a.m.
Contact:
Jan Paradis
(409) 423-2284
fax (409) 423-5313
e-mail:
jparadis@kirbyvillicisd.org

February 25-26, 2000
Diboll High School - Diboll
Contests: All UIL events (will offer CX if enough entries are received)
Contact:
Gerry Wilbanks
(409) 829-5626 school
(409) 829-4878 home
fax (409) 829-5708
e-mail:
gwilbank@lcc.net

February 26, 2000
Fabens High School - Fabens
Contests: All writing and testing events - no speaking events
Contact:
Penny Jones
(915) 764-4981
fax (915) 764-4899

February 26, 2000
Savoy High School - Savoy
Contests: All UIL academic and speech events
Contact: Jeff Sweet
(903) 965-4024
fax (903) 965-7282
e-mail:
jfsweet@ednet10.net
or:
David Williams
(903) 965-5262
fax (903) 965-7282
e-mail:
dewilli2@ednet10.net

February 26, 2000
Fabens HS - Fabens
Contests: All testing and writing events. No speaking events.
Contact:
Penny Jones
(915) 764-4981
fax (915) 764-4899

March 4, 2000
Jane Long Middle School - Bryan
for grades 6-8
The following contests only: Calculator; Dictionary Skills; Impromptu Speaking; Listening Skills; Maps, Graphs and Charts; Math; Music Memory; Number Sense; Oral Reading; Ready Writing; Science; Spelling.
contact:
Rebecca Huchingson
(409) 821-6500
e-mail:
Huchingson@aol.com

March 4, 2000
McCollum High School - San Antonio
Contests: All Academic and Speech contests except CX
Contact:
Gilbert Casas
(210) 977-1659
fax (210) 921-9673

March 4, 2000
Johnson Elementary - Bryan
All elementary contests
Contact:
Theresa Kendall
(409) 361-5388
e-mail:
tkendall@bryanisd.org

March 4, 2000
Plains High School - Plains
Contests: Number Sense, Calculator, Mathematics, Science, Computer Science (both small school and large school divisions)
Contact:
Brad Friesen
(806) 456-7445
e-mail:
bfriesen@plainsisd.esc17.net

March 4, 2000
Stamford Junior/Senior High School - Stamford
Contests: All Junior High and High School literary events (HS contests are all originally written, JH uses Set C), journalism and ready writing conducted by mail
Contact:
Markay Rister
(915) 773-2701
e-mail:
risterm@stamford.esc14.net

March 4, 2000
Midlothian High School - Midlothian
Contests: all UIL events except CX. All testing materials are original
Contact:
Jennifer Jackson
(972) 775-8226
fax (972) 775-3321
e-mail:
Jennifer_Jackson@midlothian.isd.net

Elementary/Junior High contests to get more emphasis

continued from page 8

• We need to be more flexible in scheduling. To avoid conflicts with TAAS, a number of schools have asked that we allow them to conduct district meets in the fall. We will do so in 2000-2001. Currently, the League makes contest material available for district meets held between Feb. 25 and May 1. Next year, we will have two sets of contests. The first may be used for district meets held between Nov. 1 and Jan. 10. The same materials will be used for invitational meets held after Jan. 10. A second set of materials will be available for district spring meets between Feb. 1 and May 1.

A note: schools may not compete in invitational meets after their district meet.

Moving on.

• If you wish to recommend a rule change or

addition, please contact Rhonda. Generally, we'll ask you to state specifically the nature and rationale for the change. Assuming it's approved at each step of the process, it goes from the UIL Academic Committee in June to the Legislative Council in October to the TEA Commissioner and then into the UIL Constitution and Contest Rules the following school year.

• Finally, elementary and junior high schools are not appointed to a district unless they are unable to find a district themselves. Once appointed to a district, your school is free to play the field the next year. You may flirt with other districts, and if they flirt back and you both decide you want to go steady, then you're free to dump the old district and run off with the new one. And we wish you all the success and happiness in the world.

School web-sites can help in promoting UIL activities

by David Trussell
UIL Technology Coordinator

The growth of the Internet as a dominant communications medium continues to exceed all expectations, from news and information to entertainment to electronic commerce. Many schools and school districts already have their own web sites, and those sites can serve as valuable sources of information

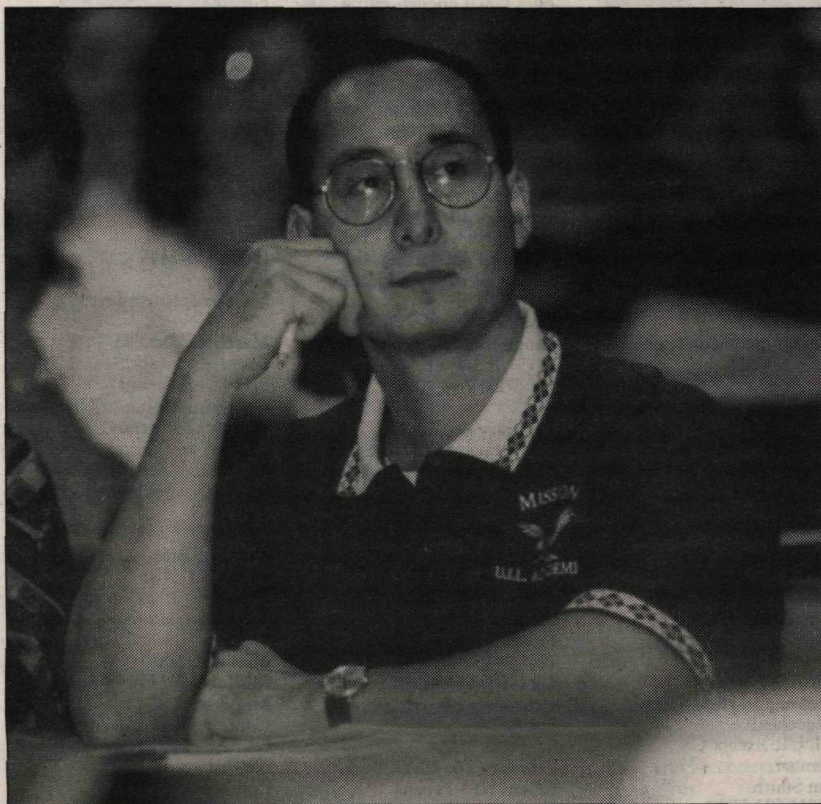


photo by Nick Kenig

Interesting Information

With almost 1,500 people in attendance, the Austin Student Activities Conference had something for everyone. An academic director from the Mission High School UIL Team listens intently as a presenter explains the steps of being successful in UIL competition.

for students, teachers, parents and anyone else who wants to know what's going on at their school.

School web sites span the spectrum in terms of the types of content they offer, from general information like calendars and lunch menus to more specified content like on-line versions of the school newspaper. The web can also be a great way to promote and publicize a school's UIL programs. UIL-related information might include scores and statistics from athletic competitions, results of academic and fine arts competitions, and general information about the various extracurricular activities that are available to students.

In large schools in particular, students may not be aware of all the UIL programs that are offered or how they go about getting involved. Which teacher or coach sponsors the activity? When is the next meeting scheduled? What are the requirements for participation? A web site can be an excellent central location for this type of information.

The first question to answer in developing an effective web site is who will be responsible for it. A web site needs to be updated regularly, particularly if the intent of the site is to provide timely information such as schedules for upcoming events or results of academic, athletic or fine arts competitions. However, management of the site need not be a major cost for the school.

Someone within the school community, be it a teacher, parent or student, may be willing to volunteer to manage the site. Some schools have also been successful in integrating web site development and management into their curriculum as part of their computer education or journalism programs. The latter approach can be particularly successful in maintaining continuity and reliability.

The next step in the process is determining who will host the site. In order to be accessible on the Internet, web sites must be stored on a computer that is properly designed and configured to act as a web server. The server where the site is stored is the "host" for the site. Servers are usually more powerful and more expensive than typical desktop computers. Larger school districts

may have their own servers available with the staff to maintain them. Smaller districts can contract with an Internet Service Provider (ISP) to host their site. An ISP that is based locally may even be willing to donate the server space to host a school's web site.

Finally, and most importantly, any good web site needs a plan for development. Decisions must be made to determine what types of information will be presented on the site and how often that information will be updated. How the site will look and how its pages will be linked together are other key considerations. It's also important not to bite off too much at once — you can always go back and add new elements to the site later.

Once the logistical questions have been answered and the design and structural issues have been decided, the site can become a valuable source of information for the school and community. All UIL programs can benefit from exposure on a well-run school web site, particularly some of the academic competitions and individual sports that typically do not receive as much other publicity. Students can find out how to get involved, teachers and administrators can keep track of schedules for various activities, and parents can keep in touch with what's happening at school, affording an excellent opportunity for schools to tap into the growing power of the world wide web.

Other Technology News

• The UIL and Y2K — We have received forms from a number of school districts requesting information on the UIL's Y2K compliance status. We are working to return all of those forms, but the bottom line is that the UIL office is fully prepared for Y2K. As a part of The University of Texas, we are required to follow state-mandated Y2K compliance procedures, which we have completed. The UIL office uses Macintosh computers almost exclusively, which do not have Y2K problems in and of themselves. We have checked and updated when necessary all of our software as well as other office equipment. We expect to hit the ground running in the year 2000 with no significant interference from the Y2K bug.

'Princess' profits in more ways than one

Great-granddaughter of TILF founder earns scholarship after winning in UIL Literary Criticism

by Ryan Pittman
UIL Journalism Intern

If money grows on trees, Rodney J. Kidd must have planted them.

As the director of UIL in 1959, Kidd saw his dream come true when the Texas Interscholastic League Foundation (TILF) was created to provide scholarships for outstanding high school seniors who participate in UIL academic competitions.

It seems Kidd had a green thumb when it comes to family trees, as well.

As the great-grandfather of a 1999 TILF scholarship recipient, Kidd would have seen yet another dream come true. Shannon Kidd, his "princess," placed second in last year's UIL State Literary Criticism contest and, by doing so, qualified for, and received a TILF scholarship from the Welch Foundation.

"I remember looking through some information on TILF and saying, 'Hey! That's my great-grandfather,'" Ms. Kidd said. "I knew my great-grandfather was involved with UIL, but I didn't know about TILF. I

thought it was really cool."

Ms. Kidd, now a freshman majoring in Plan II/Chemical Engineering at The University of Texas at Austin, says she doesn't remember much about Mr. Kidd, just that he called her his "princess."

"I guess I was about six or seven when he died," Ms. Kidd said. "I see the pictures and hear the stories about him. Everybody who ever knew him has said that he was a good person. It's just amazing what he has done for students like me."

As of May 1999, TILF's endowment stood at just over \$5 million with \$928,000 being disbursed during the 1999-2000 school year.

"The TILF has become one of the most successful scholarship programs in the world," current TILF executive director Bailey Marshall said. "I know Mr. Kidd had big dreams for this program and the UIL academic program, but I don't believe even he could have dreamed of the impact those programs have had on the education of UIL academic students."

Mr. Kidd's grandson and Shannon's father, Clay Kidd, says that Mr. Kidd devoted his entire life to helping young people.

"He was always interested in young people getting a strong foundation," Clay Kidd said. "Education, he believed, was the best way to do that. It's a wonderful feeling to know that he has helped so many young men

and women get an education through scholarships. He's touched so many lives and he still is because of TILF."

Along with his good friend and former UIL director Roy Bedichek, Mr. Kidd started the Friday Mountain Boys Camp to give young men a place to experience nature and learn valuable life lessons. The camp exemplified his extraordinary compassion for young people.

"He was the happiest when he was talking to young men," Clay Kidd said. "When I picture him in my mind, I see him at his camp surrounded by 120 boys telling them a story. No matter what story he was telling, it always had the same messages — to be the best person you can be and that you get out of life what you put into it."

Shannon Kidd realizes the impact Mr. Kidd had on so many lives and is proud to be his "princess."

"It gives me a real sense of pride to know that my great-grandfather helped so many people in his lifetime," Ms. Kidd said. "I'm very proud to come from his family, his lineage. I hope that someday I will do something just as big to help people like he did."



Shannon Kidd
1999 TILF
Recipient

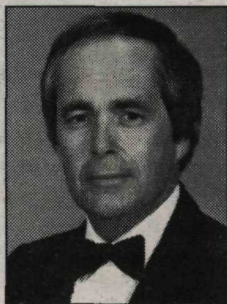


Rodney Kidd
TILF Creator

Substitution procedure revised

Directors encouraged to review measures for submitting work to committee

As we move into the first concert season using the revised Prescribed Music List, review of old and new procedures for submitting substitution requests is in order. The next deadline for band directors to submit works not included on the Prescribed Music List for performance at UIL Concert Contest is February 1, 2000. This will be the first submission date since the new Prescribed Music List was published last summer. Directors considering submitting a work to the committee are encouraged to carefully review the procedure as outlined on page v and vi of the Band section of the 1999-2002 Prescribed Music List.



Richard Floyd
Music Director

In particular, note that in addition to the Music Substitution Request Form, full score, and self-addressed, stamped envelope, an audio recording of the composition submitted now must be included with the application. This is a new requirement and is intended to assist the committee in making an accurate assessment of each request to perform a work not found on the current Prescribed Music List. The committee will not consider a composition that is not accompanied by an audiotape of the work.

Due to the extensive listing of new titles on the revised Prescribed Music List, the committee has determined that for the 1999-2000 school term it will consider only works with a copyright of 1998 or later, works in manuscript, rental music or compositions that are permanently out of print. Works that do not fit these parameters will not be considered.

The Prescribed Music List Band Selection Committee will apply the following criteria when reviewing any

work submitted for approval to be performed at UIL band concert contest:

- (1) Has the work been published since the most recent Prescribed Music List revision?
- (2) Is the quality of the composition commensurate with other works presently included in the Prescribed Music List?
- (3) What other works by this composer have been performed by this ensemble in recent years?
- (4) Does the work address specific strengths and/or weaknesses that cannot be met through the preparation of compositions currently found on the Prescribed Music List?
- (5) Are there other compelling significant reasons that this work should be approved for UIL performance?

Any questions regarding the approval process should be addressed to the State Director of Music at (512) 471-5883 or uilmusic@uts.cc.utexas.edu.

Alignment study group finds need for change with 32 percent increase in participation

by Richard Floyd
UIL Music Director

Since 1989, student participation in UIL and TMEA music events has increased by more than 100,000 students and 200 schools. This is a 32 percent increase in participation, and there is every indication that this trend will continue. This growth, much of which has occurred in the regions that serve the major metropolitan areas of our state, has placed overwhelming burdens on a UIL/TMEA Region/Area Structure that has seen little modification since 1980. Each year regions must accommodate more and more organizations and individual musicians who elect to compete for advancement to the Area and State arenas of competition. In addition questions regarding equity between the rapidly growing and less densely populated parts of the state arise with increasing frequency.

CHARGE TO THE COMMITTEE

This dramatic growth and the subsequent taxing of our current organizational structure has prompted the UIL and TMEA to establish a blue ribbon committee charged with the task of taking a comprehensive look at:

- (1) The current region/area alignment
- (2) The degree of parity that exists within and between the region/areas of the state
- (3) Possible solutions intended to accommodate the continued growth in music participation throughout Texas.

CONSENSUS OF THE COMMITTEE

- (1) The autonomy of each performance division to determine the structure and makeup of all state groups will be respected and preserved.
- (2) Any reorganization of regions and/or realignment of areas should be based on active participant schools by classification.
- (3) Tailoring area alignment to create an approximate equal number of schools in each classification in each area offers the best opportunity to create parity. (Thus, to achieve this goal, area alignment could be different for 5A and 4A or different for the purpose of band auditions and vocal auditions.
- (4) Ideally, the alignment for the Area Marching Band Contest would conform to the revised area alignment to be used for the all state selection process.
- (5) A process would be adopted by the UIL and

TMEA to reevaluate area alignment every two years to maintain parity as the school population grows and/or changes.

REALIGNMENT COMMITTEE PROPOSALS

- (1) UIL/TMEA region alignment be examined with the possibility of making additional regions out of existing ones to accommodate present and future growth.
- (2) UIL/TMEA region alignment be examined with the possibility of consolidating regions in less densely populated areas of the state to provide a broader base of UIL/TMEA activities for students.
- (3) UIL/TMEA examine the alignment of areas to promote a more equal representation of participating schools within each classification and area. In so doing consider a different area alignment for each classification in order to create a higher degree of parity.
- (4) UIL/TMEA establish a review process that would occur biannually to study and adjust area alignment when necessary to maintain parity.

Orchestra performance standards dependent on expert adjudication

by James Edwards
TMAA Orchestra Vice-President

University Interscholastic League Orchestra Contests continue to set a very high standard for orchestra performance in the State of Texas. Much of the success of these events is dependent on the expert adjudication by experienced and knowledgeable educators who take the job of educating young musicians through evaluation very seriously. Thus, it is vitally important that each person who accepts a UIL judging assignment is well schooled in the rules of the contests and is current with the literature being performed by today's school orchestras. Furthermore, it should be the continuing pursuit of each TMAA member to stay well informed and knowledgeable concerning all facets of UIL Music Contest Programs.

As long as teacher shortages plague our public schools, it is essential that TMAA members continue to per-

TIMELINE

- November 1999 - Publish recommendations of the committee in TMEA Magazine and *The Leaguer*.
 - December 1999 - Receive written public input.
 - January 2000 - TMEA Executive Board and UIL Director of Music review initial proposal.
 - February 2000 - Proposal, as approved by UIL Director of Music and the TMEA Executive Board presented to the TMEA Board and the Membership.
 - March-May 2000 - Additional written public input and modifications.
 - June 2000 - Final review and approval by TMEA Executive Board and UIL Director of Music.
 - August 2000 - Final plan adopted and publicized.
 - August 2001 - New alignment takes effect
- Interested individuals and/or regions are encouraged to submit written comments, proposals and concerns regarding any facet of this project to either the UIL or TMEA office. All written public input will be reviewed carefully as the study of these issues continues.

sonify integrity and expertise in the teaching field. Music educators are the best ambassadors and role models for recruiting future teachers in the music field and our contests should inspire students to enter our profession. As judges, it must be our goal, while maintaining high performance standards, to see that no director or student leaves a UIL contest disgraced or humiliated by our comments, but better educated because of the quality of the adjudication we have provided.

We must always be mindful of the lasting impression that we leave on the students and directors we judge. As quality adjudicators, it is not enough to simply evaluate to the best of our abilities. We must also be the best representatives of our profession as possible. Each of us must remind ourselves constantly that the craft of good judging is not a stagnant activity that cannot improve, but rather it is one that requires the constant refinement of our skills. This continued professional growth must be a goal of every TMAA member.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
TO:

Melva Sebesta
Executive Secretary
Texas Music
Adjudicators
Association
124 Live Oak Drive
Pleasanton, TX
78064-1514
830/569-5185
Fax: 830/569-4679

Perfect Timing

An assistant drum major and timpani player from Coppell remain focused as the performance continues. Perfect timing was an integral part of each band's presentation.

Woodwinds Count!

The demonstration of woodwind performance skills was a key component in the contest scoring system. Poteet woodwinds add a special touch to their band's performance.



Final Congratulations

Baylor University president Dr. Robert Sloan and UIL Music Director Richard Floyd present the Mesquite Poteet drum majors with their seventh place trophy in Class 4A. Dr. Sloan pre-

sented awards to all winners at Floyd Casey Stadium while Dr. Bill Farney, UIL Director, and Julie Hoffman distributed A and AA trophies at Mesquite Memorial Stadium.

Solo Performance

One of the unique aspects presented in many state contest performances was a feature soloist. A Dickinson High School sax-

ophonist does his part to impress the judges during the performance. Dickinson placed fifth in 4A competition.



Close Call!

Contests see close scores from top to bottom



Helping Hand

In an award-winning display of precision and teamwork, Keller Fossil Ridge band members help each other in the performance. Fossil Ridge finished in 4th place.

MARCHING CONTEST WINNERS

1A -

- 1st place - Jayton HS
- 2nd place - Paducah HS
- 3rd place - Harper HS
- 4th place - Itasca HS
- 5th place - Munday HS

2A -

- 1st place - Holliday HS
- 2nd place - Howe HS
- 3rd place - Eldorado HS
- 4th place - Hemphill HS
- 5th place - Sundown HS
- 6th place - East Bernard HS
- 7th place - Universal City Randolph HS
- 8th place - Celina HS

4A -

- 1st place - Coppell HS
- 2nd place - Keller HS
- 3rd place - Grapevine HS
- 4th place - Keller Fossil Ridge HS
- 5th place - Dickinson HS
- 6th place - Colleyville Heritage HS
- 7th place - Poteet HS

It was the culmination of work for 50 bands — an appearance at the state marching contest following record participation in the regional marching contests. Twenty three bands in 4A had been whittled down to the top seven in Waco, and 12 bands had been narrowed to the top five in 1A and 15 to the top eight in 2A.

The size of the different bands ranged from 24 in the Celina band, which placed eighth in the 2A competition, to 290 in the Coppell band, selected state champion in the 4A competition. The performances demonstrated a great array of marching styles, including a military band presentation by Hemphill, which placed fourth in 2A.

"I was extremely impressed to see so many bands in the Class A category," said Julie Hoffman, UIL Music Coordinator. "This is the largest number of bands we've had in Class A."

After the announcement of the finalists, each band then made a final performance before the 28,000 judges and spectators in the two stadiums. Now all that was needed was the announcement of the winners.

The audiences' murmurs at both Floyd Casey Stadium and Mesquite Memorial Stadium fell to a hush as the public address announcer began his explanation — "ladies and gentlemen, sorry for the delay, but we have a tie. We should have it settled in just a few minutes."

Moans echoed through the stadiums as the announcements were completed. Another few minutes.

Finally, contest officials at both sites were seen making their way to the field in Waco and Mesquite, and the audience knew the announcement was imminent.

"Judges in the 4A finals commented this was the finest group of bands they had seen in a state contest," Floyd said. "Interestingly, all but one of the bands in the 4A finals were from the Dallas/Fort Worth area."

In initial scoring, there was a three-way tie in the AA finals and for the first time in the history of the State Marching Band contest, a 4-way tie in the 4A finals.

"The 'judges preference' tie-breaker procedure was applied to determine the final rankings," Floyd said (Details concerning the tie-breaking process are found on the UIL website).

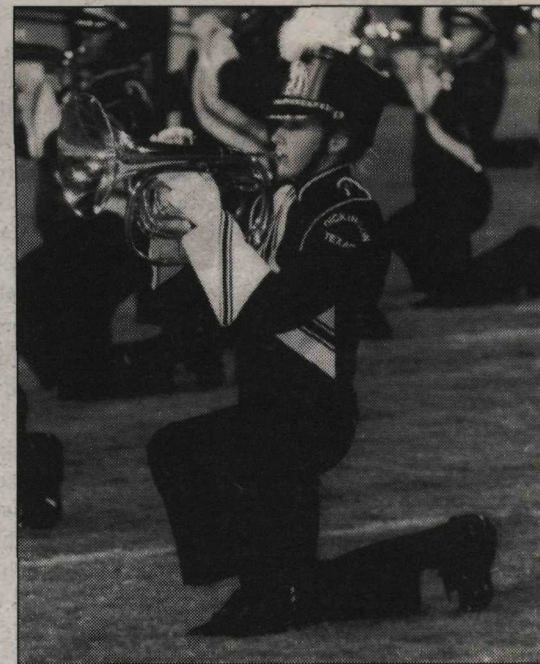


The Right Touch

With the responsibility of performing an array of percussion instruments, this Keller band member adds a

perfectly timed special touch with the triangle. Music performance, evaluated by three members of

the judging panel, was an important part of each band's final score.



The Bow

A bow on one knee adds visual interests to the Dickinson band's performance. Both individual and group marching execution

was scored under the careful scrutiny of two adjudicators. Dickinson placed 5th in the contest.

photos and story
by Randy Vonderheid,
managing editor

Change is Coming

Key to preparation is anticipating the future, not staying with the past

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
Ricky De La Rosa,
Agua Dulce
Steve Drinkard,
Kemp
Joe Townsend,
Valentine

SOCCER

Clayton Maple,
New Caney
Radameh Solano,
North Dallas
C. Mexicano,
Houston Milby

BASEBALL

Chuck Aston,
Coppell
Monte Irwin,
Pearland
Chris Forbes,
El Paso Socorro
Ted Rodriguez,
Austin Johnston
Mike Joyner,
Dallas Hillcrest
John Kaufman,
Houston Sam Houston

In a recent article, Wayne Gretzky was asked what single attribute led to his enormous success.

"I always looked where the puck was going to be on the ice, not where it was at," he said.

If anticipation is the answer to greatness, the \$64 million question must be, "where is the game of high school basketball going?" We know where it is. We must anticipate change and be ready for the change.

Are we ready?

Are we ready for the impact that non-school basketball has on other school sports? Are we ready for the fact that we face a critical shortage of officials? Are we ready for the fact that student-athletes face challenges today that we are not prepared to address? Are we ready for the parents of our student-athletes to become more and more involved in the school programs as they are in the non-school programs?

All of these are interesting questions, and they require some "outside the box" thinking in order to address and solve them. To use the analogy of Mr. Gretzky, where is the puck headed on the ice? For the game of high school basketball, all indications point toward a destination we have not yet seen.

Those same indications point toward the fact we may never get back the limitation on student participation for non-school athletics. So what is our answer? Does playing by the rules ring a bell? We constantly see cases of students moving for athletic purposes who have played for a non-school team in the summer, then show up and want to participate at the school where their non-school teammates attend. To further complicate the situation we have coaches who are constantly pushing the edge of the envelope when it comes to their involvement in non-school participation. Some coaches seem to have the temperament that if they don't get caught, what is the harm? I wonder if those same coaches would have the same cavalier approach if one of their own players broke one of their playing rules?

It seems some coaches have developed a win-at-all cost attitude and have forgotten they are role models for their athletes. One must pause and consider what lessons they are teaching their players when the coaches themselves knowingly break the rules. If a coach believes a rule is unfair, he or she should work within the framework of the process and come before the Legislative Council to request a rule change. The answer is not breaking the rules until one gets caught. If coaches persist in pushing the edge of the envelope, the envelope itself will soon vanish. If this happens the solutions we all seek could be out of our hands and left to someone else outside of school business to decide. For every coach who breaks the rules, there are other coaches who suffer a hardship despite doing their best to follow the rules.

Compliance with the rules would give coaches and administrators an idea of where "the ball is going, not where it's at." I am of the opinion that Mr. Gretzky spoke of anticipation in a positive light. It was not a negative connotation bent on gaining an advantage.

Officials

Are we ready to face the shortage of game officials at the high school level? As school coaches and administrators, we must address this problem or launch into a



Rex Spain
Assistant Athletic Director

crisis management mode. Officials chapters all over the state will begin the season with fewer numbers than last year. With the economy booming, people are not willing to put up with the hassles of being officials.

The high schools could have the most direct and positive impact on this situation. Coaches and administrators could encourage their former players to become officials. We are in need of knowledgeable individuals to officiate at the junior and high school levels.

What programs, if any, do you currently have which may facilitate player involvement in officiating? What programs could you initiate to assist in this endeavor? Anticipating the answers to these questions in the affirmative will give us a sense of direction for this dilemma.

Student Distractions

We hear coaches all over the state complaining about the fact that there are too many distractions for today's student athletes. There are so many things where students can get involved. Some of the things young people have the opportunity to get involved with are not necessarily good for them.

Coaches should take a proactive posture in becoming involved with their student athletes. The first response to this assertion is, "we cannot become too involved without violating League rules." That argument simply does not stand up in the face of today's challenges. There are plenty of things coaches and administrators can do within the confines of the rules to make a positive difference in the lives of the athletes.

Are we watching the puck or are we anticipating where it is going to be? Are we complaining about what we can't do or are we doing what we can do?

Insanity is often referred to as doing the same things but expecting different results. Are we guilty of insanity?

Soccer teams to still see red, yellow cards despite rumors

I don't know about you, but I have heard enough 'end of the millennium' discussion to last until the end of the next one. Some people say that this isn't even the end of the millennium. Regardless, the prevailing feeling out there is that the end of 1999 is the end of the millennium, whether it is true or not. Thoughts about changes in UIL rules are a lot like that.

Take soccer for example. Rumor in some parts of the state has it that the UIL has changed the red and yellow card penalty system in the coach's manual. Not true. Red and yellow card accumulation and penalties are the same as they were last year. The TASC board has discussed a proposal to alter the red and yellow card system for UIL soccer, but no official changes are planned for the 1999-2000 season. I encourage all coaches to join a professional coaches organization, such as TASC, as that is the best way to have a voice in the direction of the sport and to stay informed on the latest happenings.

At the Legislative Council meeting in October, the TASC board presented a proposal to add an additional tournament for soccer. Currently, soccer is allowed to

Choosing to think with anticipation can lead to touching more lives in a profound way.

Ask yourself, "How can I add more value to my environment in which our student-athletes exist?" When you determine the answer to that question you will know the direction where the ball is going.

Parental Involvement

Finally, how will parental involvement factor into your program? In today's society, parents sometimes take a more active role in the lives of their children than in the past. In some parents' minds, the coach is not always right. Parents want explanations of rules. Parents want to know why, or more specifically, why not? Parents are arming themselves with more and more knowledge. We are receiving more and more calls every day from parents who have read the *Constitution and Contest Rules* on the Internet and have questions as to what their school coach is doing. Anticipate your game plan on how to interact with parents.

Parents are simply not going to go away. Today's active parent will not be ignored. The old adage of "because the coach says so" may no longer apply. Develop a method for positive communication with your parents. If the parents can communicate with the coach and administration, you can provide them with positive, informative feedback. You can no longer do what you have always done, or you will always get what you have always gotten. Today's parent may not be satisfied with what they have always received.

Anticipate change. Be prepared when change takes place. Know where the ball is going, not where it has been. One thing is certain, things will never remain the same in the school business.



Mark Cousins
Assistant to the
Athletic Director

play a maximum of 15 games and two tournaments. The staff and council are studying this proposal and will present findings at the summer committee meetings in June. For the 1999-2000 season, soccer practice can begin on November 29. The first day for scrimmages is January 3 and the first day for games is January 7.

State law limits schools to no more than one contest during the school week, so coaches must be careful in setting up their scrimmages to be in compliance. A school week is defined as Monday to the end of school on the last instructional day of the week (usually Friday). District certification is March 14 for 4A and March 18 for 5A. 4A schools do not have regional tournaments like 5A does. That is why 4A certifies one playing date earlier. The state tournament will be held in Georgetown at Eagle Field, April 6-8. 5A will play semifinals on Thursday, 4A will play semifinals on Friday, and all championship games will be played on Saturday.

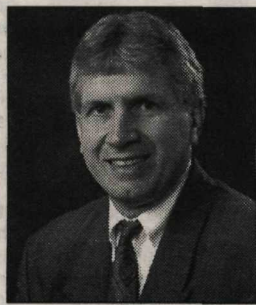
THE FOLLOWING INFORMATION IS TENTATIVE, PENDING APPROVAL OF THE COMMISSIONER OF EDUCATION.

Conference 3A schools wishing to participate in soccer was also a discussion item at the October Legislative Council meeting. For the 1999-2000 season, 3A schools that were in a district as of Oct. 18, will be eligible for district honors. This means they will be able

continued on page 15

Basketball star's death brings into focus importance of high school activities

The death of Wilt Chamberlain was a shock to many. After all, he seemed to be an invincible giant, at least to every NBA team not named the Celtics. Following his death I watched a poignant documentary and interview with Wilt taped just before his death.



Charles Breithaupt
Athletic Director

The documentary chronicled the career of this outstanding athlete. Remember he once scored 100 points in a single game. He averaged over 50 points per game for an entire season. He averaged playing over 48 minutes a game one season (counting overtime). Wilt never fouled out of a game, ever. "The Big Dipper" grabbed 55 rebounds in one game. Of course, to the purists, someone had to miss a lot of shots.

But what intrigued me most is how we reacted to this giant black man. He was one of the NBA's first seven footers with athleticism and agility. He was cast as the evil protagonist to the ultimate team player, Bill Russell. Chamberlain was vilified. The press called him a loser. He was heckled and ridiculed much like Jackie Robinson who broke the color barrier with the Dodgers. He was the man many loved to hate.

I admit I was never a Chamberlain fan. He gathered no sympathy from me. I, too, considered him selfish, egotistical and the pivotal reason his teams could only win two championships during his playing days. He seemed to be more concerned with his individual statistics than the success of his team. The boasting he did of his 20,000 sexual conquests did little to win him over in the public eye.

Following his death I can now see the impact this man made on the game. Wilt Chamberlain changed the way basketball was played. Not even Michael Jordan made that impact. Wilt's athletic prowess far overshadowed the effect he had on the sport of basketball. Wilt was a winner, despite his critics claims otherwise. Unfortunately, his teams were rarely capable of winning championships despite his superhuman efforts.

Since his death, numerous people have come forward to extol the virtues of Wilt the Stilt. Testimonies abound about his acts of kindness to those less fortunate. His teammates and arch rivals have testified about his concern for others. In fact, he kept none of the trophies and awards presented to him. He gave them to friends and relatives.

Wilt Chamberlain could have been successful in virtually every professional sport. He ran a sub-50 quarter mile. He excelled in volleyball and boxing. Chamberlain was active as the owner of several pro sports franchises. He became a millionaire celebrity. He lived in a mansion surrounded by friends who knew him for his goodness and graciousness. Yet we remember him as a giant goateed menace.

The most striking part of the taped interview was when Wilt was asked about the most special time in his life and career. I expected him to tell of his 100-point game, or the year that he averaged 50. But Wilt surprised me. He said the best time of his life was playing basketball at Overbrook High School in Philadelphia.

Wilt remembered this as a special time because of his teammates and their common quest for a championship.

There was little if any talk of becoming a celebrity. Just a group of friends who were having fun playing a game they loved and representing their high school. He talked about the joy he felt spending time with those teammates before, during and after games.

Wilt said he would never have been able to cope with the pressures of college and pro sports without his high school experience. He claimed the foundation and support he received in high school activities helped him to survive the ridicule and unfair assignments he received later in his career.

This captures the essence of high school sports. Wilt won many MVP awards, made a great deal of money and broke numerous NBA records. Yet, he didn't focus on the celebrity. His fondest memories prior to his death were of his high school athletic career.

The relationship of high school extra-curricular activities to later success in life has been chronicled by many. The death of Wilt Chamberlain has placed an exclamation point on that very notion.

Wilt Chamberlain was different. He did things in his own way. But he should be remembered for his ability to cope with a life that made him an ogre to many. He reluctantly played the role of a villain, though he preferred the role of hero.

Wilt never fully received the adoration he deserved while alive. In his death, hopefully we can realize the special impact this great man had on sport. More importantly let us realize the awesome responsibility we have in providing the same foundation for young people through our high school extra-curricular activities.

Southwestern Bell continues honoring special coaches

Through its sponsorship of the long standing "Coach Who Makes a Difference Award," Southwestern Bell is now honoring deserving coaches across the state for excellence in their profession.

Each week the High School Xtra crew searches the state for coaches who go above and beyond simply being the coach, moving past the X's and O's to have an impact on their community. As in years past, coaches will be recognized and featured on the "High School Xtra" television show on Fox Sports Net Southwest.

Congratulations to the following coaches who have been honored as a "Southwestern Bell Coach Who Makes a Difference" during the 1999-2000 academic year (through 11/21/99):

Maurice McGowan — Houston Yates HS
J.G. Cartwright — Boyd HS
Ronnie Gage — Lewisville HS
Mike Vallery — Kilgore HS
Zula Blann — Round Rock Westwood HS
Steve Telaneus — Flower Mound Marcus HS
Curtis Barbay — Newton HS
Paul Lanier — Galveston Ball HS
Alex Leal — Harlingen South HS
Louis Kelley — Lubbock Estacado HS
Lisa Foy — Paris HS
Larry Neumann — Nederland HS

To nominate your coach for the "Southwestern Bell Coach Who Makes a Difference," logon to www.HighSchoolXtra.com and fill out an application.

Make sure to tune in each week to the "High School Xtra" on Fox Sports Net Southwest, Sunday at 9 a.m., to see this week's "Coach Who Makes a Difference."

Council requests soccer changes

continued from page 14

to advance to the playoffs should they qualify this season. 3A schools who entered or enter a district after Oct. 18, will do so on a non-honors basis only. Non-honors means they can play as part of the district schedule, but would not be eligible to advance to the playoffs.

For the 2000-2001 school year, 3A schools that indicate on their varsity acceptance form that they will be participating in soccer will be placed in a 4A district to participate for district honors. Again, I stress that this information is tentative. Approval by the Commissioner of Education is necessary before these new rules become effective. We will release official notification once more information is received from the Commissioner. Soccer participation continues to grow across the state. For the 1999-2000 season, there are 179 boys teams and 158 girls teams in 4A, and 222 boys teams and 219 girls teams in 5A.

As we enter the soccer season coaches should remember the responsibility they have to their students and their school. If you have a new player to your varsity team who has not been in your school for one year, check that person out. Asking questions early in the season concerning varsity eligibility can save heartache at the end of the season. Best of luck for a great season and I hope to see you in April at the State Tournament.

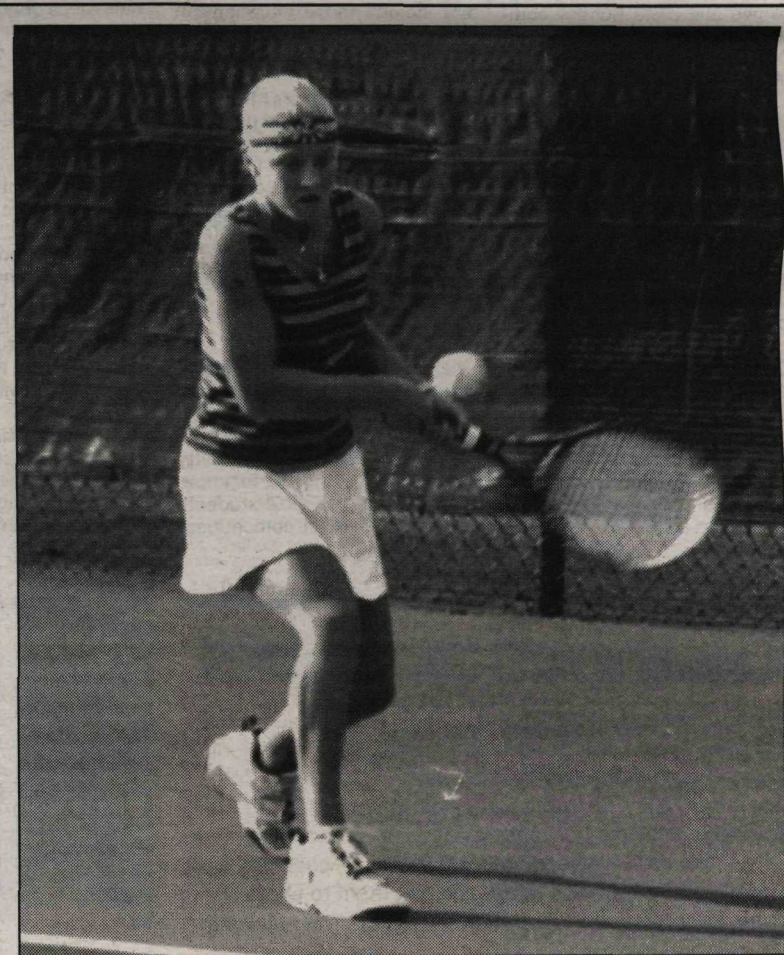


photo by Randy Vonderheid

Strong Return

Focusing on her backhand, this San Antonio Alamo Heights player returns a volley in her doubles match against Oak Ridge. Alamo Heights defeated Conroe Oak Ridge, 11-1 in their semi-final match and Wichita Falls, 10-9, to win the 4A state team tennis championship. Wichita Falls defeated Dallas Highland Park, 10-9, for their semi-final win. Abilene High School defeated Westlake High School for the 5A state team championship after beating Katy Taylor, 10-5, in semi-final action. Westlake defeated San Antonio Churchill, 10-1, in their semi-final match.

Please note an error in the Constitution and Contest Rules:

Sec. 932 (a) (2) should read: Team Competition. Of all contestants entered from a school, those who earn the top three scores in the objective portion of the contest shall constitute the school's team at the next higher meet. If a tie exists for the third spot on the team that will advance to the next higher meet, then the essays of those students involved in the tie will be judged one against the other in order to break the tie.

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.

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.

WILMER-HUTCHINS HS

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

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.

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 eli-

gible 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.

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.

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.

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.

IRVING RENAISSANCE CHARTER SCHOOL

The State Executive Committee disqualified Irving Renaissance Charter School for district honors in all athletic activities through September 21, 2000. In addition, the committee mandated: 1) that the school's administration send the UIL a plan to ensure that, in the future, all UIL rules and regulations are followed; and 2) that the administration meet with UIL staff.

PHARR-SAN JUAN-ALAMO HS

The State Executive Committee issued a public reprimand with probation through April 19, 2000, to the Pharr-San Juan-Alamo High

School soccer program and to Mr. Jorge Ortiz, for violation of the Athletic Code.

EDCOUCH-ELSA HS

The State Executive Committee issued a public reprimand with probation through April 19, 2000, to Mr. Arnoldo Cardenas, Edcouch-Elsa High School, for violation of the Athletic Code.

HARLINGEN SOUTH HS

The State Executive Committee issued a public reprimand with probation through April 19, 2000, to Ms. Shari Schultz, Harlingen South High School, for violation of the Athletic Code (removing a team from the court during a game).

GARLAND LAKEVIEW CENTENNIAL HS

The State Executive Committee issued a public reprimand to Garland Lakeview Centennial High School, placed the school on probation in soccer through April 19, 2000, and suspended a student representative for violation of the Athletic Code (inappropriate interaction with game officials).

HOUSTON WORTHING HS

The State Executive Committee issued a public reprimand to Houston Worthing High School, placed the school on probation in soccer through April 19, 2000, and suspended Ms. Alma Webber from coaching for one year for violation of the Athletic Code (inappropriate interaction with game officials).

HOUSTON MILBY HS

The District 18-AAAAA Executive Committee placed all boys' athletic programs at Houston Milby High School on probation through March 23, 2002. The State Executive Committee suspended Mr. C. Mexicano from coaching for the 1999-2000 soccer season.

SAN ANTONIO HOUSTON HS

The State Executive Committee issued a public reprimand to Mr. Phillip Clack, San Antonio Houston High School, and suspended him from coaching through July 19, 2000, for repeated failure to properly check students' grades.

PORT ARTHUR AUSTIN HS

The State Executive Committee issued a public reprimand to Mr. Steven Allen, Port Arthur Austin High School, and suspended him from sponsoring or coaching any UIL activity through July 19, 2000, for violation of eligibility rules and the Music Plan.

BEAUMONT WEST BROOK HS

The State Executive Committee issued a public reprimand to Beaumont West Brook High School and placed the school on probation in baseball through July 19, 2000, for violation of the Athletic Code (inappropriate interaction with game officials by fans).

SUGAR LAND WILLOWRIDGE HS

The State Executive Committee placed Sugar Land Willowridge High School on probation in basketball through July 19, 2000. The committee also issued a public reprimand to Mr. Ronnie Courtney, suspended him from the first three district basketball games of the 1999-2000 school year, and placed him on probation through July 19, 2000.

KATY HS

The State Executive Committee issued a public reprimand with probation through July 19, 2000, to Mr. Mike Johnston, Katy High School, for repeated violations in one year involving the varsity football program.

WICHITA FALLS ISD

The State Executive Committee issued a public reprimand to Wichita Falls ISD and placed the district on probation through July 19, 2000, for publishing an advertisement which could be interpreted as recruiting student athletes.

KAUFMAN HS

The State Executive Committee issued a public reprimand to Kaufman High School and placed the school on probation in baseball through July 19, 2000, for violation of the Athletic Code (inappropriate interaction with a game official and termination of a baseball game). In addition, the committee suspended two student athletes for two games.

HOUSTON JONES HS

The State Executive Committee issued a public reprimand and placed Houston Jones High School on probation in one-act play through July 19, 2000, for failure to participate.

SANTA MARIA HS

The State Executive Committee issued a public reprimand and placed Santa Maria High School on probation in one-act play through July 19, 2000, for failure to participate.

SEABROOK ED WHITE MEMORIAL HS

The State Executive Committee issued a public reprimand and placed Seabrook Ed White Memorial High School on probation in one-act play through July 19, 2000, for failure to participate.

CORPUS CHRISTI CALLEN HS

The State Executive Committee issued a public reprimand with probation through September 8, 2000, to the Corpus Christi Calallen High School football program for violation of the Athletic Code.

CORPUS CHRISTI CARROLL HS

The State Executive Committee issued a public reprimand with probation through September 8, 2000, to the Corpus Christi Carroll High School football program and to Mr. Michael Coleman, for violation of the Athletic Code.

KINGSVILLE ACADEMY HS

The State Executive Committee issued a public reprimand to Mr. Mike Gonzalez, Kingsville Academy High School, placed him on probation through October 25, 2000, and suspended him from the first three basketball games of the 1999-2000 season for violation of Section 1206 (d) - Off-season Workouts.

CARROLLTON NEWMAN SMITH HS

The State Executive Committee issued a public reprimand with probation through October 25, 2000, to Mr. Ron Lynch, Carrollton Newman Smith High School, 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.

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