

Leaguer Leaders of the Pack

15 recognized by Southwestern Bell for 'sponsor excellence'

Fifteen University Interscholastic League (UIL) sponsors of extra-curricular activities, including nine in academics and three each in athletics and music, have been selected as winners of the 1999 UIL-Southwestern Bell Sponsor Excellence Award.

A panel of judges representing the areas of music, academics and athletics selected the 15 winners from nominees submitted by school principals and superintendents statewide.

Southwestern Bell will provide each recipient with \$1,000 and a symbolic memento.

In its ninth year, the UIL-Southwestern Bell Sponsor Excellence Award seeks to highlight the contribution of UIL sponsors. The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extra-curricular talents to the highest degree possible within the educational system, while helping to keep their personal worth separate from their success or failure in competition.

"The benefits of interscholastic competition and student performance are made possible by dedicated directors, sponsors and coaches," UIL Director Dr. Bill Farney said. "The University Interscholastic League salutes all of these outstanding educators."

The UIL-Southwestern Bell Sponsor Excellence Award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, who has been a director of the Cain Foundation since 1955 and Executive Committee Chairman from 1983 to the present time.

The partnership between Southwestern Bell and the UIL began in 1997. Through this union, Southwestern Bell joins the UIL in its efforts to strengthen and promote the role of extra-curricular activities in Texas. Southwestern Bell's support not only enhances the quality of the Sponsor Excellence Award but of all UIL programs.

The UIL-Southwestern Bell Spon-

sor Excellence Award recipients for 1999 include:

Alan Barkemeyer
Rosebud-Lott High School

Barkemeyer has been involved in UIL academic competition for 19 years. Since 1991, his students have won 41 state medals, and his accounting students have won seven straight individual state titles. He has qualified someone for state in every UIL event he has coached, which include: accounting, keyboarding/typewriting, computer applications and shorthand.

"Students who compete in (UIL) events develop the ability to think logically, independently and creatively to a much higher degree than do non-competitors," Barkemeyer said. "I try to teach my students that the competition itself is the most important part of the total UIL experience. Winning and losing is not as important in the long run as the preparation and anticipation that comes from the competition."

According to his superintendent, Barkemeyer is an excellent role model. "In a day and age where role models are hard to come by, Mr. Barkemeyer exemplifies hard work, dedication, selflessness and integrity," said Keith Boles, superintendent of Rosebud-Lott School District. "These are the same qualities that our school district would like to inspire in all students."

Brenda L. Beebe
Vernon High School

For the past 20 years, Beebe has sponsored such UIL events as prose interpretation, poetry interpretation, informative speaking, persuasive speaking, C-X debate, LD debate, current issues and events and one-act play. In that time, she has been instrumental in the school winning the district championship for the past 14 years, and her students won the state championship in 1991. She has had two state champion LD debaters, two state champion prose interpreters and one



photo courtesy of Daniel Davis, Westlake High School

persuasive speaking champ. She has also advanced two one-act plays to state competition.

"Competition teaches not only sportsmanship and fairness, but it allows me the opportunity to teach life skills," Beebe said. "I have the opportunity to instill the need to 'tip' a waiter or to hold a door for a friend. Competition teaches young lives accomplishment and success in all they attempt."

Her principal sees a fighting spirit in Beebe.

"Competitors come in all shapes

Perfect Note

Cindy Couch, Westlake High School choir director and one of 15 Southwestern Bell Excellence award recipients, explains to senior Lauren Shapiro how to hit the right note for her All-State Choir audition. Shapiro was named to the All-State Choir.

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Practice Makes Perfect

photo courtesy of Vicki Renne, The Colony High School

During a recent practice, Southwestern Bell Sponsor Excellence Award recipient coach Tommy Thomas works with senior Jason Hammock on free throws. Thomas will receive \$1,000 and a symbolic memento for his recognition.

Competition gives sense of self-worth



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Bill Farney
UIL Director

Much has been written about the challenges of 2000 and beyond. "Into the next millennium" has become a catch phrase of our society. Having survived the Y2K scare of malfunctioning data systems and technological errors, we are now hurling through space with about the same conditions, issues and problems that we faced in recent Januarys. We gained weight in December. Our bills are stacked up. Junk mail has increased and the tax man beckons.

In the field of education, the search continues for better, more efficient ways to inculcate the youth with the means to function best in the present and future. In an ever-expanding information world, we struggle to determine what and how to impart the substance best deemed important to the educative process — what and how to deliver. We argue over all things. We agree on many. We litigate a few.

What should be in the curriculum? Much of the world has determined matter-of-factly that a practical, utilitarian education is the desired condition. In these scattered cultures, what is important depends on local dictates.

Growing food crops in an African nation could be more important than strong history courses. Survival skills in war-torn areas too often call for combat training as a prerequisite to any other course of study. Even in this country, we struggle with indecision over all areas of state-mandated education.

Parents are home schooling at an astounding rate. Private schools are flourishing. Citizen committees place huge demands on public schools to be the remedy for all negative aspects of society. That which we fear — violence, substance abuse, deadly disease, apathy, concern for wasted lives, the different diverse beliefs of varied cultures (which could give our kids wrong ideas) — drives special interest groups. Loud and clear they demand insulation and assurance to safeguard what they hold dear.

While all around drums the beat of change, with the field of knowledge expanding at an alarming rate, much faster than we can comprehend, we reach for a sphere of relativity, an island of understanding, a place we feel comfortable in and with. We find it. We lose it. For it is not constant. Long held beliefs are questioned, contradicted, then vanish.

Values, say some, are situational. What is applicable in one condition may vary if circumstances change. Society no longer supports us. What we have sheltered our children from may turn up at any time on public television.

The real heroes in our society are the parents trying to nourish their children to grow honestly, responsibly and optimistically into a future unknown. Come to think of it, parents in past generations have faced this. Usually enough of a particular generation have evolved to keep society moving.

Invariably in this column the subject of school activities surfaces. How can school activities fit into the current environment? What makes games and contests significant in the face of so many uncertainties and complications? Should schools forego these activities and replace them with time spent on other, more useful instruction? Why can't these clubs, teams and groups be done outside school? There would be less distraction. Energies could be transferred to more pressing pursuits. Other countries have sports clubs, debating societies, community music groups outside of school. Why can't we?

The answers are imbued in the fabric of this country, spilling over the landscape to all states — all communities. From the early beginnings of this nation, schools have been arenas of competition.

Places where students got A's and F's became places where achievement was measured by comparing performances. The best speller, most eloquent speaker, fastest runner, most innovative have been showcased from the one-room schoolhouse to the mega high school. Natural instinct in children observed in their play time has evolved to more formal structured festivals and tests of skill.

There is a time in youth when the interest and energy can be channeled to motivate learning, whether in fine arts or athletics, so that skills learned transfer into life-long appreciation or reveal a sense of self-worth to the individual involved. Schools simply organized to focus this attention, made the process part of the educational experience, and gained the support of parents and patrons to develop these facets as part of the curriculum.

Taking this direction gave additional reasons to stay in school. Students were excited about playing in or cheering for competitions. Many a youngster was coaxed to learn the basics of mathematics in order to play a saxophone or play shortstop. These learning fields became developmental laboratories as schools offered a variety of experiences to reflect the interests of students.

While the students learned in the classroom, in the concert halls, on the playing fields, all around them the

adult world was changing. The horrors of world wars, the Great Depression, the atomic bomb, advances in technology and a rapidly increasing population gave rise to new curriculum.

Schools taught the democratic system, home economics, trigonometry, aerospace science and welding. But students learned how to cope with maturation, joy and sorrow, responsibility, respect for others and individual differences through activities. The farmer's daughter with one Sunday dress was an equal on the basketball court to the banker's daughter. Children of different ethnic backgrounds overcame generations of ignorance and prejudice as they came together for a common purpose on a school team. And in many instances, the school was the only place in society where they were together.

Separate churches, separate neighborhoods, but perhaps some sense that they were equal in their efforts.

School activities will not solve the problems of today or tomorrow, understanding will be incomplete, for as long as people let their differences be barriers. Where there is hatred, love and affiliation cannot grow.

When violence and rage form a response to frustration, friends cannot be cultivated. It has been said that the human being is born selfish and must be taught to share. Teaching at school can help, but teaching at home is the key. Bringing people — not just youth but also adults — to an understanding and respect of each other will help. Joining together in common good causes, sharing good times and not-so-good, and supporting each other in selfless ways are a means to a better 2000, 2001, and yes, even 3000.

Anywhere, at any given time, there will be significant challenges. Among these is the everyday challenge of working with others. The dream is that school activities will continue to be a powerful catalyst in bringing communities and individuals together, of transforming negative aggression into wholesome venues where winners and losers are not good or bad but are friendly opponents on a learning curve.

Winning doesn't make one better. Losing doesn't degrade. Everyone learns. Participants in activities learn to deal with difficulty, conquer doubts, use fear to motivate. They are better able to deal with the uncertainty that life brings to all. Most importantly, they learn an approach to problems and the value of perseverance. And the lessons learned provide a victory over self.

This makes them a better person, and better people give hope to the future. For without hope, there is no bright future.

Leaguer

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No isn't always a negative response

The UIL has a reputation for answering "no" to many questions.

Can we recruit basketball players from our rival schools?

No.

Even if we really need the kid to help us win?

No.

What if they recruited him from us in the first place. Can we recruit him back?

No.

Can we pay our shooting guards a flat fee for making three pointers?

No.

Can we pay them per three point attempt?

No.

We have a kid here who has failed every class since the third grade, but he's a good kid. Can't you make an exception and let this kid play this weekend, just once? Pretty please?

No.

So, in keeping with this tradition, here are a few academic questions to which we must answer, "No."

- Does the UIL impose restrictions on how much students can practice for UIL academic contests during the summer or after school?

- Will we break rules if our school pays some of the costs of sending our debate, drama or journalism kids to a summer camp?

- Would I violate UIL rules if I gave an academic grade in my history class to encourage and/or reward students for participating in a UIL academic event?

- I have been looking through the calendar and rules and don't find any reference to when schools can begin organized practice with a coach for the academic events for UIL competition. Is there any restriction other than when meets can begin?

- Isn't a 16-year-old kid ineligible to participate in a junior high academics contest?

- Don't UIL rules say that students may not practice for UIL academic events during the school day?

- Does the UIL restrict students to entering no more than three academic contests at the district meet?

- Our math coach just took a job at IBM but wants to continue to coach us. I thought UIL coaches had to be full-time employees of the school district. Is that right?

- Isn't it a violation to pay teachers to coach UIL academic contests?

- Now that we're into the new millennium, is Hawthorne going to replace this mug shot with something taken in say the past 15 years?

To elaborate on a few of the points.

The League generally cracks down where problems exist. So far, the state has not experienced a run on academic recruiting scandals. We haven't received an inordinate number of phone calls from panicked parents, shrieking, "I'm so worried that all this studying is going to jeopardize my kid's chances of making the baseball team."

And, except from perhaps a few Conference A or 2A coaches, we rarely hear that a student wants to take a shot at five or six UIL academic contests, just for grins. Most coaches have a hard enough time finding kids who'll compete in one or two.

The conflict pattern is the only limitation we have other than those in speech. Thus, a student may enter number sense, calculator applications, news, features,



Bobby Hawthorne
Academics Director

computer science and math. I don't recommend it, but the rules do not forbid this.

Regarding stipends: A stipend is not a gift or an award. A pair of elephant skin cowboy boots is a gift. The use of a three-room condominium on South Padre for five days is an award. Five hundred dollars to coach four speech events for five months, to spend hundreds of hours after school and on weekends, ferrying kids to invitational meets on yellow dog school buses Saturday after Saturday is a stipend. It's also the best bargain since the Louisiana Purchase.

We urge districts to pay their academic coaches a stipend, and it's not necessary to pay them all the same amount. Some coaches hand their kids a set of practice materials in January and say, "I'll see you at the district meet in a few months." Others work with their kids daily, scratching and clawing for practice materials, equipment and facilities. Pay them accordingly.

Regarding practice during the school day: schools may offer activity classes for remediation, TAAS practice, academic enrichment or low-level torture if they slide it past the school board and parents. The enrichment classes may not be used — repeat, MAY NOT BE USED — solely as a UIL academic contest practice period, but students may use these periods to prepare for UIL academic contests. Subtle, huh?

So your rule of thumb, as a UIL coach, academic coordinator or administrator, should be this: if you can't find it in the *UIL Constitution and Contest Rules*, stop worrying. It isn't there. Don't call and ask why we no longer say in the C&CR that we don't have a rule for something. If we don't want you to do it, we'll tell you. Unless a rule says specifically, "Don't do this," then you're free to go as far as your conscience and credit cards will take you. If that means hiring a math coach who isn't a full-time school employee, go for it. We have rules saying that one-act play directors must be full-time school employees, retired teachers or administrators. But we have no concomitant rules regarding hiring journalism, math, speech or other academic coaches.

In addition, we no longer prohibit students from enrolling in college courses. A youngster can enroll in, for example, a college math course and remain eligible for number sense, math and calculator applications. And if they do, good for them. America needs more mathematicians. The old-timers will remember when a kid who took a college English correspondence course was ineligible for ready writing, spelling, journalism and would have been ineligible for literary criticism, if we'd had it back then.

We have no academic residence rule. If an exchange student from Denmark shows up 16 days prior to the district meet and wants to compete in current issues and events, then he's eligible basically so long as he hasn't already graduated from high school back in Stockholm.

We have no amateur rule for academics. The awards rule mostly applies to athletics — not academics or music, and next year, we'll rewrite the C&CR so that this rule is clear and precise. We are tired of giving wink and nod answers about what the Founding Fathers' intent of this or that might or might not be or have been. We know that when you call, you want an answer, not a treatise on the etymology of UIL rules. If we don't want schools to buy t-shirts for their fourth grade spelling competitors, then we'll say so. It makes everyone look silly to say, "Well, you can give the kids a t-shirt, and the kids can wear them, but at the end of the year, they have to give them back or purchase them at a fair market value."

What's the fair market value of a chocolate and grass-stained t-shirt, worn by a 10-year-old for three months? Does this make sense? You know the answer to that.

Get ready

For the first time in memory, schools may conduct academic and athletic spring meet contests the same week: March 27-April 1. We don't necessarily recommend it but it's possible.

We don't prefer to schedule district meets on top of each other, but the spring 2000 calendar left us few choices. The regional meets, which would have been April 21-22, were moved to April 14-15, not so much to avoid a specific religious holiday but because every regional site save one said it could not nor would not host the academic regional meet on Easter weekend.

Given that we are forced to sandwich all district, region and state academic and athletic contests between March 20 and May 13, our options were limited. What with qualifier track meets, baseball and softball games, prom, graduation, senior trips, journalism conventions and all the other reasons students concoct to get out of class, it's certain that conflicts will arise.

We ask only one thing: encourage students to attend activities that count toward League standing. They should not miss the district ready writing contest in order to play in a non-district softball game. They should not miss the area one-act play competition in order to chisel a tenth of a second off their time on the 100-meter dash at a regional qualifier track meet.

Use your best judgment. Communicate openly and honestly with other teachers, parents and students. I spoke recently to an athletic director who had heard that the League forbade schools from playing softball games during district and regional academic weeks. Not true. The UIL prohibits school officials from conflicting spring meet district and region athletic and academic events, but this rule does not extend to baseball, softball, qualifier meets and tournaments or non-UIL athletic competitions such as power-lifting or lacrosse.

The bottom line is this: it's going to be crowded out there. Be nice and share with others.

Tips on motivating students to compete in UIL academic activities

AWARD JACKETS

We award jackets. It doesn't cost the school much because in a small school most already qualify in athletics. But a few non-athletes each year receive a jacket.

Our spring banquet is an All-Awards Banquet. UIL awards are given along with the athletic awards. We also award two "Most Valuable Player" awards for UIL academics. It usually goes to the high point individual at district and/or a state qualifier. Again, in a small school you are not really adding too many extra dinners because they are already coming for athletics.

In addition, we make sure our students receive good coverage in the yearbook, beginning in elementary.

Linda Glover, Gorman High School

DIG DEEP

This idea has always worked for me: limit the number of events that one kid can enter in any year. At Center, we allow each student to enter only three events. This seems to add a bit of urgency to kids as they try to get involved in events. As well, it forces us to dip a little deeper into our "talent pool," and we often find kids who are not involved in other things at the school and will dedicate themselves more to their academic events.

Two other ideas on motivating students to compete in UIL academics: They get another picture in the school yearbook and have something to add to their college entrance applications.

Matt Loftice, Center High School

EMPHASIZE FUN

I try to also emphasize the fun aspects of tournaments and practices. We meet in the evenings to practice and order pizza, so it's also social as well as work-oriented. Also, the kids like to get out of town and meet new people — so, that's a great plug for tournaments. I really think the best thing that gets them into it all is for you to build a team and guide them into having pride in competition.

Tani Martin, Bangs High School

Speech coaches have many resources to help students

It's your first day back from a relaxing Christmas vacation. You're basking in your professional pride of having turned your grades in before Christmas and even spending a day over the holiday break organizing your curriculum for second semester. You feel refreshed and ready for anything!

There's a knock at your classroom door and the principal steps in. "Mrs. Jones, will you be willing to coach our best and brightest students at KHS? We really need those speech points to bring home the District sweepstakes. It's a tradition around here — 13 years running, you know." He follows the request with lavished praise for your outstanding teaching abilities and, as an aside, slips into the conversation a comment about how good coaching an extracur-



Jana Riggins
Assistant Academic Director

office if you qualify a team to CX Debate State Meet. You'll also learn about the latest rule changes in effect, such as the \$100 late fee your school is now required to pay in order for your debaters to still be entered in the state tournament if you miss the judging form deadline. You'll also discover discussion about appropriate and inadequate interp documentation, as well as helpful feature articles like the one in this issue analyzing the spring LD resolution.

3. **VISIT** our web site for resources. As a 21-year veteran coach who understands how stretched for time you are, I've tried to design the speech web pages for teachers whose conference periods are consumed with critiquing prose readers who beg, "Please listen to my piece just one more time, Mrs. Riggins" or by class debate rounds that forever spill over into your 29-minute lunch period. (We school folks never have called those lunch hours.) Our staff is working hard to place resources at the tip of your mouse. See the sidebar in this *Leaguer* issue for just a few of the aids you'll find there.

4. **BE THERE** for your kids. The best coaches are those who *teach* first. You may not be the guru of debate, you may never have even debated yourself, but you can put as much effort into learning the event as you're expecting from your students. I am constantly amazed at calls I get when it's time for schools to send information about the judge they are required to provide for the State Tournament. The sponsor claims they certainly can't serve as the judge because "they've never seen a debate." My response is: "Shame on you!" If you were the tennis coach, would you send your tennis team out on the court without ever having seen a match? Of course not. Give as much respect to your academicians. Be personally involved. Countless times I have walked my students to their rounds with my last words being, "Don't think about winning or losing, just make me proud." That meant something powerful to them because they knew I'd been with them every step of the way. I believe that the energy and devotion you give to coaching inspires students to give all they have to do their best. It's the quality I see exemplified in the great speech coaches I've known: Baylor University's Dr. Glenn Capp, Lannie Naegelin, M'Liss Hindman, Wayne Kraemer, Carla McGee, Dorothy Huffstutler, Opal Hall, Carl Adkins, Cinthia Salinas, Janice Caldwell, Ann Shofner, Guy Yates.

5) **GIVE THEM A CHANCE.** If you haven't picked up on it yet, the UIL Speech motto is "Get 'em on the bus!" Every competitive round speakers get provides them another invaluable opportunity to polish their skills. Sure, it's another personal weekend you give up for your students, but nothing can take the place of actual tournament experience. Could I expect my 16-year-old to master the infamous Austin traffic if I only allowed him to sit in our driveway until 5 o'clock rush hour rolled around? Use invitational meets as a learning experience (for them and for you!) and make sure your students know you expect them to be just that. The week after, spend less time with accolades of who won trophies and more time finding out what each member of your squad learned from the experience — even the kid who ranked last in his round. Make it your mission to see that he uses that knowledge to improve his next performance. The time you'll be spending away from your own family is far too valuable to be doing this only for plastic trophies or plated medals.

"So, Mrs. Jones, whadda ya say? Are you up to accepting the challenge of training the best and the brightest?"

"When do I start, sir?"

ricular activity would look in your personnel file.

Suddenly, you have this urge to grab that file and run to the next county! But being the professional educator that you are, you smile and say, "I am so-o-o grateful you would consider me for this incredible opportunity!"

Behind the smile your thoughts are racing. *Are you out of your ever-lovin' mind? You only took one speech course in your entire college career — what do you know about coaching speech and debate?*

Take several deep breaths, a dose of Motrin, and follow this advice:

1. **KNOW** the UIL Constitution and Contest Rules. Don't have a copy? Consult our UIL web site for the entire document. Reading the rules for poetry won't be near as much fun as reading to find a great contest piece, but knowing what the rules **REALLY** say can save you and your students lots of heartache and frustration in the heat of competition.

2. **READ** the Leaguer for reminders and updates. A copy never gets in your mailbox? Fifteen copies really are sent to your school — but never fear, it's on the Web just for people like you who don't get one of those 15 copies. You'll find invitations to offer input on speaking events and important reminders for busy coaches, like the Feb. 24 deadline for submitting judging forms to the State

CHECK THE UIL SPEECH PAGE FOR:

Bibliography for Southwest Authors

Examples of Appropriate Prose and Poetry Documentation

Philosophy Links for LD

CX Education Links

Practice Extemp Topics

Entry and Judging Forms

State Meet Info

Coming Soon to the Web:

Speech Judge Data Base

www.utexas.edu/admin/uil/aca/speech/index.html

EXTEMP TOPICS

INFORMATIVE

1. Who is Wen Ho Lee?
2. What priorities has Russian Acting President Vladimir Putin established for his administration?
3. What are the major issue differences between Democratic and Republican presidential nominee front-runners?
4. Triage for HMOs: what are consumers' complaints?
5. What issues has the battle over Elian Gonzalez raised?
6. What are the latest developments in the long-standing Indian-Pakistani feud?
7. What challenges face Venezuelan President Hugo Chavez?
8. What facts have emerged regarding Seattle's handling of the World Trade Organization riots?
9. Crisis in Chechnya: what is the status?
10. What is the response of opposing factions to Northern Ireland's power-sharing government?
11. What role is America playing in the Israeli-Syrian peace negotiations?
12. Why did President Clinton face opposition during his visit to Greece?
13. What are the latest developments in Kosovo?
14. What differences exist between Egyptian and American perceptions of the EgyptAir crash?
15. What are the latest developments in the investigation of Texas A&M University's bonfire tragedy?
16. Why has OSHA recently aroused controversy?

PERSUASIVE

1. What should be the developed world's response to the African AIDS crisis?
2. Did the West help Germany perpetrate the Holocaust?
3. Was the military justified in its take over of Pakistan?
4. What will be the long-term effects of the Decatur, Illinois expulsion controversy?
5. Is the gun manufacturing industry the government's latest target?
6. What steps should be taken to provide health care to America's uninsured?
7. Should membership in the World Trade Organization be linked to human rights?
8. Can Vladimir Putin guide Russia to victory in Chechnya?
9. Are corporate mergers good for the American consumer?
10. How will China be impacted by reunification with Macau?
11. Is President Hugo Chavez taking adequate steps to address the needs of Venezuela?
12. Can George W. Bush maintain his lead in the race for the Republican presidential nomination?
13. Is Texas' economic growth bypassing low-income people?
14. Were United States Y2K expenditures justified?
15. Poverty in America: What is the answer?
16. Why is crime in America down?

'There aren't enough journalism teachers to go around'

Today's educators must take some responsibility in recruiting leaders for future classrooms

It started happening right after Thanksgiving. I began receiving phone calls from people around the state looking for journalism teachers. I know this happens every year, but as journalism director I feel a sense of responsibility to find qualified journalism teachers for every position. I know I can't do that.



Randy Vonderheid
Assistant Academic Director

First, there aren't enough qualified journalism teachers around. This is part our own fault. There is a lot of stress and problems about teaching that drive us nuts. I could probably make a list a mile long and not include everything. The fact of the matter is, though, that we should be actively directing students toward journalism education.

We all have dreams of our students becoming the next "Woodward and Bernstein." When they receive their coveted Pulitzer, they will thank their high school journalism teacher for all he or she taught them. They will say they would never have entered journalism had it

not been for "my high school journalism teacher." Yes, that was my dream when I was teaching. In fact, I had several students who promised they would fly me to New York so I could be there when they received their Pulitzer. I haven't taken that trip yet. Most of you won't either. But I received just as important awards anyway—especially when those students became successful, whether that was in journalism or not. I have former students who are in all parts of journalism—broadcast, print, alternative journalism including producing cable television, advertising and even education, journalism education. The Pulitzer is not an award I expected of any of my students.

What is rewarding is to see these former students become successful. Becoming a teacher is becoming a success. Think of all the rewarding things we receive as journalism teachers—the opportunity to work with probably the best set of students in school; an opportunity to get to know those students on more than just a teacher/student relationship; the chance to see those students succeed in something more than just grades or athletic event; the chance to see students really have an impact on the school. A school newspaper or yearbook can change the outlook of the school. If those publications are progressive, the school will then take a progres-

sive approach. Journalism teachers and their students probably have the most chance to make positive changes in a school. In my 20 years of teaching, I have seen only two or three instances where a publications program made a negative impact on a school. Most administrators and others may think there might be a negative impact often from the publications department, but in most cases, the lack of communication causes more problems than a newspaper story or yearbook coverage.

It bothers me to hear people, especially teachers, warn their students and children not to become teachers. I can think of no other profession that can be as rewarding and have as much impact on so many people. I know teaching does not pay well and lacks respect. But there are negative aspects to every job. Even Bill Gates has some negative aspects to his job—I don't know what but I'm sure there are things he doesn't like about his job!

When we see someone who might make a good journalism teacher, we should sit down with him or her and guide them through the opportunities of this profession. Watch your students. Look for those who patiently help others learn the computer, or those who work with the beginning reporter to redo a story several times, and those who bring sunshine to the journalism room. These students do not have to be your clones. I have three former students who are journalism teachers and three others who have been journalism teachers in the past. Each has his or her own style of teaching, but I know in each of those teachers there is a little bit of me, and in those former students of yours, there is that bit of you. That is the far-reaching effect your teaching has on others. Sounds a bit like "It's A Wonderful Life," huh?

Actively recruiting from your own to continue what you are doing happens everywhere. The UIL athletic department is seeing a need for more officials in the different sports and is working hard to emphasize to member schools that it should be part their responsibility to recruit those people that may be good officials.

It's really something all teachers should be doing. It is up to us, the journalism teachers in Texas, to recruit students to begin working toward becoming journalism teachers.

One thing we can do on the local level, as well as the state level, is to provide some scholarship opportunities just for those students who want to become journalism teachers. I have advocated in the past for a TAJE scholarship to be dedicated to someone who wants to enter journalism education. We also need to come up with other ways to entice students to enter our field. It's sad to see that few journalism teachers spend more than five years in the profession. That makes it hard on the rest of us—we constantly train new teachers, and when they are about ready to help train others, they leave.

If we don't do something, high school publications may be something just found in millennium time capsules when Y3K rolls around.

ILPC Convention Coming Up

Make plans to attend the annual Interscholastic League Press Conference Convention, April 8-9, in Austin. We have lined up some outstanding speakers: David Knight of Lancaster, South Carolina; Terry Nelson of Muncie, Indiana; Betsy Pollard-Rau of Midland, Michigan; Scott Winter of Bismarck, North Dakota; and Marci Piper of Clayton High School in Clayton, Missouri.

Also, don't forget that newspaper deadlines have changed to Feb. 4 since the convention is earlier this year. Please get those to the ILPC office as soon as possible so judges will have enough time to make a proper critique to your publication. In addition, we ask that you submit two copies of each issue so we can have one issue in our office.

TEXAS JOURNALISM AWARDS CORNER

Texas is known nationwide as the state with the strongest journalism programs. The awards and nominations mentioned below are just a few of the many recognitions Texas school publications receive.

Several schools came home from the National Journalism Convention in Atlanta, November 18-21, sporting awards and recognition. Those include:

Newspaper Pacemaker Awards (the top award presented by the National Scholastic Press Association)

Featherduster, Westlake High School
The Edition, Anderson High School
The Horizon, Westwood High School.

In individual publications entries:

Newspapers 9-12 pages:

The Talon, Lake Dallas High School, 3rd place

Newspapers 13-16 pages:

Hillcrest Hurricane, Hillcrest High School, 4th place

Newspapers 17+ pages:

The Edition, Anderson High School, 1st place

Newsmagazines

The Featherduster, Westlake High School, 1st place

Yearbooks 275-324 pages

The Lion, McKinney High School, 2nd place

Literary/Feature Magazines

The Tartan, Highland Park High School, 1st place

The Final Draft, Westlake High School, 5th place

Junior High Newspapers

The Tribal Tribune, Highland Park Middle School,

1st place

Broadcast news

KGLE-3, Allen High School, 2nd place

In individual story/picture entries:

Feature Story

Eli Kooris, Featherduster, Westlake High School, honorable mention

Jennifer Hoss, Argus, Bel Air High School (El Paso), third place

News writing

John Heath and AiLin Nguyen, The Edition, Anderson High School, third place

Sports Photo

John Livas, The Golden Eagle, Cypress Falls High School, third place

Beau Russo, The Featherduster, Westlake High School, first place

News Photo

Charlie Thurow, The Featherduster, Westlake High School, second place

In addition, several Texas schools have been named as Crown finalists from the Columbia Scholastic Press Association (that organization's top award). Those schools include:

Newspapers (High School)

The Eagle Eye, DeSoto High School;

Hillcrest Hurricane, Hillcrest High School;

Panther Prints, Duncanville High School;

The Bagpipe, Highland Park High School;

The Uproar, Mansfield High School;

The Featherduster, Westlake High School;

Newspapers (Junior High/Middle Schools)

The Tartan, McCullough Junior High School, The Woodlands

Yearbooks (High School)

Carillon, Bellaire High School

Comet, Stephen F. Austin High School, Austin

Hornet, East Central High School, San Antonio

Hoofbeats, Burges High School, El Paso

Panther Tale, Duncanville High School

Treasure Chest, Randall High School, Canyon

Yearbooks (Junior High/Middle Schools)

Highlander, McCullough Junior High, The Woodlands

New Caney set to host Journalism competition for state schools

Open to schools throughout Texas, New Caney High School, near Houston, will host an overall journalism competition, Feb. 12.

The competition will include 14 carry-in contests as well as on-site competitions in news, feature, editorial, headlines, sports, advertising, caption writing and basic yearbook design.

Entry fee is \$5 per contest.

For more information, contact Anthony Kahl or Jim Becka at New Caney High School at NCHSYearbook@yahoo.com.

New OAP handbook outlines changes

UIL announces new drama staff member



Dr. Connie McMillan has joined the UIL drama staff as the new part-time senior assistant. She has a BA/MA from Texas Tech University and a Ph.D. in Theatre Literature from UT-Austin. She served for 23 years as box office manager at the Performing Arts Center of the College of Fine Arts at UT-Austin. Connie has supervised ticket sales for the State UIL One-Act Play Contest and attended performances and critique sessions for two decades. She has served as a TETAAO critic since 1997 and has been a great friend of Summer Theatre Workshop at UT and theatre in the Austin area as far back as I can remember.

In September I told you they were coming. In October I told you they were ready for delivery. By early December you should have received your copy of the new *Handbook For One-Act Play, 14th edition*, and in January you should panic if you don't have one. You must order it. Check with your business office before you call the UIL office. Get the check number or PO number if it has been ordered. I have repeatedly urged all to read the first 15 pages. It now becomes mandatory. Old Handbooks won't work.



Lynn Murray
Drama Director

If you don't want to read, don't like to read or wear trifocals and have floaters, get your students to help. Have students proof the 13th edition against the 14th and highlight the revisions. You will have a very colorful OAP Handbook and will be able to see changes at a glance.

The new set rule seems to be working, has worked or directors think everything is approved. We will know for sure by May. As you review carefully Section 1033 (c)(2)(E)&(F) you must be familiar with "Definitions" (page 110) and "Additions to the Basic Set" (pages 8-11). One without the other two will result in confusion. You can't use the two backdrops to extend interior unit set walls. Backdrops as interior painted walls have not been approved. Animated projections or motion picture film cannot be used.

Surprise, Surprise! You are allowed to substitute two (2) portable single source lighting instruments for one of the 6 foot strip lights. One strip and two single source instruments will be acceptable. This interpretation or correction will appear in a collection of corrections or revisions for next year. Correct the glitch on page 10 paragraph three. Substitute "and" for "or" — six plants and six trees. The rule, page 20, (F)(iv), noted above is correct but this explanation is in error. You should probably add "length" following 12 foot in the same sentence. The rule (F)(v) should be clear but I have had several questions.

I have been asked if slide projectors could be used for projectors and as a light special. The answer is yes. The projector would then become (before or after) one of the four single source instruments allowed. Gobos were not included in items permitted under (F) above. They were not included in the rule or explanations. At this time gobos are not approved and are considered for approval only if they are "without which the play cannot be produced."

We have found other mistakes or omissions in the new handbook but they seem to be relatively minor. Add to the second paragraph of item 2 of "Pre-Contest Planning" page 38 "zones shall be" following "and" in second sentence. "Or crew" following "and" must be deleted from the first sentence of the third paragraph of "c" on page 41. If you can locate these, mark your book. If you find others, let us know. I would really love to have 1,200 proofreaders.

Title cards were mailed to theatre directors in early January. We have returns already and most directors read carefully and sent first class postage for the return eligibility and honor crew materials. All that follow instructions will avoid the spring break trap. You need the eligibility notice the last of February if your 10 day deadline is the middle of March. Directors and administrators planning State Meet OAP honor crew nominations should be aware of the difficulty of selection. Postmarks do make a difference.

The "Free" OAP Contest Management sessions advertised by e-mail November 23 and in Texas Theatre

Notes in December are set for the Monarch Room 24th floor of the Westin Galleria Hotel in Houston, Feb. 5, from 9 to 11:45 a.m. We hope you will encourage your inexperienced contest managers to participate. The new handbooks will be available for \$5 (school check) or \$5.41 (cash or personal check).

After six years as a major contributor to the UIL One-Act Play Contest administrative process, Don Howell retired, effective Dec. 23. He will continue to serve as the TETA administrative assistant through February and will be in the UIL office from time to time to deal with TETA and TETAAO business. If you wish to reach Don privately his e-mail is howelldon@yahoo.com. This information was distributed by e-mail January 12 but some of you don't have this animal.

The current TETA Adjudicators Organization/UIL critic judge list may be found on the UIL web page. Click on Academics then Drama. Since the adjudicator's workshop will not be held this year until Feb. 3, the new listing in the *Leaguer* will not be possible until the March issue. New judges and those re-certified will be added to the web listing about Feb. 9. If you need help finding a critic at this late date, call me on the direct line (no voice mail or machine) 512/471-4517. If I don't answer, I'm not in the office, but I should not be out more than one day. Jenny and Connie can help you with almost anything else at 512/471-9996.

A new double barrel process is being attempted this year in an effort to increase the number of critic judge questionnaires returned for TETAAO evaluation. The forms for zone or district are included as usual with the eligibility mailing. In addition they are being added to contest manager packets to be distributed again during director's meetings at each contest level site. Contest managers and judges will encourage directors to respond. I encourage, they encourage and you should respond and encourage your colleagues. These evaluations are used as a major basis of State Meet adjudicator selection each summer and are the only system of recorded feedback that helps maintain the quality of this extension teaching process.

If you have not already received written documentation for permission to produce your play choice for OAP, you must act quickly and prior to the Feb. 23 title deadline. Directors sometime discover they cannot produce the play they are rehearsing. A telephone agreement is not a contract. Know the name of the person speaking for any publisher, playwright or agent. Sometimes the amateur rights are not available for plays on the UIL approved lists. We were surprised to discover that *Blithe Spirit* is not available for this contest year and several schools (without a contractual agreement) were already in rehearsals. Professional rights get first choice. When your contract says OK for UIL from March to May, the agreement can't be terminated. Without a contract there isn't much I can do to help. One-Act cuts from the publishers of plays listed on "An Approved List of Long Plays for Contest" in the OAP Handbook are acceptable. Some publishers will not allow you to produce "scenes from" when they publish a one-act version. When this list says various dramatizations, they must be from approved publishers with the exception of public domain classics. I did the adaptation/translation explanation in December. Call me if you are confused.

If you didn't read the front page, go back and look. All of the Southwestern Bell Sponsor Excellence Awards recipients are outstanding, but there is no doubt that OAP directors Brenda BeeBe-Vernon, Missy Head-Odesa Permian, Larry Cure-Arlington Martin and Linda Major-Leander are the most outstanding. Join me in a standing ovation the next time you see any one of them.

There are many to thank and congratulate for theatre programs at the fall UIL Student Activity Conferences.

OAP and educational theatre is much the better for contributions at Texas Tech, Sam Houston State, University of North Texas and UT-Austin. I know it will get me into trouble with all of the presenters and workers but I must thank especially John Manley and the students at Austin-LBJ. They didn't have to be asked. They came early, stayed late and worked hard.

I look forward to seeing and hearing great things from all of you this spring. If you are better than last year, you will be something even more special. Good show!

UT Summer Workshops

The University of Texas at Austin Department of Theatre and Dance will sponsor three parallel workshops this summer. The "teacher's workshop," in conjunction with the "38th annual Summer Theatre Workshop for high school students" (STW), will be administered by Bob Singleton, Theatre Director at the High School for Visual and Performing Arts in Houston, from June 10-July 16. Instruction in acting, voice, technical theatre, make-up, directing, and production activities will be structured to involve both teachers and students. The teachers' directing seminar will begin June 7 and continue through the students' workshop period. UT-Austin registration for summer is set for June 5-6.

Final productions are set for July 14-15. Workshop classes will be taught and plays directed by UT-Austin faculty, staff and outstanding high school theatre teachers. Companies of three plays will be composed exclusively of high school students. Teachers taking the workshop course sequence will serve as technical/directorial participants, advisors and observers of the production process.

The workshop curriculum will be of special benefit to teachers seeking theatre arts certification, taking the TEA EXCET test in theatre arts, taking courses to meet local requirements, directing the UIL one-act play and/or teaching the variety of theatre subjects needed for the theatre arts curriculum in Texas. Participating teachers may receive three to nine semester hours credit.

Participating teachers register for regular Department of Theatre & Dance courses. Workshop-related courses include: TD F323C-Directing I; TD F326P-Projects in Theatre Studies; and TD F314P-Production Laboratory.

Three types of performances are planned. Registered teachers will direct students in scenes of various types using several staging styles. These scenes will be produced for workshop participants and guests. They will be supervised and critiqued by UT-Austin faculty and guest faculty. In addition to Singleton, guest directors will include Kathy Powdrell, Theatre Director, Friendswood High School; Larry and Sue Wisdom, Theatre Director and wife from Mineola; and David Stevens, Theatre Director, Southlake Carroll High School. Four of the finalists of the Texas Young Playwrights Festival sponsored by the Dougherty Arts Center of Austin and hosted by UT-Austin Department of Theatre and Dance will be cast and directed by the STW faculty assisted by teachers registered for the above. These plays will be performed as a part of STW activities June 24-25. This is the sixth year STW has hosted and participated in workshop productions of plays written by Texas teens and selected by an outstanding panel of writers and critics.

In addition to these scenes and original works, three workshop plays will be given public performance during the last Friday and Saturday of the workshop. The STW faculty noted above will direct these plays. Rehearsal and technical production work periods for scenes and plays will occur in the afternoons and evenings, Monday-Sunday.

15 receive honors for excellence from Southwestern Bell

and sizes. (Beebe) doesn't fit the mold of a 6-foot 4-inch football coach," Kenny Railsback explained. "She will beat you with her hard work, long hours, attention to detail, and love for her profession and her students. She will win honestly, demonstrating good sportsmanship and class."

Dennis Cabaniss
Salado High School

In the eight years Cabaniss has taught at Salado High School, he has sponsored three state champion math teams, three state champion number sense teams and, as UIL coordinator, one state academic championship.

"I believe in competition as an integrated part of a school's basic education mission," Cabaniss said. "I see it as a vehicle that drives students to levels of mental and physical fitness, which might not otherwise be reached. The essence of competition lies in the improvement that results from practice and in the experience of measuring oneself against one's own potential and the skill of another individual."

His principal, Mr. Marvin Agnew, sees the value of teachers such as Cabaniss.

"His work ethic and character are positive influences on the school and community and has been for years," he said. "A by-product of our UIL math program is a large portion of our students take the most challenging of math courses in high school, which resulted in 23 members (out of 75) of the class of 2000 scoring over 500 on the SAT math test."

Timothy Marshall Cook
Lago Vista High School

For the past eight years, Cook has directed the forensics program at Lago Vista High School, including CX debate, LD debate, persuasive speaking, informative speaking, prose, poetry, current issues and events, ready writing, journalism and accounting. He has presented at Student Activity Conferences as well as the UIL Summer Academic Coordinators Workshop. He, too, has served on the National Federation Topic Selection committee. He has also coached a state meet academic champion.

"It is the goal of all educators to develop a student's self-discipline, character and accomplishments," he said. "A teacher hopes to shape the beliefs of their students so they become constructive members of society."

The principal of Lago Vista High School, Dr. Jerome Stewart, recognized several leadership characteristics in Cook.

"Mr. Cook serves as a catalyst for all our academic UIL endeavors. Without him, UIL would not exist at Lago Vista," he said. "(Mr. Cook) demonstrates professional integrity every step of the way."

Cindy Couch
Westlake High School

In her 22 years of teaching vocal music, Couch has shown leadership in several areas. She has served as an adjudicator for the state level UIL solo contest and regularly judges UIL Regional Concert and Sight Reading contests. In addition, she led the UIL Regional Concert/Sight reading for 12 years and initiated a district-wide choral festival in the Eanes school district. She, too, serves on TMEA's Regional vocal chair.

For the past 10 years, the Westlake High School choir has earned Sweepstakes ratings. Couch had similar ratings at Westwood High School and Austin Stephen F. Austin High School before going to Westlake.

"My students feel that UIL and other contests are an opportunity to display their training, love of music and

high level of literature," she said. "They enjoy the competition for this reason."

A lasting program is proof of a good teacher, according to her principal.

"When someone's program is this good for this long, it is not an accident," Westlake principal Chris Hines said. "When I visit her classroom at lunch there are students who just come to the choir area because that is where they want to be. What you do not hear about is all the young adults who have left this (program) better citizens, better people, for having been a part of something that strives for excellence."

Jose E. Cuellar
Santa Rosa High School

Cuellar, who coaches Number Sense, Calculator Applications and Mathematics, spends most of his Saturdays on the road taking students to over 20 invitational meets each year. He has taken students to state seven of the last eight years, and last year his Number Sense team won the state championship, earning the highest score in all conferences, 1A-5A.

"Our students have learned a tremendous amount of mathematics through UIL competition," he said. "Being UIL competitors, students are challenged and energized by competition. They develop confidence and improve their self-esteem. The UIL competition is a strong motivational tool that greatly enhances their education."

His superintendent, Dr. Roberto Rodriguez, sees a lot of good qualities in Cuellar.

"Because he has a vision for his students, he has the tenacity to get the job done," he said. "Because he is dedicated, it is a pleasure to work with him. Because he is so focused, he is a great person to know."

Larry W. Cure
Arlington Martin High School

The mainstay one-act play director and theatre teacher at Arlington Martin High School, Cure was there when the school opened in 1982 and has seen the department grow from about 60 students in the beginning to over 400 now. His one-act plays have advanced to state six of the last 10 years. In 1996 and 1998 his plays won the state championship, and in 1990 and 1999 they received first runner-up at state. He, too, has created several original "cause plays" that have been put on by his students. These plays have raised more than \$10,000 and those funds were donated to various local charitable organizations including the Arlington Women's Shelter, Mission Arlington, the AIDS Foundation of Tarrant County and the American Red Cross.

"It is important that my students be more interested in the 'process' than the 'product,'" he said. "The aspect of winning or losing a contest has never been part of the equation for success. Trophies will sit in a trophy case as they brown with tarnish and gather dust, but a passion and zest for learning will last forever."

His principal sees Cure as an advocate for his students.

"To each of his students, he gives the greatest gift that anyone can give — that of believing strongly in the worth of each student," John Jacoby said. "In all his activities, he is never willing to ask anyone to do more than he is willing to do himself."

Joseph Grzybowski
L. D. Bell High School

For the past 14 years, Grzybowski has led the band program at L. D. Bell High School. In that time, his bands have placed first in a vast majority of contests. He has taken his marching band to state the last two years

5A was eligible to compete at state. His symphony band has earned straight first division ratings for the past five years as well as 10 years of sweepstakes ratings.

"Competition has allowed my students to view many fine ensembles and gain insight into their personal level of achievement," he said. "Everyone has benefitted as these young people have worked together toward a common goal of setting a high standard of excellence and testing their final efforts in the field of competition."

That enthusiasm has filtered into the principal's office.

"Joseph Grzybowski has given new meaning to the term 'high school band program,'" principal Don Brown said. "Mr. G. has transformed a good band program into a state and nationally recognized band of excellence. It is a great blend of support and fun on one side and work and high expectation on the other that make for a great program."

Missey Head
Permian High School

Head has rebuilt drama programs at five different campuses for the past 16 years. She coaches one-act play, poetry, prose, informative speaking and persuasive speaking. While at Permian High School, her students in one-act play have won more than 200 different awards. In addition, Head has created a "Study Buddy" program in which she puts students in her department who are failing a class with students who are successful in that class.

"I believe that with appropriate guidance all students can be motivated to succeed and also to excel," she said. "I love my discipline, and I love teaching. I will faithfully continue my pursuit to improve my art, my students and myself."

Her principal said she deserves this award.

"Missey has to be one of the most dedicated individuals I have ever been around in my 18 years in education," Brian Rosson said. "She literally puts her heart and soul into her profession. Ultimately, the highest compliment anyone in education can have is the respect and admiration one receives from students. Missey Head has that respect from past and current students."

Linda Major
Leander High School

For the past 18 years, Major has devoted her life to the drama department at Leander High School. She coaches one-act play, debate, prose, spelling and informative speaking. She takes her one-act play cast each year to a cabin for a weekend retreat so they can practice their play in many different ways and develop mutual support and a feeling of caring and closeness. Members of the cast stay up all night working on activities that enable them to trust each other enough to make the play a truly "team" effort. Several of her former students have gone on to become professional actors in New York. In 1993,

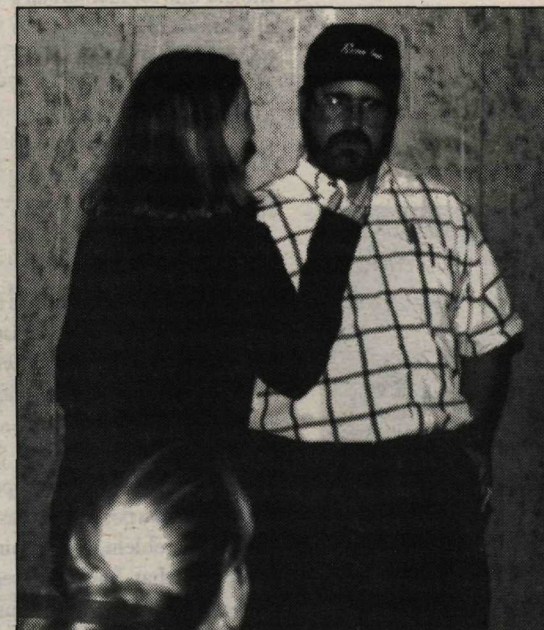


photo courtesy of Martin High School publications

Blocking Time

In early preparations for his fall play, Larry Cure works with a student in blocking a particular scene. Cure has been the theatre teacher at Arlington Martin High School since it opened in 1982.

Participation cards key to communication

I don't know how you feel about it, but the new millennium appears to be a great deal like the old one for me. January 2000 finds me back on the dogged pursuit of the elusive participation card. My hands frozen into keyboard claws, I input data, tap out messages, and fax fiercely. Nancy Drew has nothing on me for sniffing out clues.



Rhonda Alves
Assistant Academic Director

Some of the confusion is traceable to the elementary and junior high campus registration process itself, which is totally different from anything the high schools do. Letters containing the participation cards are mailed to principals in August with an expected return date of October 1. While the U. S. Postal Service makes a gallant effort to insure proper delivery of all mail, the reality is that a post card is easily lost in the literal shuffle. Another problem in obtaining registration cards is that campuses that have not registered in some time no longer receive the initial mailout. It is somewhat self-perpetuating in that opting out of registering for several years creates major impediments to registering when such campuses do want to participate in UIL district meets. District UIL coordinators need to inform new campuses that a participation card must be submitted and perhaps supply them with a copy of the card because, until UIL knows the new campuses exist, they won't receive information mailed to schools in August.

A last piece of the participation card puzzle appears to center around the concept of registering on the UIL web site. UIL does not have its own server; thus, we do not have the capacity to allow online registration. A participation card can be downloaded from the site and the hard copy returned to the League office, but it cannot be

filled out on the web. A place for obtaining information from high school UIL coordinators is also on the UIL web site, and some people have assumed this registers their elementary and junior high campuses. It does not. We hope to offer an online registration service in the future, but we are not equipped to do so at this time.

That said...let's talk about solutions. Schools that are still not registered may do so. It is important if you have any doubt concerning your registration status that you check the list of E/JH participating schools on the UIL web site or call or email me.

Never having received a copy of the 1999-2000 A+ Handbook is a good indicator you may not be registered. Compulsivity around making sure faxes and snail mail are received is a positive characteristic as far as I am concerned. (Of course, I do not have a Ph.D. in psychology. Nevertheless, I treat myself daily.)

Annual registration of elementary and junior high campuses allows the League office to better meet the needs of its constituency. Having an accurate count is important when determining the quantity of materials necessary for a given school year. Maybe the biggest advantage for registered schools is that they receive the current A+ Handbook and any pertinent information along with order forms for UIL materials and supplemental materials supplied by independent companies. The Little Leaguer, the elementary and junior high newsletter, is mailed to schools for whom we have current registration information.

The conundrum concerning the effectiveness of the cards moves to the top of my priority list. Registering 5000+ campuses is a mammoth effort. Feel free to suggest improvements in the system. I know this information is old news for many of you, but a lot of people still need some help in navigating the system.

I frequently receive calls regarding products provided by vendors listed in the A+ Handbook and on the UIL web site under "Other Resources." I can fax order forms for the companies, which have given them to me and supply

phone and fax numbers but I cannot evaluate the products. Specific questions about vendor products and prices must be directed to the company from which you are ordering. The League is responsible only for the materials listed on UIL order forms. Someone recently asked me to tell her which products, along with the necessary quantity, she should order. Such questions can only be answered at the local level. Coordinators should consult with sponsors and principals in ascertaining supply needs and budgetary constraints. I am not familiar with the needs of an individual campus, nor do I wish to advocate one company over another. The vendors I have met cheerfully answer questions and are extremely open to feedback about their products. Please do not hesitate to contact them.

Sponsors, please note that the selection for number 9 on the official 1999-2000 Music Memory List should read "Allegro con spirito" rather than "Allegro con sprito." This information is included in your UIL district materials. Please make sure that all sponsors and students are aware of the correction.

From looking at the district organization forms, it appears that many first-time participants will compete this year. Veterans need to be sensitive to the needs of sponsors and students new to UIL academic activities. We all start somewhere, and the more helpful people in the field and in this office are, the more positive the learning experience for all involved. We've all told students that "no question is a silly question," and this holds true for adults, also. Please call me with any questions or concerns you have. Someone recently apologized for contacting me so many times, and my answer to her was and is for everyone: my job is to answer questions and provide support for anyone involved in UIL elementary and junior high academic activities. So call, email, fax! Technology is so exhilarating!

UIL web site address: <http://www.utexas.edu/admin/uil/>. My e-mail address is: rsalves@mail.utexas.edu.

"Competing against some of the most intelligent people that Texas has to offer has forced me to work harder and learn more. In addition, it has allowed me to develop friendships with my fellow 'leaguers'."

Eric Andersen
Floresville High School

AP's top stories of the year give indications of where essay questions could come from

By Bobby Hawthorne
Director of Academics

A review of the top stories of 1999 suggest that not much has happened since school started, which should be a big relief to the students competing in current issues and events.

Top story of the year: Clinton is impeached and acquitted. Old news except perhaps how this will affect Al Gore's chances of winning the Democratic presidential nomination.

In the annual Associated Press poll of American newspaper editors and broadcast executives, the top 10 stories were: Columbine; Kosovo; JFK Jr. dies; the U.S. economy; EgyptAir 990; random gun violence, particularly at U.S. public schools; earthquakes in Turkey and Taiwan; and hurricanes in the Caribbean and North Carolina.

In a companion poll of AP subscribers worldwide, the top story was Kosovo, followed by the Clinton travails, earthquakes and Russia's military action in Chechnya.

Both polls were completed in mid-December, prior to the Y2K hysteria (some say hoax), although the story finished No. 6 on the international poll.

So, how can students use this information to prepare for the spring contests? First, by knowing that the essay questions will revolve around these major events. Cer-

tainly, the presidential races will serve as fodder for at least one essay, perhaps two. The situation in Russia and the Balkans is another choice topic. Columbine and Kosovo are mostly old news, though gun violence and gun control remain on the front-burner, particularly as issues in the presidential race. And anything can happen in the Balkans. We've not heard the last of Milosevic.

Other international hot spots include Pakistan and India, Israel and Syria and East Timor. It's not enough to know that Pakistan and India remain mortal enemies. Students need to understand why the two countries are poised to launch nuclear weapons at each other. They need to know about Kashmir. The role religion plays. While this isn't a history contest, it would certainly impress judges if students showed an understanding of the roots of the Indian/Pakistani conflict.

Regarding Israel and Syria, what are conditions both sides bring to peace negotiations. What does Syria want? What does Israel want?

We want the CI&E contest to challenge students to ponder cause and effect, to analyze, to compare and contrast, to require more than rote memory. Knowing where Chechnya is located serves little purpose unless students understand why Russia is so hell bent on keeping it, even if it has to destroy it to do so.

Insofar as domestic news, the presidential race changes daily. Yesterday, Elizabeth Dole said Bush was all-money,

no message. Today, she gushing all over him. The Gore/Bradley race is policy wonk nirvana, yet it's important to know who these men are, where they came from and the primary differences between them and their platforms on traditional Democratic issues such as health care and education.

In each area, understand the significance of an event or issue from a variety of perspectives: cultural, political, economic and social. When John McCain talks about campaign finance reform, it is more than rhetorical gimmickry. Half the people in this nation failed to vote in the last presidential election, in part because they feel their vote doesn't count, that the big-money interests pull all the strings, no matter how candidates pander to the middle and working classes for their votes and shekels. Campaign finance reform has cultural, economic and social implications, and if this issue were the subject of an essay question, we'd expect students to touch on each.

I know this is all a lot to expect of 15, 16 and 17-year-olds. It's not our intention to force students in order to be even marginally prepared for the contest to hole up for four months in the bowels of the library, huddled beneath stacks of newspapers and magazines, developing carpal tunnel syndrome from surfing Yahoo and Lycos for the latest developments in Bora Bora.

But if that's what it takes...

Ready Writing directors can prepare judges before contest

By Karen Werkenthin
UIL Ready Writing Director

UIL Ready Writing Contest Directors should find their tasks easier and results more reliable and satisfying and quicker in coming if they spend some time preparing their judges. The following process works well at the State Meet and should transfer well to any other level of the contest.

1. In the Ready Writing Handbook you will find State-Winning essays on the same prompts from 1994 (pp.39-50) and from 1996 (pp.197-115). Choose one set of these essays to share with your judges. OR, if you attended a Student Activities Conference in the fall, use the set of 1999 State-Winning essays you received.

2. Explain that the prompts grow more challenging at each level of competition. If you have an entire set of a previous year's prompts (available at the Student Activities Conferences), show your judges how they become longer and more sophisticated in diction, syn-

tax, and ideas.

3. Read the two prompts from 1994, 1996, or 1999, and discuss them.

4. Read and discuss at least two of the winning essays on one of the prompts, stressing that these essays make good models of comparison for the ones they are about to assess. Remind judges of the old word-count rule—1,000 words approximately. Discuss what makes these essays winners—what are their thesis statements? What makes them interesting? What examples from literature and history have they provided? How are they organized? Are they mostly correct?

5. Before the judges begin to read and score the essays from the current contest, read and discuss the judges' rubric carefully. The rubric places greater emphasis on interest and organization than on correctness. Remind them contestants will submit essentially "first draft/final copy," and they should reward them for what they have done well.

6. Read each of the two prompts for the contest

closely and carefully. Discuss possible subjects contestants might find in each prompt to write about. Consider as many variations from as many perspectives as possible.

7. Predict possible thesis statements for each of the prompts. Stress that the judges may not agree with all the contestants, but they should put aside personal prejudices and judge the merits of the writing.

8. Discuss what the best essays might use as examples to support their thesis statements.

This process may take an hour before you ever give the judges the essays to read and rank, but everyone involved should find the actual judging of papers much smoother. And quality in the winning essays should be more consistent.

Remember, the UIL Academic contests provide positive experiences for the high school students who participate. We exist for their sake. "The authority to judge is not given for the sake of the judge, but for the sake of the person judged"—Montaigne, Essays, III, 6, "Of Coaches."

Invitational Contests

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

January 29, 2000
Clint High School - Clint
Contests: All
Contact:
Cookie Laffler
(915) 851-2344
fax (915) 851-4821

January 29, 2000
Savoy High School - Savoy
Contests: CX only
Contact:
Pam Williams or Jeff Sweet
(903) 965-4024
e-mail:
pjwillia@ednet.10.net (Pam)
jfsweet@ednet.10.net (Jeff)

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:
thornton@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:
cmcucurdy@esc11.net

February 5, 2000
Tom Moore High School - Ingram
Contests: All UIL events except debate, plus some extra events including "impromptu" - will start at 9 a.m.
Contact:
Larry McCarty
(830) 367-4111
(830) 367-4300
e-mail:
http://www.Champcraft.com

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@woccisd.net

February 12, 2000
Monterey/Coronado High Schools - Lubbock
Contests: All UIL contests except speech and debate
Contact:
Jack Barton
(806) 7660-0600
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 12, 2000
Wimberley High School - Wimberley
Contests: All contests
Contact:
Bonnie Crisp
(512) 847-5729 ext 227
fax (512) 847-7269

February 12, 2000
Yoakum High School - Yoakum
Contests: All except Informative, Persuasive, and LD
Contact:
John Chandler
(361) 293-3442
fax (361) 293-2145
e-mail:
jchandler@yoakumisd.net

February 17, 2000
Lazbuddie High School - Lazbuddie
Contests: all with the exception of CX Team Debate
Contact:
Marsella Jennings or Hardy Carlyle
(806) 965-2153; (806) 965-2156
fax (806) 965-2892

February 18-19, 2000
A&M Consolidated High School - College Station
Contests: all UIL events, plus TFA speech events; impromptu, parli debate, group improv. Day-long session to prepare for TFA student congress. Debate starts Friday. Tourney ends 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:
wrightnrj@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@kirbyvilleisd.org

February 19, 2000
Wylie High School - Abilene
Contests: All academic and speech UIL events
Contact:
Amy White
(915) 690-1181
fax (915) 690-0320
e-mail:
awhite@wylie.esc14.net

February 19, 2000
Mathis High School - Mathis
Contests: All UIL events except CX debate
Contact:
Jeff Holland
(361) 547-3322
fax (361) 547-4131
e-mail:
jholland2@mathisisd.esc2.net

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 25-26, 2000
Bryan High School - Bryan
Contests: All UIL events, plus Duet, DI, HI, OO, Impromptu, CX
Contact:
J. W. Lee
(409) 731-7414
e-mail:
jw_lee@usa.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

February 26, 2000
Van High School - Van
Contests: CX and LD debate only
Contact:
Elain Dortch
e-mail:
mcclanahanc@van.sprnet.org

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
McCullum 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 materials are original
Contact:
Jennifer Jackson
(972) 775-8226
fax (972) 775-3321
e-mail:
Jennifer.Jackson@midlothian-isd.net

Southwestern Bell recognizes 15 for award

continued from page 7

her one-act play advanced to the state competition.

"To work together to strive for perfection defines UIL competition and education," she said. "Although my students may forget the lines of *Othello*, they will not forget the late nights of rehearsals, the sacrifices of time and personal recognition, and the wonderful feeling of being a part of something greater than any one person."

Her principal sees a love of teaching in her.

"She possesses a genuine love of teaching and an undying compassion for students," Mark Kincaid said. "Her ability to recognize and use students' talents is without parallel."

Tanya Nygrin

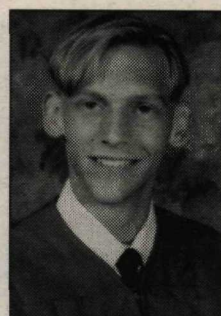
Round Top-Carmine High School

Nygrin has spent the past 13 years coaching volleyball, basketball, track, cross-country, tennis and golf. She has taken her volleyball teams to state eight times, basketball one time, cross country one time and track almost every year she has coached, even though Round Top-Carmine has no track facility.

"Competition is not about winning or losing. Competition is about all of those other things that help to develop a young person into a productive adult in our society," Nygrin said. "The idea of competition is defined not only on the playing field, but even more in the classroom and in the lives of the athletes outside of school. Life is a tough teacher and the playing field will only get tougher and we have to train our students to meet those challenges and give them the tools necessary to be successful."

Her principal said Nygrin has dedicated her life to do whatever it takes to make her students and athletes the best they can be.

"Coach Nygrin expects her athletes to be loyal in her beliefs and to their chosen sport of participation," Mark Conley said. "She continuously molds and shapes the lives of these young girls into mature ladies giving them the direction of being strong, independent and successful individuals."



"UIL Debate gave me an opportunity to compete with 4-A students from all over Texas. Every tournament I went to I learned something about what was going on in the world. Debate competition enhanced my speaking and researching abilities. I feel I am a more articulate individual because of my experience."

Kent Loftin
Crosby High School

Dennis Pitcock

Hanna High School

Pitcock, who has taught 13 years, the last five in Hanna, has had students win more than 100 first division medals at UIL Solo/Ensemble contests in just two years (1998-99), brought home UIL Sweepstakes trophies for the Varsity Mixed, Treble and Men's Choirs (1998-99) and had five All-State Choir students in 1999 alone and 16 others from 1992-98. He has served as a TMEA Area Chair, Region Chair, Region Vice-Chair, and has served as a clinician and adjudicator throughout the state.

"I believe all students are winners. I believe that competition, when put in the right perspective, is a healthy and tangible means of evaluation for our students," he said. "Winning at competitive events does not always result in the usual rewards of trophies, medals and ribbons. The student who sings a solo for the first time, with knees shaking and teeth rattling, has 'won' just by performing — by facing the feat and overcoming obstacles."

His principal, though only being at Hanna High School two years, has already seen Pitcock's different talents.

"Dennis' students come to him with a wide variety of abilities, but he is able to diagnose and prescribe activities that enable each student to acquire the skills needed to be a purposeful member of the group," Sharon Moore said. "The self-confidence those students possess after succeeding in the choral program under Mr. Pitcock serves them well for a lifetime."

Michael Sneed

Grapevine High School

Sneed has coached football 27 years, baseball 15 years, basketball six years and track five years. In addition, he serves as the Grapevine ISD Athletic Director. Teams he has coached have won two state football championships and has led both football and baseball teams to several district titles even though the baseball team had no facilities on campus.

"I believe that all children are students first and athletes second, but both are of equal importance in the

competitive world we live in," he said. "Many lessons are learned in athletics besides just winning and losing. Lessons of hard work, work ethic, teamwork, self-discipline and caring for others are some of those. Coaches must help develop the personal skills of young people so they can deal with those things on and off the field."

His principal, Dana Drew, has seen Sneed's leadership.

"He has a unique way of instilling inspiration and dedication in his players. He is willing to go the 'extra mile' for his students and receives the same in return," the principal said. "Mike believes that his players should be students first and athletes second, and he expects the same of his coaching staff."

Barbara Tatum

Burleson High School

Tatum has been sponsoring all journalism activities at Burleson High School since 1981, and as UIL Academic Coordinator has led the school to three district academic titles the past four years. When she took over the department in 1981 the journalism department was virtually non-existent. Since then she has moved from having one typewriter, a light table and a bunch of quad packs to preparing camera-ready copy on computers using the latest desktop publishing software.

"My most important function is using journalism, and consequently UIL competition, to teach students about themselves," she said. "By participating (in UIL), specifically in journalism events, students hone their critical and creative thinking skills through the opportunities the contests offer to reconstruct and evaluate information. They also learn to read for information, critical analysis and personal response."

Richard Crummel, principal of Burleson High School, has seen the passion Tatum has about journalism and teaching.

"Students only know that you care when you demonstrate it through your actions, not just words," he said. "Students learn devotion, responsibility, team work and time management. All of us in education understand the weekend devotion needed by journalism teachers and students. The end result is a non-threatening environment where student participation is high and projects are completed. Just like in the real world people produce quality work when it is demanded, modeled and in the end celebrated."

Tommy Thomas

The Colony High School

Thomas has coached basketball 15 years, the last 12 years at The Colony High School. He has led his team to two regional finalists and eight playoff appearances. In addition, he has been named "District Coach of the Year" four times and was the 1993-94 "Metroplex Coach of the Year."

"The values and lessons taught by competition are immeasurable," Thomas said. "Sports develop and enhance such skills as respect for others, self-discipline and teamwork. Such traits are lessons often transferred to the classroom in both individual instruction and cooperative learning. As a coach, there is nothing more satisfying than to see your hard work in practice be executed on the court, to compete at the highest level and be successful."

His principal said Thomas is more than a coach.

"He makes every effort to serve the young men on his team, not only as coach, but as a mentor," Bobby Watkins said. "Tommy is highly dedicated to his profession and to his players."



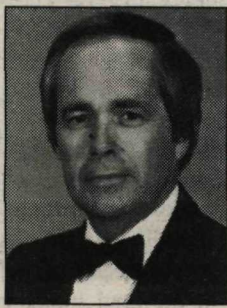
photo courtesy of Brian Harkin, Grapevine High School

Successful Coach

During an early season scrimmage, coach Mike Sneed, a Southwestern Bell Excellence Award recipient, offers positive comments about the performance of his players. Sneed did several things throughout the year to motivate his players and school after the team won the district championship. Sneed's football team at Grapevine went on to win the 1998 4A-Division I State championship.

Gibby's challenge to 'keep high standards' for all musical groups still holds true today

Just a little over a year ago, Texas Music Educators lost a wonderful colleague and dedicated teacher, Richard Gibby. He was a valued and successful member of our noble profession for over three decades teaching in middle school and high school then completing his years of service as a valued staff member of the UIL Music Division. Not long before his death he put on paper his thoughts about standards and contest ratings. His challenging comments appeared in *The Leaguer* shortly after his death. They are timeless and certainly worth reading and contemplating again as we enter the spring contest season.



Richard Floyd
Music Director

Mr. Gibby's thoughts:

"After teaching for some 32 years, including four years spent in middle school, I have seen a lot. One of the trends I have seen developing is the devaluation of ratings. Ratings used to have deeper meaning.

"Students playing solos, in ensembles, and in full bands, choirs and orchestras...their ratings meant something to each and every one of them. Students would work hard to perfect and memorize solos knowing the judge was going to be 'tough' and only a polished

performance at Region would get the "ONE" — that "First Division" — and if your performance had flaws you expected your rating to be marked down. If you didn't make that "one" you were disappointed and many even would shed a tear or two. But the next year you would practice your music a little harder and would make sure, on your own, your directors heard you as many times as you could schedule an appointment with them.

"Then, when you made that 'one' it meant something to you. It meant you were up there with the best players in the state; it meant you had worked hard to perfect your part; it meant you had pulled together as one unit and it meant a satisfaction from within. It is hard to describe the feelings you had then, a feeling of being complete — you know the feeling you get when you work hard and long on something and you completed it in a timely manner. That is what a first division *used* to mean.

"In the last few years, I have seen too many individuals receive a 'one' on a solo which was not up to that 'one' standard; too many ensembles that were not up to that standard and too many marching and concert groups, as well. This past year, I know of at least two different regions where every single 5A band got a 'first division'. What is this telling us? In my opinion, it telling us the 5A standard for a 'first division' is not what it should be. My last year at marching contest (in Region 18) every 5A band got a one. Many of my kids came up to me and asked, 'What does a 'one' mean if everybody gets it?' and

my kids watched a lot of those bands march and play.

"Maybe there are times when every concert group, ensemble or soloist is good enough to measure up to that standard. However, in my opinion, I have seen the standard coming down and down. I really feel that if all of us would push that standard a little upward we would have better groups, ensembles and — yes — soloists. How do you raise this standard? You demand good judges. They are out there because their groups do well and continue to do well year after year. You work hard and raise your personal standard — bring in good clinicians and play the tapes and read the comment sheets to your students. How many of us go over soloist comment sheets with each student?

"A fine band director in the state told me when I was thinking about becoming a band director: 'When you go home at night ask yourself this question, 'Did I do everything I could have for my students today?' If the answer is 'no' you will be a fine band director [teacher]; if the answer is 'yes', stop being a band director [teacher].' It worked for me, try it."

Richard clearly challenged each one of us to not accept or reward anything but the very best. As directors, teachers and judges, let us accept his challenge and strive to make the UIL music contest experience one that heralds high performance standards and validates the educational priorities we proclaim for music programs throughout Texas.



"Competing in UIL academic and music contests has given me the opportunity to express myself through my accomplishments. The experience has given me confidence in myself and helped me realize what I want to do with the rest of my life."

Jennifer Tucker
Eastland High School

POPULATION SHIFTS

Realignment committee set to study all avenues, quiet rumors about West Texas

By Richard Floyd
UIL Music Director

The issue of music region and area alignment has been a primary topic of discussion and debate during recent months. This is understandable since every school in the state has a vested interest in the outcome and resulting action of this study. As there has been a lot of information circulating, some accurate and some totally false, it might be well to provide an update on the status of this process.

Let it quickly be said that the rumor circulating that regions in West Texas are going to be combined or realigned in order to address concerns and priorities of the large metropolitan centers in the eastern part of the state is just that — an unfortunate and unfounded rumor. Such a plan was never under consideration. Yes, there was some preliminary discussion regarding the wisdom of looking at realignment or consolidation in some less densely populated areas of the state for the sole purpose of creating a broader participation base for the students these regions serve. This concept was included in the study committee report. But this was only one of many options on the table. The notion of combining sparsely populated regions as a means of rectifying the parity issues that have surfaced in the areas of the state that are experiencing dramatic population growth was never, even remotely viewed as a viable or practical option.

Nevertheless, the reality exists that we are undergoing a major population shift in the state of Texas. Thus, the music alignment model that has existed for several decades no longer accommodates the emerging profile of our state or allows for the dramatic growth that is taking place in several population centers in Texas.

UIL music region/area alignment is unique in that it

traditionally has served not only the needs of the UIL music programs, but those of the All Region/Area/All State Band, Choir and Orchestra audition structure that is masterfully administrated by the Texas Music Educators Association as well. It is the goal of TMEA and UIL that this unity of alignment be maintained. Consequently, countless issues must be factored into the equation as any plan for revision takes shape. The process involves extensive research, careful study and, yes, a certain degree of compromise. No plan will be ideal for everyone. But, ultimately it will be necessary for schools and directors alike to accept the plan that is adopted and work to make it function in the best interest of music students throughout Texas.

The goal of this study from the very beginning has

been to develop a plan intended to serve the immediate needs and long range growth of music programs in the state of Texas. It is likely the final solution will include a combination of (1) creating new regions in the major growth areas of the state; and (2) restructuring area alignments by conference in order to achieve a higher degree of parity for all student participants.

Statewide representation in all music activities will remain a high priority throughout the process. Regardless of the outcome, there will be ample opportunity for input. All voices will be heard, but ultimately an objective and unbiased decision must be made (as is the case with athletic reclassification and alignment every other year) that is perceived to best serve all students and music programs throughout Texas.

TSSEC registration on-line a success

By Richard Floyd
UIL Music Director

In 1999 the Texas State Solo and Ensemble Entry Website met with resounding first year success. More than 600 schools successfully entered TSSEC on line. While there were a few minor problems general response has been that the system worked well, was user friendly and dramatically streamlined the process of entering students in the state contest.

During the summer and fall the system has undergone extensive modification and refinement stemming from suggestions and recommendations from directors across the state. In addition a link to the new Prescribed Music List has been added. With this feature a director can simply enter the unique number for a music selection

and the official title and composer will automatically be inserted in the correct fields.

Using the TSSEC Entry Website will result in the following benefits:

- You may request either day for any event
- No hassles with post marks or the postal service
- No need to find a typewriter that still works
- You can view your entries exactly as they will appear on the comment sheets
- Potential for keystroke data entry error is minimized
- Entry fees are computed automatically and accurately

Details concerning the TSSEC Entry Website are included in the TSSEC packet and distributed to schools at the region solo and ensemble contests.

OAP summer workshop dates set for teachers, students

continued from page 6

Those who follow the UIL State Meet One-Act Play Contest will recognize Powdrell, Singleton, Stevens, Wisdom and Wisdom as outstanding State OAP directors, all of whom have previously served as STW faculty. The STW faculty and staff will be teaching dance/movement, acting, directing, technical theatre, make-up, design, playwriting and others will serve as guest lecturers.

Teachers desiring participation in this workshop must request and make application prior to May 1, through UT-admissions as "transient" students, in order to register June 5 and 6. They should also notify the executive assistant Kay Puryear of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office but is not required.

For teachers who cannot attend the full-term summer theatre workshop, a "short term non-credit workshop," specifically designed to help teachers with preparation for the UIL One-Act Play Contest, is planned for the final week. This six-day, July 10-15, workshop will focus on play selection, cutting a long play, limited scenery, the League-approved unit set, using limited lighting, interpreting OAP rules-including the new set rule, and judging and directing the contest play. A \$300 non-refundable fee check must be made payable to the Department of Theatre and Dance, The University of Texas at Austin. Teachers registering will receive immediate confirmation.

Teachers in the short-term workshop will view workshop laboratory scenes, the three major workshop productions, some workshop classes, and Austin area productions available during the six-day program. Critique sessions on all activities will be held.

Again this year an added feature of the Summer Theatre Workshop for high school students will be the opportunity for one cast selected from the three productions to return to UT-Austin July 26-28 for two performances of their STW show. They will participate in the UT-Austin Honors Colloquium for outstanding high school juniors.

Applications for the Summer Theatre Workshop for

Two UIL officials receive distinguished honors

Two members of the UIL staff have been named to distinguished positions.

Dr. Bill Farney, UIL Director, has been appointed to an at-large position on the Special Olympics Texas Board of Directors for the year 2000, and Jane Teixeira, foreign exchange waiver officer, was among 68 players drafted into the Women's Pro Softball League.

"It is a real privilege to be selected to the board of directors," Dr. Farney said. "I have a strong sense of responsibility and challenges that we will face in the year 2000 and beyond, especially for Special Olympics, which needs to enhance on the reality that there is a real good improvement in the involved athletes' lives."

Dr. Farney has been involved with Special Olympics since 1981, beginning his relationship as a volunteer and as part of the Austin and state development committees.

"The athletes' self-esteem and productivity improve through participation," Dr. Farney said.

Teixeira, who holds Texas all-time records for most games played and most games started in a career with 178, posted a .278 batting average as a Texas Longhorn with 133 hits and 80 runs scored.

She was drafted in the fifth round.

"To still be considered one of the elite to play in the league is an honor," Teixeira said. "It's nice to know that people still consider me to have the ability to play on an elite level."

high school students and the short-term teacher's workshop will be mailed to all theatre directors about March 10. The workshop registration fee for high school students will be \$300. Room, board and a quality Ben Nye make-up kit will be approximately \$850 for double occupancy.

For further information teachers interested may reach

Hereford, Holliday lead early Lone Star Cup race

The UIL announced the current standings for in the Lone Star Cup sponsored by Texas Dodge Dealers in January. The first in a series of four standings "updates" follow, as well as the update release schedule including the top three schools in each conference after the points from cross country, marching band, volleyball and football were tabulated.

Standings will also be broadcast on Fox Sports Net Southwest via the High School Xtra show on the Sunday before each of the release dates. Tabulations will be verified and maintained throughout the year by Dallas-based Universal Sports America, with assistance from the UIL.

The Lone Star Cup will be presented to one school in each of the five UIL classifications (5A, 4A, 3A, 2A and 1A) in June 2000. High schools accumulate points based on their performance in district and state championships. The winning schools in each classification will receive the Lone Star Cup trophy and a \$1,000 scholarship presented by Texas Dodge Dealers.

All UIL member high schools in good academic and athletic eligibility standing are included. The UIL athletic division is based on the premise that students are students first and athletic participation is a privilege.

Those activities that are included are:

Team Sports

Boys: baseball, basketball, football, soccer, team tennis. Girls: basketball, volleyball, soccer, softball, team tennis.

Individual Sports

Boys: cross country, golf, track and field, swimming, wrestling. Girls: cross country, golf, track and field, swimming, wrestling.

Non-Athletic Competition

Coed: state academic meet, marching band, one-act play

Standings for the Lone Star Cup are compiled via a yearlong accumulation of points based on team success in the UIL championships listed above. Points are accrued as follows:

Team Sports

District championship/post season playoff berth 4
Post-season berth only 2
Each post-season victory 2

Team Tennis Points

State Championship 10
State Runner-up 8
State Semifinalist 5

Individual Sports/ Non-Athletic Competition

First place finish in team standings 10
Second place finish in team standings 8
Third place finish in team standings 6

Kay Puryear, Dept. of Theatre and Dance at 512/232-5321, kaypuryear@mail.utexas.edu or my mail at: Dept. of Theatre and Dance; UT-Austin, Austin, TX 78712, or fax at (512) 471-0824.

Fourth place finish in team standings 4
Fifth place finish in team standings 2

In the rare event of a team championship tie or a tie in the final standings for the individual sports and academic competitions, the schools will split the allotted points.

Example #1: If by unforeseen events, the baseball championship game ends in a tie, the two teams will split the two points normally awarded to the winner.

Example #2: A two-way tie for third in the boys cross country competition would result in five points being awarded to both teams.

Official tie breakers

If two schools in the same classification finish the academic year tied atop the point standing, the overall winner will be determined as follows:

1. Most overall state championships in all team sports, individual sports, non-athletic competitions included in the Lone Star Cup program.

2. Most total points received in the state academic meet.

3. Most district championships in all team sports, individual sports, non-athletic competitions included in the Lone Star Cup program.

Publication of standings

Lone Star Cup standings will be officially released four times during the year.

Update #1 Jan. 4
Cross country, volleyball, marching band, football, team tennis

Update #2 March 20
Wrestling, swimming, basketball

Update #3 May 22
Soccer, golf, track & field, academic state meet, one-act play

Final standings June 19
Baseball and softball

Standings will also be broadcast on Fox Sports Net Southwest via the High School Xtra show on the Sunday before each of the release dates.

Tabulations will be verified and maintained throughout the year by Dallas-based Universal Sports America with assistance from the UIL.

Universal Sports America, Fox Sports Net Southwest and UIL will also publish press releases to be sent to media outlets and high schools through the state so interested parties can keep track of their schools' progress.

Corrections to the standings

All publications of standings are official but will be subject to correction if necessary. If a member high school finds the standings or point totals to be incorrect, please contact Jason Shanks of Universal Sports America at 972/392-5729. Corrections will be made upon verification throughout the school year, but the final standings will not be altered after July 1.

Standings as of Jan. 4

5A

Amarillo - 28

Austin Westlake - 28

Midland Lee - 22

4A

Hereford - 30

Coppell - 26

Dallas Highland Park - 25

3A

Luling - 24

Commerce - 22

Crane - 20

2A

Holliday - 30

Celina - 24

Big Sandy - 22

1A

Bartlett - 22

Water Valley - 20

Windthorst - 18

L-D Debate topic provides keen look to U.S. foreign policy

By Larry McCarty
L-D Coach

The Spring 2000 Lincoln-Douglas debate resolution addresses the critically important issue of U.S. foreign policy. The United States cannot live in a vacuum, as events in any part of the world are increasingly impacting other nations. When banks in the Far East failed in 1998, the effects rippled across the globe, and loans from the International Monetary Fund and from major industrial nations, including the U.S., went out to rescue beleaguered countries. The National Defense Council's annual report on Dec. 29, 1999, noted that roughly one-third of all nations experienced some type of armed clash during the year. The United States presently has military personnel throughout the world, allegedly stretching our resources and manpower to an extent we can no longer uphold if we expect to protect our own nation.

History of Foreign Policy

Events since the end of World War II cover the important phases of U.S. foreign policy most pertinent to this topic. When the U.S. dropped two atomic bombs on Japan in 1945, the nature of international relations and warfare changed dramatically. The U.S. moved to the forefront of major world powers, a position never before occupied by a country beyond the European continent. The advent of nuclear weapons also meant that restraint necessarily entered into diplomacy to prevent the possible annihilation of the human race.

At the same time, the Soviets used the period of uncertainty at the end of the war to amass tremendous power and to establish control over much of Eastern Europe. China followed the path to Communism, and the Cold War officially began. The U.S. and the Soviet Union constantly jockeyed for position in international arenas, and the concept of containment of Communist expansion dominated U.S. foreign policy.

In the late 1980s, however, Soviet influence waned throughout Eastern Europe. The demise of communist control within Soviet borders eventually led to a breakup of the once formidable power into a collection of former states, Russia remaining the most powerful. These events signaled the end of the Cold War and a permanent change in international relations. Nuclear arsenals of the old Soviet Union, once controlled by a single government, were dispersed among various new nations such as Russia, the Ukraine, and Belarus. Regional conflicts around the world, normally settled quickly during the Cold War by U.S. or U.S.S.R. involvement, seemed to grow more intense and cause greater instability. Though historically instilled with awareness of our major adversaries, clear and consistent objectives for dealing with allies, and purposeful direction during the Cold War, U.S. foreign policy goals became tentative. The United States now finds itself at a crossroads, needing guiding principles.

Gathering Evidence

For gathering information, practically every current news magazine has one or more articles relative to the topic. Recent developments in Russia, Afghanistan, Africa and other parts of the world will affect American foreign policy. Journals, especially *Foreign Affairs* and *Current History*, carry useful information. The Internet has numerous sites with valuable information such as the United States State Department, the Defense Department and the United Nations. Daily newspapers have information related to American foreign policy and other contemporary international issues.

Case Options

Be sure to utilize the numerous philosophical alternatives. Well known for his views on the social contract, philosopher Thomas Hobbes feared war, thought it wrong, and believed that the state of nature consists of constant

Resolved: Multinational intervention is preferable to United States unilateral intervention in promoting American foreign policy objectives.

conflict. He held that the social contract helped correct this situation and prevent war. Since John Locke strongly influenced the foundation of American government, his views regarding the way governments conduct foreign policy apply to this topic. Locke's ideas regarding relationships between individuals can also be expanded to describe relations between nations. Immanuel Kant's categorical imperative can be used to justify American intervention if the means have been shown as moral or legitimate. John Stuart Mill could be used to prove intervention achieves "the greatest good for the greatest number." You can use other philosophers equally well.

In terms of pragmatic issues, I suggest an evaluation of the reasons for intervention. National security provides universally approved rationale for military action. One nation attacking or threatening another justifies intervention, as does a serious threat to human rights. However, it does not necessarily follow that intervention must be unilateral. The world has at least two major international, multilateral organizations, the United Nations and NATO, both of which have engaged in multinational interventions over the past several years.

Foreign Policy Issues

Several aspects worth noting affect foreign policy. The executive branch of government traditionally conducts most foreign policy. From the Monroe Doctrine to the Reagan Doctrine, American presidents have drafted policies, some long term, others lasting no longer than the term of the creator. Since voters elect political leaders who conduct diplomatic efforts, or those who appoint them, public opinion plays an important role in foreign policy. Furthermore, the news media can shape public opinion by the way it chooses to report major events and can have a lasting impact on foreign policy. Americans also tend to view foreign policy as more important in times of crisis or when they feel threatened. These factors and the current state of transition mean an often-changing foreign policy for the U.S., leading to

the need for universal foreign policy objectives for the purpose of debate. The U.S. Defense Department, as an example from only one government agency, identifies three core objectives: to enhance our security, to bolster America's economic prosperity, and to promote democracy abroad. All these different forces at play in shaping policy necessitate plenty of contemporary evidence from diverse sources although arguments of concepts rather than specifics more closely fulfill the goals of LD debate.

Two major concepts central to the resolution include intervention and American foreign policy objectives. Understanding these issues helps the implications of the topic fall into place. The common definition of intervention reads as any interference in the affairs of other nations. Interference can involve military force, sanctions or trade embargoes. The term might even be defined or interpreted to mean a major change in relations like reversing a previous policy, withholding some form of aid, or even providing aid. The phrase, American foreign policy objectives, provides the wild card for the topic. Seek the most recent information available because of the lack of uniformity and permanence of objectives previously noted. Objectives have become more extensive, more flexible and more related to non-military solutions.

The phrases "multinational" and "unilateral" identify the basic point of conflict. Multinational means more than one nation must be involved in an intervention while unilateral means only one nation's involvement. Although basic, these terms foster argument over their meaning. Would an intervention under the umbrella of a multilateral organization such as NATO be considered multinational if one nation provided most of the military force used in the conflict? Even though a debatable area, I recommend you focus attention on more substantial issues.

Approach this resolution with a positive attitude and dedication to finding quality material for evidence. Ideas for cases will prove abundant with a modest amount of diligence. Negative and affirmative share relatively equal ground with neither side having a decisive advantage. Not only will you have a lot of fun debating this topic, you will also gain valuable insight into the realm of international relations and American foreign policy.

Larry McCarty is co-author of the UIL LD Debate Handbook, coach of eight state champions and chairs the Social Studies Department at Tom Moore HS in Ingram. His article provides personal insight and research suggestions for the spring UIL LD topic.



"It (UIL) taught me how to research. LD Debate helped me develop the ability to process two thoughts at once."

**Benjamin
Marcum
Comfort
High School**

TILF announces new scholarships

The Texas Interscholastic League Foundation will honor four retiring UIL Legislative Council members, and that each year the chairperson of the UIL Legislative Council will have a scholarship in his or her name, said Dr. Bailey Marshall, TILF Executive Director.

The four UIL Legislative Council members retiring in the year 2000 are Charles Herbert, Randy M. Savage, Wayne F. Schaper and Jill Shugart. The 1999-2000 Legislative Council Chairperson is Dan Jones of Trenton ISD.

"These fine educators have given most of their life to the education of Texas students," Dr. Marshall said. "They have given much of their time and expertise to the UIL and TILF programs, and it is only fitting that they receive some recognition for their contributions."

Dr. Herbert, District Superintendent for the Houston ISD is retiring after 11 years of service on the UIL Legislative Council.

"Dr. Herbert's insight into the special problems of the inner-city school systems will be greatly missed," Dr. Marshall said.

Savage is superintendent at Gordon ISD. He has served on the Council for six years. Gordon ISD has been a leader in innovative student technology programs and excelled in athletics winning several UIL State football championships.

Schaper is the Executive Director of Administration of the Spring Branch ISD. He has served as teacher, coach, principal and assistant superintendent. Shaper served on the Legislative Council 20 years and was chairperson of virtually every committee as well as Legislative Council chairperson.

Dr. Shugart was the first female to serve on the UIL Legislative Council and served for 11 years. She served as chairperson of the Council as well as chairperson of a number of different committees. She is retired in October as superintendent of Garland ISD.

Jones was elected chairperson by his peers at the 1999 fall Legislative Council meeting.

"The experience and knowledge of those retiring will be sorely missed in their school systems as well as the in the leadership positions of the UIL," Dr. Marshall said.

PLAY-OFF BOUND

Coaches should make sure of details before post-season games begin

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
Kenneth Robinson,
Greenville JH
Allen DuBose,
Burleson JH
Jim McManus,
Texarkana Texas
Jeff Richards,
El Paso Riverside
Calvin Grigsby,
North Dallas
Brian Young,
Kerrville Tivy
Rigoberto Gomez,
Rio Grande City
Curtis Corley,
La Poynor
Lee Hafley,
Hutto
Bryan Barnes,
Silverton

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

We made it! We are in the play-offs!

Congratulations! Now what are your responsibilities as a basketball coach? Whether this is your first time in the play-offs or you have been coaching in the post season for a number of years, you may wish to consider some of the following items as you prepare to win that next game.

First

Have you double-checked all of your necessary paperwork to make sure all your players are eligible? Contact your District Chairman to certify your district representatives.

If you are coaching in a post district game for the first time, you will find this to be both exciting and frustrating at the same time. There are many details that need to be covered to insure a successful run in the post season anytime you are responsible for matching a game with another school. The following list, which is in no particular order of importance, includes items you may wish to consider when matching a post district contest.

- Obtain the opposing coach's phone number and fax number, both at home and at his/her office. When is the best time the opposing coach can be reached at school number or at his/her home number? It is also wise to obtain the phone numbers and fax numbers of the coordinator or athletic director of your opponent in case you have a problem contacting the coach. Whether you reach an agreement over the phone or you meet face to face, it would be prudent to agree on the following:

- Start by making a scratch list of official's chapters that will not be used to call the game. Once that is determined you need to agree on a chapter and individual officials within that chapter that will be calling the game. Also decide whether you will use a two-person or three-person crew. When deciding about the crew, be sure to specify ethnicity, gender and level of experience. If all else fails and the two teams cannot agree on officials, the team that is determined to be the home team may contact the UIL office, and the League will assign officials for the game. The League encourages both coaches to take every measure to agree on officials before contacting the UIL. Both coaches need to make a decision on which brand of game ball will be used.

Second

The next item is to determine the site of the contest. Sites are to be selected by the teams involved.

Unless mutually agreed otherwise, post district contests shall be at a mid-point site for schools located more than 100 miles apart. A neutral site is a site mid-point or near mid-point, or a site agreed on by both schools as neutral. Unless mutually agreeable, a site cannot be neutral if its distance from either school is more than two-thirds the total distance between the two schools.

Once a site is selected it should be determined if the hosting of the game will be a "turn key" job where the host facility will provide all the necessary items, or does each school need to provide the necessary items to host the contest?

Items necessary to discuss should include who will provide the announcer, the trainer, ticket takers and security? Coaches should agree on who is to be the home team and who is to be the visitor. The home team and visiting benches and dressing areas should be finalized prior to the game as well. An agreement should be



Rex Spain
Assistant Athletic Director

reached on when teams may enter the facility to conduct pre-game preparations. Once determined, the time for on-the-floor warm up should be set for both teams. The actual game starting time will have a bearing on the amount of warm up time allotted for each team.

Coaches can also decide whether or not there is to be a program prepared for the game. If a program is to be prepared, coaches should exchange rosters and decide how it is going to be produced and distributed. The host site should be contacted and a determination made concerning spirit signs. Fans can be an important concern. It should be decided prior to the game where the home and visiting fans and cheerleaders will be located in the facility.

Another question is whether pre-game music would be allowed? How are game passes addressed? What will be the price of admission? Where would be the location for video cameras to film the game? Who will be responsible for filing the form with UIL concerning gate receipts percentage payment?

Once all of that information is agreed upon, both coaches should provide a map to the game site for each of their respective players and parents.

Third

For regional and state tournament play, coaches need to be aware of the following. Confirm your housing arrangements. Be prepared to make meal arrangements for your team and coaching staff while you are on the road. Coaches will also have to prepare a rooming list for their players. Also decide whether you will set a curfew for your players? Depending on how your administration prefers to handle travel for out of town games, coaches may also need to secure a bus. Will the team travel on a school bus or will you charter a bus?

One problem that often confronts coaches is on-the-road practice facilities. Coaches need to call ahead of time and make arrangements for facilities for practice because you are not allowed to practice at regional or

state tournament facilities. Prepare your team for being on the road. Be prepared for players and coaches to be outside of their normal routine. Eating patterns and sleeping patterns are different when you are on the road versus being at home. Also, prepare your players for dealing with the media. If players and coaches are not used to being interviewed by the media, have a plan developed as to how such interaction will be handled. Don't get caught up in all the hype that surrounds these tournaments. Focus on the things that matter while taking care of the details that are necessary.

Once your team advances to the regional and state tournaments, be sure to consult your coaches' manual for instructions at those sites. If you cannot locate a coaches' manual, you can obtain this information on-line at the UIL website at www.utexas.edu/admin/UIL/. The coaching manual has all of the phone and fax numbers needed for the regional and state tournaments.

It would also be wise for the coach to consult the manual prior to the post season play. The team winning the quarterfinal game in 2A, 3A, 4A, (with regional tournament) and 5A and the regional semifinal game in 4A with no regional tournament) must send by overnight mail the team information form (found in the appendix) along with a team picture, picture of the head coach and copy of the school's mascot. Failure to submit this information may result in your school not appearing in the State Basketball Tournament program. The above mentioned materials must be received in UIL office no later than Thursday, Feb. 26, for the girls and Thursday, March 4 for boys. The physical address for the UIL is 1701 Manor Road, Austin, Texas 78722.

If you are prepared and do a thorough job, the post season will be an enjoyable time for all involved. If you get caught up in all the hype of post season and do not take the time to take care of even the smallest detail, the post season can become a nightmare.

Swim changes made to help divers, other state participants

By the end of December, were you like me? About ready to go stir crazy with all the list of the "Top Ten" or the "Best" of the 90's or the 20th Century constantly shoved in your face. Every time you turned on the television or picked up a newspaper (or magazine) — there they were.

For a while, they were fun. Talk about overkill. Especially when you did not agree with their selections or list. Despite not naming Muhammad Ali as the greatest of the century (and we all know he was), I will admit that I did follow ESPN's Top 100 of the Century.

After the evaluation of the past 100 years by everyone with an opinion, the natural progression of coffee table conversation and/or predication will be "what does the 21st Century have in store for us." That question was asked numerous times of our athletic staff last month as we made the rounds with TV and radio stations during the football playoffs — "What trends do we (UIL) see

developing or 'where do we see interscholastic athletics headed in the near future?'"

We are asked that question every year. The answer is easy — no one really knows. Our job, however, is not a lot different at times than yours' is as a teacher and coach. Trying to stay ahead of the game to give your student-athletes and team the best opportunity to be successful should be your goal.

One quote I remember from all the bombardment of the top or best of the past century by the media was this, "If you see the world the same at age 50 as you did at age 20, you wasted 30 years." Author — Muhammad Ali.

That can mean a lot of things. I believe it means we have an obligation to make a difference, to make our time on earth worthwhile. You do that every day as a teacher and coach.

We try to do the same thing making our programs better for players, coaches and schools. Sometimes we are successful. Not everyone agrees.

Swimming and diving offered that opportunity last year with the decision to split conferences to form Conference 5A and 4A. The change was needed and no doubt the change was good. More participation at the regional and state level is good if managed properly.



Peter Contreras
Athletic Coordinator

1A basketball to get two champions, then play for overall winner, beginning in 2000-2001 year

Football scrimmage, game dates also set for next two years

Next year the 2000-2001 basketball season will conclude with six champions being crowned for the first time in the history of the UIL. This comes after the Conference A schools voted in favor of the change on a referendum ballot in December of 1999.

The new format was brought about because of the large number of Conference A schools. During the 1999-2000 season 301 schools will compete for the Conference A crown. No other Conference has more than 225 schools.

The concept separates the Conference A basketball schools into two separate playoff brackets. Currently, Conference A schools are grouped into districts according to the small school, big school split. However, once the playoffs begin, these schools compete in the same bracket for one overall championship.

The new plan separates the small Conference A schools into an entirely different playoff bracket. The big schools in Conference A will have their own playoff bracket. In each division a state champion will be crowned.

Swimming changes help participants

continued from page 14

My challenge was making it work at the regional and state level. That is easier said than done. The standard method of doing things with just one conference was not always a perfect fit with two conferences.

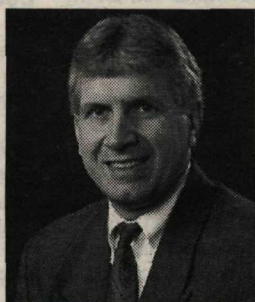
All parties agreed a change needed to be made concerning 4A diving. The addition of more swimmers and divers compounded a problem that already existed at the state meet — not enough seating space and idle time on Saturday for those athletes not advancing to the finals.

While that information did not make it into the coaches manual, they both have been addressed and hopefully answered with thanks to the Texas Interscholastic Swim Coaches Association for their suggestions and input.

The scoring at the state meet has been changed to allow all state qualifiers to swim both days and score the meet 20-17-16-15-14-13-12-11 for the finals and 9-7-6-5-4-3-2-1 for the consolation finals. Relay events, of course, will double in points.

Concern exists that the current degree of difficulty requirement for diving is not the best method, especially for a 4A diver. Current requirements do not match National Federation Rules for Diving in Championships Meets. The TISCA Committee on Diving has suggested a change that quite simply follows National Federation guidelines for both conferences.

A staff decision will be made quickly on the diving issue and if a change occurs, the information will be forwarded to the eight regional sites. The delay on the suggested change for diving fell through the cracks because of miscommunication between TISCA and the UIL, but if the change is better for diving and the staff has the ability to make the change in midstream, that is what will be done.



Charles Breithaupt
Athletic Director

The plan is described as follows:

Conference A schools will continue to be grouped into districts according to size. Those above the midpoint line will be grouped into 32 districts. Those below the line will also be grouped into 32 separate districts.

In the playoffs, the top two teams in each big school district will compete in the Division I bracket. Similarly, the top two representatives in each small school district will compete in the Division II bracket.

In the first round of the playoffs in each division the winner of each district will play the runner-up in the corresponding district. The winners of this bi-district match will advance to one of eight sectional tournaments. Four bi-district winners will convene in Division I and four bi-district teams will meet separately in the Division II Sectional Tournament. Schools will then be matched in the first round of the sectional tournament in the area championship game. Winners advance to the second round, the sectional championship game. The winner of each of the eight sectional tournaments will proceed to the semi-state tournament. The first game of the semi-state tournament will be the quarter final game. The winner of this game advances to the semi-State championship game. The winner of this game will advance to the State Championship in Austin to play for the Division I or Division II Championship.

In Austin, at 8:30 a.m., the small schools will play for the Conference A Division II State Championship. At 10 a.m. the big schools will play for the Conference A Division I State Championship. Following each game trophies and medals will be awarded for the champion and runners up for each Division.

On Saturday at 9 a.m. the two State Champions will compete for an overall championship for Conference A. This game will be titled the 1A Texas Cup. A commemorative trophy will be designed for the winner of this contest.

Dates for the Conference A basketball for 2000-2001 are as follows:

Girls *
Sat. Feb. 10 District Certification
Mon. Tues., Feb 12-13 Bi-District game

SECTIONAL TOURNAMENT
Fri. Feb 16 Area game
Sat. Feb 17 Sectional game

SEMI-STATE TOURNAMENT
Fri. Feb 23 Quarterfinal game
Sat. Feb 24 Semi-State game

STATE TOURNAMENT
Thurs. March 1 State Championship game
Sat. March 3 1A Texas Cup
Div I vs Div II

Boys *
Sat. Feb. 17 District Certification
Mon. Tues., Feb 19-20 Bi-District game

SECTIONAL TOURNAMENT
Fri. Feb 23 Area game
Sat. Feb 24 Sectional game

SEMI-STATE TOURNAMENT
Fri. March 2 Quarterfinal game
Sat. March 3 Semi-State game

STATE TOURNAMENT
Thurs. March 8 State Championship game
Sat. March 10 1A Texas Cup
Div I vs Div II

*Additionally, Conference A schools are limited to 21 regular season games. Coaches should note this change.

FOOTBALL

4A Football Spring Training

During the 1998 Legislative Council meeting, spring training was approved for 4A football beginning in 2000. This means as of Jan. 1, 4A schools are allowed 18 practices to be completed over 30 consecutive calendar days.

Tentative Football Calendar

For schools without spring training

August 7 First day of conditioning
August 11 First day of contact
August 19 First scrimmage
August 24 Second scrimmage
August 29 Third scrimmage

(Schools opting for a third scrimmage shall not play on zero date)

For 4A and 5A schools with spring training

August 14 First day of conditioning
August 18 First day of contact
August 26 First scrimmage
August 31 Second scrimmage

(Schools opting for a second scrimmage shall not play on zero date)

2000 and 2001 POSSIBLE PLAYING DATES

	2000	2001
Zero Week	Aug. 31, Sept. 1, 2	Aug. 30, 31, Sept. 1
Week One	Sept. 7, 8, 9	Sept. 6, 7, 8
Week Two	Sept. 14, 15, 16	Sept. 13, 14, 15
Week Three	Sept. 21, 22, 23	Sept. 20, 21, 22
Week Four	Sept. 28, 29, 30	Sept. 27, 28, 29
Week Five	Oct. 5, 6, 7	Oct. 4, 5, 6
Week Six	Oct. 12, 13, 14	Oct. 11, 12, 13
Week Seven	Oct. 19, 20, 21	Oct. 18, 19, 20
Week Eight	Oct. 26, 27, 28	Oct. 25, 26, 27
Week Nine	Nov. 2, 3, 4	Nov. 1, 2, 3
Week Ten	Nov. 9, 10, 11	Nov. 8, 9, 10

District Certification Nov. 11, 2000 Nov. 10, 2001

Schools have 11 weeks to play a maximum of 10 games
Conference A schools with byes have 12 weeks to play 10 games

District Certification: Nov. 18, 2000 Nov. 17, 2001

PLAYOFF DATES

	2000	2001
Week 1	Nov. 17, 18	Nov. 16, 17
Week 2	Nov. 24, 25	Nov. 23, 24
Week 3	Dec. 1, 2	Nov. 30, Dec. 1
Week 4	Dec. 8, 9	Dec. 7, 8
Week 5	Dec. 15, 16	Dec. 14, 15
Div. I & Six Man Finals		
Week 6	Dec. 22, 23	Dec. 21, 22
Division II & Conference A Finals		

Correction:

In the last issue of the *Leaguer*, a graphic on the front page erroneously reported that a proposal to add Conference A softball failed. That proposal, in fact, did pass and will go into effect if approved by the Commissioner of Education. We apologize for this error.



"The most important thing I learned from my UIL experience is time management. I learned this from participating in UIL athletics and academics. To be successful in my events, I had to learn to balance my schedule to make time for everything, including schoolwork."

Jennifer
Stockman
Whiteface
High School

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 Wafer, 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 eligible only at that high school. In the event the school board changes its policy and the student wishes to return to the high school where the parents reside, loss of varsity athletic eligibility for at least one calendar year would occur. Local school district policies could cause a student under these circumstances to be ineligible for more than one calendar year.

OPTIONAL ATTENDANCE ZONE

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

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 ac-

cidentally rebounds from the goalkeeper making a save or play."

The words in brackets [] must be added to page 33 and page 44.

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.

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 Ath-

letic 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, sus-

pended 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.

FORT WORTH SOUTHWEST HS

The State Executive Committee issued a public reprimand to Fort Worth Southwest High School for allowing a student who was not a full-time day student to participate.

Distribution rights

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

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