

Leaguer

Is Anyone Out There Listening?

Schools must use own resources to publicize participation, winning at UIL, other school activities



Several years ago, Eric Steinhausen of Friendswood won three consecutive 5A state Current Issues & Events championships. His senior year, he aced the quiz at state: answered 40 out of 40 multiple choice questions correctly and scored a perfect 10 on the essay. This had never been done before. Never done since.

You'd think this would be a good story for a daily newspaper. Oddity is an element of news, and such success is indeed rare.

You'd be wrong.

"All too often people think of news as something bad," said Randy Vonderheid, UIL Journalism Director and Academic Public Information officer. "What we, as educators need to do, is to make sure the public sees the good stories as well."

Other than his coach, a few close friends and the other 89 students and their coaches in the room that day, no one knew. But you can bet that if across town, a 16-year-old burglarized a drug store, the story would have been run front and center. This is particularly true if the 16-year-old was an athlete. For whatever reason, the media is obsessed with children as criminals, athletes or both.

Spreading the news of UIL and edu-

cational successes and achievements has been weak, according to the new Texas Commissioner of Education Jim Nelson.

"Texas is working harder than they ever have before and we're getting results," Nelson said recently at a Texas School Public Relations Association convention. "This is a good time to be a Texas educator."

It's a good time to be involved in UIL, also.

"The media covers children when they do something bad or score points in a big game," said Bobby Hawthorne, UIL Academic Director. "Athletes deserve the coverage they receive, but so do academic students and coaches. Alan Burkemeyer and his students at Rosebud-Lott have won every state 2A accounting team championship the League has offered. You'd think this would warrant a little coverage, but somehow, it's not deemed as newsworthy. Since 1992, Lindsay has won or been 2A state champion runner-up. Imagine the press they'd have received if this had been tennis or golf."

Publicizing UIL, both academic and athletic, is paramount to the public understanding that schools and students are succeeding in education and teaching students about life, said Dr. Bill Farney, UIL Director.

"There is a need for schools to let the local media know about what they are doing in the classroom," he said. "UIL success has become synonymous with academic success."

Those students who participate in UIL activities are the top people in the school, Hawthorne said.

"College admissions officers know about the UIL, and they seek students

who have succeeded in UIL events because they know that these students know how to commit themselves to a goal, know how to study, how to work as a member of a team, and how to think and explore beyond the normal expectations of the regular classroom," he said. "They bring something special to a college campus."

Sometimes, though, money gets in the way of giving students an opportunity to show their expertise in many fields.

"Unfortunately, an increasing number of schools are looking to cut extracurricular programs in order to deal with tighter budgets," said Rachel Seewald, UIL Athletic Public Information officer. "Publicizing information about UIL activities is a great way to garner support and show the community that students are actually enhancing their learning and development by participating in these events."

Public relations should be instrumental in a school working to upgrade its public perception.

"All too often people think of news as something bad," said Randy Vonderheid, UIL Journalism Director and Academic Public Information officer. "What we, as educators need to do, is to make sure the public sees the good stories as well."

Another public relations expert sees it the same way.

"Good news must be created," said Bob Massey, public information officer for the Killeen ISD. "Bad news happens."

The UIL tries to help in creating good news by sending out sample press releases and original press releases for different activities.

"Each packet for state academic participants has a sample press release in it," Vonderheid said. "We try to make it easy for teachers to publicize the successes of their students."

Athletic participants are in similar situations. Most people see stories on athletic games, but few people see stories about people behind the scenes in the games.

"A major newspaper may run a feature every once in a while concerning a referee of a sport or a player who has exceeded expectations in his chosen sport, but we rarely see a story about a student who seldom gets to play although he spends as much time on the practice field as the person who plays every down," said Charles Breithaupt, UIL Athletic Director.

One way to get that good news out is to use the school's own resources.

"Most schools have student newspapers or a journalism class that can generate stories for publication in local papers," Vonderheid said. "This helps publicize accomplishments as well as get the writer's by-line in the paper — two successes in one endeavor."

Publicizing UIL activities will become even more important in years to come. With Nelson's desire to place more emphasis on secondary schools, UIL activities will move to the forefront of educational endeavors.

"We have to focus more on secondary school," Nelson said. "TAAS will become more expansive." He explained that the new exam will include a geometry section, social studies and science including biology and chemistry.

"According to the community col-

BLUE RIBBON PERFORMANCE

Small town declamation competition brings success in more ways than one



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Randy Vonderheid
assistant academic
director.

He stood in the wings, waiting his turn to perform.

Inside the country church, the morning beams of an April sun warmed the audience and other waiting contestants for the 1954 UIL District Declamation Contest. A sports coat and white shirt borrowed from his cousin, a tie from his dad and a smartly polished set of penny loafers complemented the pair of khakis his grandmother had so lovingly ironed.

He had decided that morning to shave with his grandfather's single edge razor. The result of this effort on adolescent peach fuzz had left him with three small cuts, which he hoped would not be visible when he stood near the pulpit to recite "The Unknown Soldier." This selection was made by Mrs. Clark, his eighth-grade teacher who had as her one mission to make literate citizens of these prairie children who were so often uninterested in the literature and culture — save for those happenings in their small communities or in the world of sports.

He listened as the girl from Bremond began beautifully then faltered to forget her selection and had to begin again. "Lord," he thought to himself, "don't let this happen to me."

He had practiced for weeks, looking not at his classmates, but just over their heads so as not to make direct eye contact. A wink from Bobby Joe or a snicker from Larry Engelke would have broken his concentration and caused him to forget. He was glad the contest was in the Church of Christ across from school, so that most of his friends would be at school in classrooms doing number sense or spelling.

Why was he in declamation? Why did he subject himself to this potential embarrassment? Did he agree to do this to impress his teachers? He actually thought he would never win one of the top spots at his school over Donald Neuman, Gene Autrey and James Johnson. But he did, in the school auditorium with all the elementary and high school students in attendance.

And now he was here. Too late to back out. To do so would bring shame to him, his school, but mostly to his grandmother who had hopes that one of her grandchildren would aspire to get a college diploma. Her generation held in high regard careers in law, religion, medicine and education. He never got the connection



Bill Farney
UIL Director

He had decided that morning to shave with his grandfather's single edge razor. The result of this effort on adolescent peach fuzz had left him with three small cuts, which he hoped would not be visible...

between going to college and having to recite poetry in public. Somewhere in his family lurked an iron bound philosophy of never being a quitter.

It was now his turn. His heart was in his throat and his hands trembled. But he faked an outward calm as he moved to the proper spot and paused. In a voice that was changing from tenor to baritone he began:

*There's a graveyard near the White House
Where the unknown soldier lies
And the flowers there are sprinkled
With the tears from mothers' eyes.*

It was then that he saw Bobby Joe and Larry in the back of the church and almost forgot the next lines. What were these nuts going to do? They were both grinning widely. Just when he felt disaster coming, he noticed that both of them in unison gave a "thumbs up." Hey, they were there to support him! What a relief! He continued:

*I stood not so long ago
With roses for the brave,
And suddenly I heard a voice
Speak from out of the grave—*

He saw in his mind's eye the sadness of dying on a foreign field and seemed to hear this soldier as he recanted the frustrations and travesty of war. "Was the big reward you offered — selling pencils on the street?" And he had seen the men with no legs, no arms on Austin Avenue in Waco selling pencils, asking for help, lost in a society that seemed to have forgotten. The pathos of not being remembered or appreciated, of losing their buddies in battle and their families when they came home as broken warriors. Worse off by far than those who never came home.

*And that baby who sang,
"Hello Central. Give me no-man's land.
Can they replace her daddy with a military band?"*

The little church was deathly quiet. There were tears. Bobby Joe and Larry were fixed in their seats. Nobody moved. The declaim had given them what he felt — how it must have been to die and nobody know who

you really were — or seem to care.

The borrowed sports coat didn't seem too big now. The razor cuts were forgotten. He was passing the condensed emotion of words in poetry to those who could hear. A transformation began. He looked in their eyes: those who sat up close, to the left and right, and those who were in the back. And he knew that they knew the unknown soldier's feelings. And he knew that his declamation had provided the catharsis for the audience.

*"I am the unknown soldier and
Maybe I died in vain
But if I were alive and my country called
I'd do it all over again"*

It was over and the judges marked their ratings and the boy left the stage. Relieved, yet excited about what he had done. Proud to have overcome fear. Happy it was over, but in some sense, not afraid to do it again. He recalled the words of Mrs. Clark. "Every time you do something difficult that is difficult to do, you increase your chances of doing more difficult things." Isn't it amazing how smart teachers are? Did they get that way in college?

In the late afternoon, he was awarded the blue ribbon. He remembered what to say when people congratulated him. "Thank you" never goes out of style. Grandma said that.

An early step for a boy whose parents were divorced, whose brother and sister were separated from him. A glimpse of success and glimmer of self-hope. He did not have to accept second place. Those things he did not have money to buy became less important than those things he could work to achieve. Winning contests in school does not guarantee success in later life. But hard work developed into a habit can spur future chances to succeed.

Mrs. Clark wrote him a brief note three days later. "Congratulations on your win. I am proud of you. Best of luck in high school. You have been a very good student, but could be better if you applied yourself more."

Your 8th Grade Teacher, Mrs. Clark
In it she enclosed a poem:
*Remember this your whole life through
Tomorrow there's more work to do
And failure waits for those who stay
With some success made yesterday
So tomorrow you must try once more
And even harder than before.*

He copied the poem for both Bobby Joe and Larry. They thought he had written it.

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Winning, losing in UIL shows class of individuals

By the time you read this, your district meet will be

- (a) a pleasant memory;
- (b) an exhausting but exhilarating experience;
- (c) an open wound; and you'll be
- (a) really excited to be taking kids to region, though you're not sure if the feeling is genuine or the Prozac;



Bobby Hawthorne
Academics Director

(b) worried sick that you're forced to chaperone male and female seniors on a late-spring overnight trip;

(c) bummed out that Mr. Who Wants to Marry an Annoying Sophomore Geek qualified to region and has decided that you two are best buds if not potentially lifelong companions;

(d) apoplectic that your best debater drew the judge from Hell, who thought her opponent's closing line, spoken in that studied and practiced, quivering voice, arms stretched skyward, misty eyes gazing into an imaginary far distant horizon, "But what's most important (pause) is that our proud and strong nation (rising crescendo) remain a shining beacon (pause to wipe a tear) to all peace-loving people (louder) in a dangerous world (gaining speed and volume) so I say again and I say proudly, 'God Bless America, Land That leyee....Love!'" was original, creative and relevant, even though the topic dealt with water rights;

(d) all of the above.

Well, cheer up. It could be worse. At region, your student could have suffered brain lock and decided to stand outside the contest door, waiting for someone to invite him in, waiting so long, in fact, that the contest began and ended while he milled around in the hall, fretting and wondering what on God's Green Earth had become of the accounting contest when, all the sudden, the door swung open and 23 other contestants filed out, giving him that "what's your problem?" glare.

This happened a year or two ago.

On the other hand, your kid could get lucky. Perhaps he'll be on the front row when the region contest director distributes the answer key with the test so now he has 60 seconds to memorize 40 letters in numerical order before some killjoy ruins the fun.

This happened too.

One of the intoxicating albeit maddening aspects of UIL academic competition is knowing that, at any minute, anything can happen. It can all come crashing down. The ice upon which we skate is occasionally as thin as a weak administrator's skin and so after a year's worth of preparation and practice, a student will catch a blade on an invisible seam and barrel-roll into the second row or worse.

This explains coaches' high-octane emotions. Good things happen. Bad things happen. Weird things happen. Coach long enough and you'll collect more war stories than Stephen Ambrose. And the heart-breaking fact is, no matter how many years you coach and how experienced you become, you can never outsmart dumb luck. You can compile and recite your laundry list of "do this" and "don't do that," collect lucky charms and amulets but no plan that involves teenagers and a few dozen adults — contest writers, judges, timers, directors and graders — will ever be foolproof.

Therefore, the trick to retaining your sanity and good standing among your peers is to see the big picture. Of course, you want your kids to succeed. You should do everything you can to prepare them to do so, and you should defend them if it appears they're getting a raw deal.

Past that, you should hope that the kids who should have won, win. At region a few years ago, the director of the spelling contest flubbed his calculations and announced that this team placed first, that team placed second, those guys over there finished third.

During verification, the second place team recognized the math error and protested. The besieged director, who by the way wanted to do the right thing, accepted the protest, whipped up a new batch of numbers and announced his final standings and official results. Problem was, these numbers were as wrong as the others, but the official results had been announced and technically, too bad.

However, the coach and members of the first place team recognized the error and relinquished to their regional rivals the right to come to Austin. It was as classy and charitable an act as I've seen.

We should all be so gracious.

So if in the literary criticism contest, your student answers question number 22 with "A," and the answer key says that "A" is the correct answer, but the judges confer and determine that no, the correct answer should be "B" and they call Austin and we confirm that, "Yes indeed, B is the correct answer. Sorry about that," then please don't throw a hissy fit when the judges change the correct answer from "A" to "B" and this knocks your student from third to fourth.

Ask yourself: what would you have done if your student had written B?

Again, look at the big picture. Know that in the course of time, the pendulum swings both ways. You get lucky today, maybe not so lucky next time. You can't control all the variables, but you can control your sense of fair play, honesty and maturity. Chances are, you're going to be surrounded by teachers who understand this. They're competitive, but most of all, they're professional. Regardless how freaked out, excited, bummed, exasperated, frustrated, irritated or thrilled you get — and you will get all these and more — you need to retain your self composure, your sense of fair play and your

knowledge that in time, what goes around, comes around. Enough lectures.

Here's the schedule for next fall's Student Activities Conferences:

Sept. 23 — University of North Texas

Sept. 30 — The University of Texas - Pan American

Oct. 21 — Sam Houston State University

Nov. 4 — University of Texas at Austin

We're returning to the Rio Grande Valley after a one-year absence. Two years ago, the conference at Memorial High School in the San Juan-Pharr-Alamo school district was a great success, despite the deluge the night before. We expect a similar crowd in Edinburg next September.

As far as Texas Tech is concerned, we plan to return to Lubbock in 2001.

Finally, a few questions:

- Is it time to add a team component to computer applications?

- Is the open accounting contest an improvement? Can we justify dividing it into beginner and advanced unless we're willing to do the same for the other contests?

- Given that economics is a half-credit, senior-level class, do we want to combine it with history and/or geography to form a general social studies contest?

- Anyone interested in a history contest? It could operate similar to literary criticism.

- Any feedback on the wild card team pilot?

- Should we divide science into three contests?

- Why can't we have academic competition in the fall? If volleyball coaches can whip together a team in 30 days, and band directors can train a bunch of trombone and tuba players to march up and down a football field without braining the clarinetists and flute players, why can't we prepare students for an academic contest in November?

Share your opinion with me. E-mail me at bhawthorne@mail.utexas.edu or fax a note to 512/471-5908.



"My UIL academic experience has provided me with the opportunity to make new close friendships with my team members that will last a lifetime. It has also taught me the value of hard work and dedication and the rewards for these qualities."

Derek Burkhalter
Dalhart High School

Publicizing UIL competition takes effort

continued from page 1

leges, 50 percent of our graduates are not ready for college," Nelson said.

This is where UIL helps.

"The media make such a big to-do about TAAS," Hawthorne said. "These students have no problem with TAAS. They enjoy academic competition, whether it's UIL, Mathcounts, Academic Decathlon, whatever, because they go far beyond the basic curriculum. In many cases, it allows students to assume control of their own education in a way that's more similar to a university than high school setting."

Nelson was also concerned with the amount of students who try to take the easy way out.

"Ninety two percent of the students enrolled in schools today are in the minimum graduation plan," he said. "We need to make sure our counselors don't allow kids to take the easy way out."

UIL officials see their competitions as the best way to keep students from "coasting" through high school.

"Students who superficially prepare for district contests rarely go much farther than district, and the students who advance from region to state have for the most part dedicated themselves fully to excellence," Hawthorne said. "They've purchased study materials, practiced for countless hours and attended invitational meets. Minimal efforts guarantee minimal results."

Nelson wants to challenge students.

"If we have high expectations of our students, they

will perform," he said.

One way to get these high expectations is to publicize what the students are doing. There are several ways to do this. The Killeen ISD uses a "campus reporter network" where one person on each campus is responsible for reporting news of that campus to the media.

"We look for a person who listens and mingles well," Massey said. "Then we give them the tools to go to the media."

Getting information to the media is easy, Vonderheid said.

"Remember to send them stuff in writing," he said. "They will easily forget something if you just call and tell them, though you can call and remind them after they have it in writing."

Vonderheid suggests people use the fax machine to send press releases or story ideas, e-mail specific reporters information, post information on the Internet, or even hand deliver articles.

"Pictures work great, too," he said. "Most small town newspapers revolve around the school so they are more apt to use all the information they can get from the school. Larger papers need to be prodded, though, and should be fed information, too."

The journalism director also one more idea.

"Don't be afraid to approach the editor or writer and ask them what they would like for you to do to make sure they get information on the story," he said. "Contrary to a lot of people's beliefs, journalists are people, too, and they want to do as good a job as possible for the public."

Being teachers first, coaches second bring huge rewards

It seems that teaching has always been at the very heart of who I am. School was the highlight of every day to a young girl attending a "B" conference school in rural Northeast Texas. Even now, as an administrator for the League, I still "teach" performance techniques through church and love the sessions I get to present at Student Activity Conferences and the Capital Conference.



Jana Riggins
Assistant Academic Director

My memory can still draw the distinct features of the faces and personalities each of my elementary school teachers had, especially Opal Flanagan's. Mrs. Flanagan was the most incredible, innovative teacher who put me in touch with my creative side when I was only 10. All the children at Mabank Elementary looked forward to fifth grade because Mrs. Flanagan let you do salt maps in geography, illustrate a book of your favorite prose and poetry for language arts (I think that started my love affair with oral interp!), and, because she herself was a gifted artist, gave each of us the opportunity to paint a charcoal portrait of ourselves. Our sketches weren't masterpieces by any means, but she'd never let on to any

of us, no matter how crude our drawings were.

I learned a lot from Mrs. Flanagan that year. And though I admit I can no longer recite all the states in the Union and their capitals, I clearly remember the things Mrs. Opal taught me which have lasted a lifetime. What she taught me best was to discover my talents, believe in my abilities, achieve my very best and to be proud of my endeavors and myself. She was one of those treasures of the teaching profession who educated the whole person, who always had time to gently remind me my accomplishments or failures did not define who I was as a person; that effort and commitment more accurately did.

With spring meet competition just around the corner, I hope every UIL speech and debate coach keeps the same perspective as my fifth grade teacher. We are teachers first, coaches second. It's certainly important to coach a polished performance, a well-constructed speech and that great argument that will clinch that debate round. But I hope we never forget that it's even more important to teach our students ethics for the competitive arena and proper tournament etiquette. It is critical that we teach our students not to transfer blame to others when we do not win. Just because a judge did not rank our performance the best in the round doesn't make him incompetent. Sure, winning is great, and losing isn't very fun. But there are valuable lessons to gain from both.

The greatest coaches are the ones who make sure their students learn from losing. Those with lasting impact on their students are those who handle the judge's decision like an adult and teach their students to do the same. Your students will only act as professional as you do at tournaments. When your colleagues at another school are hosting the district meet and aren't quite as organized as you were when you were the host, take a proactive approach of offering graciously to assist them and to share tried-and-true tips for success. Avoid voicing criticism and expecting the worst. There really is something to that old phrase, "win with humility, lose with grace." Don't let your students find you guilty of trying to win at all costs; they just might emulate you when they join the real world.

I look back over my coaching years and I'm certain that one of my students taught me more than I ever taught her. As was customary at our school, when seniors graduated, they were allowed to clean out the trophy case of any medals or trophies that were won individually by them. Katy had been one of my finest, and the awards she had accumulated over four years would certainly leave our display case quite sparse when her's were gone. Graduation day came and I invited Katy to unlock the case and retrieve all of her hardware. She smiled wisely and softly replied, "I only want to take one of my UIL gold medals. Don't worry, Mrs. R., I could never forget all you taught me not just about speech but about life. I won't need the medals to remind me of all the relationships and experiences I gained through being a member of the speech squad." That response put into perspective that the real value of forensics is greater than trophies.

Let's remember we are teachers first. Last year had been an especially draining State Meet because of several rule violations that resulted in disqualification. You may not believe it, but it is gut wrenching for those of us in the tab room when state contest directors have to make that call. When all was said and done and a few days had passed, I rode the elevator up to the third floor of UIL to visit with one of our staff who had served in the speech tab room. As I lamented over those heartbreaking decisions, she looked at me and said, "You're still a teacher at heart, aren't you?" The comment took me back for a moment. Then I looked her straight in the eyes

continued on page 5

EXTEMP TOPICS

INFORMATIVE

1. How is the Organization for Petroleum Exporting Countries (OPEC) responding to international pressure to increase production?
2. How is the Federal Bureau of Investigation (FBI) handling the recent deluge of cyber-vandalism?
3. What are the results of recent elections in Iran?
4. Why were the officers who killed Amadou Diallo acquitted?
5. Why is corporate funding of academic research and development a controversial issue?
6. Medication in America: what do recent studies involving children reveal?
7. John McCain and George W. Bush: what are the differences?
8. What are the details of the Romanian cyanide spill?
10. Why is Austria's Freedom Party the focus of international controversy?
11. What does recent scrutiny of the states' disbursement of federal welfare funds reveal?
13. The battering of Beirut: what are the latest developments?
14. What is the Texas Exile Program?
15. What action has the Indonesian government taken in an effort to assess human rights violations in East Timor?
16. Why has Ikenna Ifeih made the news?
17. What changes is King Abdullah II bringing to Jordan?
18. Child support collection in Texas: what does the recently released State Auditor's report reveal?
19. Who is Preston King?

PERSUASIVE

1. Do recently exposed death penalty injustices merit suspension of executions by the state?
2. Should the Texas Department of Economic Development be abolished?
3. Will Mexican anti-corruption campaign rhetoric initiate a serious effort to rid the nation of corruption?
4. Should the United Nations investigate alleged human rights abuses in Chechnya?
5. Will South Carolina agree to lower the Confederate flag?
6. Is racial profiling a significant problem in the United States?
8. Is the United States prepared to track cyber-vandals?
9. Will Federal Reserve Board (FED) anti-inflationary measures result in a recession?
10. Is growing tension in Mitrovica, Kosovo a precursor to renewed ethnic violence?
12. Will newly elected President Kumba Yala restore democratic institutions to Guinea-Bissau?
13. Should the Texas State Board of Education be appointed rather than elected?
14. Which opponent would the Democrats rather face in the November presidential election?
15. Will elections in Haiti reinvigorate the country's efforts to establish democratic institutions?
16. Should anyone face charges in the Buell Elementary shooting?
17. How fragile is the Net?
18. Is Saudi exile Osama bin Laden still a threat?
19. Are professional athletes losing their hero-status in America?

So, you wanted to know...

- Q. How do I nominate a student for the State Speech Honor Crew?
- A. The process has changed this year, requiring a formal application to be submitted. Contact the State Speech office for an application.
- Q. If my debater competed in the district CX debate tournament, can I enter him in LD debate too?
- A. No. Students are allowed to enter one debate event, one extemporaneous speaking event, and one interpretation event. (see C&CR, page 92-93)
- Q. Would you suggest that my student take the original published source of his interp selection to district/regional/state?
- A. Yes. This very often provides an effective method of defending a selection that has been called into question.
- Q. May we highlight articles in our extemp files?
- A. The Constitution does not prohibit highlighting important details you read in periodicals, newspapers and other published source material appropriate for the preparation room.
- Q. Isn't the spring LD topic a policy one? Shouldn't LD resolutions be about values?
- A. (UIL speech consultant and member of the LD State Advisory Committee, Cinthia Salinas responds) I believe the resolution is all about value debating! The spring LD topic is a value-packed exchange that addresses the very reason/rationale for government. How wonderful to have debaters first decide what values drive our foreign policy objectives and which value we should promote. I can imagine discussions revolving around the social contract, freedoms, equality, life and quality of life and safety, just to name a few. We have an amazing opportunity as a debate community to dissect the beliefs which not only formed this nation but other nations as well. We have a resolution that asks us to question the value premise of the new world order's way of being. I beg debaters to reach for the heart of the resolution – not policy – but values!

Schools without student newspapers miss opportunity to communicate with everyone

As the official "representative" of Texas scholastic journalism, I am often asked how many school newspapers and yearbooks there are in the state. I look at the person as if that were the strangest question to ask, then reply, "145,265,017."

Where did I get that number? I pulled it straight from that same ceiling kids seem to look to when they don't know the answer to a question.

The correct answer, of course, is "not enough." No, there is not a school newspaper and a school yearbook at every high school in Texas. And that is sad. Sad because students are not getting the opportunity to produce a publication for the school, and sad that students are not given the opportunity to read something about them, their friends and their lives in their school publications. Though many see a school publication as a necessary evil, much like a losing football team, those publications provide valuable resources and information to allow the school to run more efficiently.

Recently, in an Austin middle school, a student brought a loaded gun to school. It seemed that every parent of every student at that school wanted answers as to why the gun was there and what school officials were doing about the situation. Those officials were trying to convince the audience this situation was not normal and that everyone was safe. Everyone involved knew that communication between the two entities was the best way to "calm the masses." The administrators did a good job of calming people with their communication.

That same calming effect can come about with a student newspaper. Contrary to many principals' opin-



Randy Vonderheid
Assistant Academic Director

Students are not getting the opportunity to produce a publication for the school, and are not given the opportunity to read something about them, their friends and their lives in their school

ions, everything in their school is not perfect. Students know the school is not. The principal does, too, but doesn't want other people to think he knows of the school's problems. This hide and seek method of problem-solving causes problems.

Students can and do help solve problems. But they cannot help if they don't know about some of the problems. Many schools have instituted programs where students can anonymously report suspicious behavior to the school's resource or police officer. There are a lot of situations, though, where a police officer can't solve a problem.

Sometimes students want to know why a certain course is being dropped or new courses added, why an assembly was scheduled or cancelled, why the cafeteria doesn't serve the same kinds of food the other schools in the area do, why the dress code is so strict compared to other schools, or even what the specifics of the new dress code are and which Ms. Smith is married and which one just won a million dollars on "Who Wants To Be A Millionaire." I could go on forever about things that concern students that the administration seldom sees the need to communicate. It seems they are stuck in the old mode, "since I said it, you've got to do it" — no explanation, no reason, just do as I say.

Students like to know about their school, the situations and problems at their school and the personalities of their school. Without a school newspaper they don't get that information.

To talk of the "press" brings a lot of apprehension and a lot of questions, though. I can hear the statements —

they just want to write gossip, and they want to find negative things about the school. Although many students say they hate their school, many would do almost anything to preserve the integrity of their school. A school is like a family. You can say what you want about other members, but no one else better. I tend to believe that most administrators are afraid of journalism because journalists are taught to question, and administrators don't like to be questioned since they sometimes don't have a valid reason for a ruling. I know, too, at times they are just carrying out an edict from their higher ups, and those higher ups don't like to be questioned.

In the years I taught and have been around scholastic journalism, I found the schools that had good publications had an active student body and one that cared for the campus. The reason — they knew about the activities, traditions and goals of the school; they knew who their principal was, who their teachers were, and who their classmates were.

What are the advantages of a student newspaper? It's been said that a journalist is a "jack of all trades, a master of none." A journalist must take information of so many different things in the world and explain that so anyone can understand it. In that way, staff members learn English skills through writing and comprehension of what they are writing. They learn teamwork because, without all the stories, the newspaper doesn't get published. They learn math skills through their design deciding how modular boxes fit where and how and to proportion the pictures in correct ways. They learn computer skills. Several of my students and my colleague's students have left the high school classroom and entered the job market with marketable computer skills that bring them salaries nearing the range of an average teacher's salary. They even learn to be a family — to depend on each other and to celebrate with victories and cry together with defeats.

"Professional" statistics also back up the needs for a successful journalism program. These figures, released by the College Board concerning the annual Advanced Placement English Language and Composition Exam, show that in the May 1997 exam, journalism students passed at a rate of 72.7 percent while advanced English students passed at a 65.1 percent rate. Since 1991, the journalism-student pass rate has been higher than the AP-English rate.

On the 5.0 scale, journalism students averaged 3.21 while AP-English students averaged 2.99. In the comparisons, journalism students are those who had taken an intensive journalistic writing course in preparation for the AP exam, much like writing for a school newspaper.

"There is a greater investment by students in the writing process because they have to start thinking about the nature and scope of writing," said Carol Lange, director of special intensive writing workshops for teachers taught through the Dow Jones Newspaper Fund, who sponsors workshop for journalism and English teachers.

Yes, it does take a special person to be a newspaper adviser. And I know many administrators are hesitant because they may not be able to find one. But that outstanding English or math teacher didn't just appear one day — they had to be trained. A good journalism teacher can receive training and will do an outstanding job — especially if they know the administration will support them and understand that mistakes will be made, just like mistakes are made in an English class or math class.

Newspapers are needed in schools, much like they are needed in society. It is up to us to make sure that happens.

ILPC Convention Coming Up

It's not late to make plans to attend the annual Interscholastic League Press Conference Convention, April 8-9, in Austin. Cost of the convention is \$15 per delegate, or \$20 on-site registration and non-ILPC members. 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; Stan Magee of Jackson, Mississippi and Marci Piper of Clayton High School in Clayton, Missouri.

With these out of state experts as well as all the Texas experts, your publications will get a much needed "shot in the arm" during this weekend of fun and information. If you need more information call Randy Vonderheid at (512) 471-5883.

ILPC workshop set for June 16-19

New scholarship to be made available for student tuition

There are two reasons to be put through a week of work, no sleep and lots of scrutiny — either you have joined the army, or you have registered to attend the ILPC Summer Workshop, June 16-19, on the campus of The University of Texas in Austin.

Those teaching at this year's workshop include: (yearbook) JoAnne Graham, Pam Smith, Rick Hill, Judy Babb, Bruce Watterson, Mitzi Neely, Laura Schaub, Gary Lundgren, Terry Nelson and Cindy Todd; (news-

Being teacher first pays huge dividends for educators

continued from page 4

and said, "Yes, I am, and I hope throughout my tenure as a director at UIL I never forget that."

Sure, we're in it for the kids. And because we've watched how long and hard they've prepared for UIL competition, we want to see them get a fair deal, but at what expense?

I hope each of you teaches your students much more than you coach them. Because it's the teaching that lasts a lifetime.

Thanks, Mrs. Flanagan. I hope I've been half the teacher that you were for me and that I never lose my "teacher" heart.

paper) Mary Pulliam, Jeanne Acton, Leonidas Patterson, John McCartney, Jeff Nardone and Pat Graff; (desktop) Dow Tate, Jon-Paul Dumont and Shawn McKinney; (photography) Sherry Taylor, Mark Murray, Craig Coyle; and advisers, Lori Oglesbee.

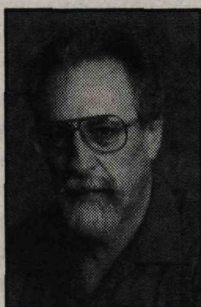
Cost of the workshop is will be \$125 for commuters, or \$210 for someone who wants to spend a few days in beautiful Jester Dorm (double occupancy) on The University of Texas campus. An additional \$25 is charged for photography and that course is limited to the first 30 people, with only two people allowed to enroll from any one school.

One addition from years past will be the awarding of a workshop scholarship. Last year, new ILPC Director Randy Vonderheid created a summer workshop scholarship in former ILPC Director Bobby Hawthorne's name. Hawthorne served as ILPC Director for 22 years. The scholarship will cover the cost of one student attending the workshop, including tuition, dorm fees and any additional lab fees. Applications for the scholarship will be included in the workshop information packet, which should be mailed to schools by March 27. Should you need more information contact Randy Vonderheid at (512) 471-5883, or e-mail him at rvonderheid@mail.utexas.edu.

New edition of handbook becomes 'best friend' as one-act play season arrives

Each day I talk to directors, many experienced, who do not have the new OAP Handbook. They place themselves and their students at risk. We received ineligible plays on title cards and phone questions reflect a minimal knowledge of OAP procedures that have been used for years. The 11th edition of the OAP Handbook is not useful and the 13th is a negative. This year will be tough enough on contest managers without directors contributing to the problem. Get the OAP Handbook, 14th edition, and share it with the contest manager. There are no handbook orders waiting to be filled.

Scenery liberalization should not encourage directors to "stretch the envelope." OAP rules are not intended or designed to encourage disqualification, but *shall* means *shall*, not *almost*. A "shall" appears in each part of Section 1033 (c)(2)(F) on page 20 of the handbook. The "shall" deals with limits and limits are totals. The soft material is measured before gathering, pleats or bunches. I'm sure the fabric store measures the same way. You may use a combination of soft goods but the maximum length of any piece is still 10 feet. The rule says "shall" not cover more than 50 percent. The OAP



Lynn Murray
Drama Director

director should make these items clear enough so the contest manager is not forced to live with a yardstick or tape measure. If you can't look and tell easily, the envelope is being stretched.

Official OAP eligibility notices also seem to suggest the new handbook has not arrived or perhaps hasn't been read. It is difficult to construct the new toy without the instructions. I don't like to read them either, especially at Christmas, but you must be able to connect the sections and guides. That is the reason the OAP handbook says directors, critic judges and contest managers. All need access to the *Leaguer*. Directors must share with contest managers the corrections noted last month.

The limits above are generally the same as those applied to additions to the basic set in years past, but not always. As directors find new avenues of creativity or methods of circumventing the rules and handbook explanations, contest managers may well be forced to seek additional help from the League. I have always been available during OAP time and will be more so this year. When possible, contest managers should call the League or after hours my home telephone (512) 454-5505. All numbers are widely published, and I'm listed in the Austin directory.

There is good information on the UIL web site. You will find area meet corrections of dates and phone numbers. New TETAAO critic vitae have been added to the approved list published in October. If your district

has not contracted a critic, check the additions in this publication and go to the web listing under drama. The State Meet One Act Play Contest schedule is there in detail. One-Act Play Admission: \$5 for students and \$8 for adults for EACH SESSION. Complimentary tickets **WILL NOT** be honored in the McCullough Theatre. Participants' tickets will be honored in the McCullough Theatre **ONLY** for the participants' conference. Advance tickets will be made available on an equal basis to participating schools **for their session only**. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit. Tickets will be available to the general public if any are returned by participating schools. Unoccupied seats will be sold seven minutes prior to the beginning of each play.

New Regional Sites

The regional OAP site for I-5A is now at the University Allen Theatre on the Texas Tech campus rather than at Estacado High School. Arrangements are all at Texas Tech, and Dr. Terral Lewis is managing. Welcome back to Texas, Terry! Region IV-4A is now being hosted at MacArthur High School rather than at Roosevelt High School. Inquiries concerning this contest should be directed to Diana Schumacher at North East ISD.

Be Kind To Contest Managers

All of us should (shall) adapt the "be kind to the OAP contest manager" motto this spring. Remember to say "thank you," "please," and "we appreciate your support." The Y2K scare might have been fantasy in the mind of some, but OAP changes for 2000 are real and the extra load falls on the contest manager. Their invaluable contribution is a major part of OAP as educational competition.

TETAAO

The TETA convention 2000 is over but the superb job of all those involved must not go unacknowledged. Kudos to Marilyn Miller et al. A special thanks to all program presenters involved in UIL and TETAAO sessions. The list is long and it would take a page to include. However, I must make special note of Houston-Eisenhower theatre director Freddie Buckner and Houston-Ross Sterling theatre director Yvonne Phillips Dupree for bringing their work with students for the TETAAO workshops. Please accept my personal and the official UIL thanks to all. In case you missed convention, mark your calendar for Theatrefest 2001, January 17-21 at the Austin Renaissance.

Jenny Nichols, my senior assistant in UIL and the voice you hear most often on the phone, has agreed to serve as the TETAAO administrative assistant. Since she will be a part-time (after hours) contract employee, you will probably find it easier to talk to the first one of us that answers the phone. TETAAO services will continue as in the past. Let us (or her) know if you need help. In addition to Jenny, discussions are in progress with Fred March who has tentatively agreed to accept the TETA administrative assistant position, exclusive of AO business. You can reach Fred at Southwest Texas State University (512) 245-3572. This number has voice mail. His e-mail is fm@swt.edu, and he responds promptly. Good luck and our support goes to both.

My favorite question of the month: "How long will the new OAP handbook last?" Answer: "Until a newer one is published." You will have a great spring if you focus on the educational part of competition. As long as we do what we do for students, we can't go wrong.

Some general questions you may have about UIL Academics...

Question:

We competed in three consecutive invitational meets, all of which used the same material. Is this legal and, if so, why am I getting all these ugly looks?

Answer:

Belching at the dinner table is legal but generally considered bad form. Ditto for competing in back-to-back meets that use the same materials. Those ready writing and journalism prompts get a lot easier the third time you've written on them. Many invitational meets publicize the materials to be used, with the unspoken agreement that if you've seen this material earlier, you'll go elsewhere. They're much too polite to say this, but that's the inference. It isn't fair for students, many of whom are participating for the first time ever, to compete against students who've seen the same test twice. It may be legal, but it's bad form.

Question:

Any chance the UIL will develop a Set C invitational material?

Answer:

It's possible, but I won't ask our contest directors to write another set of tests. They already write two invitational, two district, one region and one state meet contest. I like them too much to ask them to write a seventh set. We will look into the possibility of arranging for outside vendors to write contests, and we'll certainly provide information regarding vendors who provide sample contests.

Question:

Why don't all programs governed by the UIL have to be subject to the same rules? I understand that different groups have taken advantage of certain rules in the past, but that should not be the best reason for not requiring all to be under the same rules.

Answer:

All activities are not subject to the same rules because our philosophy is to have rules only where abuses take place. We have a residence rule in sports because people recruit athletes. No one recruits academic students. We have an age rule in athletics to keep 19 or 20-year-olds from playing against 15-year-olds. We don't have an age rule in

academics because it isn't an issue. It would be easy if all rules applied consistently but it would not be fair or logical because different activities pose different challenges.

Question:

Our district voted to schedule ready writing on the Thursday before the district contest on the following Friday and Saturday. If a student chooses to compete in ready writing and computer applications, may he do so? He realizes that, should he advance, he will have to choose between the two contests, but may he try both at the district level, even though the suggested schedule shows a conflict?

Answer:

Yes. Districts are free to schedule their academic meet over two, three or four days if they like. Just know that the regions will follow the conflict pattern so if your student earns the right to advance in ready writing and computer applications, he or she will be forced to forfeit one.

Question:

We are proud of our technology programs. Our students compete and do well in the state contests that are sponsored by the Texas Computer Educators Association (TCEA), and TCET. Are contests sponsored by these groups sanctioned by the UIL, and if so, can the students who win at these contests be given letter jackets by the school?

Answer:

Letter jackets for non-UIL activities are controlled locally. By the same token, a school that wishes to award letter jackets for outstanding students in specific subject areas — English II, Biology, Spanish, American History — are not bound by the UIL awards rule unless they choose to be.

Question:

Is it legal to give students extra credit for participating in a UIL contest?

Answer:

Yes. You can't base the grade solely on participation in a League activity, but participation may be one of the many factors that go into compiling the grade.

— Bobby Hawthorne

OAP judge's list adds a few, loses a few

Changes, Additions, Confirmations and Deletions as of February 29, of the 2000 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges published in October, November and January in the *Leaguer*.

* = TETAAO recommended Area/Region Judge

(1) = Independent

(2) = College/University Employee

(3) = Public School Employee

(4) = Private School Employee

() = Institution affiliation

< > = e-mail

Available to judge: M-F = Monday to Friday only, F/

S = weekends only, Any = all

I, II, III, IV = Approximate Region of Residence

[] = Year Recertification Required

Change (listing):

(*2) Philip Craik (McMurry University)

933 Grand Ave, Abilene TX 79605

915/793-3840-wk 676-7405-hm,

FAX 915/793-4662,

(wk) craikp@mcmmurryadm.mcmedu

(hm) philipcraik@earthlink.net -I [04]

(2) Linda Donahue (Texas Tech University)

3727 94th Pl, Lubbock TX 79423

806/742-3599-wk 797-7290-hm,

FAX 806/742-1338,

linda.donahue@ttu.edu Any -I [01]

(*2) Charles Falcon (San Antonio College)

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San Antonio TX 78212-4299

210/733-2726-wk

735-6933-hm,

FAX 210/785-6484,

cfalcon@accdvm.accd.edu -IV [04]

(*2) James Ivey, Hardin-Simmons University-Theatre

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915/670-1404-wk

675-0452-hm

FAX 915/677-8351

jivey@hsutx.edu Any, -I [04]

(2) Ron Jones (Kingwood College)

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FAX 210/690-7955

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(2) Clarence Strickland (Tyler Jr College)

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Add (certified):

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Confirm (recertified):

Kathy Barber, Royal Brantley, Sheleigh Carmichael,

Marion Castleberry, Gene Cole, Bill G Cook, Philip

Craik, David Crawford, Paul David Brooks Crump,

LaDonna Davis, Linda Donahue, Charles Falcon, Michael

Kim Frederick, Dennis Gilmore, Karen Gossett, Harold

J Haynes, Jami Hughes, Charles Hukill, James Ivey, Jerry

R Ivins, Charles R Jeffries, Lynette Perkins Jones, Ron

Jones, Ray E Karrer, Diane H Kaste, Silas Kennemer, Jim

Mammarella, Jonathan Marks, Lou-Ida Marsh, Connie

McMillan, Joseph Daniel Mendoza, Beulah Pruett, Marti

Runnels, Roger Schultz, Linda Lucretia Shuler, Robert

M Singleton, Lawrence Ray Smith, Thomas F Soare,

Neil St. Clair, Clarence Strickland and E Don Williams.

Delete (did not recertify):

Marilyn Pool Allen, James Carlsen and Josh Crane.



"UIL has taught me that it pays to excel past what is 'expected' of the average student. I have seen the positive effects UIL has had on my schoolwork as well as my self-confidence. I am glad I decided to participate in UIL and reap the benefits of the league."

**Cassie Grant
Sulphur
Springs High
School**

Elementary, middle schools may host UIL fall contests in the future

Vendors may or may not be able to provide complete music memory tapes

It's that time of year: TAAS ... spring break ... TAAS ... Easter break ... TAAS ... and, oh yes ... UIL elementary and junior high academic meets! I know squeezing everything into personal schedules takes a monumental effort on the part of administrators, faculty, parents and students. In an effort to address this issue, the League is offering scheduling options for the 2000-2001 school year. UIL districts may host fall 2000 district meets as early as November 1. Materials for invitational meets will be available January 5, 2001, and spring 2001 district meets may occur as early as February 1.

Advancing release dates for materials does require that districts adjust their calendar of deadlines. School personnel involved in fall district meets must hold planning meetings during the first weeks of school and return District Organization forms and District Meet Requisition forms no later than September 1. This is something that UIL coordinators, sponsors and administrators should discuss before the end of this school year. The decision to host an early district meet is not one to be taken lightly. Everyone must be on the same page in order to meet deadlines and prepare students for contest events. If all the sponsors at your school are not sure they can pull everything off in the first part of the school year, I suggest you continue the practice of conducting the UIL district meet in the spring.



Rhonda Alves
Assistant Academic Director

UIL district spring meet materials will also be released earlier. District planning meetings for spring meets must be conducted before October 15 because both the District Organization form and the District Meet Requisition form must be submitted by that date. These are two separate forms, both of which must be returned to the League office in order for districts to receive materials. Please note the deadline is two months earlier than it was for the 1999-2000 school year. Regardless of the date of the district contest, materials may not be returned to schools until May 1, 2001.

Many of you lobbied for the earlier contest dates, and I hope this makes your load a little bit lighter. Music Memory is a frequent subject of calls. One of the most common areas of concern involves conducting the third and fourth grade contest. A sample-matching test is included in the *A+ Handbook*. District materials contain the actual matching tests and answer documents for the third and fourth grade division. Matching the composer to the selection is worth 32 points, two points per name. Ordering the selection titles according to their occurrence on the contest tape is worth 48 points, three points per title. Contestants follow the same procedure as that of the fifth and sixth grade students in the tie-breaking portion of the contest, which is worth 20 points, five points per item. A perfect paper in both divisions of the contest is worth 100 points.

Contest tapes are included in your district materials, a separate one for each division of Music Memory. A caller recently noted that materials ordered from vendors may not contain the exact recordings of selections used on UIL contest tapes. We communicate with vendors throughout the Official List selection process, but UIL has no affiliation with the independent companies that sell tapes, CDs, bulletins and other supplemental materials for the Music Memory contest. Our consultants review commercial products when possible, but the League cannot require that companies allow us to do so. Most vendors are more than happy to participate in this process, but it is important for school personnel to understand that the UIL can only be responsible for the materials it provides. Schools are allowed to use any recordings of contest selections they wish to use, and some schools even create their own contest tapes.

Please feel free to contact me in order to determine whether a product, service or workshop is officially connected to UIL. Vendors will also clarify the issue for you.

Some people may not have seen the spelling correction included in earlier publications and on the website. 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 all sponsors and students are aware of the correction. This is a significant matter. Another frequent topic for phone calls concerns the dictionaries used in elementary and junior high school contests. For this school year, either the 1994 or 1998 editions of Merriam Webster's *Intermediate Dictionary* or the 1994 or 1999 editions of Merriam Webster's *Collegiate Dictionary* may be used. Tests are compatible with these volumes. This is the last year for the *Collegiate Dictionary* to be used in any elementary or junior high academic contest, though.

Coordinators and sponsors, please plan to attend the Capital Conference July 7-8 hosted on the campus of The University of Texas at Austin. Sessions designed specifically for elementary and junior high contests are offered. Watch the *Leaguer* for more information. Please do call or e-mail me (rsalves@mail.utexas.edu) with any questions or concerns. If I don't know the answer, I know how to find it. I appreciate your suggestions for improving contests and procedures. You are the people coaching and conducting events, so you are the ones most qualified to identify needs. Thank you Cindy Riney from Stanton Middle School and Paula McNeel from Mildred Elementary and Junior High for letting me know your meets were successful. I like to hear good news, too!

Elementary/Junior High Academic Deadlines 2000-2001

August 1 Before September 1	Participation cards mailed to schools Hold district organizational meeting for Fall 2000 meets
September 1	Deadline for returning District Organization Form for Fall 2000 district meet Deadline for the district director to return the District Meet Requisition Form for Fall 2000 district meet
October 1 Before October 15	Return participation card Hold district organizational meeting for Spring 2001 meets
October 15	Deadline for returning District Organization Form for Spring 2001 Deadline for the district director to return the District Meet Requisition Form for Spring 2001
November 1	First day elementary and junior high school district Fall 2000 materials will be available
November 1	Deadline to submit orders for materials for elementary and junior high school invitational contests.
January 5	First day to hold elementary and junior high school invitational meets using official UIL materials
February 1	First day elementary and junior high school district Spring 2001 materials will be available
May 1	First day to return elementary and junior high school contest materials to participating schools
May 8	Last day to return Academic District Participation Survey

Literary Criticism Reading List 2000-2001

■ Drama

Frances Goodrich and Albert Hackett, *The Diary of Anne Frank (the play)*; 1958, paperback, \$5.95. ISBN 0-8222-0307-3. Dramatists Play Service, 212-683-8960, 440 Park Ave. S., New York, NY 10016. (The complete play will also be found in an adopted English textbook for Texas: *Explorations in Literature, America Reads, Classic Edition*, Scott, Foresman, 1989. ISBN 0-673-27085-8.)

A Handbook to Literature, 7th edition, ISBN 0-13-234782-2, \$36 paperback. Prentice-Hall. The 8th, 7th edition or the 6th edition may be used; there are no significant differences between the three editions, and all questions may be answered from any edition.

■ Novel

J. K. Rowling, *Harry Potter and the Sorcerer's Stone*, 1999, paperback, \$5.99, ISBN 0-590-353402-X; Scholastic, Inc., 1-800-325-6149, 555 Broadway, New York, NY 10012-3999

■ Poetry

Selected Poems by Walt Whitman in *Major American Poets*, 1962, paperback, \$7, ISBN 0-451-62791-1; Penguin, 1-800-331-4624

Capital Conference set to help speech coaches, academic coordinators plan for new year

It won't challenge the Fourth of July, but the UIL's annual Capital Conference for academic coordinators, administrators and speech/debate coaches is guaranteed to provide its share of fireworks.

"In four short years, attendance at the conference has doubled, then doubled again," Academic Director Bobby Hawthorne said. "This year, we plan to have more nuts and bolts, contest preparation sessions. We want to provide coordinators and coaches with concrete information that they can take back to their schools and use immediately."

Workshop sessions tentatively scheduled include:

- getting organized;
- establishing a budget;
- an overview of UIL rules and state laws regarding no-pass, no-play;
- recruiting and keeping academic contests;

- the role of the academic coordinator;
- survival tips for speech coaches;
- analysis of the new C-X debate resolution;
- math and science contest tips;
- creating a strong elementary/junior high program;
- using the Internet to prepare;
- scholarships for academic competitors;
- hosting an invitational / district meet;
- the basics of building a speech program;
- tips on organizing and directing the one-act play;
- how to succeed in the high school language arts contests (spelling, ready writing, literary criticism)
- working with the athletic department, booster clubs and other groups;
- publicizing academic events and champions.

Special attention will be paid to elementary and junior high contest preparation and meet administra-

tion and to novice academic coordinator orientation. Specific sessions for this year's workshop will be announced as the workshop gets closer.

Cost of the 2000 workshop will be \$50 for pre-registration, and \$75 at the door. Academic coordinators and speech coaches can either fill out the application below and send it in, find the application on the UIL web page or look for a brochure to be mailed to the school in April and apply from that.

Specific classes will be offered for first-time as well as veteran coordinators/coaches for elementary/junior high and high school.

This workshop is open to any sponsor of UIL academic and/or speech activities and to administrators involved in coordinating academic competitions. Emphasis will be on the overall school program in which the academic coordinator and speech coach work.



"More than anything else in my high school career, UIL academic competitions showed me what excellence meant. Not only did UIL show me what excellence I could achieve, but it also showed me the excellence that Texas students could achieve."

Ryan Pittman
McKinney
High School

Registration Form the Capital Conference July 7-8, 2000

Academic Coordinators and Speech Coaches Summer Workshop
Due June 1, 2000

NAME

(last)

(first)

(M.I.)

TITLE

SCHOOL

address

city,

state ZIP

phone

(fax)

HOME

address

city, state ZIP

phone

E-mail (school)

(home)

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

SEQUENCE

☐ coordinator

☐ speech

LEVEL

☐ elementary

☐ junior high

☐ high school

☐ all levels/district-wide

PAYMENT

Registration on or before June 1, 2000 • \$50 per person

After June 1 • \$75 per person

Make checks payable to The University of Texas at Austin

mail payment and this form to Capital Conference, P.O. Box 8028, Austin, TX 78713. Purchase orders are not accepted

HOTEL ARRANGEMENTS

In addition to the Austin-area hotels that regularly give UIL discounts to schools, the **CLUB HOTEL BY DOUBLETREE**, located at the intersection of IH-35 and MLK (next to Disch-Falk Field), has agreed to give a discount to anyone attending the Capital Conference. Reservations are \$80 plus 13% tax per night for a single or double room. Be sure to bring your tax exempt form with you. Reservations must be made before June 6, 2000. Call (512) 479-4000 for more information or reservations. Ask for "Capital Conference block" when making reservations.

MORE INFORMATION

Bobby Hawthorne, Academic Director

UIL, Box 8028, Austin, TX 78713-8028

e-mail: bhawthorne@mail.utexas.edu • Web: <http://www.utexas.edu/admin/uil>

phone: 512/471-5883 • fax: 512/471-5908

this form will also be found on the UIL web page and will be mailed to each school in late April

refund policy: cancellations after June 30, 2000 are non-refundable

Have contingency plans for computer contest

By David Trussell
Computer Science Director

By the time this issue of the *Leaguer* makes its way through the processes of printing, mailing and distribution within the schools, the spring meet season will be well underway. District meets begin March 20, and those who place in the top three individually or first in team competition at district will qualify for regionals on April 14-15.

For most academic contests, region is very much a continuation from district, with a more challenging test and an even tougher field of competition. In Computer

Science, however, region adds a new wrinkle. Computer Science teams that advance to the regional meet participate in a hands-on programming contest in addition to taking the written test. The hands-on competition is unique among UIL academic contests, and it can be both fun and educational for the students involved. However, it also requires some additional planning and preparation. Below are some tips and answers to frequently asked questions that should help you prepare for the regional meet.

- **The hands-on contest is for teams only.** Students who advance only in individual competition will participate in only the written portion of the contest. Members of advancing teams take the written test as well as participating in hands-on. All contestants compete for individual honors, which are determined solely on the basis of written test scores.

- **Know your meet schedule.** This is particularly important for students who will compete in multiple events. Regional meet schedules are often tight, and the hands-on contest requires time for equipment setup and testing in addition to the two hours for the contest itself. It is possible that some team members will have to handle equipment setup on their own while others are competing in other contests. Before the meet, figure out who is going to do what and when. Always have contingency plans.

- **Teams may bring their own computers or use equipment provided by the host site.** However, the majority of regional sites REQUIRE that teams bring their own computers. Check with your regional site well ahead of time if you are unsure what to bring.

- **A team may use only one computer during the hands-on contest.** Team members should work together to solve the programming contest problems, so only one computer is needed. However, each team may bring a backup computer to use in case of equipment failure.

- **Remember to bring all required supplies.** Each team must bring one unopened box of at least 10 format-

ted floppy disks. Each team may bring one C++ language reference manual and one textbook to use during the contest. Printers are allowed but not necessary, as all solutions will be submitted on disk.

- **Plan for potential compatibility problems.** Chances are that the judges' computers at your regional site will not be configured identically to the computer your team will use. Bring a copy of your compiler software to be installed on the judging station if necessary. If you work on the Macintosh platform, you may need to bring an additional computer for the judges to use. Check with your regional site well ahead of time if you have questions.

- **During the contest, plan your strategy and work as a team.** Problems may be worked in any order. Some teams may try to solve several problems with lower point values, while others may go straight for the high-point problems. Remember that solutions judged to be incorrect may be reworked and resubmitted for additional consideration. Divide work efficiently — while one team member is typing in a solution for one problem, the other members can be working on the next problem.

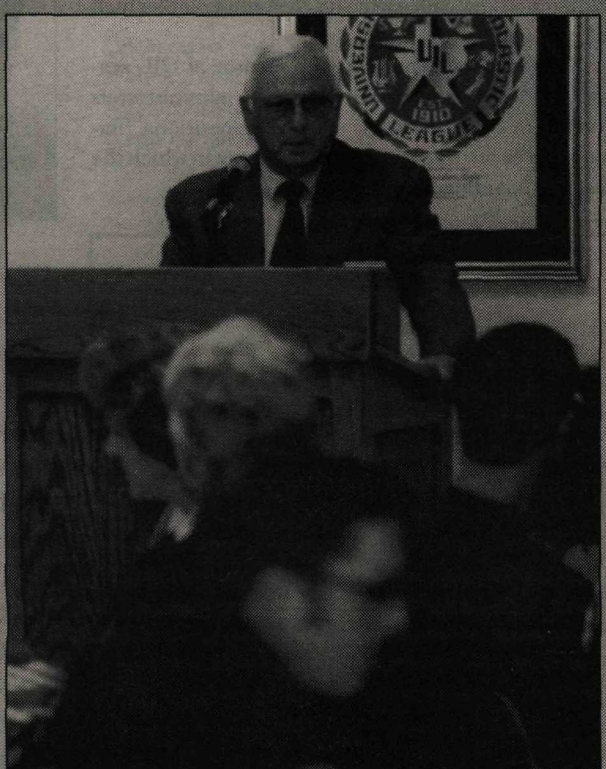
- **Remember that everyone who competes is a winner.** The primary purpose of all UIL competition is to be fun and educational for students who participate. Everyone can take home those benefits, regardless of where they place when the scores are tallied.

Again this year we will post a chart on the UIL web site (www.utexas.edu/admin/uil) that will provide Computer Science information for each regional site, including equipment requirements, hardware/software configurations of the site's judging stations, etc. We will make the chart as complete as possible, but if your regional site's information is not listed or if you have questions the chart does not answer, you should contact your site directly. If you have general questions about contest rules and procedures, send e-mail to dtrussell@mail.utexas.edu.

Good luck!

Talking Money

At a recent banquet for TILF recipients who attend The University of Texas, TILF Director Dr. Bailey Marshall announces that over \$13 million in scholarships have been handed out by the TILF since its inception.



New 'PML' receives overall good response

by Richard Floyd
UIL Music Director

The new Prescribed Music List has now been in circulation slightly over six months. General response to the latest edition has been favorable. However, a number of questions have surfaced in recent weeks that might be best addressed in *The Leaguer*.

As with any project of this magnitude there are some errors and omissions among the approximately 20,000 titles listed. The UIL staff and PML Revision Committees are working on an ongoing basis to respond to all inquiries that come to the state office and clarify all data pertaining to each PML title. As corrections are made they are being posted on the Music Page of the UIL Website. <http://www.utexas.edu/admin/uil/mus>. Directors, executive secretaries and contest hosts are encouraged to utilize this convenient and timely resource in resolving any questions that surface regarding PML listings.

Our face is red! And, apologies are in order. Last summer when the new edition of the *Prescribed Music List* was released it was announced that a CD ROM version of the PML would be available in December 1999. Unfortunately production of this product has been delayed and only now are we in the final stages of development. When the product is complete it should prove to be a valuable research tool for directors and

students. The search functions will dramatically accelerate the process of identifying titles, composers and publishers. In addition, the CD ROM will contain all of the UIL music contest entry forms formatted to interact with the PML, much like the TSSEC online entry system. This feature will facilitate the exercise of entering contests for directors and greatly simplify the certification process for executive secretaries and contest hosts.

When the decision was made to produce the PML in three separate documents it was determined that the piano and guitar lists would appear in the orchestra portion of the list. Since that time many directors who deal primarily with band and vocal students have expressed concern regarding the fact that they must purchase the Orchestra PML in order to reference the repertoire for piano and guitar. The placement of these two lists in future publications is being examined. However, in the meantime these two lists have been posted on the UIL website and can be accessed by both directors and students.

It has been a long-standing policy that band directors can submit a request to perform a work that does not appear on the current PML. The work must receive the approval of the Band PML Revision Committee and then may be programmed in lieu of the "second contest selection". Beginning this year the committee has imple-

mented a "two tiered" approval system. As in the past the committee can and did grant approval for a one-time performance of a work by a specific group that submitted the request. However, in addition the committee now has the option of assigning a grade level and approving the work for any band to perform at UIL concert contest. In effect, this option creates a mechanism by which additions to the concert band PML can take place on an annual basis. The committee did exercise this option in regards to several compositions and these works are now available for any band that wishes to perform them. Selections that were approved by the committee for inclusion on the current PML can be found on the UIL Website.

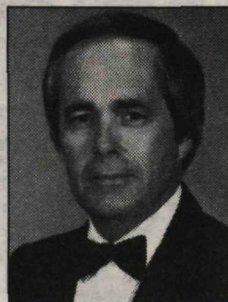
One final reminder might be in order regarding the PML. There seems to remain some confusion regarding the substitution of editions that do not appear in the list. Directors should be aware of the fact that any unabridged edition by a current copyright holder of a selection appearing in the PML may be substituted. The director simply must provide verification that the substitute edition is unabridged. This verification may be in the form of a statement from a music dealer, applied teacher, music publisher or other authoritative source.

Questions regarding these or other PML issues should be addressed to the state office at (512) 471-5883 or (uilmusic@uts.cc.utexas.edu).

Performing arts participants receive extra validation from top universities

Music participation shows growth of educational journey, some colleges say

In the mid 1990's the College Band Directors National Association committed to a project intended to validate the importance of performing arts as a part of the admission process to universities across the nation. The results were encouraging. When asked, many of the major institutions of higher learning throughout the United States provided statements that clearly validated the value that admissions officers placed on high school participation in the performing arts such as band, choir and orchestra.



Richard Floyd
Music Director

In an educational climate that routinely tends to down play the importance of the arts it perhaps is important to be mindful of these compelling statements. They offer convincing evidence of the value of participation in the performing arts as an integral part of the university admissions process. You are encouraged to share these quotes with school counselors, students and parents.

University Admissions Statements

Harvard University: "The ARTS are clearly an integral part of life at Harvard and Radcliffe, important for their value to the college environment and also for the potential they provide for lifelong enrichment. In addition to academic criteria, therefore, we always consider extracurricular talents and personal strengths when we evaluate a candidate's credentials. We look for students whose previous participation in the ARTS shows that they can make a substantial contributions to our community."

Yale College: "Qualifications for admission to Yale College include not only the reasonably well-defined areas of academic achievement and special skill in non-academic areas, but also the less tangible qualities of capacity for involvement, commitment, and personal

growth. The ARTS offer remarkable opportunities for the exercise of these qualities. The highly skilled artist, the student whose intellectual interests include close study of the ARTS, and the many applicants who demonstrate motivation and the willingness to extend their reach through participation in the ARTS, all promise to enhance the quality of life at Yale."

Stanford University: "... we believe that exposure to the creative and PERFORMING ARTS enhances a student's intellectual breadth."

John Hopkins University: "The real challenge in selective college admission is not to assemble a class capable of negotiating a rigorous academic curriculum, but one that will also enhance the quality of life on our campus. Participation in the PERFORMING ARTS during the pre-college years is a clear indication to our admission committee that a student is dedicated to, excited about and engaged in the educational journey. As such, a background in the ARTS is one factor that helps us choose, among academically qualified students, a class which will avail itself of the many opportunities at Hopkins and will contribute to the life of the University."

The University of Michigan: "Intellectual leaders from Plato to the present have recognized the importance of the ARTS to a thriving civilization. The University of Michigan joins in recommending the ARTS because of their humanizing influences, their demands for self-discipline, their abilities to evoke idealistic dreams that transcend everyday issues, their effectiveness in reflecting the achievements of diverse peoples, and their capacities to stimulate that most important of all intellectual abilities: creativity. Perhaps in no past era of our increasingly global civilization have these qualities been more sorely needed than they are today."

Cornell University: "There is no magic formula that assures admission—or forebodes rejection—to Cornell University...the ARTS can play an important role. As we seek students who will make contributions to the Cornell community, where the ARTS are so prevalent,

their exposure and experience in high school are highly valued."

The University of Tennessee, Knoxville: "As of 1993, the University of Tennessee has required the completion of one year of high school course work in the visual or PERFORMING ARTS for admission to the university. This is tangible evidence of our commitment to the ARTS as an integral part of a liberal education an affirmation to the vital role that the arts play in enriching our campus community."

University of Virginia: "The founder of this university, Thomas Jefferson, was an avid MUSICIAN himself

The arts are clearly an integral part of life at Harvard and Radcliffe, important for their value to the college environment and also for the potential they provide for lifelong enrichment.

HARVARD UNIVERSITY BROCHURE

for all of our students and faculty at the University of Virginia."

Virginia Polytechnic Institute: "At Virginia Tech, the ARTS are quite important in our admission policies, and we do pay particular attention to prospective students who have ARTS training or experiences as a part of their secondary school curricular or extra-curricular record...the University has special admissions procedures for students with "exceptional abilities in certain fields of study such as the creative and PERFORMING ARTS."

FOCUS OF ADJUDICATION

Texas music students receive respect nationwide based on dedication of educators, judges

by Gloria J. Stephens
TMAA Choral Vice-President

Music organizations in Texas enjoy a very high level of respect across the nation. This fact is due in part to the tenacious commitment to performance excellence by our music educators and adjudicators. Indeed, the University Interscholastic League contests not only foster high performance standards, but also nurture aesthetic development and reinforce many functions of music within society. With the many challenges that plague society and impact education, the values of educational competition increase in importance.

In simplest terms the experience of contest preparation and performance is at the very least a two dimensional process. First it affords us as band, choir, and orchestra directors the opportunity to examine the principles of beauty and to emphasize music as an art. The selection of quality music that is both appropriate and challenging is vital to this process. We must evaluate the

With the many challenges that plague society and impact education, the values of educational competition increase in importance.

potential of our students as we select music and then prepare it in such a way that it enriches the lives of each participant. This is one of our greatest responsibilities as teachers.

In the other half of the equation, as members of TMAA, when we judge student performances, it is important that our budding musicians know that they are the focus of the process. We must let students know that their development and nurturing as musicians is more important than a rating. The constructive comments become increasingly significant. It behooves each of us to review the Statement of Purpose of our contests as outlined in our Constitution and Contest Rules and make it a part of our judging philosophy. It is important to society that we not only impact the world musically, but that we embrace humanity without compromising our standards. This spring as we go about the business of adjudication, I challenge us all to maintain our perspective and keep students the focus of our endeavors.

TMAA
Constructive Comments

Texas Music
Adjudicators Association

**ADDRESS TMAA
CORRESPONDENCE
TO:**

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

Championship tournaments begin

The last weekend of February marked the beginning of a number of sports state championships to be held this spring in and around Austin. The first tournaments included swimming and wrestling, followed by girls basketball and boys basketball. C-X debate takes the stage the third week of March. Soccer will come in early April followed by Academic regionals in mid-April. Academics state the first weekend of May and track, softball and baseball will round out the spring.

4A swimming championship

1. Austin Johnson —193
2. Dallas Highland Park —182
3. Colleyville Heritage — 164
4. San Antonio Alamo Heights —114
5. Coppell — 87
6. Grapevine — 79

5A swimming championships

1. San Antonio Reagan — 125
2. San Antonio Churchill — 122
3. Houston Cypress Falls — 113
4. Plano — 109
5. Austin Westlake — 104
6. Klein Oak — 95

Girls Wrestling

1. Amarillo Caprock — 90.5
2. Arlington Houston — 88.0
3. Amarillo Palo Duro — 69.0
4. Waller — 57.0
5. El Paso Hanks — 55.5

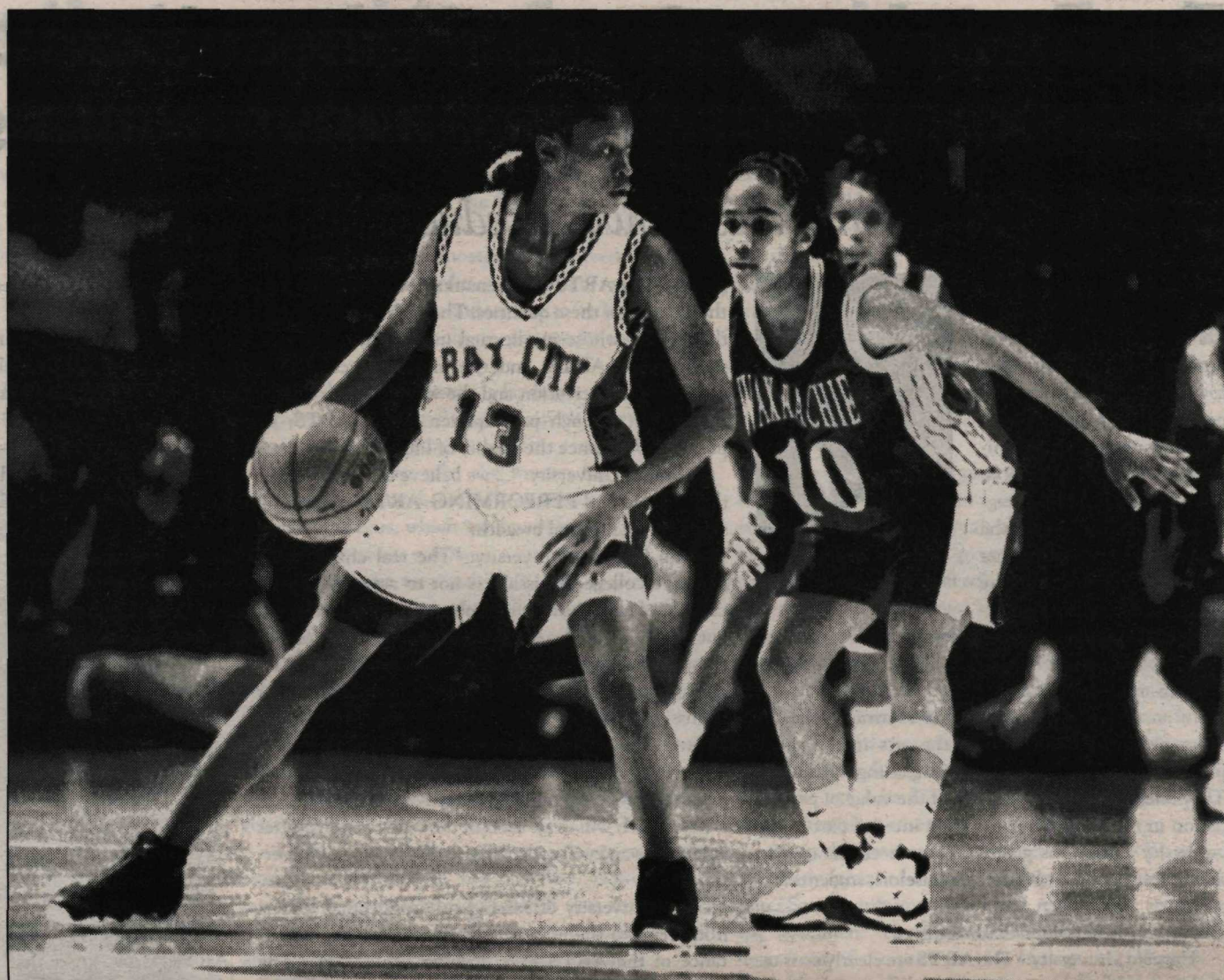
Boys Wrestling championships

1. Dallas Highland Park — 138.0
2. El Paso Eastwood — 93.0
3. Canyon Randall — 71.5
4. Grapevine — 58.0
5. San Antonio Roosevelt — 57.0
6. Katy — 56.0

Girls Basketball

- 1A - Nazareth
- 2A - Farwell
- 3A - Winnsboro
- 4A - Canyon
- 5A - Mansfield

boys basketball results were not
available at presstime

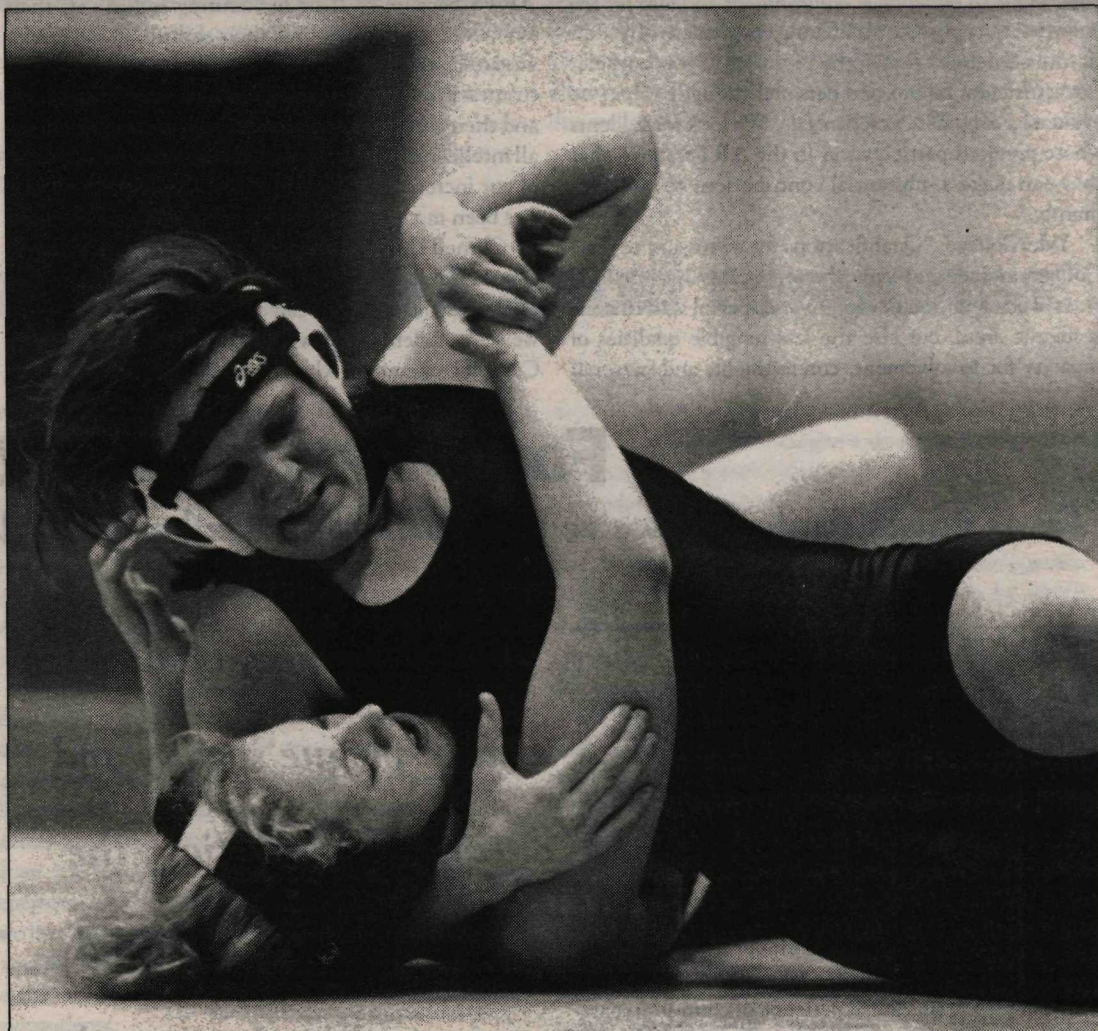


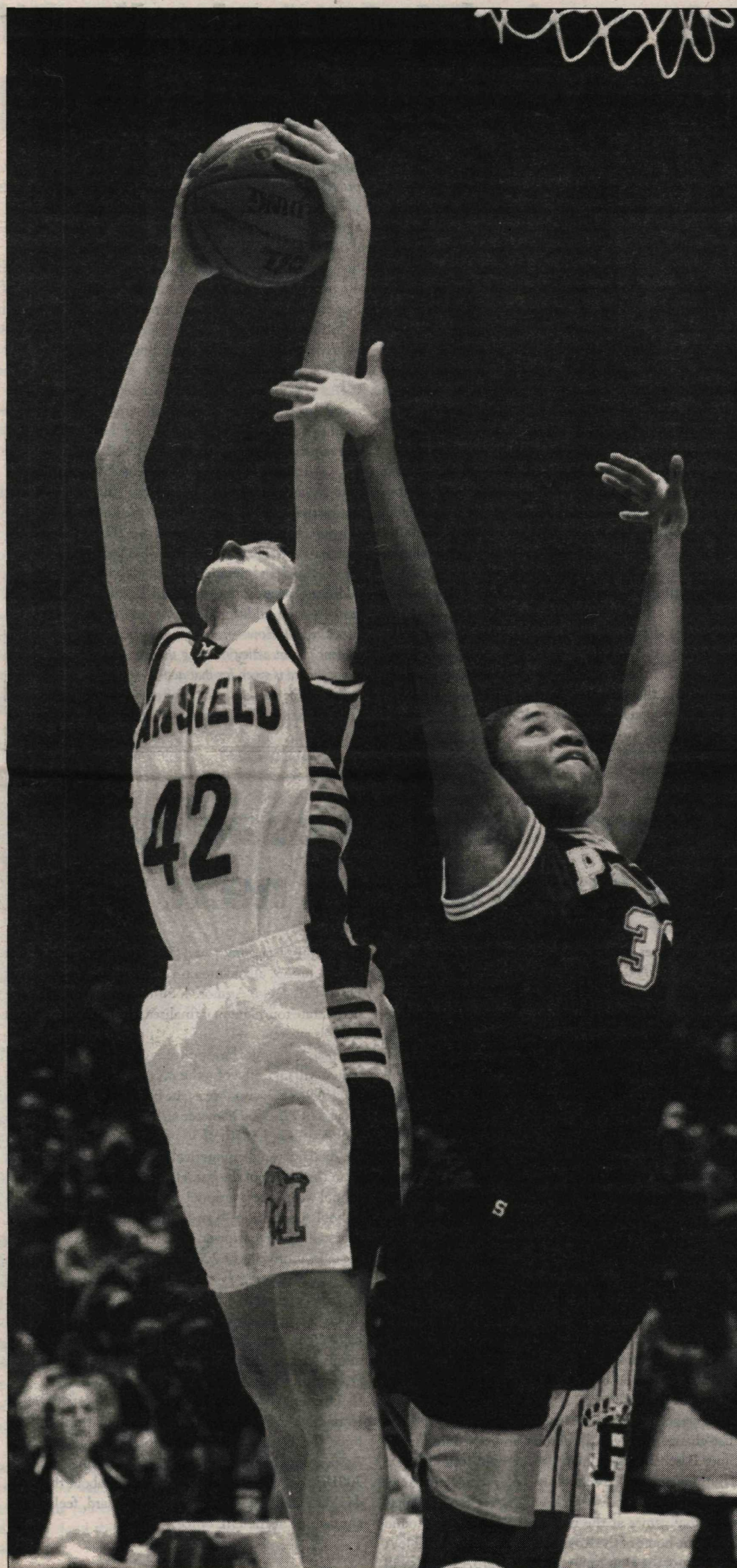
Queens of the Hoop

Senior Chandi Jones of Bay City (13) tries to work around sophomore Kashayla Hawkins (10) of Waxahachie to score in the semi-final 4A game. Both of the girls combined to score over 50 points in the game. Waxahachie won the contest to advance to the state finals against Canyon, the eventual state champion.

Take Down

For the second year, girls participated in the state wrestling championships. Amarillo Caprock won the girls championship, followed by Arlington Sam Houston.

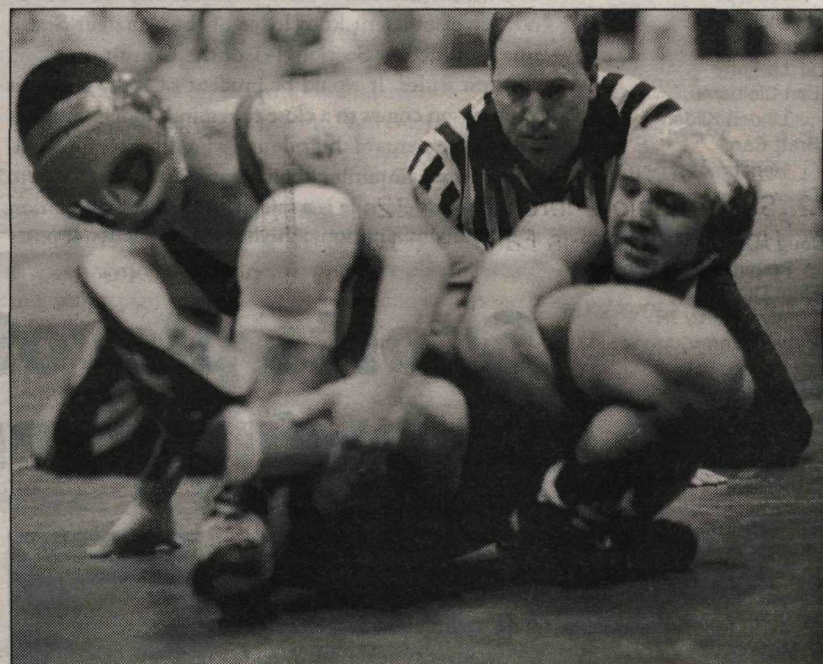




Freestyle

In the state swimming championships, Austin Johnson High School and San Antonio Reagan took top honors

in the tournament. Here, a swimmer heads for the final 20 yards of the 200-meter freestyle.



Rebound

Mansfield junior Brie Madden (42) grabs a rebound before Plano sophomore Marquita Carter (33) can get it. Mansfield won their second consecutive 5A state championship in the girls basketball tournament, held March 2-4 at the Erwin Center in Austin.

Close View

In the boys state wrestling matches, a referee gets a close look at the hold of one wrestler in a consolation match. Dallas Highland Park won the tournament followed by El Paso Eastwood.

photos by Andrew Loehman, Nick Kenig
and Randy Vonderheid

Coaches, players must concentrate on amateur status even in off-season

PUBLIC REPRIMANDS

BASKETBALL

Kenneth Robinson,
Greenville JH
Jeff Richards,
El Paso Riverside
Rigoberto Gomez,
Rio Grande City
Kim Wilson,
Seguin
Kim Smith,
Knox City
Dominic Via,
Lubbock Wilson JH
Rennie Waldrep,
Bowie
Floyd Evans,
Cleburne
Gary Reynolds,
Richardson
Curtis Enis,
Alvord
Chuck Hobbs,
La Porte
Earl Claiborne,
Linden Kildare
Brett Carr,
Henderson
Chawn Cummings,
Richardson MS
Doug Agnew,
Round Rock Westwood
Elliot Dupree,
Alvin Harby JH
Hubert Sthran,
DeSoto
Royce Huseman,
Humble Kingwood
Cameron Love,
Henderson

SOCCER

Clayton Maple,
New Caney
Radameh Solano,
North Dallas
C. Mexicano,
Houston Milby
Demond Johnson,
Austin Bowie
Sam Miller,
Austin Bowie
David Doyle,
DeSoto
Keith Flowers,
Mesquite
Greg Bergeron,
Little Cypress-Mauriceville
Derek Vierling,
Crowley

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

January 1, 2000 marked the beginning of a new year, or depending on your opinion, it could have been the beginning of a new millennium. However you choose to view it January 1 on the UIL calendar indicates the beginning of the end of the school year. Once the spring semester begins, schools start their count-down for their scholastic year. When February arrives there are state final events every month until June.

With the ending of season also comes off-season activities, banquets, Spring leagues, Summer leagues and all types of non-school participation. This is the time of year when student athletes have to be acutely aware of their responsibilities of maintaining their amateur status. Many times the individual or individuals who administrate the different leagues and activities do not have sufficient knowledge of the Amateur Status rule, outlined in Section 441 of the Constitution and Contest Rules. It would be prudent of every coach as your season comes to a close to remind student athletes and their parents of this rule and what their responsibilities are in maintaining their amateur status.

The amateur rule is a safeguard against exploitation and commercialization of high school students. It poses



Rex Spain
Assistant Athletic Director

a responsibility on the student at all times (whether in school or outside school) to abide by the letter and intent of amateurism. Schools are charged with the responsibility of informing students of all applicable subsections of the rule and enforcing the rule.

A student athlete in grades 9-12 would be considered in violation of the Amateur Status rule if, for purposes of competing in an athletic contest, within the preceding 12 months received money or other valuable consideration for teaching or participating in a League sponsored school sport or received valuable consideration for allowing his or her name to be used in promoting a product, plan, or service related to a League contest or accepted money or other valuable consideration from school booster club funds for any non-school purpose.

Valuable consideration is often a confusing issue. The League has defined valuable consideration as anything that is usable, sellable, wearable or consumable. Student athletes in grades 9-12 with varsity eligibility remaining may accept symbolic awards such as trophies, medals or certificates for the purposes of winning or participating in an event. The Amateur rule applies only to student athletes in grades 9-12. The rule does not apply to students until the first class day of their ninth grade year.

As with other League rules there are some exceptions. Note that seniors may sign a letter of intent or scholarship agreement which contains the conditions of a scholarship with a post secondary institution. For purposes of competing in an athletic contest, the partici-

pant school, school district or a student's parent(s) may provide medical examination and services, athletic insurance, transportation and other travel expenses incurred in competing away from home, or supplies and services during and in connection with a game or practice period. Participant schools and member school districts may permit student athletes to attend contests by permit admission through a pass gate.

Student athletes in grades 9-12 should always be aware of this rule even if the individuals administering any non-school activities are not.

As seasons end and schools make preparations to recognize the efforts of their athletes school officials need to be aware of Section 480 of the Constitution and Contest Rules, which outlines the limitation of awards.

A participant school or member school district may give an award not to exceed \$50 in value to a student during that student's high school enrollment at the same school for participation in UIL interschool competition(s) listed in Section 380. Each year a participant school or member school district may present additional awards, not to exceed \$8 each, for participation in each additional interschool activity listed in Section 380. However, the \$8 award shall not be given to a student for an activity during the same school year that a major award is given for that activity.

One type of award that is often confusing for student athletes in non-school participation is the indirect award.

continued on page 15

Sports playoff times remind coaches to begin planning for changes next year

Four down and six to go!! The staff has just completed a stretch in which we put on four state tournaments over three consecutive weekends. Wrestling and swimming and diving were completed the weekend of February 25-26, with girls and boys state basketball the two weekends following that. In the coming months the UIL will sponsor state tournaments and meets in soccer, golf, tennis, track and field, softball and baseball.

As we roll into the back stretch of the school year, it's good to remind coaches of a couple of things in regard to upcoming state playoffs and rule changes that go into effect for the next school year. By the time you will be reading this, soccer playoffs will be under way. I encourage you to consult your soccer coaches manual for important information about the playoffs and state tournament. As you progress through the playoffs remember to send in your playoff reporting form so we can keep the brackets on the UIL website up to date. The UIL will be updating the playoff bracket throughout the playoffs so you can keep up with the teams in your area as they advance toward the state championship. The UIL website address is www.utexas.edu/admin/UIL/

As with last year, there will not be a regional tournament for 4A schools. That is why they certify district



Mark Cousins
Assistant to the
Athletic Director

representatives one playing date earlier than the 5A conference. 5A regional tournaments are scheduled for March 31 and April 1. The State Soccer Tournament is scheduled for Thursday through Saturday, April 6-8 at Eagle Field in Georgetown. 5A schools will play their semi-final games on Thursday, April 6, 4A semi-final games will be played on Friday, April 7 and all finals will be played Saturday, April 8 starting with 5A girls and ending with 4A boys.

Over the past two years, the Texas Association of Soccer Coaches (TASCO) has asked the UIL Legislative Council to increase the number of tournaments in which Soccer is allowed to participate. Additionally, there has been interest expressed by TASCO to move the State Soccer Tournament to Mike Meyers Stadium on The University of Texas at Austin campus. At this time, the State Soccer Tournament is the same weekend as the Clyde Littlefield Texas Relays track meet. In order for UIL to utilize the UT facility, a change in the season is necessary. Contact your local TASCO representative to log your opinion on the direction you think soccer wants to go. Good luck to all teams as you enter this important time of year.

Changes abound in the baseball program as well. The first change involves the format and schedule for the State Baseball Tournament, to be held June 8-9. On Thursday, June 8, 1A schools will play semi-final games at Burger Center in Austin; 2A and 4A schools will play semi-final games at the new Dell Diamond in Round Rock, the home of the Round Rock Express, a Double A franchise of the Houston Astros; 3A and 5A schools will

play semi-final games at UT's Disch-Falk Field. On Friday, June 9, all championship games will be played at Disch-Falk Field. As more information on the schedule of the state tournament is finalized, the UIL will make all schools aware.

Coaches should be aware of a rule change in baseball, which will take effect for the 2000-2001 school year. For the 1999-2000 school year, the bat standard remains the same as 1998-99: Diameter at thickest part, 2 and 3/4 inches or less; Length of 36 inches or less; Weight, the bat shall not weigh, numerically, more than 5 ounces less than the length of the bat. However, for the 2000-2001 school year, the National Federation of State High School Associations Board of Directors has approved a rule calling for narrower, heavier and more wood-like bats. Beginning in the 2000-2001 school year, the maximum diameter of bats will be reduced from 2 3/4 inches to 2 5/8 inches, and the unit differential, namely the difference between bat length measured in inches and bat weight measured in ounces, will be reduced from minus 5 to minus 3. UIL plays baseball under National Federation Rules.

UIL and the Texas Association of Sports Officials (formerly the Southwest Officials Association) will enforce the National Federation of State High School Associations bat standard for all games during the 2000-2001 school year. If you have questions about the standard or would like to discuss the standard, feel free to contact me at the UIL office.

Different sports see new rules for next year

Administrators, coaches and officials need information. There is much to share this time of year. I will dispense with any prose or poetry and get to the issues.

Reclassification and Realignment

Eleven appeals were heard during the District Assignment and Review Board Hearing in Austin on February 22. Three of those appeals were granted. Schools were permitted to officially schedule and contract games on February 23.

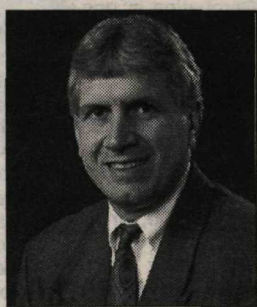
The UIL staff will now complete the alignments for volleyball, cross country, soccer, baseball, softball and spring meet activities. The delay in completing these alignments was caused because 150 schools failed to complete their Acceptance Forms by the February 15 deadline. The UIL will have all alignments completed no later than May 1. Obviously we plan to get the volleyball and cross country alignments as soon as possible so that scheduling may begin.

Athletic Committee

The UIL Legislative Council Standing Committee on Athletics will meet in Austin on June 13 and 14. This very important public forum provides the opportunity for any and all to present rules proposals to the Council. It is not too early to plan to present any proposal in person or in writing. Contact the League staff for details.

Track and Field

Girls pole vaulting has not been approved at the regional and state level. Girls participate in the 4x200 relay rather than the vault at regional and state. Girls may participate in the pole vault at any invitational or district meet provided the host school or the district executive committee allows the competition. This event may also be used as a scoring event.



Charles Breithaupt
Athletic Director

Coaches encouraged to refer to Constitution and Contest Rules in their area to understand changes, standards for upcoming school year

The discus sector for the State Track and Field Meet will be 40 degrees. This will allow for the discus competition to safely remain inside Mike A. Meyers Stadium. Regional directors and District Chairmen have been notified of this change. The change was also noted in the Coaches Manual for spring meet activities.

National Federation Rule 4-3-6 regarding removing any part of the team uniform will be officiated in the following manner. All athletes should be warned prior to the starting of the meet and prior to each event, but only one warning is mandatory. This warning may be done by the public address announcer at the beginning of the meet, a notice placed in team packets, or verbally by a meet official. After this warning any uniform removal during competition, other than shoes, in the area of competition shall be a disqualification from that event and any recurrence by the same individual shall be a disqualification from the rest of the meet. For field events the term "during competition" begins when the athlete has checked in and the first attempt has been taken and extends through the athlete's completion of the event. "Completion of the event" means the athlete in question has passed or taken all throws or jumps in regular competition, not including a jump-off. In running events the term, "during competition" begins when the athlete checks in with the clerk of the course and is placed on the track in his or her lane and ends when the athlete has finished the race and the timers and pickers no longer require their presence. The intent of the rule

is to stop the removal of uniforms for show. It is not intended for penalizing athletes for changing in or out of warm-ups, etc.

Tennis

The State Championships in tennis will be held May 8 and 9 at Lakeway World of Tennis and Penick-Allison Courts. The Conference 1A, 4A, and 5A tournament will be held at Lakeway. The Conference 2A, 3A tournaments will be held at Penick-Allison.

Softball

The UIL has entered into a contract with the University of Texas enabling the championship games of the State Softball Tournament to be played at McCombs Field provided UT does not receive a bid to host a NCAA Regional. All semifinal games will be played at Pleasant Valley Sportsplex.

The 2000-2001 Tentative Calendar has several changes for softball. The State Tournament will be played over three days rather than two. The dates are

Girls pole vaulting has not been approved at the regional and state level. Girls participate in the 4x200 relay rather than the vault at regional and state.

May 31, June 1, 2, 2001. All games will be played at McCombs Field. District certification date will be April 24.

Baseball

For the first time in the playoffs the first game of a two out of three series may begin before Friday, provided there is no loss of school time. Prior to the 1999-2000 school year a playoff series could not begin until Friday.

The State Baseball Tournament format will also have a major change. The Conference 4A and 2A semifinal games will be played at Dell Diamond in Round Rock. This brand new facility is home to the Round Rock Express, a AA minor league affiliate of the Houston Astros. The Conference A semifinals will be played at the Burger Center. The 5A and 3A semifinals will be played at Disch-Falk Field. All championship games will be played at Disch-Falk.

Football

The UIL has made an exception to the NCAA rule requiring gray gloves for the 2000 season. Players may continue to wear gloves of any color. Additionally, the UIL will continue to use the exception regarding jerseys. Currently belt length jerseys are permitted. However any jersey extending below the belt must be tucked into the pants. Players wearing jerseys shorter than belt length must wear a shirt underneath so no skin is exposed. This shirt must be tucked in if it is longer than belt length.

NCAA rule changes for the 2000 season will be published later in the spring. Mike Johnston, Katy High School, president of the Texas High School Coaches Association, and Rusty Dowling, Texas City High School, represented the coaches in Indianapolis at the NCAA Football Rules Committee meeting in February. Jim Blackwood, Executive Director of the Texas Association of Sports Officials, represented Texas football officials.

The junior high football plan allows a maximum of nine games (eight recommended). Prior to 1984 schools were limited to a maximum of eight games. A junior high football game shall be not be played after November 4. Therefore the final game for junior high football could be the ninth game for the same school's varsity. The calendar has not changed in this regard. Coaches should remember the same calendar was in place in

Different types of awards may jeopardize amateur status

continued from page 14

This type of award is most often given for participation in what is typically individual sports such as golf and tennis. An indirect award is an award given to a second party to be held for later delivery to the student is considered received by the student when the award is given to the second party. This conduct is a violation by the participant school or school district.

Athletes with varsity eligibility remaining are not the only ones that need to be aware of the awards rule. When teams have had an exceptional year or have exceeded the community's expectations the coach is often the one which is sought out for additional recognition. Thus, coaches need to be aware of Section 481 in the Constitution and Contest Rules which state the following: Individuals who coach, direct or sponsor League activities in grades 9-12 may be suspended if they accept more than \$300 in money, product, or service from any source (over and above the stipend paid by the school district) in recognition of or appreciation for coaching, directing or sponsorship of League activities. The \$300 limit is cumulative for a calendar year and is not specific to any one particular gift. Coaches may not accept money, product or service for entering their student(s) in a contest or other activity. This rule also applies but is not limited to money, gifts, use of automo-

biles, insurance, club privileges and funds tendered by booster clubs for other services. As with the Amateur Rule there are some limited exceptions to this rule. A coach or sponsor may accept from any source in any amount a post secondary institution scholarship. Upon retirement from the profession, sponsors or coaches may accept money or other valuable consideration in any amount from any source. A sponsor or coach may also accept the Annual UIL Award for Excellence sanctioned by the UIL.

The rules can often become cumbersome. Coaches and sponsors are not always in a position to oversee student participation, especially during the summer months. However, students must abide by the rules regardless of the time of year. There is no worse feeling in the world than the one a coach could experience when a student returns to school to discover a player is in violation of the Amateur Rule and will not be able to participate for the high school team for the period of one year.

Spend some quality time with your athletes and their parents if necessary and make each one of them aware of the rule and the possible ramifications of the violation of the rule. The few minutes you spend informing your players could pay huge dividends in the future.

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

CHRISTOVAL HS

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

PROSE & POETRY

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

WILMER-HUTCHINS HS

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

SUNDAY COMPETITION

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

WAIVER OF RESIDENCE

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

LOCAL ELIGIBILITY RULES

With regard to Section 403 (a): School districts with board policies that lock all four years of

eligibility for ninth grade students from a 7-8-9 campus into the high school they first represent causes those students to be 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 accidentally 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 Athletic Code (inappropriate interaction with game officials).

HOUSTON WORTHING HS

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

HOUSTON MILBY HS

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

SAN ANTONIO HOUSTON HS

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

PORT ARTHUR AUSTIN HS

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

BEAUMONT WEST BROOK HS

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

SUGAR LAND WILLOWRIDGE HS

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

KATY HS

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

WICHITA FALLS ISD

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

KAUFMAN HS

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

HOUSTON JONES HS

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

SANTA MARIA HS

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

SEABROOK ED WHITE MEMORIAL HS

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

CORPUS CHRISTI CALLEN HS

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

CORPUS CHRISTI CARROLL HS

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

KINGSVILLE ACADEMY HS

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

CARROLLTON NEWMAN SMITH HS

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

MILFORD ISD

The District 41-A Executive Committee issued a public reprimand to Milford ISD for allowing a non-school employee to assist in coaching a boys' basketball game.

CLYDE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Coach Marc Case for scheduling more than the allowable number of basketball games.

SUGAR LAND ELKINS HIGH SCHOOL

The State Executive Committee issued a public reprimand to Coach Wayne Howard, suspended him from one basketball game during the 2000-01 season, and placed him on probation through February 15, 2001, for violation of the Athletic Code. The committee also issued a public reprimand in basketball to Elkins High School.

EL PASO BOWIE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Coach Ed Revelas and suspended him from coaching any UIL activity through February 15, 2001, for allowing student athletes to participate in two contests during a school week and for playing an ineligible player. In addition, the committee issued a public reprimand to Bowie High School.

DEL VALLE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Del Valle High School for lack of administrative cooperation with game officials.

APPEAL OF DISTRICT ASSIGNMENT

The State Executive Committee issued the following interpretation of Section 354:

1. Section 354 does not expressly prohibit schools from petitioning to a district within a larger conference for permission to join that district.

2. If unanimous consent is obtained from both the sending lower division UIL district and the receiving higher division UIL district, schools may be assigned to the new district even though it is in the next larger conference.

3. The request shall not change any other districts or create any additional districts.

4. We respectfully request the Legislative Council to study Section 354 at its next meeting, and clarify whether in the future Section 354 should expressly state that schools may change districts only within the same conference.

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	