

# Leaguer

## Volleyball on the move

*State tournament moves to San Marcos campus, citing growth of interest in sport*

by Ryan D. Pittman  
journalism staff intern

**A**fter 14 years of calling Austin's Burger Center home, the UIL state volleyball tournament will move to the Strahan Coliseum in San Marcos next year, UIL officials announced recently.

The facility, located on the campus of Southwest Texas State University, will host the state finals for at least the next three years, beginning with next year's tournament, scheduled for Nov. 17-18.

"We're very pleased to be establishing a relationship with Southwest Texas," said Rachel Seewald, UIL athletic coordinator and state volleyball director. "Strahan Coliseum is a top-notch facility and will serve as a great venue for an event of this magnitude."

Along with the main court, the coliseum has two additional warm-up gyms as well as extensive locker room facilities.

"Everyone here is very excited to be hosting a state tournament," said Larry Teis, associate athletic director for Southwest Texas State University. "This is a great opportunity to have the best volleyball players in the state here in San Marcos and on our campus."

Each year, the state volleyball tournament attracts approximately 5,000 fans. The coliseum can hold nearly 7,000, with the majority of seats being "extremely close to the action," Teis says.

The move to San Marcos will give those attending the tournament an opportunity to sample all San Marcos has to offer.

"San Marcos is a great destination location," Teis said. "I'm sure everyone who comes to the tournament will want to come back again and again."

UIL officials are confident the tournament participants will leave San Marcos with life-long memories.

"The staff at Southwest Texas has gone out of their way to ensure that the students participating will have an unforgettable experience," Seewald said.

Charles Breithaupt, UIL athletic director, has seen the tournament grow in interest each year.

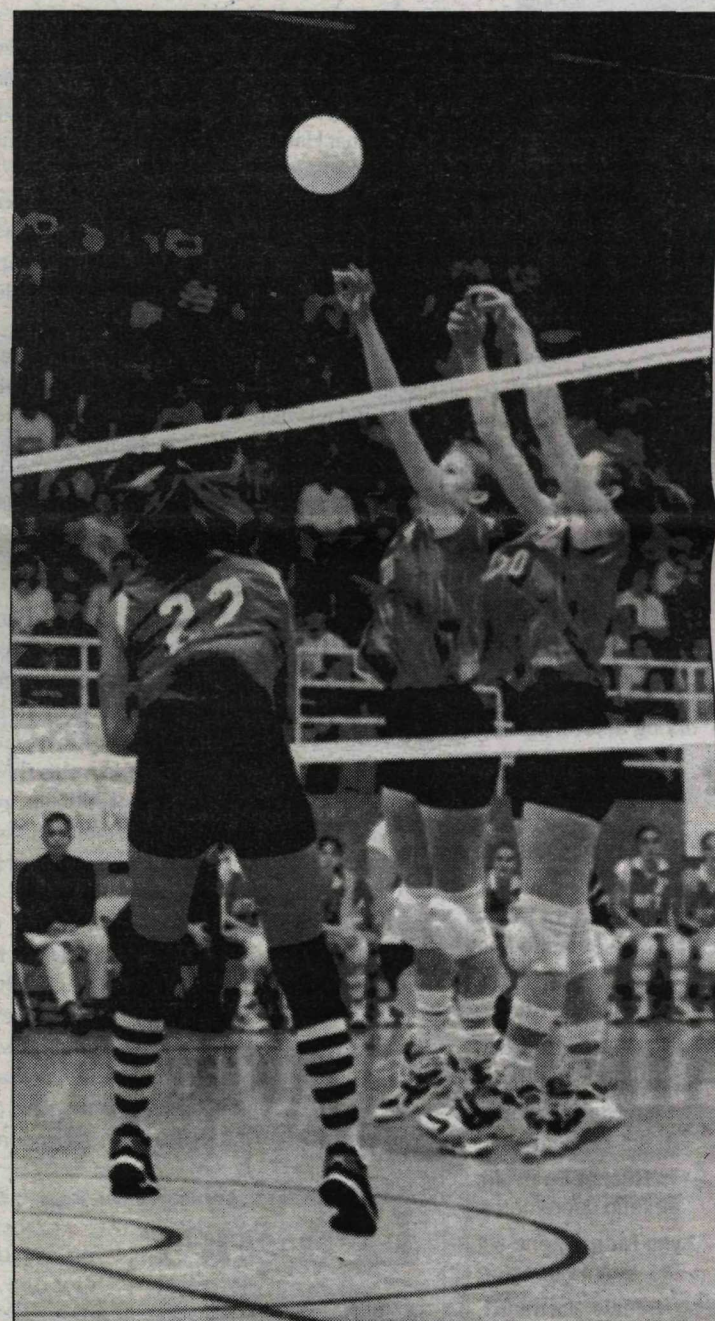
"Due to the increase in size and interest of the tournament, the staff felt it was necessary to move to a larger facility," he said. "Several options were considered, and Southwest Texas was the most viable."

Breithaupt acknowledged that the Austin ISD did a good job in hosting the tournament.

"We would like to praise the work done by the Austin Independent School District in hosting this event for the past 14 years," he said.

### More Space

With action like this, more and more people will be able to watch the state volleyball tournament. It is moving to the Strahan Coliseum at Southwest Texas State University, beginning next year.



## First year school takes state girls soccer championship

By Rachel Streitfeld  
Plano West High School reporter

(Editor's note: Plano West High School, in its first year of existence, won the state 4A girls soccer championship. This is an account written by a journalism student at Plano West about the year.)

Plano West Senior High varsity girls soccer

players paraded triumphantly around the gym amid cheers and a standing ovation. "Who needs seniors?" the students chanted. Certainly not West's Lady Wolves, UIL State champs in their first year of existence- without the aid and experience of a senior class.

"I think it was an astounding achievement for a first year program in a very competitive sport,"

principal Phil Saviano said. "The team was classified as a 'young' team in a first year school with a first year varsity program. From my prospective, it galvanized the atmosphere at the school. It's been a unifying experience."

The soccer team pulled up younger students from their feeder schools to supplement the team.

"This is a very motivated group," coach Karen

Hunnicut said. "I've been impressed with how much leadership and focus we've had. The age doesn't matter. These kids just work very hard."

Plano West, a first year school in the Plano ISD, has a junior class of 850 students.

"I've been at UIL for 25 years and I've never heard of a first-year school winning the state

continued on page 13

# Literary Criticism list gets 'harry' with Potter books

By Bobby Hawthorne  
Director of Academics



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**W**arning: the 2000-2001 literary criticism reading list includes *Harry Potter and the Sorcerer's Stone*, J. K. Rowling's wildly popular novel that is, depending on your point of view, juvenile rubbish, sheer evil or the most enchanting literature since Lewis Carroll or J.R.R. Tolkien.

Either way, this book and Rowling's two other Harry Potter novels have dominated the *New York Times* best-seller list for almost a year, despite the fact that a number of parents and religious groups around the nation have sought to ban them. For example, a group of South Carolina parents have accused the Harry Potter books of having "a serious tone of death, hate, lack of respect and sheer evil." Meanwhile, a Washington couple complained that Harry Potter will lead readers to "hatred and rebellion."

And it's not strictly an American phenomenon. The head teacher of a Church of England primary school has banned younger pupils from reading the Harry Potter books because she says that the Bible condemns the witches and wizards they feature as evil.

All of this is puzzling, given that parents and educators have long despaired over a generation lost to video games and television, but it's not unprecedented. Judith Krug, director of the American Library Association's Office for Intellectual Freedom, said the debate over what constitutes appropriate classroom material is nothing new. Classics and fairy tales such as "Charlotte's Web," "Jack and the Beanstalk" and "A Wrinkle in Time" have been challenged in their day.

She said the very books that lure huge numbers of children to the printed page are often denounced as dangerous. And any book is suspect. Last fall, *Snow Falling on Cedars*, one of the most evocative and powerful books I've read in years, was censored in a South Texas district for reasons I never understood other than the fact that it contained a few mild sexual episodes, any one of which paled in comparison to the typical network television sitcom. I'm currently reading Steve Harrigan's *The Gates of the Alamo*, an extraordinary work of fiction that doesn't follow the John Wayne/Davy Crockett myth and will no doubt be lambasted by the flat-earth types if and when it's ever read in a public school.

As for the literary criticism contest, I have received a number of notes, electronically and otherwise, from coaches, questioning the appropriateness of *Harry Potter and the Sorcerer's Stone* in terms of content and age level. My answer to those who challenge this selection shall be:

• Have you read the book? Of the dozen or more queries I've received thus far, only one person has admitted to having actually read the book.

• Dr. Fred Tarpley, the League's literary criticism director, has assured me that the book works on a variety of intellectual and literary levels. I doubt that it would remain on the *New York Times* best seller list if it appealed solely to third and fourth graders.

• Dr. Tarpley consults with individual colleagues statewide as well as English/language arts professional educator associations before constructing the lit crit reading list. He attempts to select pieces that will balance over time style, genre, region, gender, race and other considerations. In the past three years, the authors have been a Southwest Hispanic male, an Nigerian male and a Bible-belt Southern female.

• Finally, the literary criticism contest is a voluntary activity. It isn't an assigned reading, and the selections may not be appropriate for all persons. In the fall of 1994, a superintendent riled against John Steinbeck's *The Grapes of Wrath*. "It took me five years to get that garbage off my library shelves," he said, "and the UIL mandates that we read it."

Actually, we didn't, and parents may choose to shield their children from materials used in UIL contests. The journalism and ready writing contests have occasionally dealt with politically sensitive topics such as prayer in school or textbook censorship. Several years ago, editorial writers were asked to take a stance on harassment of gay students in public schools. I'm certain the parent who objected to this topic will feel similarly about Harry Potter. But that's the risk we must take. The League has an obligation to go beyond the regular classroom, to debate important issues, to perform challenging theatre and prose, to analyze complex policies, and to synthesize skills learned in math, science, language arts and social studies into a fully complete critical thinking experience. Much of what we do is beyond the reach and scope of the average student. The typical kid in a physical education class can't run a 2-minute half mile, but athletes running UIL track can. The typical kid in a history or social studies class can't analyze the political situation in Russia and explain how it might affect the American presidential race, but participants in UIL current issues and events can.

We'll see whether *Harry Potter and the Sorcerer's Stone* will raise or lower the bar. Given the nature of the objections thrust against it so far, I'm glad to give it the benefit of the doubt.

## Parental support helps tie education, life together for success

*Editor's Note: The following was written by a father to his son. With good parental support tied into the educational arena, young people have that much more advantage of being a success.*

Dear Son:

Sometimes it is hard to tell you everything that crosses our minds about how proud we are of your accomplishments this year. If this year is any indication of next year, it will be a year to look forward to with anticipation. As a dad, you have been a joy to have as a son. I and your mother are glad you are who you are. Not only do you have brains but you are also a darn good athlete. You have upheld the family tradition that your sister started. There is no greater joy as a parent to see your offspring play, be successful and become a productive individual, not only on the playing field, but in the classroom. You are truly to be commended for your accomplishments.

We have watched you mature from the little boy that I so enjoyed throwing batting practice to, throwing a football to, playing basketball with, and fishing with into a competitive young man that dislikes losing so much. If I or your mother have done something right, it is that we have instilled into you that desire to compete. This desire to compete will someday make you a big success in life in whatever you choose to do. You cannot make someone want to play hard and give 110 percent each time you step in to class or on the field. It must come from within. You have had a great year and the best is yet to come. Work hard and you will be even better. We have had nothing but admiration and love for you and these desires will continue as long as you are our son. When you start your family, you will feel the emotions and desires that we are feeling now. We are truly proud of you son, but the best is still to come. Life is one big game and there is no doubt you will be a winner — no matter what the final score on the scoreboard may read. You can look at the final score and feel comfort that you gave and did all you could to help your teammates win. Winning isn't everything, but losing is not fun! Even when you lose, you are not a loser. Losing makes you a more mature person and is a part of growing up. We are proud of you son and your mother and I love you for who you are...a [person] that never quits!

Love,

Mom and Dad

## Leaguer

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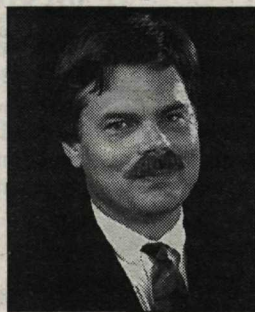
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# Protest committee could help solve problems

The danger of having time to think is that one feels obligated to do just that, even if it generally comes naturally to those of us who don't watch professional wrestling. With the weight of directing the ILPC spring convention and judging all those newspapers and yearbooks and their sundry and multitudinal (thank you, Mr. Roger) offspring individual entries now resting comfortably on Mr. Vonderheid's shoulders, hips, arms, legs (let's face it, he's buried), I've had more opportunity to reflect on the academic spring meet program, and I've decided this final *Leaguer* of the 1999-2000 school year would be a ripe opportunity to share my thoughts with you.



Bobby Hawthorne  
Academics Director

First thought: whew, was that last sentence long or what?

Second: no matter how hard we try, how many manuals and handbooks we crank out, how many workshops and seminars we conduct, how many phone calls and e-mails we return, some contest director out there is going to pass out the answer key with the contest.

Or worse. They'll disqualify a ready writer for failing to give his or her essay a two-word title, even though the essay, which took two hours to compose, is brilliant.

They'll calculate the current issues and event team score using the essay and the individual score without it. They'll misgrade the spelling and vocabulary contest, not once, not twice but three times. In science, they'll count the chemistry score twice, neglect to count the biology or physics scores at all. They'll somehow lose or forget to grade a literary criticism paper. In transferring places from the individual contest results form to the district meet results form, they'll transpose places or names.

You get the idea.

So while sitting at my desk one afternoon, watching Mr. Vonderheid lug crates of newspaper feature and sports writing entries up and down the halls, I wondered why can't we create a panel — something akin to the track and field game's committee — that would hear protests of this sort? The committee would grapple only with policy and procedural questions. Subjective decisions of the judges are final. You don't like the fact that the journalism judge awarded first place to the news story that lead with, "Imagine, you're on a spaceship, headed for Mars when the door swings open and out walks Elvis Presley, promoting his new 12-day diet craze," then next time, don't get your judges from the *National Enquirer*.

And speech protests — all 3,562 of them that are typically lodged during the even most immaculately run contest — will be relegated to the appropriate speech advisory committee or the World Court.

No, this panel would not — never, ever — hear challenges to subjective decisions. This spring, I was alternately amused and abused via e-mail by a young man who was dead certain that the district ready writing judges had conspired against him personally (he had, after all, won gold medals at two invitational meets), and he wanted me to force the district to re-judge the entries until, presumably, he placed high enough to advance to regional, where more enlightened judges would be attuned to his particular genius and flair.

I fear I have not heard the last from him, and no, I do not wish this for others. But actions that might be protested include errors in calculating grades, calculating scores and determining places.

Because errors often go undetected until after entries

are returned, it would be necessary to allow a reasonable amount of time for protests to be lodged and adjudicated. Of course, we don't want to drag the district meet out over days or weeks so let's say, for the sake of argument, that protests may be lodged within 24 hours after unofficial results for the respective contest have been announced.

Jim Smith, academic coordinator at Tarkington High School, said a similar system is used in state band tryouts where unofficial results are posted, but no results are final until 30 minutes after the last section is posted.

"This gives each director a chance to finish judging and to inspect the results without being rushed or without having students or other 'non-sponsor' adults challenging the results."

How would that translate to academics? Jim proposes that it would mean "breaking the annoying habit of academic coaches from rushing through everything so they can run out the door as soon as their kids' medals are in hand. It would mean keeping all materials in certain areas until the last contest was finished or until the sponsor from that event for each school has come by and signed off that they agree with the results, whichever comes first. It is possible to declare an event official if each coach has signed off without waiting for the entire contest to be completed, but each coach must have an opportunity to check the results."

If all goes well, each sponsor would sign off, and everyone would go home happy. If, however, an error in tabulating results were to be uncovered, a coach or administrator would have an opportunity to file a protest with the games committee, which would adjudicate the case. Meanwhile, results would be unofficial and entries available. Most importantly, contest directors would not have to scurry around, taking medals away from kids who thought they won.

In a perfect world, these calculation problems would be identified and resolved during verification. That's what it's for. But verification is hardly fool-proof. Under pressure and stress, exhausted contests directors make hasty and wrong decisions. Teachers who sponsor more than one contest or who direct other contests can't attend. Students feel intimidated to bring problems to the attention of the contest director until after verification and awards, when results are officially final and carved in marble.

The last thing I want is to create a burdensome bureaucracy that slows the meet, and I agree with the legal maxim: bad cases make bad law. But the responses I received from academic coordinators who answered my e-mail query about this were almost unanimous:

- We do this for the students, and they should have every opportunity to win, fair and square.
- Remember that sometimes, especially with small schools, there may only be one adult with all of those kids. Some of the schools in our district may send only one or two teachers for about 30 kids.
- Many mistakes are made, and some not caught until it is too late. Something like this would help.
- I'm all for being a student advocate, which is why we are all here in the first place. It's not about winning. It's about doing what's right.
- If it would help our kids be successful, then I am all for it.

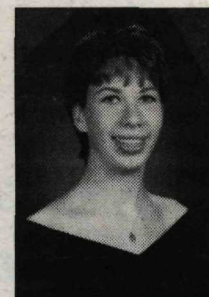
That's the big question. Will it ultimately help the kids? Are the few horror stories we experience and hear sufficient reason to install another level of bureaucracy? Who would serve on this panel? Are the logistical problems inherent in such a scheme too daunting? Do we accept the fact that some participants, through no fault of their own — in fact, despite a year's worth of hard work and preparation — will suffer because an adult forgot to add this row of numbers to that row?

It's something to think about, if you have the time.

Before leaving this topic, I'd like to share one of the more compelling notes I received. It deals with a miscalculation of a contestant's score and the inability of the contest director to correct the error after verification and official results had been posted. More importantly, it deals with integrity, the ultimate purpose of all UIL activities.

".... a student who would have been ranked third was deprived of that honor because of the contest director's error. My concern is not that an error was made. My concern is that there are people that really don't care whether a student is denied fairness even if their student is not the best competitor. They only care that their student advances even if at the expense of others. Both coaches concerned felt that, even after verification, that the right thing to do was to re-rank the papers. They felt that the student with the higher score should advance to regional. It was the UIL coordinator from the original third place student who pitched a fit and stressed the verification rule.

"I hope that, if ever in that situation, I would not make a decision based on my students' outcome or ranking but on what is best for the students involved."



*"My memories of UIL competition are the fondest. Through my speaking competitions I have become more aggressive, and I strive to win. My mind has expanded. I am able to think quickly and spontaneously. I now have no fear of speaking in public; in fact, I love it. I give my UIL involvement all the credit for all my success."*

Angela Phillips  
Meridian High School

## This is 'his final answer'

### Question:

I have wondered why every child cannot participate in every event in which they train? As a Math Coach I often lose my best competitors to other events. I have never been given a good answer to my question. I have been told that UIL is designed to have conflicts in order to pass around awards to more individuals so the best students don't win all the awards. I hope this is not your objective. I hope you end the conflicts. I don't see why competition cannot be spread out over a longer period of time. One weekend for Music, another few weekends for Sports, and several weekends for Academics.

### Answer:

The UIL has 22 academic events. Most district and regional meets are held on one day. Unless you're willing to conduct contests 24-hours straight for two or three days, it isn't possible to allow every child to enter any and every contest. At region and state, we have limited access to university classrooms.

The conflict pattern exists so that students will know ahead of time which contests they can expect to compete and advance in. Prior to the conflict pattern, regional meets set their own schedules. Thus, students who prepared for four journalism contests or three math contests might arrive at region to learn that all were being held simultaneously.

The League sponsors golf, track and field, tennis, softball, baseball, swimming, wrestling and soccer in the spring. We also sponsor solo-ensemble and wind ensemble, in addition to the academic events and one-act play. It is impossible to conduct all these activities in three weekends — one each for music, academics and athletics. The current calendar and conflict pattern guarantees that students can compete in as many contests as possible. — Bobby Hawthorne

# Good preparation essential

*Students need proper documentation, judges proper background when readying for contests*

**W**hat a whirlwind of activity the spring-time brings to the UIL office! My staff and I leap from the two CX Debate State tournaments immediately into District I and II, then Regionals two weeks later. As we prepare for State Meet, I'd like to address some of this year's district and regional occurrences in an effort to make State Meet run smoother than ever.

The C&CR does not mandate but does URGE students to bring the original sources of their prose and poetry selections to the contest site. Often, the original source can be critical in defending your piece if it is brought into question. If you wish to read from a prepared manuscript you have typed from the original (I always insisted that my students do so), it's a smart idea to type a bibliographic footnote on your script to denote the source. This will help avoid protests such as the one that came out of a district because a student had not typed the author's name on their manuscript and another school protested they were reading material by an anonymous author. An original source or bibliographic information on your manuscript can prevent this prob-



Jana Riggins  
Assistant Academic Director

and then stick to those standards when recruiting judges.

At the State Academic Meet, you receive an incredibly talented judging pool that we secure from universities and from the coaching ranks. All rounds of individual speaking events are paneled.

At CX Debate State, because we run more than 700 rounds of competition, not only does UIL hire a pool of judges, but each qualifying school is required to provide an experienced judge. This seems like a reasonable request because of the size of the tournament, schools do not pay an entry fee to the tournament and it ensures a geographically balanced pool.

Since coming to the League, I have made it a priority to attempt to hire experienced judges with a UIL background who are willing to judge according to UIL criteria. Likewise, we ask judges provided by schools to indicate on their judging forms how many rounds they have judged on the current topic.

I have been amazed at schools that submit a required judge who has judged zero rounds. Would your district stand for a basketball official being put on the court at the State Basketball Tournament who had not called a game all season? Why, then, will some coaches expect us to accept a debate judge who hasn't even heard the topic, and criticize us for not assigning them rounds? I often wonder how they would react if we put such a judge in THEIR students' round!

Every complaint about judges submitted at the CX tourney this year involved not UIL hired judges but judges provided by schools themselves. Our staff understands your concerns. That is why we are seriously considering proposing to the Legislative Council that all school-required CX debate judges meet a standard of having judged a minimum of eight rounds on the current tournament topic. Students on second place teams must meet an eight round requirement. Why not the judges, too? We ask for your feedback on this issue prior to the June council meeting.

From the phone calls we receive at the League, one of the biggest problems with district and regional speech contests is in the area of ranking. We still have coaches and contest directors who are unclear on the UIL speech ranking process.

The week following district, I was asked to check rankings from three different districts that proved to be incorrectly tabbed. Some folks ignore the phrase "or better" when looking for which speaker has a majority. If you have two speakers — one with ranks of 3,3,4 and the other has 4,2,3 — you cannot automatically award second place to the competitor with two ranks of 3. Remember, the C&CR says: "majority or better." In this example, both speakers have a majority of 3's or better, so you must move to the second ranking criteria (lowest sum) to break the tie. After ranking all involved in the tie, you rank the next speaker in the round by going back to the first ranking criteria, majority or better.

Another ranking criteria often misunderstood is that of Judges' Preference, used to break ties of lowest sum. Let me quickly dispel the myth that judges preference means getting your judges together after the round to discuss their ranks and come to some consensus on ranks. Judges should never confer. It is the contest director who should take the multiple judge ranking sheet UIL provides, record the rankings for each speaker and then compare Judge 1, 2, 3's ranks for students involved in the tie. The student preferred by two of the three judges would be placed ahead of the other, since a majority of

## EXTEMP TOPICS

### INFORMATIVE

1. Why is the agreement between Smith and Wesson and the United States government controversial?
2. Who is Robert W. Ray?
3. What are economists saying about the effect of the volatile stock market on the economy?
4. The saga of Haiti's elections: what is the latest episode?
5. What are the details of the agreement between Texas and Aetna?
6. Why is the Office of US Customs in the news?
7. How is South Africa responding to soaring incidences of rape?
8. What is the significance to the criminal justice system of the Texas State 3<sup>rd</sup> Court of Appeals' decision on DNA evidence?
9. Why are the International Monetary Fund and World Bank meeting amidst a storm of controversy in Washington, D.C.?
10. How is Russia responding to Western censure of its human rights record in Chechnya?
11. Who is Alejandro Toledo?
12. Why are the United States and Israel feuding over Israeli weapons' sales?
13. The 2001 Budget Resolution: what are the details?
14. What are the stakes in Zimbabwe's land war?
15. Where does Congress stand on China's accession to the World Trade Organization?
16. "Fee speech": How does the Supreme Court view the use of university activity fees to fund controversial campus groups?
17. What is Governor George W. Bush's prescription for the nation's healthcare?

### PERSUASIVE

1. Has the United States responded adequately to the crisis created by the American bombing of China's embassy in Belgrade?
2. Should a soon-to-be former President William Jefferson Clinton face criminal prosecution?
3. Will President Alberto Fujimori triumph in the Peruvian runoff election?
4. Is Bolivia on the brink of civil war?
5. Would a "bear market" strengthen the US economy?
6. Is Mexico capable of waging effective war on drug traffickers?
7. Should Texas Health Commissioner Reyn Archer resign from office?
8. How should Vice President Albert Gore handle the issue of campaign finance reform?
9. Does Governor George W. Bush's recent meeting with Log Cabin Republicans threaten his alliance with social conservatives?
10. Should the United States grant more high-tech immigration visas?
11. What international assistance does Montenegro need in order to protect itself from Kosovar Albanians and Serbians?
12. How effective are international sanctions against Angola's rebel movement?
13. Does America have a growing sub-culture of anarchists?
14. Should Israel release hostages held as bargaining chips for Israeli soldiers?
15. How will Russia's recent ratification of the START II Treaty impact relations with the United States?
16. Are .coms an endangered species?
17. Should the Supreme Court rule against the Miranda rights?

continued on page 6

*I have been amazed at schools who submit a required judge who has judged zero rounds. Would your district stand for a basketball official being put on the court at the State Basketball Tournament who had not called a game all season?*

lem. Originals also assist in questions about genre.

In response to the countless hours my staff and I always spend organizing State Meet, my husband reminds me that one could host a tournament every weekend and still not have it run flawlessly because of the variable of judges. If you have agreed to serve as a judge at State (or wherever, for that matter), be sure to turn off your cell phones when you go into a round. We had a school district and several parents unhappy because a school coach fulfilling her required rounds at CX State allowed her phone to go off not just once, but four times during a debate round. Following one sequence of rings, she even stopped to take down the number of the caller. If you're judging a round, use common courtesy and make the performers/speakers your priority for the moment. With all the time and effort competitors have put into preparing for State Meet, we should offer them no less in return.

Another issue that raises coaches' blood pressure has been the quality of judging. Districts must address this at their fall planning meeting. Have your school representatives and coaches discuss criteria such as age, minimum experience, no connection to competing schools,

# All-State Journalism staff being created

Texas also becomes home of three of last four 'National Journalism Students of the Year'

**P** sychologists, teachers, administrators — anyone out there who has a soapbox — has preached the virtues of a student having high self esteem. I've been listening. Based on the idea of giving journalism students more recognition, I have created a way to recognize more journalism students throughout the state by creating an "All-State Journalism Staff."



Randy Vonderheid  
Assistant Academic Director

As a teacher, I expected my students to report on those football players, basketball players and even one-act play cast members who were named to the All-Star team. As Director of Journalism, I can now recognize those students who have excelled in journalism. I am creating an "All-State Journalism Staff."

Any student involved in scholastic journalism in Texas is eligible to apply and become a member of the All-State Journalism Staff. Applications have been distributed through the ILPC newsletter, *The Reporter*, and are available through the UIL's web page (<http://www.utexas.edu/admin/uil/> then go to Academics, then to journalism, then to ILPC and you will find the application ready to be downloaded). If you don't have access to a computer call or write me, and I will send you a copy.

To become a member of the All State Journalism Staff, a student must fulfill certain criteria, thus gaining

points towards acceptance into the elite group. There are several ways to earn points to become an All State staff member. They can be accumulated from participating in UIL contests, both invitational and district, regional and state, taking part in ILPC, national competitions or any other local kinds of competitions. I have other types of recognition I will be instituting for staffs and teachers in the years to come, and I hope this is the first step to recognizing the value of a solid journalism program in a school.

## Tops Again

For the third time in four years, a Texas journalism student has been named as "National High School Journalist of the Year." Mildred Yuan of Westlake High School in Austin received the honor at the Journalism Education Association convention in California in April. In 1997, Leif Strickland of Arlington High School was named as National High School Journalist of the Year and in 1998 Corinne MacLaggan of Westlake High School was named to the same honor.

## Summer Workshops

There are a multitude of summer workshops out there — take advantage of them. I know that it takes a week out of the summer, but I have found that by sacrificing that one week, my school year always went smoother. When too few staff members attended summer workshop, my staffs were not ready for the year and started out already behind.

ILPC's workshop is noted as one of the best in the nation. We offer some of the finest teachers to be found and get students ready for the school year. Workshops, too, help the staff gel as a group and make the staff feel more like family.

## Final Thoughts on UIL competition

I have heard several people complain about the judging or other parts of the UIL competition. I wish I could help everyone. One problem I have found is that a lot of people like to complain, but don't like to put in the work beforehand to make sure things are done right. If you want to complain about the judging and didn't want a say or help in finding judges, make sure next year you put forth that effort. If you don't think there was enough communication at the meet, next year make sure you put forth the effort before the meet to make sure you help in the communication process.

## Schools pick up awards for top stories, pictures in publications

During the annual ILPC convention, winners of Individual Achievement Awards were announced as well as "Tops in Texas" winners. "Tops in Texas" winners are selected after first place winners in each category are named. Those first place winners then competed against first place winners in each conference to be named the top story or picture in that category throughout the state.

## Yearbook Tops in Texas Awards

- **Theme Selection and Development** - Laura Brown, Christin Boudreaux, Karen Williams, Randall HS
- **Theme Copy** - Renee Gonzales, Duncanville HS
- **Student Life Spread** - Jenni Heinritz, Duncanville HS
- **Sports Spread** - Krystle Loyland, Randall HS
- **Academic Spread** - Alice Stoddard, Duncanville HS
- **Class Section Spread** - Alex Tafreshi, McCullough JH
- **Club/Organization Spread** - Jodi Homen, Groom HS
- **General Interest Spread** - Danielle Lindsey, Ashley Lindsey, Jennifer Secrest, Pleasant Grove HS
- **Open Category** - Renee Gonzales, Duncanville HS
- **Student Life Feature Story** - Sarah Bass, Hillcrest HS
- **Academic Feature Story** - Lesley Lawrence, White Oak HS
- **Sports Feature Story** - Valerie Flattman, Burges HS
- **Club/Organization Feature Story** - Ann Ng, Fulmore MS
- **Sports Action Photo** - Matt Slocum, Duncanville HS
- **Sports Feature Photo** - Matt Slocum, Duncanville HS
- **Academic Photo** - Rosie Rodriguez, Memorial HS
- **Non-Academic Photo** - Nathan Gasser, Richland HS

## Newspaper Tops in Texas Awards

- **News Writing** - Leilani McBrayer, DeSoto HS
- **News Feature** - Shelby Downs and Vanessa Londoño, McKinney HS
- **Editorial Writing** - George Beardall-Cook, Fulmore MS
- **Sports Action Writing** - Jonathan Smith, Tyler Robert E. Lee HS
- **Sports Feature Writing** - Kristal Goehring, Marcus HS
- **Feature Writing** - Susan Babb, Angleton HS
- **Entertainment Review** - Paige Davis and Stephanie Retherford, Lake Dallas HS
- **Entertainment Feature** - Adam Hasler, Westlake HS
- **Photo Story** - Adrian Hernandez, Conrado Perales, Samantha Caviness, Shauna Slovak, Duncanville HS
- **General Column** - Jessica Swind, Hanna HS
- **Sports Column** - Stephanie Holder, Angleton HS
- **In Depth News/Feature Story** - Doug Morrill, Pflugerville HS
- **In Depth News/Feature Package** - Mildred Yuan and others, Westlake HS
- **Student Art** - Spencer Matern, DeSoto HS
- **Computer Art** - Alan Ricks, Hillcrest HS
- **Editorial Cartoon** - Amy Cunningham, Hillcrest HS
- **Page One Design** - Elizabeth Egeland, DeSoto HS
- **General News Photo** - Samantha Caviness, Duncanville HS
- **Feature Photo** - Carolyn Smith, Andrews HS
- **Sports Action Photo** - Alexandria Kenig, Westlake HS
- **Sports Feature Photo** - Ashley Waits, DeSoto HS

## Top publications win awards

Top awards went to 48 publications at the ILPC convention, held at The University of Texas in Austin, April 8-9. Over 1,600 students and teachers converged on the campus for the two-day convention. Winners of the Gold, Silver and Bronze Star awards are recognized as being in the top 10 percent of publications state-wide.

### Newspaper Recipients

#### Gold Star

The Uproar, Mansfield High School  
Eagle Eye, DeSoto High School  
Hillcrest Hurricane, Hillcrest High School  
The Edition, Anderson High School  
Panther Prints, Duncanville High School  
Featherduster, Westlake High School

#### Silver Star

Rampage, Elsie High School  
Silver Streak, Randall High School  
Bagpipe, Highland Park High School  
The Marquee, Marcus High School  
Warrior Post, Martin High School  
Cougar's Roar, William Holland MS  
Stampede, El Paso Burges High School  
Round Up, Andrews High School  
Falcon Cry, Fulmore Middle School

#### Bronze Star

Talon, Richardson High School  
Twisting Times, E. C. Heritage MS  
The Liberator, Austin LBJ High School  
Panther Prowl, Pflugerville High School  
Mane Events, McKinney High School  
Three Penny Press, Bellaire High School  
Panther Spirit, Follett High School  
The Caledonian, The Woodlands HS  
Maroon, Austin Stephen F. Austin HS  
Rampage, SA John Marshall High School

### Yearbook Recipients

#### Gold Star

Treasure Chest, Randall High School  
Panther Paw, Pflugerville High School  
Panther Tale, Duncanville High School  
The Lion, McKinney High School

#### Silver Star

The Mustang, Andrews High School  
Hoofbeats, Burges High School  
The Panther, Hillcrest High School  
Carillon, Bellaire High School  
Hornet, East Central High School  
Kodiak, Bailey Middle School  
Flashlight, Abilene High School  
The Hawk, Pleasant Grove High School

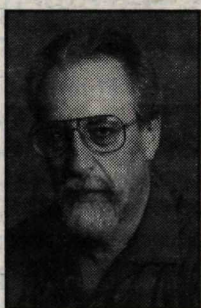
#### Bronze Star

The Wildcat, Whitehouse High School  
The Golden Eagle, Cypress Falls HS  
Highlander, McCullough Junior High  
The Falcon, Jersey Village High School  
Ramblings, Alief Elsie High School  
Marauder, Marcus High School  
Bearkat 1999, Klein High School  
Prowler, Kempner High School  
Odyssey, Christa McAuliffe Middle School  
Reatta, Memorial High School  
The Tiger, Mansfield High School

# State OAP brings questions of play modification

**O**n the eve of State Meet there is little time to reflect deeply on a year that encompassed a record 1,143 actual participants and the most significant changes in OAP history. The world didn't come to an end as the negatives anticipated and, if the trend continues, we will have similar numbers of time limit disqualifications as in past years. A more disturbing trend seems to be directors choosing to modify approved plays. Is this new?

Adding dialogue, characters and vocal music seems to be common practice without permission. Splitting or



Lynn Murray  
Drama Director

combining characters, changing gender or other script adaptations have become major issues in spite of the restrictions clearly identified in the OAP Handbook. Do we assume that the "it is not wrong unless you get caught" attitude is the order of the day? Is ignorance of basic copyright (use of literature) law commonplace? Have we reached the point when basic copyright law should be taught like library usage, perhaps required for high school graduation? What are we teaching students by modifying the literary works of others without appropriate permission?

I doubt that educators find plagiarism acceptable. Is revision of the literary efforts of others a more acceptable practice? Adaptations of plays cannot be produced in OAP unless the specific adaptation appears on the approved list of long or short plays. Otherwise, approval

may be granted as per section 1033 (c)(1)(A) in the current UIL C & CR. Adaptations of public domain scripts must be approved by the League. Adaptations of copyrighted scripts must be approved by the publisher/playwright/agent and the League.

This office attempts to notify directors when we discover errors in judgement or interpretation in OAP. Too often directors take this notification as some sort of "gotcha" intent. We hope that when you realize you've made a mistake, you will take immediate steps to correct it with the least impact on students. Our best hope is to find mistakes before contest. To that end we faxed notes on eligibility notices approximately 200 times this spring. Some of the same problems continued to appear as schools advanced and a few have been discovered as we prepared for state. Scenery violations have been equally disturbing.

A senior drama staff assistant checks OAP eligibility notices as they are received. When potential problems are recognized I review them ASAP. Some problems are obvious mistakes or failure to read but the others are more subtle. It appears that some directors have been careful to learn the rules to know how to break them properly.

The new OAP Handbook has helped and would be more helpful if read more often. There are mistakes and several were identified in the January/February column. An addendum will be available next fall in an attempt to correct and clarify. Get ready to set scenery upstage of the house curtain. A narrow definition of "architectural necessity" will be included. Director desires will be eliminated from the formula. Contest managers are being coerced by directors on multiple fronts about set, strike, play ending/beginning, scenery, lights, sound and glitter left on the stage. Don't expect to use scenery, light trees, projectors/projections, or sound controls downstage of the house curtain. Sound control from the booth is not the same thing and some house sound control is permanently mounted in a covered or masked orchestra pit position.

Directors are already discovering unique ways to interpret Section 1033 (c)(2)(F) to include everything they want. A trellis is not a fence. "4' x 8'" means 4 feet tall and 8 feet long for both fence sections and trees. The use of jail bars as a fence substitute will be added with specifics in the addendum but the limits will remain. All of "F" is legal upstage of the house curtain only and cannot be used as an addition to the top of a stage property. Set interpretations will be within the original intent of the two-year study of the 20-member UIL Advisory Committee.

There will be numerous additions to the index, pages added and a few errors deleted. If you have suggestions, let me know. No, you are not required to remove spike tape from the stage floor during the seven minute strike. A major new addition will be a warning concerning the use of any type of burning cigarettes. As the result of a direct inquiry I discussed this issue with the assistant attorney who serves as the UIL legal counsel. It is the opinion of Dewey Helmcamp that the use of herbal cigarettes by students in OAP would violate state law. Herbal cigarettes cannot be sold or be in possession of a minor (under the age of 18) on public school property. The contents are as harmful as tobacco, and evaluating content is very difficult and expensive. Although OAP rules do not include a smoking ban, State law is enforceable. If you wish to check my source, the number is (512) 475-4300 or fax 320-0167. Remember: "When you lose, don't lose the lesson."

The Texas Coalition for Quality Arts Education has announced that "The Year of Arts Education in Texas" will be celebrated August, 2000, to July, 2001, to coincide with the school and legislative year. The theme of the year-long event will be "Deepen the Arts in Texas."

## Judges should respect participants by preparing as much as students prepare

continued from page 4

the judges "preferred" him.

If you are still unsure of this process, please refer to pages 102-104 of the C&CR or follow our advice and have your district purchase the TalkTab software available from the League. The cost is minuscule, especially when divided among the district schools, and the benefit of ranking students correctly for their efforts in a competitive round is significant!

Two important suggestions: whether your school is the district host for next year's meet or not, order a Spring Meet Manual. It details how every academic event should be run. Our staff has already begun revisions for next season in an effort to have this document ready for you to order before your fall meeting. Reviewing it in advance of the planning meeting could circumvent some of the disastrous situations that sometimes occur at your districts in the spring. Secondly, make sure you attend the fall and early spring planning meetings so your school and your

concerns can be heard. Address problems that happened this spring so they won't be repeat experiences.

Our office doesn't shut down when State Meet is over. I will be finalizing sessions for the summer speech coaches' workshop, Capital Conference, scheduled for July 7-8. Let me hear what sessions you would find most beneficial in building a speech program and coaching UIL events. This is a great conference for both novice and veteran coaches. Get ready for a stupendous keynote speaker! Also in July, our Lincoln-Douglas Debate Committee will meet to design the fall and spring topics for next season. Submit your ideas for consideration via our web page. Next school year we enter into our third and final season of the current prose and poetry categories knowing that students have done an outstanding job finding delightful pieces of literature to explore. We will assemble our State Advisory Committee in future months, so if you have a burning desire to serve on the prose/poetry committee, please send me your name and credentials for consideration. I'd also like to hear your ideas for new categories. Any comments about how to make documentation easier for students to obtain and contest directors to check would be appreciated.

As speech teachers, we need to stay tuned to the State Board of Educator Certification's web site and to the vote that will come in early August on licensing for secondary teachers. The decision concerning speech licensing is critical to our profession.

As I close another season of Leaguer columns, let me say thanks to all those wonderful, dedicated coaches who have supported UIL and me personally through this forensic year. You are truly treasures - pearls of great price!

## Schuetz receives national speech award

The National Federation Interscholastic Speech and Debate Association has selected UIL nominee W. E. Schuetz, coach from Gregory-Portland High School, to receive an Outstanding Speech/Drama/Debate Educator Award. Schuetz is one of eight coaches from throughout the nation to receive this award.

A 25-year veteran of the teaching and coaching, Schuetz has been at Gregory-Portland the past 21 years. He has coached UIL Champions in CX Debate, Lincoln-Douglas Debate and Persuasive Speaking, and his school has claimed the Academic district championship every year he has coached at Gregory-Portland.

Schuetz has served as LD Debate Contest Director for his region for 10 years and holds the longest tenure of any of the CE Debate State Tab Room officials.

He is always a favorite presenter at both the summer

speech coaches' workshop and fall superconferences, said Jana Riggins, UIL Speech Director.

He also serves as an executive officer of the Texas Speech Communication Association and the Texas Forensic Association, and is a triple-diamond coach of the National Forensic League.

Schuetz has presented three study reports at the National Federation Debate Topic Selection Committee Meeting and currently serves on the Wording Committee.

His teaching career began in the second poorest county in the state, where he was one of 10 faculty members. His duties ranged from teaching biology to bus driver to Student Council sponsor. While there, he



photo by Randy Vonderheid

### Medal Winner

Medals were presented to first through third place finishers in the state CX Debate tournament. Speech/Debate director Jana Riggins presents this bronze medal to a 1A winner. The tournament was held March 13-18 on The University of Texas campus.

continued on page 13

# 'Cussin' Playwright identifies reasons why schools perform same plays year after year

by Jeffrey Sweet  
Guest Writer

In an article I wrote recently for a magazine with an educational-theatre audience, I commented that the pool from which high schools choose the plays they produce hasn't expanded much since I went to high school. *Our Town*, *You Can't Take it With You*, *The Miracle Worker* and the like are still high on the list. Not too many plays from recent years have joined that list. One of the reasons is cast size. School plays are in the business of trying to jam as many youngsters onto the stage as possible. The larger the cast, the more parents and friends are likely to buy tickets and show up. Since many of us writing today are writing for small professional theatre (my home company, Victory Gardens, has a main stage with 195 seats) we are motivated to write small plays. Terrence McNally, Marsha Norman, A.R. Gurney, Donald Margulies, Kia Corthron — most of them, too, rarely let the cast size tip more than a half dozen. Our casting requirements usually don't mesh well with the schools' needs.

But there are reasons aside from size for the paucity of contemporary plays produced in high schools.

Let's face it: Not many high school parents are eager to arrive at the school auditorium to see their 16-year-old kids pretending to snort coke or jump from bed to bed. Never mind that some of their kids are snorting coke and jumping from bed to bed. Parents want the illusion of their children's innocence to be preserved a little.

As for language, I doubt that any of us could write any words that would be unfamiliar to the average teen. Parents who subscribe to HBO and invite those excellent shows *The Sopranos* and *Sex and the City* into their home are exposing their kids to language stiffer than the stuff that got Lenny Bruce busted on obscenity charges. Still, those same adults are not eager to witness their progeny using this language in an auditorium packed with family, friends, and neighbors.

So, what with cast size, subject matter, and language, many of us are writing plays that won't get done in high schools around the country.

## HOW IMPORTANT IS THIS?

From a financial point-of-view, of course it's important to the writers who are not collecting royalties from these sources. At a time when few new American plays make it to Broadway (last season only *Side Man*) and one is less and less likely to make significant money out of an

initial run, we depend increasingly on royalties from subsequent productions. If we cut ourselves off from a market representing thousands of stages, we are cutting ourselves off not only from a hefty amount of potential income, but also from having our work introduced to a large audience of young people with developing tastes, who might be moved to look at our other work.

Aside from the self-interested economic perspective, I think it's a shame that these kids lose chances to engage through these plays contemporary reflections of their society, the society in which they are coming of age. Part of what theatre can do is help frame experience in such a way that some order begins to emerge from the chaos. By not having the opportunity to play these parts in these plays, to engage in acts of imagination and empathy and to explore these images and issues, students are missing the opportunity to learn things that might be useful to them just as they are about to enter adulthood.

I am not suggesting that we should stop dealing with controversial subjects and imagery, or that we should not accurately report the way our characters speak. Part of our responsibility as dramatists has always been to act as social critics, to dramatically report the bad news. And there is never any shortage of bad news to report — corruption, violence, and hypocrisy are always with us, and let's face it, it's a lot of fun to put this stuff on the stage. Bad behavior is riveting.

I do wish there were more plays that offered images of the ways that people can accomplish something constructive together. The truth is, mostly we do manage from day to day — we do cooperate, we refrain from killing each other, we help a mother carry a stroller up subway stairs, we console a friend whose parent is ailing, we recommend a colleague for a needed job, we commit acts of kindness and try to stand up for justice. Mostly stuff works. Not perfectly, but enough to maintain a social order that still rewards participation. You wouldn't know this from much of what is on our stages. There are worlds and worlds that go unrepresented in our plays. Stories that have not been told while many of today's writers return time and again to the same stock of images. As a playwriting teacher, I see so many scripts about hired killers and crooks, I would be delighted by the novelty of a piece about an electrician.

## AS FOR THE LANGUAGE

It's fun to write cussing. It's fun to put into actors' mouths outrageous riffs that we mostly have the good

sense not to utter in civilized company. It's also very easy. And, in some circles, yes, obscenity flows like cheap wine, and an honest depiction of these circles requires recording some of this.

But — and I know this from first-hand observation — there are actually arenas in which people don't use "f-ing" as a modifier for every stray noun and "s-t" as a substitute for nouns that one cannot name precisely.

The amount of obscenity people use is generally an index of how powerless they see themselves. The higher a character's sense of status, the lower the cuss rate. I find that's true in my plays, at any rate. The characters who are more secure seem not to need such words to make an impact.

continued on page 11

## State One-Act performance schedule

### Thursday, May 4 (AAA performances)

Session 1 - begins at 4 p.m. Bass Concert Hall  
Mont Belvieu: Barbers Hill ..... sf *A Midsummer Night's Dream*  
Ingram: Moore ..... sf *Plain and Fancy*  
Kennedale ..... sf *Alice in Wonderland*  
Mexia ..... sf *Confederate Letters*  
Session 2 - begins at 7:30 p.m. Bass Concert Hall  
Mt. Vernon ..... sf *Of Mice and Men*  
Vernon ..... sf *The Diviners*  
Graham ..... sf *The Trip to Bountiful*  
Vanderbilt: Industrial ..... sf *Picnic*

### Friday, May 5 (AA performances)

Session 1 - begins at 4 p.m. McCullough Theatre  
Comfort ..... sf *Edith Stein*  
Harleton ..... *We All Fall Down*  
Plains ..... sf *The Trojan Women*  
Stinnett: West Texas ..... sf *The Teahouse of the August Moon*  
Session 2 - begins at 7:30 p.m. McCullough Theatre  
Kingsville: Academy ..... sf *The Boys Next Door*  
Aubrey ..... sf *The Insanity of Mary Girard*  
Grandview ..... sf *And They Dance Real Slow in Jackson*  
Diana: New Diana ..... sf *The Voice of the Prairie*

### Friday, May 5 (AAAA performances)

Session 1 - begins at 4 p.m. Bass Concert Hall  
PSJA: Memorial ..... sf *Passing Through*  
Friendswood ..... sf *Cyrano de Bergerac*  
El Paso: Burges ..... sf *The Crucible*  
Canutillo ..... sf *The Diviners*  
Session 2 - begins at 7:30 p.m. Bass Concert Hall  
Hallsville ..... sf *Dark of the Moon*  
Kerrville: Tivy ..... sf *And They Dance Real Slow in Jackson*  
Dallas: Wilson ..... *The Comedy of Errors*  
Southlake: Carroll ..... sf *The Love of the Nightingale*

### Saturday, May 6 (A performances)

Session 1 - begins at 4 p.m. McCullough Theatre  
Roscoe: Highland ..... sf *Becoming Memories*  
Channing ..... sf *The Mystery of the Ming Tree*  
Saint Jo ..... sf *Tracers*  
Dawson ..... sf *Confederate Letters*  
Session 2 - begins at 7:30 p.m. McCullough Theatre  
Louise ..... sf *Steel Magnolias*  
Medina ..... sf *A Doll's House*  
Whiteface ..... sf *A Funny Thing Happened on the Way to the Forum*  
Overton ..... sf *The Rimers of Eldritch*

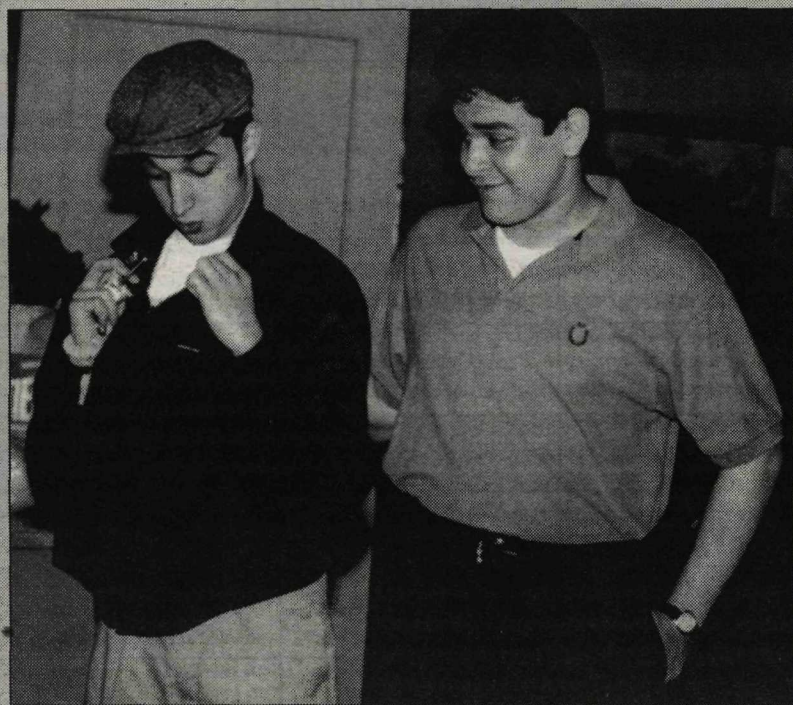
### Saturday, May 6 (AAAAA performances)

Session 1 - begins at 4 p.m. Bass Concert Hall  
Harlingen: South ..... sf *And A Nightingale Sang*  
Carrollton: Creekview ..... sf *Threads*  
San Antonio: Clark ..... sf *The Marriage of Bette and Boo*  
Conroe: The Woodlands ..... sf *The Shadow Box*  
Session 2 - begins at 7:30 p.m. Bass Concert Hall  
Humble: Kingwood ..... *The Beggar's Opera*  
Klein ..... sf *The Beauty Queen of Leenane*  
Houston: Eisenhower ..... sf *Miss Ever's Boys*  
N. Richland Hills: Richland ..... sf *Children of a Lesser God*

Tickets are \$5 for students and \$8 for adults for each session.

## Boys Will Be Boys

In Academy High School's state bound one-act play, *The Boys Next Door*, Joseph Vasquez as Norman Bulansky and O'Ryan White as Jack go through one of the rituals of the play. This is the second year the 2A school has made an appearance at the state one-act play. It is the first year Linlee Carbajal and J. J. Jones directed a play to state, though. 2A performances are set for Friday, May 5.



# End of year good time to begin focusing on possible contest changes for next year

Springtime in Texas feels like the dog days of summer to those who hail from other parts of the world. (I am including all non-Texas residents in the phrase, "other parts of the world," though many reside in warm climates.) A poor crop of bluebonnets notwithstanding, all the signs of the end of another school year are upon us: a thin line of perspiration on one's upper lip, budding romances among the student population and a half-balding faculty due to the clumps of hair pulled out earlier in the year, benignly granting bathroom passes left and right.

For good or bad the dust has settled after the annual TAAS marathon, radio disc jockeys are reaching for vinyl versions of Alice Cooper's "School's Out For Summer" and senioritis is rampant among....well...seniors and I don't mean the discount crowd. A common symptom of the disease is a proclivity



Rhonda Alves  
Assistant Academic Director

to label all things as "THE LAST" as in "the last trip" together, "the last tray of cafeteria food", "the last time that jerk will ever pull the chair out from under me." While teachers crack the whip to cover those "last chapters" and administrators frantically work to conclude those "last summative conferences," the metabolism of seniors and students in general seems to slow down...way down. And while much of senioritis-induced behavior is on the lunatic fringe (I myself wonder how my peers and I could possibly have perceived a "free" senior day spent washing buses as a treat!), I have to admit that the element of reflection engendered by noting all "the lasts" is an extremely fitting way to end a school year.

In keeping with the theme of reflection, I am mulling over ideas for contest improvements. The addition of a proofreading component to the elementary and junior high Spelling Contest is a suggestion I've received more than once. Currently the contest focuses on instruction in the rules of the English language, meanings and definitions, root words and capitalization. Some educators feel that adding a proofreading portion would enhance the educational value of the activity. Certainly, proofreading is a skill many people lack. Early in my

teaching career I was introduced to the entertainment value of grading essays when an English teacher burst into the workroom bandying about a heavily red-lined paper. After regaining self-control, she read aloud a passage from a senior's essay on future goals in which the author articulated a desire to "leave childhood behind and pass on into adultery." A weighty aspiration in one so young.

It did not take me long to realize that it might be a good idea to request written work before students in my basic communication classes delivered speeches. All revved to hear a spirited examination of the controversial topic of euthanasia, I spent seven long minutes listening to a speech on "youth in Asia." It's the little things that count: spelling, correct word choice, confirmation that one is on the same planet as others.

In the middle of a practice round prior to a regional meet, one of my debaters declared the government must "nip it in the bud." I can't remember exactly what was to be nipped, but I do recall that I immediately thought of Barney Fife and I expressed to my debater how much I did not want him to appear Barney Fish. After snatching his case out of his hands, I confirmed my suspicions.

continued on page 10

## 2000 UIL Academic State Meet - Event Schedule

Contest	Coaches' Conference	Friday 5/5/2000 Contest	Saturday 5/6/2000 Contest	Grading	Lunches Time/Room	Awards Verification
ACCOUNTING	Friday 6 p.m. TCC 3.102		10:30 (doors open at 9:45) WEL 3.502 Graders will take test in WEL 2.312	Graders to WEL 2.312		WEL 3.502
CALCULATOR APPLICATIONS	Fri: 7 p.m. TCC 1.110		9 a.m. WEL 1.316	10 a.m. Gr: WAG 201/Tab WAG/PostingWAG		Sat: 2 p.m. WEL 1.308 Ver: 1:15 WAG
COMPUTER APPLICATIONS	Fri: 7:30 p.m. TCC 2.102		8 a.m. (set up 7:30) TCC 1.110	10:30 a.m. TCC 1.110		Sat: 2 p.m. TCC 1.110 Ver: 1:30 p.m.
COMPUTER SCIENCE	Sat: 12:30 p.m. UTC 2.112A	5 p.m. - hands-on test UIL 1.116	1-2 p.m. - written test UTC 2.112A	2 p.m. UTC 3.102		Sat: 4 p.m. UTC 2.112A
CURRENT ISSUES AND EVENTS	Sat: 8 a.m. WEL 2.224		8:30 a.m. WEL 2.224	9:30 a.m. WEL 2.308		Sat: 12:30 p.m. WEL 2.224
EDITORIAL WRITING	Fri: 9-10 a.m. TCC 1.110	10-10:45 a.m. TCC 1.110		Fri: SRH 3.106 11 a.m.		Fri: 6 p.m. LBJ Auditorium
FEATURE WRITING	Fri: 9-10 a.m. TCC 1.110	11 a.m. - 12:30 p.m.. TCC 1.110		Fri: SRH 3.108 12:45 p.m..		Fri: 6 p.m. LBJ Auditorium
HEADLINE WRITING		2:15 - 3 p.m. TCC 1.110		Fri: TCC 1.110 3:15 p.m.		Fri: 6 p.m. LBJ Auditorium
LITERARY CRITICISM	Sat: 9 a.m. WEL 1.308		10:30 a.m. WEL 1.308	12:15 p.m. WEL 2.304		Sat: 4 p.m. WEL 1.308
MATHEMATICS	Thurs: 6 p.m. TCC 2.102	8 - 9 a.m. TCC 3.102		9 - 11:30 a.m. TCC 3.102		Fri: 4 p.m. LBJ Auditorium
NEWS WRITING		1:15 - 2 p.m. TCC 1.110		Fri: SRH 3.106 2:15 p.m.		Fri: 6 p.m. LBJ Auditorium
NUMBER SENSE	Fri: 6 p.m. TCC 2.102		8 - 8:45 a.m. WEL 3.502	Sat: 9 a.m. - 12 noon WEL 2.304		Sat: 1 p.m. WEL 1.316
READY WRITING	Fri: 7 p.m. TCC 2.120		8 a.m. WEL 2.246	10:30 a.m. WEL 2.246		Sat: 3:30 p.m. WEL 2.246
SCIENCE	Fri: 8 p.m. TCC 1.110		10:30 a.m. WEL 1.316	12:15 p.m. WEL 2.122		Sat: 3 p.m. WEL 1.316
SPELLING AND VOCABULARY	Fri: 8 p.m. TCC 3.102		10:30 a.m. WEL 2.224	12:15 p.m. WEL 2.308 & 3.266		Sat: 2:30 p.m. WEL 2.224

## Registration Form the Capital Conference July 7-8, 2000

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

<b>NAME</b>	<small>(last)</small> _____	<small>(first)</small> _____	<small>(M.I.)</small> _____
<b>TITLE</b>	_____		
<b>SCHOOL</b>	_____		
<b>address</b>	_____		
<b>city,</b>	_____		
<b>state ZIP</b>	_____		
<b>phone</b>	<small>(fax)</small> _____		
<b>HOME</b>	_____		
<b>address</b>	_____		
<b>city, state ZIP</b>	_____		
<b>phone</b>	_____		
<b>E-mail</b>	<small>(school)</small> _____	<small>(home)</small> _____	

**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*

### New Legislative Council members named

Several members of the Legislative Council have gone through re-election process while new members have been added because of retirements. Those new members include: Region II, Conference A — Don Rhodes, superintendent, May ISD replacing Randy Savage, who retired; Region IV, Conference A, Ed Stidham, superintendent of Bartlett ISD will retain his position; Region IV, Conference AA, Charles Butcher, superintendent of Boling ISD will retain his position; Region I, Conference AAA, Robert Ryan, superintendent of Seminole ISD will retain his position; Region II, Conference AAAA, Mark Henry, superintendent of Sulphur Springs ISD will replace Wayne Pierce, who retired; Region IV, Conference AAAA, Alton Fields, superintendent, Pleasanton ISD will replace Byron Steele who has moved to another conference and district; and Region III, Conference AAAAA, Jerry Roy, superintendent, Goose Creek CISD will replace Wayne Schaper who retired.

### 2000 UIL Academic State Meet - Event Schedule

Contest	Coaches' Conference	Thursday 5/4/2000	Friday 5/5/2000 Prelims	Saturday 5/6/2000 Finals	Tab Room	Awards Verification
PROSE	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	8 a.m. - Assemble 10:45 a.m. - Verify/Draw TCC 2.102	8 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
POETRY	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	10 a.m. - Assemble 12:30 p.m. - Verify/Draw TCC 2.102	8 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
INFORMATIVE SPEAKING	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	12 (noon) - Assemble 3:15 p.m. Verify/Draw TCC 2.102	10:30 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
PERSUASIVE SPEAKING	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	2:30 p.m. - Assemble 5:30 p.m. - Verify/Draw TCC 2.102	10:30 a.m. - Assemble TCC 2.102		Sat. 2:30 p.m. LBJ Auditorium
LINCOLN-DOUGLAS DEBATE (all conferences)	Thurs: 8 p.m. TCC 1.110	Honor Crew TCC 1.110 7 p.m. - Training	prelim rounds in UTC 6 p.m. - Assemble UTC 2.112A	Elim rounds in CBA 7:45 a.m. - Assemble UTC 3.102		Sat. 2:30 p.m. LBJ Auditorium

# What would happen if you tried this?

Call it what you want: spring fever, senioritis, middle-age brain drain. Here are a few final thoughts for the year about the academic program:

- The economics contest is not ready to become a full-fledged contest. We'll pilot it again next year, again in Region 1, Conference 5A as well as in a small-school conference. Participation levels were not that impressive, but that's to be expected in the first year of a pilot. The last time the League conducted a pilot, it lasted five years but it resulted in the literary criticism contest. We want to make sure that these pilots are equally successful.

- We'll also pilot the wild-card post-district representation plan next year too. Again, some districts in Region III, Conference 4A failed to report scores to region in a timely manner. Next year, we'll include a rule that states that failure to report scores by 5 p.m. Tuesday disqualifies that district from having its entries considered for the wild card. This will make it purely a local option.

- Will we require computer applications to use laptop

## Suggestions, pilot program gets second look by UIL staff

computers next year? No. But we think it's a good idea and we're moving in that direction.

- Why can't journalism and ready writing students at regional and state use computers? Because full-equipped computer labs add another level of uncertainty to already complex activities, even though we have no objections to the idea philosophically. We will survey regions to see which would like to entertain the possibility of opening their labs to UIL participants.

- Why don't we add a Set C materials for fall competition? Because contest directors are now writing six sets of contests (two invitational, two district, region and state). It's unrealistic to ask them to write a seventh

set. This is America. You entrepreneurs out there develop tests, and we'll help you market them.

- I attended the Texas Math/Science Coaches Association convention in San Antonio in March and met with its UIL advisory committee. In the process of tossing around ideas, I wondered what they'd think of splitting the science contest into two contests: (1) biology/chemistry and (2) physics. The feedback was polite but tepid. It was solely brain-storming, and no plans have been made to change this contest.

- Linda Butler is leaving her position as director of the biology portion of the UIL science contest, a post she's held since 1991. Her tests have been creative and challenging, and she always met deadline, no small task. In addition to being a colleague, she's been a wonderful neighbor. Our children have attended the same schools, off and on. I think I speak for the entire UIL family when I say that we will miss her grace, charm and professionalism, and we wish her all the best in her new marriage and endeavors. — Bobby Hawthorne

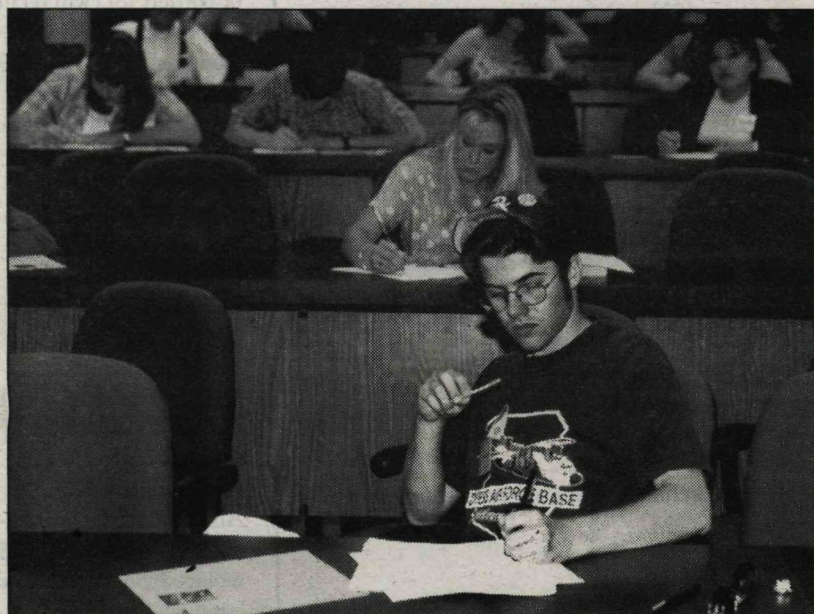


photo by Bobby Hawthorne

### Getting the Quotes

In the state feature writing contest last year, students are given 30 minutes to interview Harry Knowles, who has created a web site for movies. Following the interview, students then had 60 minutes to write a story from that interview. In the other journalism contests, news writing and editorial writing, students are given prompts which indicate notes they would take for a story, then given 45 minutes to write that story. Judging is based on journalistic standards, style, creativity and ability to communicate the story in a journalistic fashion. In headline writing, students are given six stories and sizes of headlines and are expected to write those headlines in 45 minutes.

## Adding proofreading, other changes to middle school contests may be seen in future competitions

continued from page 8

This was not a mere rhetorical slip; he'd written the phrase into his case! It was hard evidence that he was just not right! Perhaps the only proofreading that could have helped in this situation was mine. The debater was apparently very satisfied with his erudition and somewhat bumfuzzled by my objections.

Horror stories concerning misspelled words, grammatical errors and just plain bizarreness abound not only in classrooms but also in the world at large. Not exempt from shame, I was in my early twenties before I discovered much to my chagrin that the word "vulnerable" was actually "vulnerable." It was particularly humiliating that it was pointed out by a nasty, superior acting little debater. And I have a friend who graduated from the business school at the University of Texas who insists "breffast" is the day's first meal. I don't know about you, but I think the addition of a proofreading component is a good idea. Please let me know what you think, and please, please, please....submit anecdotal evidence!

Lengthening the time allotted for Creative Writing is another recurring suggestion. Apparently some people feel the difference in contest time between Creative Writing and Ready Writing is shameful. Organizing the Storytelling Contest in a manner that eliminates the difference in the amount of preparation time accorded speakers is another interesting idea. Last speakers do receive significantly more time to....prepare the presentation? ....forget the story? Coaches, please let me know what you think about both ideas.

Some Music Memory coaches advocate the adoption of a two-year cycle for the Official List in the Music Memory Contest, as is currently the practice in the Art Contest. Reduction in expense is most often cited as the reason for the suggestion. Please send me other suggestions and comment on the ones mentioned in this column. I appreciate the feedback.

I hope you enjoy the summer and return refreshed and ready for another year of life in the trenches. Thank you for the many things you do and don't let anyone talk you into washing school buses!

## iHigh.com set to offer free web page service

**Q. Why should my high school be on iHigh.com?**

1. We are the official internet partner of the UIL and they are actively involved with the site.

2. The National Federation of High Schools is our partner as well. In fact, they own 10 percent of the company.

3. iHigh.com is backed by Host Communications, who has been very successful in the sports marketing field.

4. You have two real live people in Texas, Granger Huntress (Austin) and Ralph Daugherty (Dallas). Not only does that mean you have someone to call if you have problems or a question, but they coordinate championship coverage with live updates from events.

**Q: I'm pretty busy-how will I find time to keep this updated?**

One of the features of your iHigh site is a second production password you can give out to coaches, students, teachers, parents, boosters—basically anyone you trust to help you out! Journalism clubs or classes, publications classes, booster clubs, technology or web site classes are just a few of the

people you can ask to help.

**Q. What can we put on the site?**

For sports - game reports, scores, rosters, schedules and more! Activities/Clubs can include membership lists, meeting times, goals and updates on events. Consider this your connection to the community!

**Q. How much does this cost?**

Nothing. Ever.

**Q. Can I really make money from this site?**

If you want, yes. You can sell ads on your site. You set the price, you sell the ads and you keep all of the money.

**Q. Will all the school sites look alike?**

Heck no! When you set the page up, you totally customize the site with your school colors, sports, activities, logo, slogans— you can really make the page yours!

**Q. My school has a website already with a sports section.**

Have you ever tried to add results and boxes to that sports section? Take it from us, html doesn't lend itself to sports

statistics. We don't want to take anything from your school's website but that's really a better place for material that doesn't change much. Your iHigh site is easy to update and requires no html, no special programming. Just a connection to the internet and any internet browser and you are ready to go.

**Q. I'm not a computer person— how hard is this?**

This is a very easy to navigate system with a lot of tabs and 'point and clicks'. It will walk you through setting it up and making updates.

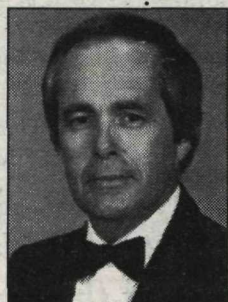
**Q. OK, I'm ready— what do I do next?**

There are two options. Just visit <http://join.ihigh.com> and we will send your password and user name and you can set up your site. Or you can e-mail ([granger@ihigh.com](mailto:granger@ihigh.com)) or call Granger (512-452-5275) and I will fax a quick 2-page information sheet and I will set up your site completely. Please remember if you do call and leave a message or send an e-mail, please leave a number where you can be reached, as well as a fax number

.... Granger Huntress, Texas State Director, iHigh.com

# Importance of high standards, not ratings, come from competition

It's that time of the year. The 2000 contest season is history, spring concerts are near and graduation will soon bring closure to the current school term. Plans are already in full swing for next year. Yet, there is still plenty of "contest conversation." The music director's network, coffee roundtables and web site bulletin boards are filled with dialogue regarding concert and sight-reading contest experiences. Questions and comments abound.



Richard Floyd  
Music Director

"The judges just didn't appreciate what I was trying to do." "The sight-reading music was too hard for my class." "It is obvious the judges we had didn't understand the problems in small schools!" "How could the committee pick such an unmusical piece of sight-reading music?" "Don't the judges realize low ratings discourage students." "My ensemble has made great strides and still got the same rating as last year."

The list goes on and on.

Senior members of our profession tell us that some things never change. There have always been and always will be complaints, negative feelings and derogatory comments regarding the contest experience, judging standards and "what might have been." It would appear that we have a love-hate relationship with contests. We make it a primary focus, seemingly can't live without it yet we tend to thrive on criticism regarding the event. This phenomenon is not unique to music. It exists in all competitive ventures. It's human nature, perhaps even good therapy!

One must acknowledge the fact, however, that the contest must have some "social redeeming value." After all we have preserved the event throughout the modern history of music education in the schools. There are even references to music competition dating back to the Renaissance. Even when we complain about the standards and gripe about the ratings we must remember that lofty expectations and high goals have been an integral part of what has developed the quality of music education that we enjoy in Texas.

Recently I was sent a copy of the following letter from a Texas band director written to one of our leaders in the state. It clearly validates the importance of standards and the potential value of the contest experience. It also reminds us that the initial response to the contest results do not always represent the long-term value of the experience.

The letter is as follows:

"I wanted to let you know that after almost 15 years of directing bands in Texas I will be relocating with my husband. I plan to stay home with my young sons for the time being, so I don't think I will be teaching. All my friends know that I love to direct band, and they are all taking bets as to how long I can stay away from school! Funny thing is, when we went on my husband's interview trip, we wound-up at the Band Solo and Ensemble contest on the very first day! Some things never change! I guess this profession gets in your blood!"

"Anyway, I'm sure you cannot possibly remember this, but you judged my very first band 15 years ago. Unfortunately for me the ratings did not turn out quite the way I expected them to. I was devastated for a time but am happy to say that determination paid off. Over the years God has blessed me with several successful bands. All of them hold special memories, and all of the kids are special to me."

"After all of these years I will never forget that first contest in West Texas when a certain young first year director got quite a shock from you! Seriously, I learned a lot on that day and from talking with you later. Even though I was torn apart on the inside over that contest, in the long run it was all for the best. I have come to understand that without high standards, high ratings mean nothing. Best wishes to you and again thank you for everything."

This is what contest should be all about. Setting high standards, striving to reach those standards, reflecting on the comments and evaluations of the adjudicators

and learning from the experience.

Will we always agree with the results? Perhaps not.

Can we always learn from the experience? Absolutely.

It is a part of our professional responsibility and our commitment to the continued refinement of the art and craft of teaching and making music. Let us never forget the importance of high standards and the determination we must have to instill those standards in the minds of the young people that we teach every day.

**It seems we are all interested in seeing powerful quotes regarding the value of music. Here are a few that you might enjoy as this year draws to a close.**

"Music is to me the perfect expression of the soul." — Schumann

"What is best in music is not to be found in the notes." — Mahler

"Be it laughter or tears, feverish passion or religious ecstasy, nothing, in the category of human feelings, is a stranger to music." — Dukas

"Music, I feel, must be emotional first and intellectual second." — Ravel

"Music is an outburst of the soul." — Delius

"Where words fail, music speaks." — Hans Christian Anderson

"Music is the shorthand of emotion. Emotions which let themselves be described in words with such difficulty, are directly conveyed to man in music, and in that is its power and significance." — Tolstoy

**Others have spoken on the importance of music education. Consider the following:**

"The true aesthetics and the sole intelligible history of music we must teach in no other way but by beautiful and correct performances of works of classical music." — Wagner

"No children can be brought to healthy manhood on candy and pastry. Spiritual like bodily nourishment must be solid. The masters have provided it; cleave to them." — Schumann

"The notion that you can educate a child musically by any other means whatsoever except that of having beautiful music finely performed within its hearing, is a notion which I feel constrained to denounce." — George Bernard Shaw

## Language sometimes keeps plays from being performed in high schools

continued from page 7

But I sometimes wonder if we really need to use these words all this much, even when depicting explosive characters. I can't imagine anybody making the claim that *A Streetcar Named Desire* would be a better play if Stanley's language were filled with vulgarities. In fact, I think the fact that he couldn't say the words on a Broadway stage in the 1950's meant that Tennessee Williams had to work to make his language more expressive and his behavior more vivid.

Besides, dialogue isn't real. It's only supposed to sound real, to fall on the ear persuasively. In truth, it's always stylized. What would take half an hour in real life is depicted in a three-minute scene, so stage-speak tends to be a lot more concise than real conversation. Onstage, the repetitions are removed, and there's less dependence on adjectives and a greater use of the implicit. To say that some people really speak with constant stream of expletives is not in itself a reason to replicate this in our scripts.

Somehow there were tough and uncompromising images in plays and films before we got the freedom to use obscenity so casually, and many of these works still exert their power. A few days ago, I watched *The Nights of Cabiria*, the early Fellini film about a prostitute (which

incidentally served as the basis of the musical *Sweet Charity*). If the newly translated subtitles are to be believed, the strongest language in the picture consisted of "whore" (once) and "bastard" (once); yet it was a persuasive (and heart-breaking) portrait of this woman and her milieu.

Some years ago, Jim Belushi told me that, when he was improvising at Second City, the producer told him, "I'm tired of you impoverishing my stage with this language." He put Jim on a low-obscenity diet. "I stammered and stuttered for about a week," Jim said, "and then I found I could make good scenes anyway."

I think that, yes, if we writers put ourselves on a low-obscenity diet, we might well stammer and stutter some, and then we'd figure out how to write good stuff anyway.

And, if we did this a little more, then maybe we'd get more of our stuff done on the stages of high schools in this country, and maybe more students would come to see our stuff on professional stages."

@2000 BPI Communications Inc. Used with permission from *Back Stage Magazine*. Jeffrey Sweet's plays have been produced Off-Broadway, in regional theatres, London and Tokyo. He is the author of *"The Dramatist's Toolkit."* Send inquiries and responses to Jeffrey Sweet, c/o Back Stage, 1515 Broadway, 14<sup>th</sup> fl., NYC 10036.

# A Few Things You Ought To Know...

*State competition brings together the best, brightest in each conference*

by Cinthia Salinas  
UIL Speech Consultant

**H**ow many of you out there will be coming to the academic state meet for the first time? Many, many, many years ago, during my first year of teaching and coaching, I sat on the second seat of a red school van in great anticipation of my first academic state meet. I was, thin, young, and giddy. I'm not so thin or young anymore (the topic for a *Glamour* article), but I am still giddy. I will fly a thousand miles (literally) to join you this year. I'll put on a spiffy outfit, comb my hair, practice your names before assembly (as if that will make any difference in the way I pronounce them), and wait in great anticipation. The state meet is here and you are cordially invited to meet the best of the best in Texas.

## WINNER'S CORNER

### Girls Soccer

- 4A - Highland Park  
5A - Plano West

### Boys Soccer

- 4A - Wichita Falls Rider  
5A - Plano

### Boys Basketball

- 1A - Brookeland  
2A - Peaster  
3A - Waco LaVega  
4A - Denton Ryan  
5A - Sugar Land Willowridge

### State Cross-Examination Debate

- 1A**  
1st place - Clay Tiffin and Matthew DeLeon,  
Springlake-Earth HS  
2nd place - Jeremy Polk and Jason Neal, Whitharal HS  
3rd place - Brett Howell and Lauren Dangelmayr,  
Muenster HS  
3rd place - Blue Brazelton and Corey Cornutt,  
Roscoe Highland HS
- 2A**  
1st place - Bret Mouser and Eric Tschetter, Blanco HS  
2nd place - Alan Barrington and Drake Mikeska,  
Blanco HS  
3rd place - Scotty Gaydos and Kelci Hart, Post HS  
3rd place - Cindy Goodman and Tommie Dewberry,  
Spearman HS
- 3A**  
1st place - Lesley Lawrence and Brooke Snoddy,  
White Oak HS  
2nd place - Allison Backus and Michael Pape,  
Wimberley HS  
3rd place - Cody Slater and A. J. Rader, Lytle HS  
3rd place - Brent Novosad and Michael Hood, Sealy HS
- 4A**  
1st place - Allison Bucy and Rachel Perez,  
Hewitt Midway HS  
2nd place - Amanda Knight and Tiffany Chu,  
Friendswood HS  
3rd place - Hilary Odom and Lani Lowe, Athens HS  
3rd place - Pat Garcia and Bobby de la Rosa, Mercedes HS
- 5A**  
1st place - Tommy Duckworth and Ryan Roquemore,  
Odessa HS  
2nd place - Emily King and Calli Schollier, Plano HS  
3rd place - Adam Soorholtz and Webb Stevens,  
Round Rock HS  
3rd place - Amit Patel and Eric Parekh, Odessa HS

There are few things you ought to know before arriving. For example, the medals do get bigger from district to regionals to state, and unlike those Oscars they are heavily guarded. For example, the people presenting the medals do get better looking (amazingly) from district to regionals to state, but unlike the presenters at the Oscars, they will be fully clothed.

You ought to know that those 20 chicken sandwiches (the kind with little apple chunks) and secret recipe chocolate chip cookies that are in the cooler, are suppose to last the whole trip — not just the first five miles. You ought to know that though mom and dad have given you some extra cash, you're not building collegiality when you charge interest on it while lending it to your teammates. You ought to know that though you can officially wear white shoe this time of the years, you still shouldn't.

There are a few things you ought to know while you are here. We are down to the final 12 in each conference. We are down to the most talented, gifted, charming, attractive, alluring, lucky 12. And may I add, we are down to some of the best coaches who have had their

share of talented, gifted, charming attractive, alluring, and lucky days. We are down to the fastest hands, bestest story tellers, quickest finger counters, surest speakers, and sharpest critics this nation of Texas has to offer. What you ought to know, is that we are down to THE 12.

There are a few things you ought to know after you leave. That as you look back, it won't be about the feel of the medals (well, maybe a little about the medals). That as you look back it won't be about the thrill of winning (well, maybe a little about winning). That as you look back, it will be about the memories you will cherish, friendships you will build, and the pride you will possess. What you ought to know, is that lots of food will be consumed, little sleep will be achieved, and the hotel may not charge the school for all those soaps and shampoo bottles, but you must return the blankets, pillows

continued on page 13

## EXTRA MOTIVATION

*Gatorade offers coaches chance to give students more opportunities to honor deserving athletes*

The Gatorade "Will to Win Athlete Program" is an awards program designed to give high school coaches an opportunity to motivate and honor deserving athletes. Each participating coach is provided a package including Gatorade "Will To Win Athlete" awards (t-shirt and lanyards), a video depicting Gatorade "Will To Win Athletes," a personalized plaque and a "How-To Kit" featuring program implementation suggestions. The awards package also provides information regarding how selected athletes can qualify for college scholarship opportunities.

To help you get to know the "Will To Win" program better, here is a list of frequently asked questions:

### Who can sign up for the program?

Varsity head coaches for eight designated sports — football, girls volleyball, girls soccer, boys soccer, girls basketball, boys basketball, baseball and softball — are eligible to participate in this program.

### Who should get the award?

The Gatorade "Will To Win Athlete Award" is for those players who combine both talent and drive. They are the ones who play harder and go farther whether it's in practice or in games. They have dedication, determination and desire. They simply are committed and they're willing to put in the work to achieve their personal best.

### How often should I present the awards?

We suggest you present one award every other week at your discretion. You present the awards at the time you feel is most appropriate, on a regular basis, such as before or after a big game, or at practice.

### What should I do with the Winners Poster?

Display the poster where it is most visible to the team and write in the names of each winner at the bottom of the poster so that each winner will be recognized immediately.

### What should I do with the School Award Plaque?

The School Award Plaque has been designed to be kept permanently in your school's trophy case or wherever school athletic awards are kept. Award winners should register via the reply card in their award package. At a later date, they will receive a personalized nameplate in the mail that can be attached to the plaque.

### How does the scholarship program work?

At the end of your season, the UIL will randomly select one participating coach from each of the eligible sports programs to select one "Will To Win Athlete" from his/her team. The selected athlete will receive a \$1,000 scholarship from the UIL sponsored by The Gatorade Company.

### What if a winner forgets to register?

Award winners must return the registration card enclosed in their award package in order to be registered as a Gatorade "Will To Win Athlete." Registration is important because it ensures they receive their nameplates for the School Award Plaque as well as other program benefits that will be mailed to them later.

### What are the other program benefits?

All registered award winners will be mailed a Training Logbook with nutrition and training tips compiled by Gatorade with the help of top professional

athletes, coaches and trainers. They will also receive a personalized gym bag tag, a personalized certificate and exclusive access to the Gatorade "Will To Win Athlete" web site.

### What percentage of my team should receive awards?

Use your discretion to decide how many awards to present. Though you can present the entire set of awards included in the kit, Gatorade suggests that a maximum of one third of the team should be

*the "Will To Win Athletes Program" is fully endorsed by the UIL*

given awards. If your team has 12 players, a maximum of four awards should be presented. We encourage you to present any remaining awards to JV teams.

### Can a player win more than once?

Players in multiple sports are allowed to win more than one award (one for each sport), however players should not win more than once for the same sport.

### Is the program in compliance with the UIL rules?

Yes, the "Will To Win Athletes Program" is fully endorsed by the UIL.

### How do I get involved with the Gatorade Will To Win Program?

If you are not already enrolled in the Will To Win Program, call toll-free 877-WILL-2-WIN (877-945-5294) to find out how to enroll for the next school year.

# Report cites flaws in extra-curricular activities, fails to show benefits in different programs

continued from page 15

deterrent to student learning time.

Authors of the report concluded that while the importance of school activities for the development of the individual was essential, a much better balance should

be established between school activities and academics.

The purpose for school activities, as reported in research on public schools, should exist only within the context and framework of the larger purposes of academic education which encompass the total curricular

program.

Even though the need and value of school activity programs appears to be supported, little information is available on why some students participate and take advantage of these programs while other students do not.

A major limitation in school activity programs was reported as a lack of participation by certain students when the evidence suggested that participation in activity programs would provide benefits to those students who participated.

Educators acknowledge that a segment of the student population does not participate in school activities and, in addition there has been little success in getting disinterested students actively involved. Part of the reason educators have been unable to involve a greater proportion of the students in activities may stem from a lack of a clear understanding of the background and motivation of these students.

If school activities can and will make a significant difference in the growth and development of students, then an obligation exists on the part of educators to help students realize the opportunities available to them. Included with this idea of helping students grow and develop is the realization that educators must be aware of the factors and background information that could influence a student's decision to participate or not participate in school activities.

The future for educators in trying to provide the best possible educational programs for students, be they of an academic, social or personal nature, is a constantly changing one. Educators need to undertake a deeper study of the student if appropriate curriculum is to be offered and to ensure that students participate in activity programs, especially if such participation fosters a relationship to future success of the student.

For example, it is estimated that the number of children living in a divorced family has doubled since 1960. In addition, the projections for the next decade show that half of the children in school will have lived in a one-parent home. Information of this nature will be valuable in understanding the complexities of the family role status in the country.

Students have new, changing perspectives that educators, at one time, did not have to be greatly concerned with in terms of student success. The reality is that divorced and remarried couples are now a part of the normal family in America. This information, combined with the socioeconomic and academic background of high school students, should provide educators with a better understanding of how and why students succeed, especially in terms of involvement in school activities.

## New high school succeeds in winning state championship

continued from page 1

championship," Bobby Hawthorne, UIL academics director, said. "It may have happened, but I haven't noticed it."

Other people at the central UIL office had similar recollections.

"I don't remember a new school achieving a goal of winning a team state championship," said Bailey Marshall, TILF Director and former UIL Director. "Some school that was created through other schools merging together may have done it, but not one that was created from scratch."

Marshall explained that there may have been someone from a new school win a state championship in individual competition like track, but not a team sport.

"Someone may have won a track championship from a new school," he said.

In any event, Plano West accomplished a surprising task.

"Not only did we not have seniors, but we had lots of injuries that we had to fight through," junior Allison Bensley, forward, said. "Lots of people had to step up in place of the people that got hurt."

Coach Hunnicutt had high expectations for her first year team, which finished the year with a 19-2-6 record.

"(Reaching state) is just one of those things that you hope will happen," Coach Hunnicutt said. "I knew we had the players to do it. Once the playoffs began we were playing really well and I felt very confident."

Plano West's administration encouraged students to travel to Georgetown for the final game against Katy Taylor High School. West won, 2-1.

"The final game was very exciting," junior Missy Adams said.

"Everyone was standing up and cheering. Almost the whole stands were full. We could tell everybody was really excited about the game."

Junior Eric McGuire, who attended the semi-final game against Marcus High School at College Station, agreed. West beat Marcus High School, 3-2, in a final shootout.

"I've never seen school spirit like this before," he said. "This is the first time I've seen people so excited that they would actually drive three hours to see a high school soccer game."

McGuire said that fans spilled out onto the field during the shootout of the game against Marcus.

"We were all on the opposite end of the field as the shootout," he said. "We all got our signs and went onto the field cheering and yelling until they told us to go back onto the bleachers."

Saviano said the positive effects of the championship will be long-lasting.

"Our students have dreams to achieve the highest level in any field that we offer at our campus, from sports to academics to speech and theatre to band, choir and orchestra to journalism," he said. "I think our students feel they can reach the very top."

The school hosted a send-off for the girls before their semi-final game and a pep rally after they had won the championship.

"The student body was great. They congratulated us and wished us good luck beforehand," junior Jill Heinemann, co-captain, said. "There were a lot of calls on my answering machine wishing me good luck."

Heinemann said her faith in her teams' championship potential lasted throughout the season.

"We all thought we could do it from the very beginning," she said. "It was everybody else that thought we didn't have enough experience."

## Best and brightest head to state competition

continued from page 12

and iron.

Now before I proclaim you masters of the universe, let me provide you with two humbling reminders. First, thank the village — some are larger than others — in the end many folks are to be congratulated and appreciated. I personally think you ought to just promise all those nice folks a percentage of your future income. Now is the time to acknowledge the gene pool, send a card to your first grade teachers who wouldn't let you drop out, and worship your Lexus-driving, Rolex-wearing, Lotto-winning, I-just-do-it-for-the-love-of-teaching coach. Now is the time to smile at the little people and feed them cake.

Second, competing and winning ought to be humbling experiences. It's important to never lose sight of how deserving your competitors are and how easy it is to be consumed by the thrill of victory. At the CX state

meet this March, I was impressed when a young lady from the school I once coached won a top speaker award. After the awards assembly, I interrupted her celebration with her family and friends to congratulate the debater on the award.

In my arrogance I asked her, "Do you know who I am?" I'm sure I was expecting the kid's eyes to light up with admiration and display some sort of awe over my presence. After all, I too had been the fastest, bestest, quickest, surest, and sharpest. The young debater replied in the most uninterested tone, "Sure, you used to be the coach at my school."

I stood back in immediate realization that despite our accomplishments, we ought to realize that the true meaning of state is not medals and winning — it's not even about having the opportunity to meet me in person, but rather what you ought to know is that the true joy and meaning of state is simply being there and embracing the excitement of academic excellence through



*"UIL gave me a chance to compete, not just with my writing, but with music and sports as well. Most of my school career, including my weekends, was structured around one activity or another."*

**Rinie Hines**  
**Ryan High School**

## Schuetz wins national award

continued from page 6

coached every UIL event except for Number Sense and Typing.

"I loved it!" he said about coaching all the different areas.

Schuetz's philosophy of teaching was much like many UIL coaches.

"To be a conduit for students to have new experiences, work as hard as your students work, and always remember that education comes first," he said.

He was presented his NFISDA award at the 2000 UIL CX Debate State Meet in March. The award recognizes high school or college speech, drama, or debate instructors whose contributions have impacted high school activity programs through their association and the nation.

# Baseball adds 'Express' to state tournament

## PUBLIC REPRIMANDS

### BASKETBALL

Kenneth Robinson,  
Greenville JH  
Rigoberto Gomez,  
Rio Grande City  
Kim Smith,  
Knox City  
Andy Bell,  
Clifton  
Hiram Harrison,  
Garrison

### SOCCER

Demond Johnson,  
Austin Bowie  
Emilio Duran,  
North Mesquite  
Anthony Sexton,  
Houston Worthing  
Mike King,  
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  
Felipe Garcia,  
Corpus Christi West Osco  
Kevin Hartsburg,  
Lewisville  
Rolando Gonzales,  
Alice  
Roy Kinnan,  
Austin Crockett  
Jeff Kincy,  
Pittsburg  
Kendall Walling,  
Cameron Yoe  
Robert Carr,  
Winona  
David Lopez,  
Port Arthur Jefferson

### SOFTBALL

Gail Stillwell,  
San Angelo Central  
Jennifer Fox,  
Marble Falls

**D**ell Diamond in Round Rock, home of the Double A Round Rock Express, has been added as one of the sites for the 2000 State Baseball Tournament, UIL officials announced.

The first-year facility will replace Austin ISD's Nelson Field as one of three first-day sites the UIL uses for the semi-finals at the state tournament. The state tournament this year is scheduled for June 8-9 (Thursday-Friday). Dell Diamond, Disch-Falk Field on the University of Texas at Austin campus, and Burger Field, an Austin ISD facility, will be the three sites this June.

"We are very excited and pleased about the move to the Dell Diamond in Round Rock," UIL Athletic Director Dr. Charles Breithaupt said. "We think the new site will add to an already outstanding state baseball tournament. At the same time, we are very thankful to Austin ISD for their help all these years and their continued support."



Peter Contreras  
Assistant Athletic Director

## SCHEDULE OF STATE BASEBALL TOURNAMENT

Thursday, June 8

Austin, Burger Center

1A Semi Final - 1 p.m.

1A Semi Final - 4 p.m.

Austin, Disch Falk

3A Semi Final - 10 a.m.

3A Semi Final - 1 p.m.

5A Semi Final - 4 p.m.

5A Semi Final - 7 p.m.

Round Rock, Dell Diamond

2A Semi Final - 10 a.m.

2A Semi Final - 1 p.m.

4A Semi Final - 4 p.m.

4A Semi Final - 7 p.m.

Friday, June 9

Disch-Falk Field Championships

1A 8:30 a.m.

2A 11:00 a.m.

4A 2:00 p.m.

3A 5:00 p.m.

5A 8:00 p.m.

Saturday - Rain Day - Play at Disch-Falk

## STATE SOFTBALL TOURNAMENT SCHEDULE

Semi-Finals

Friday, May 19

2A 10 a.m. & 1 p.m.

3A 5 p.m. & 8 p.m.

4A 10 a.m. & 1 p.m.

5A 5 p.m. & 8 p.m.

Finals

Saturday, May 20

2A 10 a.m.

3A 1 p.m.

4A 5 p.m.

5A 8 p.m.

## 2000 UIL STATE TENNIS SCHEDULE

2A, 3A

Monday, May 8, Semi-finals

Penick-Allison Courts

(Trinity Street Between 17<sup>th</sup> & 18<sup>th</sup> Streets)

9 a.m. Doubles - Quarterfinals

11:30 a.m. Singles - Quarterfinals

2 p.m. Doubles - Semifinals

4 p.m. Singles - Semifinals

Tuesday, May 9, Finals, Penick-Allison Courts

9 a.m. 2A, 3A Doubles

followed by

2A, 3A Singles

1A, 4A, 5A

Monday, May 8, Semi-Finals

Lakeway World of Tennis Courts

(Trophy Drive, Lakeway)

9 a.m. Doubles - Quarterfinals

11 a.m. Singles - Quarterfinals

1 p.m. Doubles - Semifinals

3 p.m. Singles - Semifinals

Tuesday, May 9, Finals

Lakeway World of Tennis Courts

9 a.m. 1A, 4A, 5A Doubles

followed by

1A, 4A, 5A Singles



## Safe at Third

During last year's state baseball tournament, plenty of action occurred around third base. This year, Dell Diamond, home of the AA Round Rock Express, will host the 2A and 4A semi-final games. The 3A and 5A semi-finals will be played at Disch-Falk, and the 1A will be played at Burger Center. All final games will be played at Disch-Falk Field.

# Volleyball changes rules to help officials

**T**he Volleyball Rules Committee of the National Federation of State High School Associations convened in January in Kansas City and passed the following rule changes for 2000-2001:

4-2-3: Delete - "It is recommended that a 2-inch number be placed on the sleeve near the shoulder seam."

**Rationale:** Schools who add additional numbers because of the recommendation have additional expenses. Most schools do not have numbers on the sleeves.

3-3-3: During the game each line judge shall assist the referee and umpire by:

f. communicate with the referee when asked, when the ball touches the ceiling or overhead obstruction, if out of the view of the officials

g. communicate with the referee when asked, 'ball in-bounds' when it lands near any area for which the line judge is responsible.



Rachel Seewald  
Athletic Coordinator

**Rationale:** Although the referee is ultimately responsible for ball handling calls, attentive line judges may assist when asked to do so by the referee.

3-3-4: The use of flags by line judges is optional.

**Rationale:** The signal of the line judge can be seen clearly if flags are used to signal.

1-1-1: A contact is any touch of the ball by a player (excluding the player's loose hair).

**Rationale:** The point of emphasis makes it clear that we are talking about loose hair, not the top knot of a pony tail or other hair near the scalp.

9-4-8b: Multiple contacts are permitted on any first team hit, whether or not the ball is touched by the block, provided there is no finger action.

**Rationale:** This rule change has received support on recent surveys and is consistent with trends in other rule codes.

## Editorial Change

1-1-1: ...The ball shall be spherical with a laceless molded cover of 12 or more white pieces of genuine or simulated smooth leather (not suede). It shall measure at least 25 inches but no more than 27 inches in circumference, with a weight of 9-10 ounces when inflated with 4.3-4.6 pounds per square inch of air pressure.

In addition to the above mentioned rule changes, the Rules Committee granted permission to several states (Colorado, Michigan, North Dakota and Ohio) to experiment with the unlimited substitution rule and report back to the Volleyball Rules Committee. The number of substitutions will vary state by state, usually ranging from 12 to 18 team substitutions per game.

Beginning with the 2000-2001 school year, volleyball coaches will receive one complimentary copy of the National Federation Volleyball Rule Book. Rule books will be mailed to coaches in July.

## IMPORTANT VOLLEYBALL DATES FOR 2000-2001 SCHOOL YEAR

August 7: First day to issue equipment and conduct workouts, all conferences

August 11: First day for scrimmages, all conferences

August 14: First day for games, all conferences

October 24: District certification deadline, 4A

October 28: District certification deadline, 2A,

3A & 5A

October 31: District certification deadline, A

Nov. 10-11: Regional, all conferences

Nov. 17-18: State Tournament

# New study fails to show the benefits of extra-curricular activities in adulthood

School boards across the state are beginning their annual foray through the budget process. Each year this takes place with extra-curricular activities, particularly athletics, taking the brunt of the cost-cutting measures. While this is a way of life in many districts it is important to remember these activities make up less than two percent of the annual operating budgets of schools in Texas.



Charles Breithaupt  
Athletic Director

Even though knowledge of this fact is readily available in every district it doesn't stop the nay sayers from forming their tirades against athletics. A recent study by Kenneth J. Meier and others at Texas A & M University reflects that message.

This study entitled "Friday Night Fights: Athletic Budgets and Academic Performance" agrees that there is a positive relationship between athletics and student performance. However, the authors claim that overall student performance is reduced by expenditures on athletics.

Furthermore the authors claim their findings "suggest that athletics, while positive for the individuals who participate, may have negative consequences for those who do not." They also state "a concentration of school districts on athletics appear to undermine an essential goal of the organization."

Finally, Meier and colleagues claim, "where school districts spend more money on athletics, academic performance is lower."

The authors insinuate that the disenfranchisement of those who do not participate has a negative impact on the climate of the school. Are the authors suggesting that extra-curricular activities be eliminated?

The benefits of student participation in school activity programs have been cited in much literature during the past decade. School activity programs have contributed to the development of student's social, personal and future life. In addition, parents who have been historically interested in the education of their children as a means for upward mobility in their child's adult life, have also realized the benefits of school activity programs.

It is also estimated that over half of the parents of children attending school support the concept of school activity programs and consider such programs to be important to the development of their children.

Research conducted by the American College Testing Service formally established the need and value of school activity programs by exploring factors that related to predicting success in future adult life for high school students.

Factors comprising high school grades, college grades and scores on college entrance exams did not show any significant correlation to how successful a person might be in adulthood. The only factor that could be used to predict the probability of success in later life for the student was the amount of participation and achievement rate in school activity programs.

School activity programs have been a concern of professionals studying public education since the 1980's. In the Governor's report on Texas schools, a task force reported a major concern regarding the limited amount of time available for classroom instruction. The task force cited interruptions in the school day for school activities as a major

*parents who have been historically interested in the education of their children as a means for upward mobility in their child's adult life, have also realized the benefits of school activity programs*

continued on page 13

## STATE TRACK MEET SCHEDULE

### Friday, May 12

#### Field Events

9:00 a.m.	Boys: 1A Discus
9:30 a.m.	Boys: 1A Triple Jump
10 a.m.	Girls: 1A Discus, 1A High Jump Boys: 4A Long Jump
11 a.m.	Girls: 4A Discus, 1A Triple Jump
11:30 a.m.	Girls: 4A Long Jump
12 noon	Boys: 4A Discus, 1A High Jump, 1A Pole Vault
12:30 p.m.	Boys: 4A Triple Jump
1 p.m.	Girls: 1A Long Jump
2 p.m.	Girls: 2A Discus, 4A Triple Jump Boys: 2A High Jump
2:30 p.m.	Boys: 1A Long Jump
3 p.m.	Boys: 2A Discus, 2A Pole Vault
3:30 p.m.	Girls: 2A Triple Jump
4 p.m.	Girls: 2A High Jump Boys: 2A Long Jump, 1A Shot Put
5 p.m.	Girls: 1A Shot Put Boys: 2A Triple Jump
6 p.m.	Girls: 4A High Jump, 2A Long Jump, 4A Shot Put Boys: 4A Pole Vault
7 p.m.	Boys: 4A Shot Put
8 p.m.	Girls: 2A Shot Put Boys: 4A High Jump
9 p.m.	Boys: 2A Shot Put

#### 1A & 4A Track Events

(Schools will compete in the order 1A, 4A)

6 p.m.	Girls 3200-meter run
6:30 p.m.	Boys 3200-meter run
7 p.m.	Girls 400-meter relay; Boys 400-meter relay
7:20 p.m.	Girls 800-meter run; Boys 800-meter run
7:40 p.m.	Girls 100-meter high hurdles
7:55 p.m.	Boys 110-meter high hurdles

8:05 p.m.	Girls 100-meter dash; Boys 100-meter dash
8:15 p.m.	Girls 800-meter relay
8:20 p.m.	Boys 400-meter dash; Girls 400-meter dash
8:40 p.m.	Girls 300-meter low hurdles
8:55 p.m.	Boys 300-meter intermediate hurdles
9:10 p.m.	Girls 200-meter dash; Boys 200-meter dash
9:30 p.m.	Girls 1600-meter run; Boys 1600-meter run
9:50 p.m.	Girls 1600-meter relay; Boys 1600-meter relay

### Saturday, May 13

#### Field Events

9 a.m.	Girls: 3A Triple Jump Boys: 3A Discus, 3A High Jump, 3A Long Jump
10 a.m.	Girls: 3A Discus; Boys: 3A Pole Vault
10:30 a.m.	Girls: 3A Long Jump Boys: 3A Triple Jump
11:00 a.m.	Girls: 3A High Jump
12 noon	Girls: 5A Triple Jump
1 p.m.	Girls: 3A Shot Put
1:30 p.m.	Boys: 5A Triple Jump
2 p.m.	Boys: 3A Shot Put
4 p.m.	Girls: 5A Discus, 5A Long Jump
5 p.m.	Boys: 5A Discus, 5A Long Jump
6 p.m.	Girls: 5A High Jump, 5A Shot Put
6:30 p.m.	Boys: 5A Pole Vault
7 p.m.	Boys: 5A Shot Put
8 p.m.	Boys: 5A High Jump

#### 2A & 3A Track Events

(Schools will compete in the order 2A, 3A)

11 a.m.	Girls 3200-meter run
11:30 a.m.	Boys 3200-meter run
12 noon	Girls 400-meter relay; Boys 400-meter relay

12:20 p.m.	Girls 800-meter run; Boys 800-meter run
12:40 p.m.	Girls 100-meter high hurdles
12:55 p.m.	Boys 110-meter high hurdles
1:05 p.m.	Girls 100-meter dash; Boys 100-meter dash
1:15 p.m.	Girls 800-meter relay
1:20 p.m.	Boys 400-meter dash; Girls 400-meter dash
1:40 p.m.	Girls 300-meter low hurdles
1:55 p.m.	Boys 300-meter interm. hurdles
2:10 p.m.	Girls 200-meter dash; Boys 200-meter dash
2:30 p.m.	Girls 1600-meter run; Boys 1600-meter run
2:50 p.m.	Girls 1600-meter relay; Boys 1600-meter relay

#### 5A Track Events

6:30 p.m.	Girls 3200-meter run
6:45 p.m.	Boys 3200-meter run
7 p.m.	Girls 400-meter relay; Boys 400-meter relay
7:15 p.m.	Girls 800-meter run; Boys 800-meter run
7:30 p.m.	Girls 100-meter high hurdles
7:45 p.m.	Boys 110-meter high hurdles
7:55 p.m.	Girls 100-meter dash; Boys 100-meter dash
8:10 p.m.	Girls 800-meter relay
8:25 p.m.	Boys 400-meter dash; Girls 400-meter dash
8:40 p.m.	Girls 300-meter low hurdles
8:50 p.m.	Boys 300-meter interm. hurdles
9 p.m.	Girls 200-meter dash; Boys 200-meter dash
9:10 p.m.	Girls 1600-meter run; Boys 1600-meter run
9:30 p.m.	Girls 1600-meter relay; Boys 1600-meter relay

*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.

## HOUSTON MILBY HS

The District 18-A AAAA 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.

## MARATHON HIGH SCHOOL

The District 3-A Executive Committee has issued a public reprimand and one year probation to Marathon High School for inappropriate interaction with a game official and school administrators by fans at a basketball game.

## GREGORY-PORTLAND HS

The State Executive Committee placed the Gregory-Portland High School soccer program on probation through March 7, 2001, and issued a public reprimand to Mr. Jeff Gustafson for failure to file a Previous Athletic Participation form prior to a student's participation.

## AUSTIN TRAVIS HS

The State Executive Committee placed Austin Travis High School on probation through April 17, 2002 for allowing an ineligible student to participate. In addition, Ms. Sheila Coy was issued a public reprimand and suspended for the remainder of the 1999-2000 softball season and the first five games of the 2000-01 school year.

## DEL VALLE HS

The State Executive Committee issued a public reprimand to Del Valle High School, with probation through April 17, 2001 for violation of the Athletic Code.

## ARP HS

The District 18-AA Executive Committee has issued a public reprimand to Arp High School for violations of section 1205 of the UIL Constitution and Contest Rules, failure to file eligibility blanks for varsity athletic competition.

# Distribution rights

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

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