

Leaguer TOGETHER

Both state marching band contests to be held in Waco

The separation is over and they're back together.

The state marching band contest, held in two cities the past four years, will now be held solely in Waco. The 5A marching contest will be held at Floyd Casey Stadium while the 3A contest will be held at the new Waco School District Stadium. Conferences alternate years when they can compete for state marching titles. Next year, 4A, 2A and 1A schools will compete for the state title.

"The temptation to bring everything in close proximity was

too good to pass up," said Richard Floyd, UIL Director of Music. "In the last four years we have enjoyed a successful partnership with Baylor and we want to maintain that relationship."

The move came at the same time the new Waco high school stadium opened.

"The new stadium with an all-weather synthetic turf was designed with the idea to host major marching band competitions," Floyd said. "Some parts of the press box were designed to accommodate (marching band) judging."

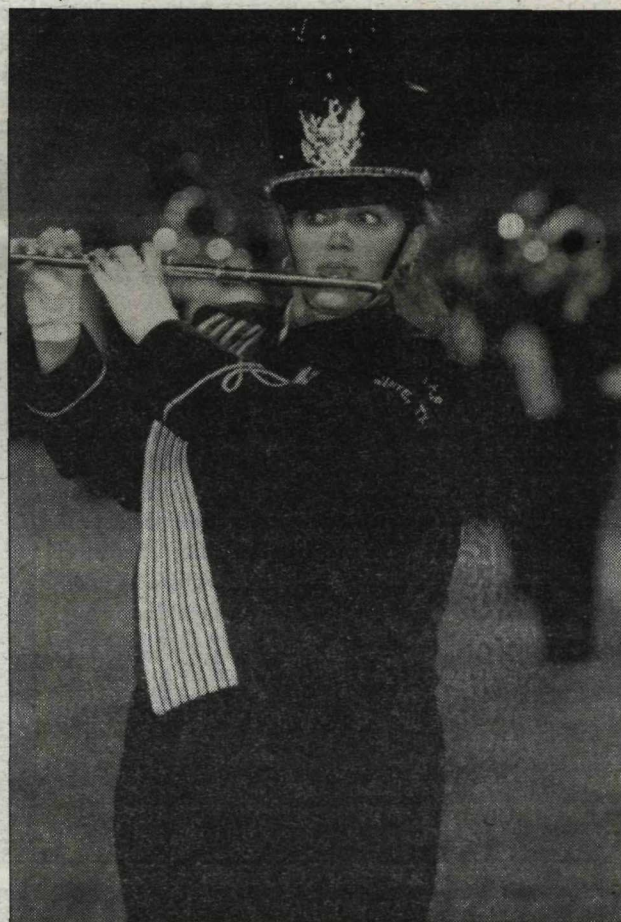
Floyd explained that the two stadiums are less than 15 minutes apart from each other.

"This will be a great benefit to the fans," he said. "If there is a particular group they (fans) want to see they can move back and forth from one stadium to another. We will provide tournament passes for admission to both sites."

When the new high school stadium was completed, Waco officials contacted UIL and were eager to have the organization consider the prospect of using the new complex.

"I was very impressed with the facility and the eagerness of Waco school administrators and the city to house the event," Floyd said.

Since leaving Memorial Stadium in Austin four years ago, the



Next Note

A flute player from the Mesquite Poteet marching band keeps an eye on her drum major to make sure she stays in sequence with the music in last year's 4A state marching band contest. Last year the small school bands performed in Mesquite while the large schools performed in Waco. All bands will be performing in Waco this year.



Perfect Pitch

During Keller's state marching presentation, the percussionist adds a perfect pitch to the presentation with a touch to the triangle. Many members of each band had multiple tasks to execute during their performance. Fans will have a chance to see more bands perform this year when both the 5A and 3A contests will be held in Waco.

marching band contest has held the large school competition in Waco and the small school competition in Mesquite's Memorial Stadium.

"Mesquite did a great job in hosting the band contest," Floyd said. "They were first rate and we are grateful for the terrific job they did."

The new stadium is off Interstate 35 and New Road. Floyd said there are ample shopping and eating

establishments near the stadium, there is ample parking, and the stadium itself offers an ideal line of site for viewing marching bands.

"There's probably not another place in the country that could offer better accommodations for an event of this scope," he said.

photos and story
by Randy Vonderheid,
managing editor

AN OUNCE OF PREVENTION

Schools should take precautions before trouble arises during school activities



EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Randy Vonderheid
Assistant Academic
Director

ADMINISTRATIVE STAFF

Dr. William D. Farney, director;

Dr. Charles Breithaupt, director of athletics;

Richard Floyd, director of music activities;

Bobby Hawthorne, director of academics;

Rhonda Alves, assistant academic director;

Vicki Bryant, project coordinator;

Diana Cardona, spring meet materials director;

Peter Contreras, athletic coordinator;

Mark Cousins, assistant athletic director;

C. R. Daniel, compliance officer;

Sandra Deel, financial officer;

Sam Harper, waiver officer;

Rachel Seewald, athletic coordinator;

Lynn Murray, one-act drama director;

Bonnie Northcutt, director of policy;

Jana Riggins, assistant academic director;

Jane Teixeira, assistant to the athletic director;

Randy Vonderheid, assistant academic director.

We see it in all types of situations — red lights, yellow flags and many other ways to warn people of dangerous or unpleasant activities ahead.

One area that can bring a lot of problems to a school is in the area of extra-curricular activities.

Schools get in trouble with their activity programs not because they do anything wrong or intentionally violate rules. Too often students or fans misbehave because schools fail to recognize warning signs or fail to warn spectators of possible repercussions of their actions.

Fights break out, officials are attacked and parents go onto playing surfaces during contests. All this happens in rapid fashion, with little or no visible warning signs. Yet there are flashing caution lights which can be recognized by attentive school administrators.

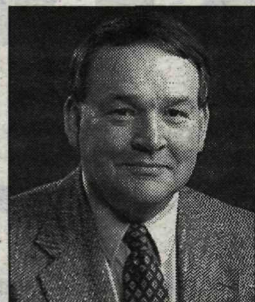
Knowing what these indicators or precursors can help short-circuit incidents and save the school embarrassment, injury to spectators and probable lawsuits or penalties from the district or state committees.

There are several ways to avoid a lot of the problems that arise during school and UIL activities. Some include:

- Always have a designated school administrator with authorized assistants at possible trouble sites. Have these administrators equipped with cell phones or walkie-talkies to assist in immediate reinforcement to any problem.

- Uniformed security should be in place on both sides of the field or court. Do not permit security to cluster in talk groups in one area. Have written direct guidelines for specific areas, home and visitor sides, parking lot, officials' dressing rooms and other possible volatile areas. Make sure there is a policy on authority, whether these security can escort troublemakers out of the facility or whether that task is left to a police officer. Security should know the whereabouts of the designated school administrator(s) at all times and ideally should be on the same walkie-talkie channels.

- Students should be pre-informed as to what is proper and improper conduct. Each competing school should have separate student areas so that opposing student fans are not mixed. Strong rules need to be in place about taunting, insulting, racist and inflammatory comments to opponents. Many male students attempt to



Bill Farney
UIL Director

gather a personal reputation or identification from acid and cutting insults to opponents. This can only lead to huge problems. School administrators can and should keep these students out of games.

- Out-of-school young people are a constant source of rancor. Since they are no longer subject to student conduct codes and are often looking for attention, they intimidate students and start most of the problems. Identify and monitor these groups. Often they roam the opponents' side of the court or field hoping for altercations.

- Letting adults on the field or playing area prior to and after games can spell problems. It is best to form "spirit" lines with uniformed student support groups such as band, drill and cheer members.

- Announcers who like to do a running commentary can be an irritant to opponents. "Watch for a pass" or announcing a penalty before the official signals are ways of going beyond what is necessary for public address. References such as "our team" or "we" should be avoided with preference for a neutral, objective approach.

- When playing an important game be aware of heightened emotions. Even though the two schools have played before with no problems, a new atmosphere could be present for a game with the district title on the line.

- Always communicate with opposing school authorities prior to game day to discuss student bus parking, arrival times, number of seats needed for support units, exit areas, traffic patterns or any other situation that may cause problems or duress during the activity. Good information can prevent delays and misunderstandings. Expect the same courtesy when you are the visiting school.

- Develop a procedural manual for all your personnel. Be sure all school employees, paid and volunteer workers have a copy. Be prepared for emergencies such as inclement weather, power failures, fire and other unforeseen calamities. You will be ahead of any eventuality if you have a good contingency plan. If you think something will not occur, it will. If and when unsportsmanlike acts come to a hearing before the State Executive Committee, schools are always asked:

1. What did you do prior to the game to prevent problems?
2. What did you do after the incident occurred?

Remember this is an educational activity with positive experiences as a desired goal. All the preparedness in the world cannot prevent problems from happening. But you better serve your students and community if you review all possible variables and are ready to limit severe problems by thoughtful pre-planning.

Legislative Council meeting set for Oct. 15-16 in Austin

The 60th annual meeting of the UIL Legislative Council is Oct. 15 - 16 at the Omni Southpark Hotel in Austin. A public hearing will be held Oct. 15.

As a change from years past, no information will be sent through the mail. All information concerning the meeting can be obtained from the UIL website (<http://www.utexas.edu/admini/uil/>) beginning Sept. 1.

Leaguer

ISSN 0897-4314

POSTMASTER: Send address changes to The Leaguer, P.O. Box 8028, Austin, TX 78713.

The *Leaguer* is the official publication of the University Interscholastic League. The *Leaguer* is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties.

Access the UIL on the Web at <http://www.utexas.edu/admin/uil/>.

The UIL office is located at 1701 Manor Rd., Austin, TX 78722 (512/

471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, Austin, TX 78713-8028.

The *Leaguer* is published six times yearly by The University Interscholastic League. It is published in September, October, November/December, January/February, March and April. There are no issues in May, June, July or August. One year's subscription is \$8. Periodicals Postage Paid in Austin, TX.

STATE EXECUTIVE COMMITTEE

Chairman: Kenneth Judy, superintendent, Crawford ISD;

Members: Lloyd Choice, Houston; Elizabeth Gardner, superintendent, Pflugerville ISD; Teresa L. Long, Austin; Ruth Meredith, Horseshoe Bay; Robert Payton, acting superintendent,

Dallas ISD; Greg Sherwood, athletic director, Lubbock ISD; Douglas Steger, superintendent, LaPoynor ISD, LaRue; Charles Zepeda, superintendent Odem-Edroy ISD.

LEGISLATIVE COUNCIL

Chair: Dan Jones, Trenton ISD; **1st Vice Chair,** James Terry, Mesquite ISD; **2nd Vice Chair,** Don Gibson, Wall ISD.

5A • Clayton Downing, Lewisville ISD; James Terry, Mesquite ISD; Jerry Roy, Goose Creek ISD; Pete Anthony, San Antonio Southwest ISD.

4A • Paul Whitton, Frenship (Wolfthorpe) ISD; Mark Henry, Sulphur Springs ISD; Don Hendrix, Crosby ISD; Alton Fields, Pleasanton ISD.

3A • Robert Ryan, Seminole ISD;

Tony Daugherty, Pottsboro ISD; Robert French, Giddings ISD; Robert Haas, Hallettsville ISD.

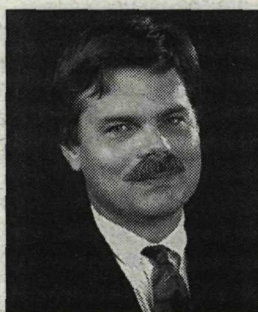
2A • Don Gibson, Wall ISD; Richard Cohagan, Gunter ISD; Dan Noll, New Diana ISD; Charles Butcher, Boling ISD.

A • N. Dean Johnson, Nazareth ISD; Don Rhodes, May ISD; Dan Jones, Trenton ISD; William (Ed) Stidham, Bartlett ISD.

At-large members • Mima Gonzalez, San Angelo ISD; Inocente Quintanilla, Socorro ISD; Eugene Young, Kimball HS, Dallas ISD; Kay Waggoner, Red Oak ISD; Alton Frailey, Spring Branch ISD; Elizabeth Treadway, Ore City ISD; Dolores Muñoz, Point Isabel ISD; Georgia Johnson, Round Rock ISD.

Simplifying some rules should help, not hinder, contests, contestants

One of the perks of being a UIL director as opposed to an assistant director or associate director is that the *UIL Constitution and Contest Rules* allows us to scream louder than anyone else in our department and thus win most arguments. See for yourself:



Bobby Hawthorne
Academics Director

Sec. 1480 DISPUTE ARBITRATION.

(a) Any covered UIL-member school district personnel (i.e. coaches, contest directors, sponsors and directors) or Code 1000 UIL employee may participate and prevail in argumentations, discussions and confabulations regarding UIL rules and/or policies.

EXCEPTION:

(1) Any covered UIL-member school district personnel (i.e. coaches, contest directors, sponsors and directors) or Code 1000 UIL employee shall not propound a position or stance in variance with prevailing departmental philosophy.

EXCEPTION:

(1) a departmental director may propound a position or stance in variance with prevailing departmental philosophy or existing law of nature and shall adjudicate any and all argumentations, discussions and confabulations regarding UIL rules and/or policies by adopting special rules of procedure not inconsistent with the *Constitution and Contest Rules*.

(there is no such section in the C&CR. It was created to illustrate the author's point of view)

In other words, directors may scream and stamp their feet until they win or at least fool themselves into believing that they have. This happened to me recently.

The *UIL Constitution and Contest Rules* is not light reading. Urdu is easier to grasp in many cases, and this built-in obfuscation may serve some higher purpose in the greater scheme of things, such as confuse and conquer. I'm not sure.

But as the League evolves, I think it would serve us well to simplify the rules, to state what we don't want students and coaches to do, and then assume that anything not specifically mentioned is okay by us.

This explains briefly last month's discussion of the Awards Rule. During the Capital Conference last summer I attempted to explain the contradictory interpretations we've received about this rule. Is it a violation for a journalism teacher to feed students during a late-night practice the week prior to the district editorial writing contest? I can't imagine that a district executive committee would determine that it is, but the rules suggest otherwise. During a staff meeting, several directors said that in their opinion, the awards rule does not apply to academic coaches and cheeseburgers. Others said it did. If we — the people who are paid to make these calls — can't agree on what the rules do or do not prohibit, how can we expect teachers and coaches to know?

At any rate, one of the persons in my session at the Capital Conference strongly objected to my wishy-washy interpretation of the rule. "UIL staff needs to know rules and not re-write according to his feelings," he wrote in his post-session evaluation.

Were it only that simple. As directors, we are required to interpret rules within a philosophical context, and my philosophy is that rules exist to remedy abuses. If an abuse doesn't exist in academics, then academics doesn't need that rule, even if a similar rule exists in

music and athletics. We do not have a problem with schools lavishing gifts on spellers and ready writers. I live for the day we do. Consequently, we don't need a rule that can be interpreted so that a junior mathematician who accepts a goodie bag and balloon prior to the district meet can be disqualified and his or her school placed on probation.

Music may need such a rule. Athletics too. But we don't in academics.

Assuming the current awards rule is sufficiently so imprecise that two highly-educated persons disagree on its intent, we're then obligated to clarify it. If a district executive committee is going to disqualify someone, the members of the committee and the disqualified parties should understand the rule and agree that someone broke it.

An official interpretation of the rule is pending, by the way.

For the sake of argument, let's assume that the State Executive Committee determines that yes, in fact, an accounting student who accepts a goodie bag does in fact violate the Awards Rule. What's our next step? During the debate in the 1980s over UIL rules prohibiting athletes from attending summer sports camps, League director Bailey Marshall argued and wrote that his duty was to uphold the rules passed by the schools. It was not his task to change them or to work to have them changed, he said.

"I'll defend whatever rules the schools adopt," he held.

I agree so long as the existing rule conforms to the fundamental notion that rules exist to remedy abuses. If an abuse doesn't exist, the rule isn't necessary. In that case, I believe it is my duty to change or eliminate the rule. It's not my task to conjure a problem to justify the rule.

The current Sunday participation rule restricts students from representing the participant school in more than two such competitions on Sunday during the school year. That's the rule, and I have no problem interpreting it that way, even though I disagree with the rule because we don't have enough abuses to justify it. People who do violate it tend not to compete in UIL. Most of these students attend 4A or 5A schools with prominent speech and debate programs. In my opinion, if schools wish to send their students to Sunday tournaments in New Haven, Boston and Philadelphia on consecutive Sundays, that should be a site-based management call. Let the local parents, coaches and administrators decide for themselves. I doubt that Big School A's decision to send its students to a weekend tournament at SMU will force Little School B to do the same.

In fact, the Sunday participation rule seems to serve mostly as part of coaches' "gotcha" competitive culture. "It's a questionable rule, but we'll use it to beat you if that's what it takes."

For example, last year, a student represented his school at more than two Sunday competitions and voluntarily withdrew from the district CX tournament after the issue was raised by coaches in the district, even though it remains unclear whether the student had actually violated a UIL rule. If he had participated in Lincoln-Douglas debate tournaments at Cornell, Brown and Princeton on consecutive Sundays and then competed in UIL Lincoln-Douglas debate, then it's a clear violation.

But would he have been ineligible to compete in UIL cross examination debate, ready writing, wind ensemble or pole vaulting? In my opinion, no.

The rule was unclear, and given that lack of clarity,

I would not have extended it farther than its clearly defined limit. Thus, he would have been ineligible for L-D and L-D only. As directors who are charged with interpreting UIL rules, we should not extrapolate beyond the boundary of the rule in order to cover any and all extenuating circumstances. This isn't a cop-out. We're not being wimps. I have no problem with telling coaches they can't accept a stipend arrangement that makes it financially profitable to win a UIL contest. The rules clearly state that you can't. But other rules are not so black and white.

One of our long-term goals is to eliminate C&CR verbiage and babel. At times, we may be ahead of the parade, encouraging change that schools may not universally embrace. The Legislative Council will let us know if and when we've gone too far. At the same time, I know that if left to their own devices, public schools would never have voted to allow girls to play on boys athletic teams. The change was foisted on schools, and it's been accepted without throwing the planet out of orbit.

UIL academic directors are in no position to foist anything on anyone, but we will nudge and wheedle when we think it's necessary. We'll examine the rule and its impact, apply our collective experience, logic and common sense, and when we're finished, and all those who are asked have argued, discussed and confabulated, and I have screamed and stamped my feet, we will strive to produce clear and specific rules that remedy real problems. Regardless whether coaches, administrators, parents and students agree or disagree with the rule, they'll know what the rule says, and what they shall and shall not do to avoid getting their names printed on the back page of this publication.

We don't need a rule that can be interpreted so that a junior mathematician who accepts a goodie bag and balloon prior to the district meet can be disqualified and his or her school placed on probation.

Student Activity Conferences, other pilot projects set

Members of the UIL Academic department will host two more Student Activity Conferences this fall. One conference will be held at Sam Houston State University in Huntsville Oct. 21 and one will be held at the University of Texas in Austin Nov. 4.

Both are open to both students and teachers and both are free.

"Sessions for all contests will be presented during each conference," Academic Director Bobby Hawthorne said. "We have found that those who attend these conferences seem to have much better results at their district and regional contests."

In addition, UIL academics is piloting an Economics in 5A Region 1 and a "wild card team" approach to advancing more teams in 4A Region 3.

For more information on either the Student Activity Conferences or the two programs being piloted, please contact Bobby Hawthorne at (512) 471-5883 or bhawthorne@mail.utexas.edu.

Statistics show UIL activities keep students out of trouble

Monday afternoon. Rush! Needle my way through the crazy maze of Austin's 5 p.m. traffic. Can't be late to see my seventh grader get his first opportunity to play starting guard for his junior high football team. No time to stop by the house and change clothes, so I sit among the other parents dressed appropriately for the Texas heat, looking ridiculous and feeling very self-conscious as I melt in my layers of professional clothes.

As the game nears the end of the fourth quarter, I glance at my watch to realize what time it is. Rush! Grab our youngest son from his after-school Science enrichment session, race him home to change into his Scout uniform while Dad stays to hear the final buzzer of our



Jana Riggins
Assistant Academic Director

we should all just go back to the simpler, slower way of life we once had, memories of my parents raising three stair-step teenagers who were each active in UIL music, academics, and sports makes me chuckle.

Our house was commonly referred to as "Grand Central Station." I wouldn't call those days simpler or slower!

Why do parents endure the "rush" that our kids' UIL extracurricular activities and community involvement bring? Why do teachers extend their five-day workweek to sponsor students to debate tournaments, play festivals, and math competitions? We do it because UIL is worth the "rush."

Statistics support the theory that involvement in these kinds of activities often serves as a predictor of later success — in college, a career and becoming a contributing member of society.

A study conducted last year by the University of Colorado indicates that students who participate in some form of interscholastic activities have significantly higher grade-point averages than students who do not. Findings from the National Center for Education Statistics reveal that participants report better attendance and are more likely than non-participants to aspire to higher education. Students who spend one to four hours per week in activities such as UIL also score lower — lower in the likelihood of using drugs, becoming teen parents, smoking, or engaging in criminal and other high-risk behaviors.

If you're reading the *Leaguer*, I'm sure you don't have to be told these facts and figures. You're one of those dedicated teachers who works with students far beyond the end of the afternoon school bell. Like me, you'll endure the "rush" because you realize that it is often in UIL activities that students' talents are discovered, a discovery that can transform their lives and determine their future. My hat is off to you.

Is it worth it? My mother, the coordinator of "Grand Central Station," keeps telling me to cherish these moments. Her voice echoes over and over in my head, "It's the best time of your life!" Excuse me. I'm in a rush. Gotta get to another Student Activities Conference. There are several hundred students eager to learn about UIL speech and debate.

SPEECH ISSUES BEFORE THE LEGISLATIVE COUNCIL

Sunday participation for Academics will be considered. Those who have strong opinions about the impact of this rule on their speech programs should return the Speech Coaches' Survey as soon as possible. The survey was included in the August coaches' mailing and is posted on our web page.

SPEECH Q and A

Q: My coach purchases current event practice tests that have great sample essays. Can I file these essays in my extemp tubs?

A: No. Nothing resembling a prepared speech or an outline of a speech can be included in your files.

Q: I've had a hard time finding documentation of my prose author's birthplace. May I e-mail the publisher or the author himself?

A: E-mail responses are allowed for documentation purposes if proper guidelines are followed. You should request that the respondent copy your inquiry onto their message, and that they include formal name, title or position and contact information so that the message can be verified.

EXTEMP TOPICS

INFORMATIVE

1. Why is Texas losing federal highway construction funds?
2. The Firestone-Ford tire controversy: What are the issues?
3. What went wrong with the government's case against Wen Ho Lee?
4. What is behind the violence surrounding the trial of former Indonesian dictator Suharto?
5. How is the European Union responding to recent strikes?
6. What clouds have hovered over the Olympic games in Sydney?
7. A Texas-sized drought: what is the latest forecast?
8. Contesting Congo: who are the players?
9. Healthier Americans: What do the presidential candidates propose?
10. What are the challenges facing the US military?
11. Who is Joseph Lieberman?
12. Air travel in America: What are the problems?
13. What is the UN's response to Iraq's refusal to allow the resumption of international arms inspections?
14. Panamanian protests: What are the reasons?
15. How extensive are the changes to the Polar Ice Cap?
16. Peru's election roller coaster: What are the latest developments?
17. Columbia's FARC: What are its objectives?
18. The Philippines' terrorists: What do they want?
19. How is energy fueling world politics?

PERSUASIVE

1. What steps should be taken to contain militia violence in East Timor?
2. How would elimination of the "marriage penalty" tax affect the federal budget?
3. Is Russia's disgruntled scientific weapons' community a threat to international security?
4. Is China sincere in its campaign against government corruption?
5. Are America's combat forces ready to perform wartime missions?
6. How should the Philippines handle its growing problem with terrorism?
7. How will the change in US leadership affect Middle East peace negotiations?
8. What should be done to improve Medicare?
9. Do warming relations with the United States indicate India's willingness to compromise on nuclear issues?
10. Is crime a threat to democracy in South Africa?
11. Should Texas' State Board of Education retain stewardship of the Permanent School Fund?
12. How will the arrest of ETA leader Ignacio Gracia Arregui affect the Basque separatist movement?
13. Are International Olympic Committee drug-testing policies effective?
14. Can Bush bounce back and regain the lead in the presidential race?
15. Should the international community insure Africa's access to drugs for the treatment of AIDS?
16. How are charter schools faring in Texas?
17. What challenges does Vicente Fox face as he assumes the Mexican Presidency?
18. How is US assistance to Columbia impacting peace negotiations?
19. What impact have vice presidential contenders had on the presidential campaign?

CXDebateTopic:

Resolved: That the United States federal government should significantly increase protection of privacy in the United States in one or more of the following areas: employment, medical records, consumer information, search and seizure.

LDDebateFallTopic:

Resolved: A candidate's personal character ought to be valued more than his public performance.

PoetryCategories:

- A: Voices Beyond the Americas
- B: Diversity and the Human Experience

ProseCategories:

- A. Celebrating Authors of the Southwest
- B. Performer's Choice

football hero's game.

Yes, we're the last ones to arrive at the Scout meeting. Hey, the point is — we made it! Gotta keep running — have to hear the band play at half-time of another game.

Did I mention that my son plays french horn? Rush!

This is just Monday. We've got four more school days packed with extracurricular activities till we make it to the weekend. Ah, the weekend to kick back and relax — wrong! There's a UIL Student Activities Conference in Denton with 20 speech workshop sessions to coordinate.

I bet the scene at my house is no different than many of yours. With therapists today crying out that

The Council will also consider a proposal to prohibit students from using the same prose or poetry literature more than one year at the State Meet.

CX DEBATE BALLOT FOR NEW TOPIC DUE

Cast your first vote for the 2001-02 CX Debate topic. Ballots were mailed to schools in September. You can also access our web site to submit your vote. Ballots must be received by Oct. 16 to be counted.

Many controversial topics come from lack of communication, rather than the action itself

Sex, drugs and rock and roll!

That's how the people of my generation defined controversy. What defines "controversy" today? It seems like almost anything, according to today's administrators.

The one controversy that seems to abound at the beginning of each school year is the dress code, and this year is no different. The

Austin area school districts have been the subject on "talk radio" concerning their dress codes and how some schools have strict dress codes while others do not. Parents are on the bandwagon again, protesting one way or the other. I'm sure the same scenario is being played around the state.

A controversy itself many times lies in the lack of communication between parties, not the action itself. Principals could make things a lot easier on themselves if they would use the resources they have to help communicate actions and ideas in their school. Some administrators use the public address system to inform students of the information they want them to know, while others have the idea that they are the boss and whatever they say goes — no discussion.

With this attitude parents find out about the decisions from their only source of information — their children, and get only the child's interpretation of it.

Administrators do have another resource they could use that could offer an unbiased viewpoint and proper communication. That resource is the school newspaper.

In most cases, students, teachers and others read the school newspaper. Some student newspapers are mocked because of the lack of professionalism it exudes of the



Randy Vonderheid
Assistant Academic Director

school, while others have a lot of credibility because those writers and advisers take their jobs seriously and make sure the paper provides a student voice without bias toward the administration. If stories are written properly, communication through the student newspaper helps the school and community.

There were many times in my teaching career where the school newspaper was able to douse some possible school-disrupting rumors by being able to report on the "controversy." Because of this, my students learned the power they were able to have in the school was precipitated by being responsible in reporting and using those qualified sources to squash the rumors.

There were also times when my students (and their adviser) took on stories they should not have and caused some controversy in the school. In both instances, though, the communication to the school provided a valuable service to anyone who wished to read the publication.

In various discussions I have had recently with teachers around the state I have found that fewer and fewer administrators are seeing the advantage they have at their fingertips. Too many have used that "c" word (censorship) to keep the staff from achieving their maximum potential.

I wonder if a principal has ever gone to the football coach and told him he couldn't run a play because a player could get hurt in its execution, in effect censoring a play. Although coaches will vehemently protest the following statement, censoring a student publication is much the same situation.

In football, the key is to win. In the publications world, the key is better communication between the writer and the audience. On the field, the coach teaches the players how to achieve that goal. In the journalism room, the adviser teaches the students how to properly communicate the written word. At times the coach is successful, and at times the coach is not. At times, the adviser is successful, and at times the adviser gives in to

the students' desires and allows something that may cause controversy to go into a publication. Coaches get fired for losing seasons, advisers have been fired for publishing controversial subjects. The major difference is that advisers don't get the pay or respect athletic coaches do.

Many administrators feel the school publications should be public relations tools. I've never heard a principal or superintendent say the football team should be a public relations tool.

No, the school newspaper and yearbook are not public relations tools. Students on these staffs are learning much more than how to cause controversy. They are learning how to communicate. A huge majority of English teachers I worked with always enjoyed getting the newspaper and yearbook staff kids in their classes because, as the English teachers would say, "these kids already know how to write, and this makes my job a lot easier."

I, too, could go on with other figures. From the ACT organization to college groups to business people, studies show how students involved in their high school publications do better on those college-bound tests, are better college students and can perform better in their jobs simply because they learned in high school how to communicate and how to work under deadline pressure.

The world is not perfect. Every publications department does not provide good skills and every football team does not win a lot of football games. How many schools, though, cancel a football season simply because the coach knows the team cannot win. How many schools destroy publications programs because the students "might" publish a controversial article.

There is good in both programs. Administrators should be able to see that good and work with the participants, either football players and coaches or writers and advisers, in creating a solid program in each school in Texas.

Current events requires students to analyze news events, not to just know information

by Bobby Hawthorne

Current Issues & Events Director

Last spring, I created a stir at the State Meet by asking the following essay question: "Some years are marked by major events, others by issues. 1999-2000 seems to be the year of symbols around which issues have evolved into full-fledged events, several of which have political and social consequences and implications far beyond their relative importance. Provide and explain examples of these symbolic issues that have mushroomed since September, 1999 into events far larger than their relative importance."

Admittedly, it was a major departure from "List George W. Bush's strengths and weaknesses as Republican presidential candidate" and "Compare and contrast Princess Diana's and Mother Teresa's legacies."

Whereas the Bush and Diana/Mother Teresa prompts required students to provide a shopping list of rather hard-and-fast facts specific to chosen categories, last year's State Meet prompt asked them to examine the width and breadth of events and select those that had "political and social consequences and implications far beyond their relative importance."

It is this level of sophistication that we will attempt

to challenge in future tests. It's no big secret that standardized testing in general, TAAS in particular, have produced students who can parrot data but who have great difficulty processing it. They have difficulty analyzing, interpreting and synthesizing information. They know who Elian Gonzales is but don't understand the history, culture, law or principles that made the case so incendiary.

They can't transfer facts from one case to another. Why should politicians lambaste entertainment executives for marketing violent content to kids but fail to do the same with gun-manufacturers and cigarette makers? Ultimately, what's more dangerous: Quentin Tarantino, automatic weapons or Marlboro Lights? What's the big picture?

Finally, students lack empathy. They can't see how flying the Confederate flag over the South Carolina statehouse might offend African-Americans. Heritage, not hate, they say.

They can't grasp how organized public prayer at high school football games can ostracize as well as unite. The majority rules, after all.

It's not enough to know that South Carolina flew the Confederate flag over its Capitol Building, and that the

prayer at football game lawsuit emanated from Santa Fe, Texas.

Students competing in the current issues and events contest will be asked to see through the veneer of the news. To do this, they need to talk to one another and their teachers and coaches. They need to examine news from a range of perspectives and contexts, listen to others for their essential truths and contradictions. The world is a messy place, and there are few linear moments of great clarity or truth, particularly when politics is applied.

It's not enough to know the news — the names, events and places. Students need to know why and how and so what, the reasons something happened, the effects. We're not looking for tirades or editorials. We want students to analyze and understand the meaning of the data they've collected. It's not enough to know the name of the sunken Russian nuclear submarine. Students need to know what did Putin's actions in the moments and days following the accident mean in terms of the evolution of Russian democracy.

Otherwise, CI&E is little more than a glorified standardized test, random and irrelevant data to be committed to short-term memory and forgotten as soon as the students walk out the contest door for the last time.

The Annual TAJE

convention has been set for Oct. 28-30 at the Gunter Hotel in San Antonio. Liz

Carpenter has accepted an invitation to be the featured speaker for the convention. For more information contact Rhonda

Moore at rhonmoor@tenet.edu or Pat Gathright at patg@tenet.edu

ILPC membership

fees are due Nov. 1.

Yearbooks to be critiqued should also be in the ILPC office

by Nov. 1 and IAA

entries should be

there by Dec. 1.

Please call the ILPC

office at (512) 471-

5883 for more

information on the

UIL's journalism

organization.

OAP preparation, including approval cards and acquiring judges, should be completed

This time of year is not only OAP prep time, it is that period when we start the evaluation process all over again. There is always room.

The official "Incidental Music" interpretation and "Script Integrity" rules were published last month. The UIL Legislative Council meets in October to hear new proposals. At this time I am not aware of any major presentation in the works and the UIL Advisory Committee of the Texas Educational Theatre Association will not meet again until January.

If you haven't made hotel arrangements and registered for the TETA Convention January 17-21 at the Austin Renaissance Hotel, the time is short. Visit www.tetatx.com for details.

The UIL Advisory Committee meeting is one of the first scheduled. I want to recognize and thank outgoing members Joe Brown, Cindy Sorelle, Carol Swinney, Neil St. Clair and Larry Wisdom. Neil has left the state for greener pastures and Larry has moved to pastures greener at a private school.

There has been a major TETA Board-approved restructuring of the UIL Advisory Committee and new appointments have been made. Members serve three-year, staggered terms and each class has representation for all five UIL conferences as well as two TETAAO Critics.

The 2004 class includes Bob Singleton-Houston



Lynn Murray
Drama Director

HSPVA; Bill Gelber-Amarillo College; Missey Head-Odessa Permian HS; David Stevens-Southlake Carroll HS; Gary Wyatt-Wimberley HS; Myrna Bass-Hemphill HS; and Karen Longan-Munday HS. 2003 members are Stan Denman-Baylor University; Robin Robinson-Grayson County College; Michael Harlan-Austin Westlake HS; Robert Gomez-PSJA Memorial HS; Renee Casey-Seminole HS; Gloria McLuckie-New Diana HS; Barre Gonzalez-Overton HS; and Mark Holtorf-Tarleton State University. Michael Endy-Weatherford College; Paula Rodriguez-San Antonio MacArthur HS; Rick Garcia-Austin Johnston HS; Travis Poe (chair)-Mont Belvieu Barbers Hill HS; Kevin Hahn-Clyde Eula HS; and Frank Davis-Channing HS represent 2002. You now must convince these 22 members of your point of view. Oh yes, that includes me, too.

Observant members of our group are aware that Texas Educational Theatre Association Adjudicators Organization critics are limited to six contests plus workshops, festivals and contest management. The new AO policy makes it vital that this office be made immediately aware of each judging assignment. Please call, e-mail or fax the date, critic, zone/district/area/region and location as soon as possible. Contracts must be sent as soon as available but we need the basic information now. If you are having difficulty finding a judge, call the drama office (512) 471-9996. There are still over 50 judges with no contests.

If you have contracted a critic not in this issue, they are not eligible to judge until TETA&AO dues are paid and records are updated. Some judges even wait for a contract before paying and updating. This is especially

strange in this first year of trying not to overload and balance AO critics.

Since April there have been two mailings, including one with State Meet OAP comps, plus three e-mails and the *Leaguer*. Judges will not be allowed to judge if the ruse is to wait until March and then plead innocence. A few are required to re-certify in January, but that does not account for the 25 delinquents. Any updates will appear on the UIL web site www.utexas.edu/admin/UIL/aca/drama.

We have Student Activities Conferences yet to come. Check the UIL web site for programs at Sam Houston State University, Oct. 21, and UT-Austin, Nov. 4. There is something for everyone. From 9 a.m. - 1:30 p.m. Maureen McIntyre has been able to schedule seven outstanding sessions in each slot at SHSU and Amarante Lucero is using all spaces available in the Department of Theatre & Dance at UT-Austin.

Did you read the drama pages of the Aug/Sept *Leaguer*? Without this issue and the new OAP Handbook, 14th edition directors and judges are already lost. It is more than just casually essential that both groups keep up with changes. When I talk to experienced directors that confess they don't have a new Handbook, I panic. They have been taking a risk with students' futures without basic knowledge available since last October. If you don't have the *Handbook for One-Act Play*, 14th edition, you are one year behind.

For those keeping up, a brief Handbook Addendum is included in this issue. It will continue to be updated on the UIL web site. This constitutes an Official Notice. The Drama Loan Library information is also on the web in the C & CR Section 1032 and in the Handbook. Please review before you order plays. The fee is \$3 per request. We don't accept purchase orders and we urge you to list plays in alphabetical order. It will also speed the process if you want a specific version to mention that on the request. School letterhead is okay but must have the legal teacher's name and the mailing address. Just the essentials will really help.

I have visited with Dramatic Publishing Company and their "Guidelines for Cutting a Play" have been clarified. If you received a performance rights letter and a copy of the "Guidelines" prior to Sept. 20, you may request the revised version. The "Guidelines" have been updated on their web site.

We have yet to hear from about 400 schools. The second enrollment card has been mailed to theatre directors of schools that participated last year and have not responded. If OAP directors don't know the status of their enrollment perhaps you should check with your administration or call us. We will send another card if it has been lost.

Visit the new fine arts web site: <http://finearts.esc20.net>. It is a resource designed to help Texas educators implement the Texas Essential Knowledge and Skills (TEKS) for fine arts.

Learn how:

- ✓ The Professional Development and Appraisal System (PDAS) relates to fine arts teachers.
- ✓ High school students can design and create Distinguished Achievement projects in the arts.
- ✓ Instructional strategies support student learning of the Fine Arts TEKS.

You may download the Fine Arts TEKS and then browse the other site for other interesting information.

My direct phone line will not be answered Oct. 3-5, I'm out. Nov. 10-27 I'll be in China. Jenny or Connie will answer your calls on (512) 471-9996.

OFFICIAL NOTICE

ADDENDUM 2000-2001

HANDBOOK FOR ONE-ACT PLAY DIRECTORS, JUDGES AND CONTEST MANAGERS

14TH EDITION

RULE CHANGES

The following rules concerning the One-Act Play Contest appear in the 2000-2001 CONSTITUTION AND CONTEST RULES.

1033 (c)(1)(F) Modified language, "Plays which are by nature dramatic monologues, readers theatre, story theatre, musical, choric or choral speaking, or which are predominantly music or choral speaking shall not be used in contest".

(c)(2)(F)(i) Insert "or two 6' strip lights, or two single source and one strip light shall be used up stage of the house curtain/proscenium". After "intelligent/robotic lighting".

(iv) Modified language, "4' wide by 8' high" and "2' wide by 3' high".

(v) Modified language, "4' high by 8' long".

(d)(2)(A) Replace "will" with "shall". Add "if not previously determined by the Spring Meet District Executive Committee in accordance with Section 902 (e)(3)&(4)" after "contest manager".

The following By-Law Addition was approved by the TETA/AO at the February 2000 business meeting:

Article I: Membership

Section 3. Active Membership

A. Prerequisites for active membership are:

8. The number of official contests judged by a single judge shall be restricted to a maximum of six (6), unless additional contests are approved for just cause, by the State Drama Director. (This does not restrict the number of workshops, clinics or festivals in which the judge participates.)

The following changes to the Approved List of Long Plays have been made:

Add:	Cover of Life, The	Robinson, R.T	French
	Dearly Departed, The	Bottrell & Jones	Dramatists
	Everywoman	Anonymous	Approved publishers
	Fortinbras	Blessing, Lee	Dramatists
	Gint	Linney, Romulus	Dramatists
	Passing Through	Bailey, Peter	Dramatists
	Reckless	Lucas, Craig	Dramatists

Remove:

Rhinoceros	Ionesco	French
Woman Called Truth, A	Asher, Sandra	Dram. Pub.

The following changes to the Approved List of Short plays have been made:

Add:	Everywoman	Anonymous	Approved publishers
	No 'Count Boy, The	Green, Paul	French
	Tartuffe	Moliere adapt by Jeffries & Munoz	Baker
	Volpone	B. Johnson adapt. by Jeffries & Knight	Baker

Remove:

Fables	McDonough, J.	Clark
Terrorists, The	Jones, Graham	Dram. Pub.
To Kill A Mockingbird	Sergel, C.	Dram. Pub.
Visitor from Forest Hills	Simon, Neil	French

(*2) David R Allen, Midland College, 3600 N Garfield, Midland TX 79705 915/686-4205-wk / 697-3186-hm, FAX 915/685-4769, drallen@midland.cc.tx.us Any, - I [04]
(1) Karri Nichols Anderson (Booker T Washington HSPVA), 2025 Skillman Dr., Garland TX 75041 972/864-0818 karri_anderson@hotmail.com - II [03]
(*3) Larry Arnhold (Deer Park HS), 1911 Wendy Hill Way, Houston TX 77058 281/930-4868-wk / 486-7052-hm, FAX 281/930-4894, larnhold@deer-park.isd.tenet.edu Any, - III [01]
(4) John Athas, (Bishop Lynch HS), 10308 Joaquin Dr, Dallas TX 75228 214/324-3607-wk 214/324-9874-hm, FAX 281/324-3600, athaj@mail.bishoplynch.org Any - II [03]
(3) Mildred Austin (Rio Vista HS), Rt 1 Box 473, Walnut Springs TX 76690 817/373-2669 x.247-wk / 254/897-7563-hm, FAX (817) 373-3047, tesoros44@hotmail.com - I [04]
(*1) Jerry Ayers (AV-Pro), 3111/2 S. Rogers, Waxahachie TX 75165 972/223-8899wk / 972-938-0316hm, FAX 972/223-8825, jerayers@flash.net Any, CM, - II [04]
(1) Cynthia R Baker, 2102 Gemini, Garland TX 75040 972/495-2953, cidney@mindspring.com Any, - II [04]
(*2) Kathy Barber (Kilgore College), 1005 Andrews, Kilgore TX 75662 903/983-8126-wk / 984-5021-hm, FAX 903/983-8124, barberkat@aol.com Any, - II [04]
(*1) Jeannine Pasini Beekman (Spellweaver Productions), PO Box 562, Benton LA 71006 318/965-9984 Any, - III [01]
(1) Elaine Bent (Good Muse Troupe), 9747 Whitehurst, Apt 77, Dallas TX 75243, 214/342-1920, FAX 214/526-1254, (hm) ebgoodmuse@airmail.net Any, - II [03]
(2) Norman A Bert, Texas Tech University, TTU Theatre, Box 42061, Lubbock TX 79409-2061 806/742-3601-wk 806/792-6965-hm, FAX 806/742-1338, norman.bert@ttu.edu - I [01]
(1) G'Ann Boyd, 11250 Taylor Draper Lane Apt 914, Austin TX 78759 512/349-5416-hm, FAX 512/349-5418, gboyd@inetport.com Any - IV [04]
(*2) Royal R Brantley, West Texas A&M University, PO Box 60747 WTAMU, Canyon TX 79016 806/651-2811-wk 806/359-3613-hm, FAX 806/651-2818, RBrantley@mail.wtamu.edu Any - I [00]
(*3) Jay C Brown (Ropes High School), 9601 Orlando, Lubbock TX 79423 806/562-4031-wk, FAX (806) 562-4059, pamjayb@aol.com Any, CM, - I [02]
(2) Joe A Brown (Texas Wesleyan Univ), 1513 Holt, Fort Worth TX 76103 817/531-4976-wk / 534-2161-hm, FAX 817/531-6583, brownj@twes.edu - II [01]
(*3) Pam Brown (Cooper High School), 9601 Orlando, Lubbock TX 79423 806/863/3160 x.504-wk, FAX 806/863-2877, pamjayb@aol.com Any, CM, - I [02]
(3) Sabrina Burgert (Denton: Strickland MS), 520 Driftwood, Denton TX 76201 940/591-7063 sburgert@denton.isd.tenet.edu Any.-II [04]
(2) Andrea Burghart (McLennan Comm. College), 1661 Woodard St. #826, Cleburne TX 76031 254/753-3499 drizzay23@yahoo.com Any, - II [04]
(2) Jim Bush (United Spirit Arena), 2725 McCarley Dr, Commerce TX 75428 903/886-2329-hm 806/767-6163-wk, jim-bush@msn.com - I [03]
(2) Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer, Houston TX 77089 281/922-3497-wk 481-6537-hm, FAX 281/929-4602, scarmi@south.sjcd.cc.tx.us Any - III [01]
(*2) Rod Caspers (UT-Austin), 8004 Epping Lane, Austin TX 78745 512/326-5233-hm 475-6340-wk FAX 512/471-8569, rcaspers@mail.utexas.edu - IV [04]
(*2) Marion Castleberry, Oklahoma Baptist Univ, OBU Box 61189, Shawnee OK 74801 405/878-2369-wk 275-0508-hm, FAX 405/878-2069, Drmd93@aol.com Any - II [03]
(1) Terri Castleberry, Oklahoma Baptist Univ, OBU Box 61189, Shawnee OK 74801 405/744-5514-wk 275-0508-hm, FAX 405/744-6290, Drmd93@aol.com F/S, - II [03]
(*2) Donna Clevinger, Hardin-Simmons University-Theatre, PO Box 14864, Abilene TX 79698-4864 915/670-1404-wk, 695-3865-hm, FAX 915/677-8351, dldrama@hsutx.edu Any, I [01]
(2) Kathleen Cochran, McLennan Comm. Coll.-Theatre, 1400 College Dr., Waco TX 76710 254/299-8191-wk 399-6331-hm, FAX 254/299-8242, kcc@mtcc.cc.tx.us Any, - II [03]
(2) Reed Cochran (McLennan Community College), 4426D Lakeshore Dr., Waco TX 76710 (wk) 254/299-8191 (hm) 254/399-6331 (wk) kcc@mtcc.cc.tx.us (hm) reedcochran@gmail.com Any, - II [04]
(2) Gene Cole, South Plains College, 1401 College Rm163, Levelland TX 79336 806/894-9611 x.2266-wk 796-2201-hm, FAX 806/894-5274, gcole@spcc.cc.tx.us Any, CM, - I [01]
(3) Kay A. Coleman (Edison High School), 7626 Callaghan Rd. Apt 2316, San Antonio TX 78229 210/733-9147-wk 342-4460-hm, FAX 210/738-2408, kayral854@cs.com Any, CM, - IV [02]
(1) Kim Collins, 1059 W. 41st St, Houston TX 77018 713/681-3018 kim@wtez.net Any, - III, [04]
(*2) Bill G Cook, Baylor University, PO Box 97262, Waco TX 76798-7262 254/710-1861-wk 829-2193-hm, FAX 254/710-1765, Bill_Cook@baylor.edu M-F - II [00]
(*2) Jerry Cotton (Cedar Valley College), 714 Sherwood Court, Cedar Hill TX 75104 972/860-8157-wk 291-5449-hm, FAX 972/860-8207, jdc3420@cdccd.edu Any, - II [03]
(*2) Kay L Coughenour (TX A&M Commerce), 1701 Meadowview Ln, Commerce TX 75428 903/886-5169-wk 886-2652-hm, FAX 903/886-5199, Kay_Coughenour@tamuc-commerce.edu - II [04]
(*2) Wm. Perry Crafton, West Texas A&M Univ, WTAMU Box 60747, Canyon TX 79016 806/651-2813-wk 655-9822-hm, FAX 806/651-2818, wcrafton@mail.wtamu.edu Any, CM, - I [02]
(*2) Philip Craik (McMurry University), 933 Grand Ave, Abilene TX 79605 915/793-3840-wk 676-7405-hm, FAX 915/793-4662, (wk) craikp@mcmmurrayadm.mcm.edu - I [04]
(*1) Josh Crane (Retired), 2300 Colquitt, Apt 43, Houston TX 77098 713/520-5469-hm, FAX 713/520-9447, joshcraneI@aol.com Th-M, - III [00] Must Re-certify in January.
(*2) David Crawford, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2211-wk 534-2908-hm, FAX 903/510-2800, dcra@tjc.tyler.cc.tx.us Any, CM, - II [01]
(*1) Paul D Brooks Crump, 7903 Braesdale Ln, Houston TX 77071 713/773-9019-hm, FAX 713/771-4000, Any - III [02]
(1) Lisa C Denman, (Baylor University) 466 Dal Paso, Waco TX 76706 254/662-6359-hm 254/710-6484, Lisa_Denman@baylor.edu - II [04]
(*2) Stan C. Denman, Baylor University, PO Box 97262, Waco TX 76798 254/710-1861-wk 662-6359-hm, FAX 254-710-1765, Stan_Denman@baylor.edu Any - II [02]
(2) Lisa Devine, San Jacinto College-South, 13735 Beamer Rd, Box 319, Houston TX 77089 281/922-3335-wk 832/656-8708-hm, ldevin@sjcd.cc.tx.us - III [04]
(*1) Gene Dickey, 4835 N. O'Connor Rd. Ste 134, PMB 447, Irving, TX 75062 972/393-4164 FAX 972/393-7080 GeneDickey@webtx.net,

2000-2001 UIL-approved Texas Educational Theatre Association Adjudicator Organization's One-Act Play Critic Judges

as of September 26, 2000

any CM - II [04]
(*1) Tom A. Dickson (Thea. Consultant), 404 Cumberland Dr, Hurst TX 76054 817/498-0870, chetad@flash.net - II [03]
(*1) Ronald L. Dodson (Retired), 4301 Red River, Austin TX 78751 512/454-6240, Any, CM, - IV [02]
(*2) Bill Doll, Angelo State University, Dept. of Comm., Drama, and Journalism, PO Box 10895, ASU Station, San Angelo TX 76909 915/942-2146-wk 223-1409-hm FAX-915/942-2033, bill.doll@angelo.edu All, - I [04]
(2) Linda Donahue (Texas Tech University), 3727 94th Pl, Lubbock TX 79423 806/742-3599-wk 797-7290-hm, FAX 806/742-1338, linda.donahue@ttu.edu Any - I [01]
(*2) Lucien Douglas (University of Texas-Austin), 4711 Spicewood Springs, Apt 110, Austin TX 78759 512/232-5307-wk 342-9787-hm, FAX 512/471-0824, l.douglas@mail.utexas.edu F/S - IV [02]
(*1) Bill Durham, 3506 Manchaca Rd. #126, Austin TX 78704 512/447-1296, bdurham@io.com Any - IV [04]
(1) Chester Eitze (Bastrop Opera House), PO Box 1562, Bastrop TX 78602 512/321-6283-wk 303-2484-hm, FAX 512/332-0000, boperahouse@hotmail.com - IV [04]
(2) Vickie Shamp Ellis (Grayson County College), 123 Red Oak Dr, Denison TX 75020 903/463-8652-wk 903/463-8590-hm, FAX 903/463-8722, shamp@texoma.net Any - II [02]
(*2) Michael Endy, Weatherford College, 308 E Park Ave., Weatherford TX 76086 817/594-5471 x.211-wk 594-2280-hm, FAX 817/598-6415, Any - I [03]
(3) John Everts (McMurry Middle School), 1917 Canyon Ct, Denton TX 76205 940/382-7404-wk 387-5995-hm FAX 940/382-7309, jevarts@denton.isd.tenet.edu - II [01]
(*2) Charles Falcon (San Antonio College), 222 W Craig Pl, San Antonio TX 78212-4299 210/733-2726-wk 735-6933-hm, FAX 210/785-6484, cfalcon@accdvm.accd.edu - IV [04]
(2) Rebecca Faulds, Tyler Jr College, Speech / Theatre, PO Box 9020, Tyler TX 75711 903/510-2208-wk 569-6474-hm, FAX 903/510-2800, rfau@tjc.tyler.cc.tx.us - II [02]
(*2) Ron Fischli (Midwestern State Univ), 1321 Oakhurst Dr, Wichita Falls TX 76302 940/397-4274-wk 766-2531-hm, FAX 940/689-4511, ron.fischli@nexus.mwsu.edu Any - II [01]
(*2) Michael Kim Frederick, Del Mar College, 101 Baldwin, Corpus Christi TX 78404 361/698-1507 / 1509-wk 853-6350-hm, FAX 361/698-1511, kfredrick@delmar.edu - IV [01]
(2) Alex Garza (Coastal Bend College), PO Box 4516, Beeville TX 78104 361/354-2302 wk 547-7693-hm, FAX 361/358-3971, starlex@cbc.cc.tx.us - IV [04]
(*1) Dennis Gilmore, Henderson County Performing Arts Center, PO Box 102, Athens TX 75751 903/675-3908-wk 675-9417-hm, FAX 903/675-3968, dgilmore@tvec.net Any, CM, - II [02]
(*3) Karen Gossett, Strickland Middle School, 324 Windsor, Denton TX 76201 940/383-1621-wk 382-7443-hm, FAX 940/566-0600, (wk) kgossett@denton.isd.tenet.edu Any, CM, - II [01]
(2) Clay Grizzle (Howard College), 1506 Vines, Big Spring TX 79720 915/264-5068-wk 268-9400-hm, cggrizzle@hc.cc.tx.us - I [04]
(*1) Maria Sáenz Hascall (Theatre Consultant), 1704 Hartford Rd, Austin TX 78703 512/482-9222 cellular: 423-8783, hascallms@earthlink.net Any, CM, - IV [02]
(*2) Penelope Hasekoester (Sam Houston State Univ), 1920 Avenue Q, Huntsville TX 77340 409/294-1330-wk295-8466-hm, FAX 409/294-3898, drn_pah@shsu.edu - III [03]
(2) James A Hatfield (Univ of Texas-Tyler), PO Box 130607, Tyler TX 75713 903/566-7425-wk 566-7449-hm, FAX 903/566-7491, James_Hatfield@mail.uttyl.edu - II [02]
(2) James Henderson, Theatre Dept, McNeese State Univ, PO Box 90420, Lake Charles LA 70609 (337) 475-5049-wk 479-0229-hm, FAX (337) 475-5922, - II [04]
(*2) Mark B Holtorf (Tarleton State Univ), PO Box 1801, Stephenville TX 76401-7801 254/968-9888-wk 965-2712-hm, FAX 254/968-9239, holtorf@tarleton.edu Any, CM, - I [04]
(1) Don Howell, 1508 Southport Dr #353, Austin TX 78704, 512/916-9493 howelldon@yahoo.com. Any, II [04].
(2) Heather Huggins (McLennan Community College/Waco Musical Theatre, Inc.), 1708 Alexander, Waco TX 76708 254/756-3896-wk 753-7722-hm hdhuggins@aol.com Any, II [04]
(2) Jami Hughes, Montgomery College, 3200 College Park Dr, Conroe TX 77384 936/273-7299-wk 447-6261-hm, FAX 936/273-7282, jhughes@nhmccd.edu Any - III [01]
(*1) Betty Hukill (Young Audiences of Abilene), 1933 Highland, Abilene TX 79605 915/677-1161-wk 698-1399-hm, FAX 915/676-1630, bettyh@abilene.com Any - I [04]
(*2) Charles Hukill (McMurry University), 1933 Highland Ave., Abilene TX 79605 915/793-3839-wk 698-1399-hm, FAX 915/793-4662, chukill@abilene.com Any - I [04]
(*2) Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood TX 76801 915/646-2502-wk643-1204-hm, FAX 915/649-8902, nhumfeld@hputx.edu Any - I [02]
(*2) Paul Hutchins (North Central Texas College), 2901 N Elm St, Denton TX 76201 940/668-7731 x.349-wk 382-6845-hm, FAX 940/484-8417, phutchins@nctc.cc.tx.us Any - II [04]
(2) Jerry R Ivins, San Jacinto College-Central, 8060 Spencer Hwy, Box 2007, Pasadena TX 77501 281/476-1830-wk, FAX 281/478-2769, jivins@central.sjcd.cc.tx.us Any, CM, - III [01]
(*1) Charles R Jeffries (Texas Theatre Consultants), 2300 Nacogdoches, Ste 249-L, San Antonio TX 78209 210/822-5586, FAX 210/822-5884, TTCJeff@aol.com Any, CM, - IV [04]
(2) Ina Wilder Jensen (Texas A&M University-Corpus Christi), 622 Grant Pl, Corpus Christi TX 78411-2312 361/825-2362-wk 855-7300-hm, FAX 361/825-5844, - IV [03]

[1] Dennis Johnson, PO BOX 1255, Lone Star TX 75668 316/275-6662-hm [01]
(2) Ron Jones (Kingwood College), 4414 Marlborough, Houston TX 77092 281/312-1672-wk 713/869-8927-hm, FAX 281/312-1490, rjones@nhmccd.edu - III [04]
(2) Kathleen Juhl, Southwestern Univ-Theatre & Communication, Georgetown TX 78626 512/863-1368-wk 339-2206-hm, FAX 512/863-1422 or 339-2130, juhlk@southwestern.edu F/S - IV [04]
(2) Kathy Watson Jumper (Ranger College), PO Box 265, Ranger TX 76470 254/647-3234 x.102-wk 254/647-5350-hm, FAX 254/647-1656, kjumper@ranger.cc.tx.us / kayleej@hotmail.com Any, - I [02]
(1) Pat Jurek, 1154 Royal Rd Port Lavaca TX 77979, 361/552-2255 patjurek@txcr.net any, CM - III [01]
(*2) Joseph Kaough, North Harris College, 2700 W W Thorne Dr, Houston TX 77073 281/618-5548-wk 440-9616-hm, FAX 281/618-5402, kaoughj@nhmccd.edu - III [04]
(*2) Ray E Karrer (Paris Junior College), 2346 Hubbard, Paris TX 75460 903/782-0242-wk 784-3885-hm, FAX 903/782-0370, rkarrer@pjcc.paris.cc.tx.us Any, CM, - II [04]
(3) Diane M Kaste (Humble: Kingwood 9th grade campus), 2219 Friarwood Trl, Kingwood TX 77339 281/348-4543-wk 359-2626-hm, dkaste@aol.com Any - II [04]
(*2) James D Kemmerling (West TX A&M University), 7413 Dreyfuss, Amarillo TX 79121 651-2814 / 2799-wk 806/355-8091-hm, FAX 806/651-2818, jKemmerling@mail.wtamu.edu Any - I [03]
(*3) Silas Kennemer (L.D. Bell HS), 3420 Bird St, Fort Worth TX 76111-4810 817/838-2061-hm 282-2551 x.230-wk FAX 817/285-3200, steach@hotmail.com Any, - II [00]
(1) Jerry Knight (Texas Theatre Consultants), 2935 Nacogdoches, Apt 209, San Antonio TX 78217 210/826-8097 FAX-210/822-5884 TTCJeff@aol.com Any, - IV [04]
(*2) Jay P. Kyle, Hill College, PO Box 619, Hillsboro TX 76645 254/582-2555 x.271, Cell phone-817/845-7601, FAX 254-582-7591, - II [03]
(*2) Connie Whitt Lambert (Texas Wesleyan University), 5308 Tartan Circle, Denton TX 76208 817/531-4990-wk 940/387-2408-hm, FAX 817/531-6583, lambertc@twes.edu Any, - II [02]
(1) W Scott Lancaster, Rt 1 Box 116, Pecan Gap TX 75469 903/325-4241, Scott_Lancaster@tamuc-commerce.edu Any, CM, - II [04]
(2) James (Jason) Lee, 4320 42nd St, Lubbock TX 79413 806/795-5132 hm, FAX 908-5588, jason.lee@ttu.edu / jalyjolee@earthlink.net Any, - I [03]
(*2) Richard Leslie (McLennan Comm. College), 3416 Live Oak, Waco TX 76708 254/299-8104-wk 754-8514-hm, FAX 254/299-8242, rnl@mtcc.cc.tx.us Any - II [02]
(*2) Susan Loughran (St. Edward's University), 3621 Leadville Dr, Austin TX 78749 512/448-8490-wk 282-9936-hm, FAX 512/448-8492, susan@admin.stedwards.edu Any, - IV [04]
(2) Tracy Lyons (Lamar Institute of Technology), 4585 Jimmy Johnson Blvd, Apt 15, Port Arthur TX 77642 409/880-8198-wk 729-0258-hm FAX-409/880-8623 (wk) lyonstl@hal.lamar.edu (hm) michellefoxx94@yahoo.com Any, - III [04]
(2) Jerry MacLauchlin (McLennan Comm. Coll/Baylor Un), 4704 Edmond, Waco TX 76710 254/776-3896-hm 299-8173-wk, FAX 254/299-8242, jrm@mtcc.cc.tx.us Any - II [02]
(*2) Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78212 210/733-2715-wk 491-9969-hm, FAX 210/785-6484, jmammare@aaccd.edu - IV [04]
(2) Jonathan Marks (Texas Tech University), 4012 92nd St, Lubbock TX 79423-2928 806/742-3611-wk 798-7599-hm, FAX 806/742-1338, jonathan.marks@ttu.edu Any, - I [01]
(*1) Lou-Ida Marsh (Theatre Consultant), 607 W Fox, Caldwell TX 77836 409/567-4388, mmars@tca.net - II [01]
(2) Kevin J. McCluskey, S. F. Austin State Univ, Box 9090-SFASU, Nacogdoches TX 75962 409/468-4003-wk, kmcccluskey@titan.sfasu.edu Any - II [03]
(3) Dennis L McCord (Pasadena High School), 5001 Lamonte Ln, Unit 114, Houston TX 77092 713/477-1501-wk 290/0284-hm FAX-713/920-8237 Any, - III [04]
(1) Andra Allen McLarty (Angelina College-Adjunct), Rt 12 Box 1140, Lufkin TX 75904 409/637-6021, andreg@inu.net Any, - II [03]
(1) Connie McMillan (Retired), 602-B Texas Ave, Austin TX 78705 512/482-8253, mcdymphna@hotmail.com Any - IV [03]
(2) Nancy McVean, Weatherford College, 225 College Park Dr., Weatherford TX 76086 817/598-6307-wk 596-5209-hm, FAX 817/598-6415, mcvewan@wco.edu Any, CM, - I [01]
(*2) Joseph Daniel Mendoza, Lee College, PO Box 818, Baytown TX 77521 281/425-6538/6355-wk 421-4580-hm, FAX 281/425-6228, DMENDOZA@lee.edu F/S - III [01]
(*1) Katy Meaker (Craig) Menges, 3030 McKinney Apt 1901, Dallas TX 75204 214/871-9101-hm, FAX 214/303-0149, jkmenges@prodigy.net Any, - II [03]
(2) James R Miller, Sam Houston State University, PO Box 2297 SHSU, Huntsville TX 77341 936/294-1328-wk 295-2868-hm; FAX 936/294-3898, drn_jrm@shsu.edu Any - III [04]
(*1) Mary Jane Mingus (Free-lance Designer), 2021 Woodland Dr, Stephenville TX 76401 254/968-2207, mingus@tarleton.edu Any, - I [01]
(1) Richard Montgomery, 5808 Milton #104, Dallas TX 75206 214/750-9094-hm, 876-1096-cel/pager rich_montgomery@yahoo.com Any, - II [04]
(1) Michael Moore, 5615 Harvard, Lubbock TX 79416-1133 806/742-3601-wk 791-4215-hm, FAX 806/742-1338, michmoor@TTACS.TTU.EDU - I [03].
(*1) Luis Muñoz (Summit Productions), 308 Lark Ave, McAllen TX 78504 956/686-8170-wk 631-0753-hm, FAX 956/686-8415, lmunoz@summitprod.com Any, CM, - IV [03]
(*1) Patrick Muscanere (Global Knowledge), 8254 Claremont Dr, Dallas TX 75228 241/576-0393-wk 214/319-2949-hm, (wk) <muscaner@nortelnetworks.com> (hm) patrick.muscanere@globalknowledge.com S, - II [03]
(2) Bradley A. Nies, Blinn College, 902 College Ave, Brenham TX 77833 409/830-4269-wk 836-1165-hm, FAX 409/830-4030 (attn: Brad Nies), Any, - III [03]
(3) Kerri O'Connor (Commerce ISD), 2616 Sterling Hart Dr, Commerce TX 75428 903/886-3755-wk 886-8760-hm FAX-903/886-6025 kkoconno@ednet10.net Any, - II [04]
(2) Shellee O'Neal, The University of Texas at Tyler, 3900 University Blvd, Tyler TX 75799 903/566-7496-wk 566-7689-hm soneal@mail.uttyl.edu Any, - II [04]
(2) John E Ore (Southwestern Univ), 601 5th St, Pflugerville TX 78660 512/863-1364-wk 251-1281-hm, FAX 863-1422, orej@southwestern.edu - IV [02]
(*2) Allen H Oster (S F Austin State Univ), 2620 E Main St., Nacogdoches TX 75961 936/468-4003/1119-wk 936/564-8821-hm, FAX 936/468-1168, f_osterah@titan.sfasu.edu - II [01]

continued on page 8

The 2000-2001 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current Constitution and Contest Rules.]

The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i).]

KEY

* = TETAAO recommended Area/Region Judge
(1) = Independent
(2) = College/University Employee
(3) = Public School Employee
(4) = Private School Employee
() = Institution affiliation
Available to Judge: M-F = Monday to Friday only
F/S = weekends only
Any = all
I, II, III, IV = Approximate Region of Residence
[] = Year Recertification Required

UIL fall conferences to have sessions for elementary/middle school participants

The weather is cooler in Austin, and I hope it is in your area, too. Tennessee Williams had no idea how prescient he was when he came up with the title, *The Long Hot Summer*. I hope none of Williams' other theatrical catastrophes have befallen any of you!

Fall is always a busy time and busier still for those of you hosting fall/winter district meets. After the dust settles, please let me know the good, bad and ugly details about early meets. I've had an earful already, but I'd like to receive some "you were there" evaluations.

It is important that schools attending district meets before February 1 understand that they should not attend spring UIL invitational tournaments if those meets are using UIL materials. Contest materials for fall/winter district meets and invitational tournaments are the same. Do not attend both. It would grant an unfair advantage to students who have already viewed the tests.

Speaking of the web site...a link to the elementary and junior high newsletter, *The Little Leaguer*, is posted on the elementary and junior high page. It is published four times a year: August, October, January and March. If you do not have access to it, view it on-line at www.utexas.edu/admin/uil.

The Leaguer is also posted on the web site, and both



Rhonda Alves
Assistant Academic Director

publications contain a lot of useful information. You may also fill out the participation card on-line. The link is posted on the academics page. If you will send me information about invitational tournaments that you are hosting, I'll post this on the web site, also.

UIL Student Activities Conferences (SACs) begin this month. Four will be offered: Sept. 23 at the University of North Texas in Denton, Sept. 30 at the University of Texas Pan-America in Edinburg, Oct. 21 at Sam Houston University in Huntsville and Nov. 4 at the University of Texas at Austin.

For the first time, sessions will be offered tailored to the needs of elementary and junior high coaches. View schedules for each SAC on the UIL web site. I hope this is a service that a lot of elementary and junior high people will utilize: I'd like to continue and expand the practice in the future. No registration or fee is required to attend the conference most convenient to you.

If you've never read the portion of the *UIL Constitution & Contest Rules* governing elementary and junior high participation, it is important that you do so.

The District Executive Committee (DEC), composed of an administrator from each of the participating schools in the district, is the local governing body for each district. This is old news for many of you, but not everyone is aware of this body and its responsibilities.

I consistently encounter sticky situations, which would probably not have occurred had the DEC been consulted. If you don't know the identity of your representative on the DEC, ask your principal. It is important information.

District executive committees are granted enormous

license where elementary and junior high campuses are concerned, but some rules cannot be altered. An example of this is that while DEC's can choose not to offer all UIL events, once it has chosen to offer an event, it cannot eliminate points awarded for that event. In other words, if science is offered at the district meet, students placing in the contest shall receive points toward the all-round championship in accordance with policy established in the C&CR.

The DEC may elect to offer divisions in Oral Reading for both poetry and prose, but it cannot choose to eliminate prose at this year's district meet, since prose is the genre established by UIL for the contest in the 2000-2001 school year. A careful reading of the rules should answer most questions, but call the League office if you need clarification.

At this summer's Capital Conference, some issues were raised to which I'd like you to give some thought. Proponents for and opponents of a two-year cycle for the official list used in the music memory contest talked with me. Arguments revolved around issues of cost and the educational quality of the experience for the students.

Sponsors of story-telling expressed concerns about the difference in preparation time allotted first and succeeding speakers, rigidity concerning nonverbal and vocal expression and the reading level of the stories provided by UIL.

Let me hear your ideas on these and any other subjects about which you are concerned. I'm not sure I'll provide the answer you want, but I know I can't help you if I'm not aware of the issues. UIL only works because of all the effort expended by the participants.



"UIL academics are true preparation for the future. It teaches more than academics. I experienced tough, friendly competition, met and befriended many talented people, and learned so much about myself. These skills, not taught in the classroom, are a must in today's world, and by participating in Texas UIL events, I feel confident and ready to take my place among the world's best."

Kayla Wylly
Friona HS

One-Act play critique judge's list published

continued from page 7

- (3) Allana L. Patterson (Paschal High School), 2806 Manchester Ln, Grapevine TX 76051 922-6610-wk 817/329-2172-hm, FAX 817/329-2173, allanap@aol.com CM, - II [04]
- (2) Lynette Perkins (Lee College), 1122 Jeffrey, Deer Park TX 77536 281/425-6486 / 6813-wk 479-3539-hm, FAX 281-425-6210, lperk@lee.edu Any - III [01]
- (*) Krin Brooks Perry, 4312 Eskew Dr, Austin TX 78749 512/280-7577, FAX 512/280-5746, krinbrooksp@aol.com Any - IV [04]
- (*) Adonia Placette, Lamar University, PO Box 10044-LUS, Beaumont TX 77710 409/880-8037-wk 866-5878-hm, FAX 409/880-8091, placettead@hal.lamar.edu Any, CM, - III [04]
- (2) Tim Poertner, McLennan Comm. College, 1400 College Dr, Waco TX 76708 254/299-8118-wk 759-2468-hm, FAX 254/299-8112, tip@mcc.cc.tx.us - II [03]
- (1) Angela Porter, 19197 Valley Dr, Flint TX 75762 903/825-3933-wk 894-8314-hm, FAX 903-825-7467, angelaleighporter@juno.com, Any, CM, - II [03]
- (4) Beulah Pruett (Alexander-Smith Academy), 10351 Chevy Chase, Houston TX 77042-2445 713/266-0920-wk 789-6153-hm, FAX 713/789-9368, Any, CM, - III [00]
- (2) Chuck Pulliam, Sul Ross State Univ-Theatre, Box C-43 SRSU, Alpine TX 79832 915/837-8211-wk 837-7098-hm, FAX 915/837-8376, pulliam@sulross.edu - I [04]
- (2) Elizabeth C Ramirez, St. Philip's College, 1801 Martin Luther King Dr, San Antonio TX 78212 210/531-3321 or 3322-wk 734-4890-hm FAX 210/531-4768 eramirez@accd.edu Any, - IV [04]
- (*) Jim Rambo (McLennan Community College), 4101 Grim, Waco TX 76710 254/299-8177-wk 756-2837-hm, FAX 254/299-8112, jrr@mcc.cc.tx.us Any - II [04]
- (3) Troy Reynolds (New Caney ISD), 9810 Cassowary, Conroe TX 77385 936/273-6783-thespis@main.com Any, - III [04]
- (1) Nicki R Roberson (Nick's Bar None Ranch & Virtual Campground), 254 Cicero Dr, San Antonio TX 78218-2531 210/654-0745-wk 885-3405-hm skroop@aol.com Any, - IV [04]
- (*) Robin Robinson (Grayson County College), 1208 N Woods, Sherman TX 75092 903/463-8609-wk 870-1642-hm FAX 903/463-5284, robinsonr@grayson.edu Any - II [03]
- (2) Dona W. Roman, Sul Ross State Univ-Theatre, Box C-43 SRSU, Alpine TX 79832 915/837-8219-wk 426-3658-hm, FAX 915/837-8376, droman@sulross.edu - I [04]
- (*) Allan Ross (San Antonio College), 135 Seford Dr, San Antonio TX 78209 210/733-2745-wk 828-7743-hm FAX 210/733-2200, aross@accdvm.accd.edu - IV [04]
- (*) Marti Runnels, Wayland University, 1900 W 7th St, Plainview TX 79072 806/291-5054-wk 296-2997-hm FAX 806/296-4718, runnels@mail.wb.edu Any, - I [02]
- (1) Frankie Schexnayder (retired), 2738 Ruth Ln, Port Neches TX 77651 409/727-1555, FLCS01@aol.com Any, CM, - III [04]

- (*) Stacy Schronk (Tarrant Co. College-Northeast), 1410 El Camino Real, Euless TX 76040 817/515-6684-wk 267-8674-hm, FAX 817/515-6242, sschcronk@ix.netcom.com Any - II [04]
- (3) W E Schuetz (Gregory-Portland), PO Box 885, Ingleside TX 78362 361/643-2538 x.282-wk 775-2026-hm, FAX 361/775-1039, schuetz@mail.earthlink.net / schuetz@trip.net - IV [02]
- (*) Roger Schultz, TX A&M University-Theatre, TAMU, College Station TX 77843-4248 979/845-2526-wk 693-7757-hm, FAX 979/862-1744, r-schultz@tamu.edu Any, - II [01]
- (*) Gregory M Schwab, Sul Ross State University, PO Box C-29, Alpine TX 79832 915/837-8220-wk 837-1068-hm, FAX 915/837-8376, gschwab@sulross.edu Any, CM, - I [04]
- (2) Diana Gural Searcy (Kingwood College), 3606 Oak Gardens, Kingwood TX 77339 281/359-1616-wk 358-7454-hm, diana.searcy@nhmcc.edu Any, - III [04]
- (*) Chuck Sheffield, Richland College, 12800 Abrams Rd, Dallas TX 75243-2199 972/238-6255-wk 214/827-7526-hm, FAX 972/238-3799, css8430@dcccd.edu - II [03]
- (1) William Sheffield, 11442 Ptarmigan, Apt 4, Austin TX 78758 512/873-8909 willishef@aol.com Any, - IV [04]
- (1) Linda Lucretia Shuler (Theatre Consultant), 11809 Mill Pond St, San Antonio TX 78230-2112 210/690-3994, FAX 210/690-7955, lshuler@stic.net Any, - III [04]
- (*) Victor L Siller, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2203-wk 566-2176-hm, 800/687-5680 x.2203 m-f 8-5, FAX 903/510-2800, vsil@tjc.tyler.cc.tx.us Any, CM, - II [04]
- (*) Robert Singleton, High School for the Performing & Visual Arts, 4001 Stanford, Houston TX 77006-4948 713/942-1966-wk 937-3310-hm, FAX 713/942-1968, rsingleton@houstonisd.org Any, CM, - III [04]
- (1) Alma Slawinski, 1220 Sally Anne Dr, Rosenberg TX 77471 281/343-0218 ext. 230-wk 281/232-5758-hm, - III [02]
- (*) Lawrence Ray Smith (Theatre Consultant), 522 East Ln, Kerrville TX 78028 830/895-5936, FAX 830/895-5936, asnggfr@krc.com - IV [00]
- (*) Thomas F. Soare, Sam Houston State Univ, PO Box 2297-SHSU, Huntsville TX 77341 409/294-1338-wk 295-4018-hm, FAX 409/294-3898, drn_tfs@shsu.edu - III [01]
- (*) Cynthia M. SoRelle, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8903-wk 754-0603-hm, FAX 254/299-8935, cms@mcc.cc.tx.us Any - II [04]
- (*) Barbara Stafford (Denton: Calhoun Middle School), 5916 Sandhill Circle, The Colony TX 75056 940/387-8566-wk 972/6256782-hm babs_shakespeare@hotmail.com Any, - II [04]
- (2) Clarence Strickland, Tyler Jr College, PO Box 9020, Tyler TX 75702 903/510-2211-wk 533-9369-hm, cstr@tjc.tyler.cc.tx.us - II [04]
- (*) Bronwyn Sullenberger, Fossil Hill Middle School, 3821 Staghorn Cir, S. Ft. Worth TX 76137 817/847-1046-wk 237-3631-hm FAX 817/337-3407 baandbr@swbell.net Any, - II [04]
- (1) Billie Thompson, 1310 East James Ave, Baytown TX 77520 281/

- 427-2682 Any, - III [04]
- (*) Wayne I. Toone (Temple College), 514 E 6th Ave, Belton TX 76513 254/298-8282 x.8550-wk 939-2743-hm, - IV [02]
- (2) Richard Tuman, 9822 Ferris Creek Place, Dallas TX 75243 972-671-9344-hm ricky@wt.net Any, - II [03]
- (*) C. Lee Turner, Theatre Arts, Prairie View A&M Univ, PO Box 747, Prairie View TX 77446 409/857-2356-wk 281-890-0773-hm, FAX 409/857-4544, cleet7@yahoo.com - III [04]
- (3) Erin Vinger (Leander: Cypress Elementary), 410 Oak Ridge Pass, Cedar Park TX 78613 (hm & FAX) 512/996-8248 434-7200 wk vinger@swbell.net Any, - IV [04]
- (*) Ray von Rosenberg (Central Texas College), 3301 Buffalo Trail, Temple TX 76504 254/773-4372, rvr@vwm.com Any - IV [04]
- (1) Matthew C Wagner, 1400 N St Mary's Apt 102, Beeville TX 78102 361/358-1721, - IV [04]
- (2) Keith West (Texas Tech Univ), 5206 Kenosha, Apt 22, Lubbock TX 79413 806/742-4040-wk 780-2518-hm, FAX 806/742-1338 kwest@TTACS.TTU.EDU Any - I [02]
- (*) E. Don Williams, Lubbock Christian University, 5601 19th St, Lubbock TX 79407 806/796-8800 x.357-wk 795-1479-hm, FAX 806/796-8917, Don.Williams@LCU.EDU - I [03]
- (2) Linda Williamson (UT-Dallas), 16826 Hunters Point, Dallas TX 75248 972/883-2786-wk 732-7321-hm, FAX 972/883-2989, lwill@utdallas.edu - II [03]
- (2) James Worley (Angelo State Univ), 2216 Live Oak, San Angelo TX 76901 915/942-2343 x.241-wk 944-8867-hm, FAX 915/942-2033, james.worley@angelo.edu - I [03]
- (2) John Presley Wright (Paris Jr College), 525 N E 42nd St, Paris TX 75462 903/782-0327 / 0242-wk 784-4558-hm, FAX 903/782-0370, jwright@paris.cc.tx.us Any, CM, - II [04]
- (2) Mary Ellen Wright (University of Texas-Tyler), 5404 Briar Cove, Tyler TX 75703 903/566-7289-wk 581-1835-hm, FAX 903/566-7491, MaryEllen.Wright@mail.uttyl.edu II [02]
- (3) Barry Davis Yandell (Keller ISD), 1500 Pacific Pl, Fort Worth TX 76112 817/337-3500-wk 654-3020-hm, FAX 817/337-3500, barry@dmans.com Any, - I [04]

INELIGIBLE CRITIC JUDGES (as of Sept. 22, 2000)

Accredited judges that are directing UIL OAP or have not and/or updated their profile to be eligible.
Amy Adrian, Roxanna Barnes, Charlene Bigham, Ralph Culp, Cran Dodds, Eleanor Dryden, K. Pert Durapau, Denise Gambrell, Marrakesh Glasspool, Harold Haynes, Elizabeth Hedges, Robert Hodde, Elizabeth Hostetter, Cathy Huvar, Dennis Johnson, Terry Lewis, Thomas Lotti, Michael McKelvey, Vicki Risinger, Vicki Smith, Mary Starcher, Trina Taylor, Patrick Vaughn

Computer Science builds on successful 99-2000 year

by David Trussell
Computer Science Director

Fall is the best season of the year. We finally get a break from triple-digit temperatures (good riddance!), daylight savings time ends, football season begins to get interesting and we begin a new school year and a new year of UIL academics. (Okay, maybe starting a new school year isn't the greatest of thrills for students and teachers who can't help but wonder how the summer went by so fast. But the excitement of gearing up for UIL competition might make it a little easier to leave those summer daydreams behind.)

UIL Computer Science is entering its third year with the C++ language, and 2000-2001 promises to be our best year yet. After a somewhat rocky start in 1998-99, last year brought about vast improvements and what was probably the smoothest contest season ever for Computer Science. Most importantly, we had no reports of significant errors in any of last year's contest materials. Computer Science had had a long-standing reputation of being an error-prone contest, so needless to say everyone was very pleased with the quality of last year's tests.

Having a year of experience under our belts was a major contributor to last year's success, but equally important was the formation of the Computer Science Advisory Committee. The first committee meeting took place in September of 1999. Members included UIL contest directors and several experienced computer science coaches from around the state. By all accounts that first meeting was extremely beneficial in establishing a clear direction for the contest (and providing coaches with a voice in defining that direction).

The second annual CSAC meeting took place Aug. 26 at the UIL building. This year's committee brought together a new group of coaches representing several different regions of the state and school sizes from the smallest to the largest. Again this year, we couldn't have asked for a better group or a more successful meeting. Discussions focused on building on last year's successes while making needed adjustments for an even better contest. One thing this year's committee did very well was to find a consensus on virtually every issue discussed which resulted in a very focused meeting and a clearly defined set of positive changes for the contest.

Some of the most significant changes involve the topic list for the written contest. The set of additional topics for the regional and state contests have been combined, since there is really not enough time between region and state to learn new material. Some of the topics that were regional only in 1999-2000 have been moved to the Invitational/District column for this year, and some new topics have been added in both areas. The new topics include items that were a part of last year's tests but were not spelled out as specific topics, as well as a few items that are entirely new. All topic additions were thoroughly discussed by the committee, and not all that were proposed wound up on the final list.

The hands-on contest was also a key point of discussion. The most important change for hands-on will be in the level of difficulty of the problems. This year's problem sets will include a couple of very basic problems, so that most participating teams will have the opportunity to solve at least one problem.

The new topic list and other updated contest information will be available for download on the UIL web site (www.utexas.edu/admin/UIL) by the end of September. Contest information will also be presented at the UIL Student Activities Conferences. Our first two SAC's at The University of North Texas in Denton and UT Pan-American in Edinburg will already be past by the time this *Leaguer* reaches the schools. The two remaining conferences will take place Oct. 21 at Sam Houston State University in Huntsville, and Nov. 4 at The University of Texas in Austin. Each SAC will include two Computer Science sessions—the first will be a contest introduction for beginners, and the second will cover updates and changes for 2000-2001. Complete SAC programs are available on the UIL web site.

A final note: Our fall conference season began a little early this year with an in-service for teachers in Houston ISD Sept. 9. HISD teachers and administrators must deal every day with the seemingly insurmountable difficulties inherent in a big city school district, and limited time and resources can push UIL academics toward the bottom of the priority list. However, the small but enthusiastic group who attended the in-service is working to change that, and it was a pleasure to see their dedication. All in all, we couldn't have asked for a better way to begin the new school year — and to get ready for the fall.

Invitational academic meets set throughout state

phone: (409) 243-2131
fax: (409) 243-2518

Jan. 13, 2001
Denison HS - Denison
Contests: All academic other than speaking and debate
Contact: John Terry
phone: (903) 462-7125
fax: (903) 462-7217
e-mail: johnnterry@disd.net

Jan. 13, 2001
J. B. Alexander HS - Laredo
Contests: all except CX-Debate
Contact: Mario Rosales
phone: (956) 718-9064
fax: (956) 718-9064
e-mail: mrosales@united.isd.tenet.edu

Jan. 19-20, 2001
Mount Pleasant HS - Mount Pleasant
Contests: CX, LD (limited entries) and Ready Writing (Jan. 19); all other academic events (Jan. 20)
Contact: J. Barton
phone: (903) 575-2020 x.44
fax: (903) 575-2085
e-mail: louiebarton@hotmail.com

Jan. 19-20, 2001
El Campo HS - El Campo
Contests: CX, LD, Extemp, Prose, Poetry and other "non-UIL events"
Contact: Katrese Skinner
phone: (979) 543-6431
e-mail: kskinner@ecisd.org

Jan. 20, 2001
Denison HS - Denison
Contests: speaking and debate only
Contact: John Terry
phone: (903) 462-7125
fax: (903) 462-7217
e-mail: johnnterry@disd.net

Jan. 20, 2001
Bridge City HS - Bridge City
Contests: Extemp, LD, CX
Contact: Debbie Miller
phone: (409) 735-1501
e-mail: Thespianspirit@hotmail.com

Jan. 20, 2001
Premont HS - Premont
Contests: All speaking events
Contact: Irma Johnson
phone: (903) 462-7125
fax: (903) 462-7217
e-mail: ijohnson@premontisd.esc2.net

Jan. 20, 2001
Andrews HS - Andrews
Contests: All academic events
Contact: Jim Leach
phone: (915) 523-3640
e-mail: jleach@andrewsesc.18.net

Jan. 27, 2001
Round Rock HS - Round Rock
Contests: All academic contests
Contact: Marcia Hilsabeck
phone: (512) 464-6165
e-mail: mhilsabeck@yahoo.com

Jan. 27, 2001
Brownwood HS - Brownwood
Contests: All UIL Academic and Speech/Debate events
Contact: Larry Mathis
phone: (915) 646-9549
fax: (915) 641-9810
e-mail: lmathis578@hotmail.com

Jan. 27, 2001
Brock HS - Brock
Contests: all events except CX (will use test A materials)
Contact: Jim Vaszauskas
phone: (817) 594-3492
between 10:45 - noon
e-mail: jvaszauskas@brockisd.net

Jan. 27, 2001
Monahans HS - Monahans
Contests: Speech and Debate (TFA qualifier)
Contact: Frances Curry
phone: (915) 943-2519
fax: (915) 943-3327
e-mail: jfc Curry@ultravision.net

Jan. 20, 2001
Premont HS - Premont
Contests: All literary events except Computer Science and Computer Applications
Contact: Irma Johnson
phone: (903) 575-2020 x.44
fax: (903) 575-2085
e-mail: ijohnson@premontisd.esc2.net

Feb. 1, 2001 (Thursday)
4-9 p.m.
Garrison HS - Garrison
Contests: all math, science, accounting, literary criticism, current issues and events, computer applications, and spelling
Contact: Gina Bradshaw or Tina Cobb
phone: (936) 347-7035 or 347-7030
fax: (936) 347-2529
e-mail: ginarb@lcc.net or jmrlrldy@hotmail.com

Feb. 3, 2001
Falls City HS - Falls City
Contests: All except journalism, ready writing and spelling
Contact: Debbie Wiatrek
phone: (830) 254-3551
fax: (830) 254-3354
address: Falls City HS
P. O. Box 399
Falls City, TX 78113
e-mail: wiatrekd@fcisd.net

Feb. 3, 2001
Glen Rose HS - Glen Rose
Contests: All except CX (outside materials used)
Contact: Carol Hassell
phone: (254) 897-4383
fax: (254) 897-9871
e-mail: hassca@grisd.net

Feb. 9-10, 2001
Ryan HS - Denton
Contests: All academic contests except CX Debate
Contact: Karen Guenther, Charlotte Scroggs or David Kamman
phone: (940) 566-7926
e-mail: kguenther@denton.isd.tenet.edu, cscroggs@denton.isd.tenet.edu, or dkamman@denton.isd.tenet.edu

Feb. 10, 2001
Livingston HS - Livingston
Contests: all except CX and LD debate
Contact: Luanna Price
phone: (936) 328-2278
e-mail: bnlprice@samlink.com

Feb. 10, 2001
Monahans HS - Monahans
Contests: all events except speech
Contact: Frances Curry
phone: (915) 943-2519

fax: (915) 943-3327
e-mail: jfc Curry@ultravision.net

Feb. 10, 2001
Yoakum HS - Yoakum
Contests: All except LD, Informative, Persuasive, Ready Writing
Contact: John Chandler
phone: (361) 293-3442
fax: (361) 293-2145
e-mail: jchandler@yoakumisd.net

Feb. 10, 2001
Wylie HS - Abilene
Contests: All UIL academic and speech, including debate. Open to A, AA, and AAA schools.
Contact: Amy White
phone: (915) 690-1181
e-mail: awhite@wylie.esc14.net

Feb. 10, 2001
Grandview HS - Grandview
Contests: All academic contests (set B tests)
Contact: Marilyn Rollins
phone: (817) 866-3320
fax: (817) 866-3351
e-mail: mrollins@gvisd.org

Feb. 17, 2001
Tarkington HS - Tarkington
Contests: all events except CX (all materials from outside sources)
Contact: Jim Smith
phone: (281) 592-7739
e-mail: jsmith@tarkington.isd.esc4.net

Feb. 17, 2001
Crandall HS - Crandall
Contests: All Academic and Speech except CX (set B materials used)
Contact: René Wright
phone: (972) 427-8030
fax: (972) 427-8031
e-mail: wrightnrj@yahoo.com

Feb. 23-24, 2001
A&M Consolidated HS - College Station
Contests: All speech and academic, CX, humorous, dramatic, oratory, duet
Contact: Lisa Birth
phone: (979) 764-5500
fax: (979) 693-0212
e-mail: flingamo@yahoo.com

Feb. 24, 2001
Sherman HS - Sherman
Contests: All academic events except LD and CX debate
Contact: Brian Everett or Karen Baugh
phone: (903) 891-6440
fax: (903) 891-6446
e-mail: beverett@shermanisd.net or kbaugh@shermanisd.net

March 3, 2001
McCollum High School - San Antonio
Contests: all except CX
Contact: Gilbert Casas
phone: (210) 977-1659

Oct. 14, 2000
Pflugerville HS - Pflugerville
Contests: All UIL events except Computer Applications
Contact: Sandra Greene
phone: (512) 251-2238 ext. 126
fax: (512) 251-9091
e-mail: SANDRA_GREENE@hs.pflugerville.k12.tx.us

Oct. 21, 2000
La Vernia HS - La Vernia
Contests: Speech only (CX, LD, Persuasive, Informative, Prose, Poetry - will use UIL rules and topics) Entries open to A, AA, AAA. 4A and 5A school please contact before entering
Contact: Steven Verm
phone: (830) 779-5611 ext. 3221
e-mail: stevev@la-vernia.k12.tx.us

Nov. 1, 2000
Brock HS - Brock
Contests: journalism and ready writing (by mail) original tests will be used
Contact: Jim Vaszauskas
phone: (817) 594-3492
between 10:45 - noon
e-mail: jvaszauskas@brockisd.net

Nov. 4, 2000
Lindsay HS - Lindsay
Contests: Poetry, Prose, Extemp, LD, CX, Duet, Group Improv. (Experienced and Novice divisions)
Contact: Craig Hertel
phone: 940-668-8474
e-mail: chertel@esc11.net

Nov. 10-11, 2000
Bryan HS - Bryan
Contests: (Fri.) Speech/Debate; (Sat.) All other academic and speech/debate
Contact: Debbie Diss or J. W. Lee
phone: (979) 731-7424

e-mail: gmodiss@bryanisd.org or jw_lee@usa.net

Nov. 11, 2000
Giddings HS - Giddings
Contests: Speech, Debate and all literary events
Contact: Debbie A. Winkler
phone: (979) 542-3351
fax: (979) 542-5312
e-mail: debate4lif@giddings.txed.net

Nov. 11, 2000
Boling HS - Boling
Contests: CX, LD, Novice and Senior
Contact: Linda L. Alderson
phone: (979) 657-2816
e-mail: alderson@wcnet.net or lalderson@bolingisd.net

Nov. 17-18, 2000
Round Rock HS - Round Rock
Contests: TFA qualifier (speech/debate only)
Contact: Debbie Johnson
phone: (512) 464-6042

e-mail: debbie_johnson@roundrockisd.org

Nov. 18, 2000
Wimberley HS - Wimberley
Contests: UIL Speech events only; 1A, 2A and 3A open to anyone; 4A and 5A novice only
Contact: Lydia Miller-Wyatt
phone: (512) 847-5729 x. 234
e-mail: lydmill@hotmail.com

Dec. 1-2, 2000
Sul Ross State University - Alpine
Contests: All academic events
Contact: Gregory Schwab
phone: (915) 837-8220
fax: (915) 837-8220
e-mail: gschwab@sulross.edu

Jan. 12-13, 2001
Hamshire-Fannett HS - Hamshire
Contests: All UIL events except CX and LD debate (will feature tests "A")
Contact: Sheila Sachitano

Professionalism is key to successful judging

Directors should act responsibly in role as adjudicators by accepting invitations, duties

by Kathy L. Fishburn
President, TMAA

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

**ADDRESS TMAA
CORRESPONDENCE
TO:**

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

As we begin our new school year and another year of adjudicating, it is important that we remember the Purpose of the Texas Music Adjudicators Association.

It reads:

The purpose of this organization is to provide a group of experienced, active and competent music adjudicators. This association of music adjudicators offers high standards of ethics, encourages the development of music in the schools and works in cooperation with the University Interscholastic League, school administrators, music directors, student participants, the Texas Music Educators Association, the Texas Association of Music Schools along with the Texas Bandmasters Association, Texas Choral Directors Association and the Texas Orchestra Directors Association. TMAA is honored to be a part of this dedicated fellowship of professional organizations and educators.

As members of TMAA we must uphold the standards of the UIL and approach our judging in an educated, professional manner. It is imperative that we act professionally and responsibly in our role as adjudicators from accepting a judging invitation to fulfilling our judging duties throughout the duration of the contest. Begin by reviewing the "Ten Principles of Adjudication" and other pertinent information in the TMAA Handbook. Then never lose sight of the fact that as a judge you have the potential to touch the lives of many teachers and countless students in an educational and positive way.

Because of the recruitment efforts of the membership,

we had many directors attend the workshops at the summer conventions. The Committee for Standards of Adjudication and Performance Practices certified the addition of 40 new members and 44 new provisional members.

We need to continue enlarging the numbers in all the disciplines with a special concentration in the areas of marching band and orchestra. It is important for all the membership to keep recruiting and encouraging new members.

If you have the opportunity, encourage executive secretaries and contest hosts to utilize the Provisional List when hiring judges. The use of this list will help directors gain the two judging assignments required to qualify for TMAA membership.

TMAA Executive Secretary, Jay Dunnahoo, has been working with Frank Coachman at the TMEA office to establish a web page for TMAA. This project will take some time to develop. However, you can access TMAA through the TMEA web site.

Plans call for adding the TMAA Constitution and an on-line directory. Frank envisions the directory being available in a searchable database. This on-line database will be a valuable tool for anyone charged with the responsibility of hiring judges. We are grateful to Mr. Coachman and the TMEA staff for all their help with this important and timely project.

In addition, Jay is spending many hours working for all of us. I can assure you he has great insight and enthusiasm for TMAA. The transition of the TMAA office from Melva Sebesta to Jay's home in Kerrville is

complete and he has exciting plans for our upcoming business meeting at TMEA. Help Jay get off to a great start. If you have a new address or phone number, please get that information to him as soon as possible.

The new address in Kerrville for TMAA follows. You are encouraged to use fax and e-mail to communicate TMAA business whenever possible.

Dr. Jay Dunnahoo
410 Coronado Dr.
Kerrville, TX 78028
Phone: (830) 792-5224
Fax: (830) 792-5917
E-mail: TMAA@kctc.com

As your president, let me encourage you to pay your dues on time. Currently, we have several members that are approaching the reinstatement fee because of non-payment of dues.

Speaking of dues, when you receive your dues notice this winter, there will be an additional sheet regarding a proposed constitutional amendment to be voted on at the TMAA Business Meeting at TMEA. The purpose of the amendment is to establish a nominating committee for future elections. Please make yourself familiar with this information and be prepared to vote according to your preference.

Also, we will be electing a new orchestra vice-president and a new president-elect. If you are interested in either of these positions, contact one of the executive committee members or the Executive Secretary.

Have a fantastic year!

Maintaining perspective in band competitions helps to understand educational aspects

by Bill Watson
TMAA Marching Band Vice-President

Beginning in the heat of August, continuing through September and October, and winding up in November, marching season is a long grind that can enhance or take its toll on our band programs. Too often many students, parents, administrators, and even band directors view the marching seasons as less than successful due solely to marching band competitions. Proper education and perspective of the role that

a "win/win" situation for your program:

1) Make sure your goals consist only of things you can control.

If our goals involve winning contests, then we are putting a value on something over which we have little control. Imagine a band coming in second place at the State Marching Contest and the students being in tears. This situation represents an absurdity. What about the other 200+ bands in your conference that did not place as high? Other than perform your show, what else could you have done?

Perhaps we should have goals such as excellence or improvement of our band in comparison with the capabilities of our own program. Our goals could involve excellence in some of the following areas: attendance, music memory, stadium and field decorum, sportsmanship, spirit and performance of non-contest pieces.

2) Plan a variety of performances for your marching band.

There certainly is nothing wrong with bands desiring to perform at a level high enough to be considered for area or state competitions. On the other hand there is tremendous value in our marching bands entertaining our audiences, promoting school spirit, supporting the football team, participating in community functions, and many other non-competitive expectations.

Consider having a middle school night where middle school students can perform separately or along side high school students. Consider an alumni band or a parent/friend/alumni night. Provide instruments or kazoo's for the participants and make the show fun (and easy).

Get the crowd involved with spell outs of your school name or initials, or have a fun show where you can salute or lampoon your school or community (check with your

administrator on subject matter).

3) Band competitions are not the same as most competitive sports.

Although some sports are individual in nature, bands do not physically interact with each other during competitions as many team sports do. Each group is evaluated on its performance without interference from other groups. We sometimes take this simple fact for granted without helping our constituents to understand it.

4) Treat other bands and directors as colleagues, not enemies.

Trash talking, unfounded facts, gossip, and other negative forms of communication about other groups have helped build unhealthy rivalries between schools. Directors can have an effect on the constituency by the attitudes shown toward other bands and their directors.

Remind your students and parents that everyone works hard (not just your program), and all bands should be appreciated and treated with respect. Many times the students understand this better than the parents, since they are the ones broiling in the heat on the parking lot or field after school.

5) Sportsmanship is a tremendous virtue at band competitions.

Before the contest, address contest etiquette with students and parents. Encourage your parents to appreciate all groups, reminding them that applause for others, or lack of it, does not affect the judges. Being a good sport after the contest makes a big impression as well. Even though it is natural to be disappointed or elated with results, try to be humble or gracious when applicable.

We can set up our season to be successful even before the first stretching exercise in August by sharing proper perspectives with our students, parents and administrators

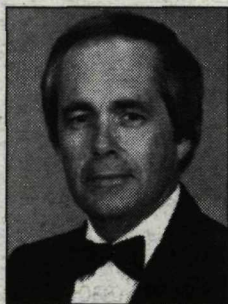
competitions play in the program can help all of us see and feel positive results at the end of the season.

Educating students and parents begins well before the first competition. We can set up our season to be successful even before the first stretching exercise in August by sharing proper perspectives with our students, parents and administrators.

Here are some perspectives that may help your program achieve what author Dr. Stephen Covey would call, in "The Seven Habits of Highly Effective People,"

State Wind Ensemble Contest offers festival format rather than competition

The State Wind Ensemble Contest (SWEC) was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed it gradually evolved into the format that was used throughout the past decade. The SWEC is viewed as an educationally rewarding and positive experience for all participants.



Richard Floyd
Music Director

Thus, each year 30 to 50 bands exercise the option to apply for one of the 18 available performance slots. This year this prestigious event is scheduled for May 5. Much of the success of this event has been attributed to the Clinician/Commentator component of the format. This feature allows each performing group to have a 30-minute post concert clinic/critique with a nationally recognized conductor/educator. The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Music Advisory Committee and the UIL Legislative Council the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEC, which cultivate the positive aspects of making music for music's sake rather than the attainment of an objective rating.

In addition a listening component has been added to emphasize the important value of becoming good audience members as well as accomplished performers.

Participants in the 2001 State Wind Ensemble Festival can anticipate experiencing the following:

- There will continue to be three adjudicators who will provide a recorded and written critique of each band's performance. However, judges will not assign ratings or pick an outstanding band in each classification.

- In place of ratings and outstanding band awards, the judging panel will honor individual performers and/or sections for exemplary musical achievements. Appropriate awards (draped state medals) will be provided.

- In order to integrate the "listening portion" of the experience into the event each band will be expected to structure a schedule that will enable the students to listen to the performance of two other performing groups over the course of the day. Thus every band will be performing for an audience of fellow musicians and directors from other schools.

- The role of the Clinician/Commentator will remain unchanged.

Formats similar to this are being used at some of the most positive and educationally sound events in the nation. Results have been overwhelmingly favorable. The success of this venture will be dependent on participants having an understanding of the following:

(1) All participants have "made their one." That achievement at the UIL Region Contest earned them the right to perform in Austin.

(2) The goal of this event is not to acquire a favorable judge's rating, win a trophy or "beat the other bands." The goal is to accept the challenge of making music for the sole purpose of performing at the highest level of musical excellence possible for an appreciative, supportive audience.

(3) A corollary to the goal is the expectation that everyone will have the opportunity to be appreciative listeners as others perform in a formal concert setting.

Reports indicate that some of the most successful and competitive band programs in the nation have found this format to be challenging, rewarding and educational. In fact, many say their students "try harder" in this setting than they do at a traditional contest.

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2001 State Wind Festival should be aware of the fact that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed.

(1) Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to enter the event. A letter of intent can be submitted at anytime. The letter should not include a check for the entry fee.

(2) Letters will be accepted as postmarked.

(3) Letters of intent will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.

(4) Official entry forms and entry fees (\$225) will be due once schools are notified that they have been assigned a performance time.

(5) Additional schools with letters of intent on file will be placed on a waiting list.

Questions concerning entry procedures are welcome at (512) 471-5883 or uilmusic@uts.cc.utexas.edu.

The traditional adjudication panel for the 2001 Wind Ensemble Contest will be:

TOM DVORAK – This will be Tom Dvorak's second appearance as an evaluator for the Wind Ensemble Festival. He is Director of Bands at the University of Wisconsin - Milwaukee and also conducts the Greater Milwaukee Youth Wind Ensemble. His texts "Best Music For High School Band" and "Best Music For Young Band" are recognized internationally as primary resources of wind band repertoire.

TIMOTHY RHEA – Dr. Tim Rhea is no stranger to Texas band directors. As conductor of the Texas A&M Symphonic Band he has been actively involved in the Texas band community through much of the past decade. He is a recognized authority on wind band literature and is held in high regard as a conductor, clinician and composer.

MARK CAMHOUSE – Dr. Mark Camhouse enjoys an international reputation as a composer of exceptional music for the wind band. Some of his better known works include, "Whatsoever Things....", "Watchman, Tell us of the Night" And "Movement For Rosa." In addition he serves as Director of Bands at Redford University and is in demand nationally as a clinician and conductor.

Two exceptional conductors have been engaged to serve as clinician/commentators for the 2001 State Wind Ensemble Festival.

CRAIG KIRCHHOFF – Professor Kirchhoff will be returning to the University of Texas for his third appearance as a Wind Ensemble Festival clinician/commentator. Craig is acknowledged as one of the premier wind band conductors in the world. He is Director of Bands at the University of Minnesota. Prior to that he held a

similar position at Ohio State University. In addition he has appeared as special guest conductor with the Tokyo Kosei Wind Orchestra and as conductor of the Texas All State Band on several occasions. He is a gifted clinician who is committed to young musicians and the art of wind bands.

GARY HILL – Gary Hill is entering his second year as Director of Bands at Arizona State University. Prior to his appointment at ASU he served as Wind Ensemble Conductor at the University of Missouri – Kansas City Conservatory of Music. He is very familiar with Texas bands and spent a number of years in Texas as the Director of Bands at East Texas State University (Texas A&M University – Commerce). Gary is a master teacher and gifted conductor who possesses a unique ability to communicate in a musical and inspirational fashion.

The intent of this revision was to build on the most successful elements of SWEC, which cultivate the positive aspects of making music for music's sake rather than the attainment of an objective rating.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary, professional-quality tape recording of each performance is provided at no cost.

- The entry fee is only \$225 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area (see our website www.utexas.edu/admin/UIL/ for hotel/motel recommendations).

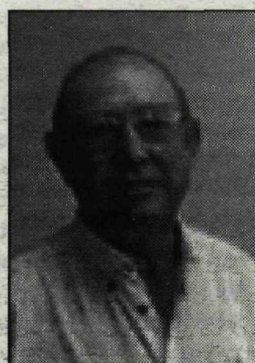
- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol are within walking distance or a short drive away.

- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

WHO IS ELIGIBLE?

Waiver staff takes into account all information when dealing with exceptions to rules

One of the more unpleasant feelings generated as a school administrator or event sponsor is to realize that you have, in your charge, a student or students who are ineligible for competition in UIL activities due to a violation of one of several rules. The more common rules in violation are:



Sam Harper
Waiver Officer

(1) **The Age Rule**, which stipulates that a student must not have reached his/her 19th birthday on or before Sept. 1 of the current school year;

(2) **The Four-Year Rule**, which allows students four consecutive years of high school eligibility; and

(3) **The Parent Residence Rule**, which grants students involved in high school *varsity athletics* eligibility at the high school in the attendance zone where the student resides with his/her parent(s).

If there are circumstances beyond the student's control, that is, a set of circumstances through which the student could not have possibly avoided, then he/she should make application for waiver.

In assessing your student(s) ineligibility, keep in mind that they may qualify for a waiver of the above-mentioned rules. *The Constitution and Contest Rules* outlines the waiver process and who might qualify.

It is easy to isolate the circumstances which present the possibility for a waiver or not.

(1) The Age Rule

There is only one possibility for a student who turns 19 on or before Sept. 1 of the current school year to gain eligibility. The student must have been retained in school for one or more years due to either (1) a learning disability that has been diagnosed and is being served through Special Education services, or (2) a handicap which qualifies under Section 504 of the *Americans With Disabilities Act*. In either case the student must have been diagnosed and served under an ARD Committee or a

504 Committee prior to his/her final year of eligibility. If students are not identified until after their eligibility expires, it is too late to gain eligibility.

(2) The Four-Year Rule

If a student has been unable to complete graduation requirements during the normal four-year time span and must attend high school for an additional year and has been unable to participate in League activities during all of those four years, he/she may be a candidate for a waiver. Coaches and sponsors should investigate all the reasons for not graduating on time and for being unable to participate all four years. If there are circumstances beyond the student's control, that is, a set of circumstances through which the student could not have possibly avoided, then he/she should make application for waiver.

Two examples are: (a) a student developed cancer after beginning school during his sophomore year. The entire year was lost due to treatment, therapy, and rehabilitation. He returned to school for his third year but was unable to participate due to his physical condition. By his fourth year he had recovered sufficiently enough to resume participation but was unable to graduate because of that "lost" sophomore year. He had to attend an additional year in order to graduate and since he had lost the opportunity to participate during that "lost" year he applied for a waiver and it was granted; (b) a student was injured in the second game of the football season and was not able to play for the rest of the year, but did complete all academic credits. At the end of his fourth year of high school he elected to attend an additional year in order to both better prepare himself academically for college and to play an additional year of football. That waiver request was denied. Unlike the NCAA, the UIL has no "redshirt" rule. Another common request for a waiver of the Four-Year rule comes from students, both male and female, who have become parents and have missed a year of school due to pregnancy and birth. Those applications for waiver are typically denied as they do not meet the "involuntary and unavoidable" standard.

(3) The Parent Residence Rule

The Parent Residence Rule applies *only to varsity athletics*. Academic competition, music and drama are not affected by this rule.

If a student transfers from one school district or

attendance zone to a high school in another district or attendance zone and *does not reside with his/her parents*, then he/she is ineligible without a waiver of the Parent Residence Rule. The rule does not prevent a student from transferring to another school where one of his divorced parents reside, but it is a violation to move into the parent's home and change schools if the parents are *separated only*. In the case of students who are married, the residence of the student is presumed to be that of his/her spouse, not his/her parents.

When there is an apparent violation of the Parent Residence Rule the administrator or coach should do some thorough investigation of the circumstances surrounding the student's situation. If the transfer was the result of "involuntary and unavoidable" circumstances such that the student or his/her parents had no choice but to transfer, then he/she may be a candidate for a waiver.

Two scenarios: (a) a student-athlete living in a small Central Texas town with her single-parent mother was forced out of her home because the mother was extremely jealous of the daughter (the mother's several boyfriends began to pay more attention to the daughter than to the mother). While the girl was at school one day, the mother put all the girl's belongings on the lawn and called the police and told them to *come get her* belongings and tell the girl that her mother never wanted to see her again. With no relatives in the state, the girl had one place, perhaps, to make her home...that was in a neighboring town where her college-student boyfriend's mother resided. The lady graciously accepted the girl into her home and enrolled her in high school. She applied for a waiver and it was granted because the girl did absolutely nothing wrong on her part and was forced out of her former home; (b) a student from out-of-state moved into his brother's home in Texas and applied for a waiver of the parent-residence rule. In gathering the data surrounding his reasons for moving to Texas and into his brother's home, it was discovered that the boy had gotten into trouble with the law in his hometown and the judge, in offering sentence to the boy, gave him the option of moving away from the state or going to jail for felony offenses. The waiver was denied because the boy willingly chose to violate the law. These two examples represent diametrical ends of the scope of possibilities and that most cases fall somewhere in-between, but they are prime examples.

When students get into trouble with their families, their home schools, or with the law the waiver is typically denied because, in most cases, the student willingly violates some rule or law or cannot behave as expected.

When a situation arises involving a violation of the parent-residence rule coaches should evaluate the student's situation by painstakingly questioning the student and/or the family and finding the real reason for the transfer. If, in the coach's opinion, the reasons seem plausible, make application for a waiver. If a coach does not feel good about the situation simply tell the student he does not qualify.

Please do not trivialize the waiver process. It is in place for students who truly have a need, not for students who happen to be good athletes, but cannot otherwise be eligible at the school to which they have transferred.

Keep in mind the Waiver Officer or any other member of the athletic staff at UIL will gladly listen to your requests for advice on whether to make application for waiver or not.

Music department adds one, loses one

Bonnie Bartlett has been added to the music department following the departure of Julie Hoffman, who left in June to pursue other professional opportunities.

"We were indeed fortunate to be able to secure the services of Bonnie Bartlett to fill this important position," said Richard Floyd, UIL Director of Music.

Bartlett is no stranger to UIL music programs. She has served as the UIL Region 3 Executive Secretary for many years. She moved to Austin in 1999 when her husband, Randy, was appointed Fine Arts Coordinator for the Round Rock Independent School District.

Her position with the UIL will be half time and her

primary role will be to assist with the State Marching Band Contest and State Solo and Ensemble Contest. Other duties will include the maintenance of the UIL Prescribed Music List Reference Library, the administration of the sight-reading music selection procedure and the updating of the Eligible Schools List.

On a daily basis Bonnie will be providing valuable assistance to directors and other school personnel who call the UIL state office for rules clarifications or other music related information, Floyd said.

"Bonnie brings to this position many years of contest administration experience, a keen understanding of the significance that we hold for music contests in our schools and a deep-rooted appreciation of the music programs that exist across our state," he said. "She will play an important role as we collectively strive to provide the best possible musical experiences for the students of Texas."

UIL web page

<http://www.utexas.edu/admin/uil/>

National Week to be celebrated October 15-21

Time set aside to recognize those who participate in activities

National High School Activities Week will be celebrated October 15-21 by the University Interscholastic League, National Federation of State High School Associations (NFHS) and others.

"National High School Activities Week has traditionally been set aside by high schools to increase the public's awareness of the values and needs of interscholastic activity programs," said Robert F. Kanaby, executive director of the NFHS.

Since 1980, the public and private high schools across the nation have used this week to promote the values inherent in athletics, speech, music, drama, band and spirit squads for its 10 million participants.

"This week-long celebration offers the occasion to focus on the citizenship characteristics which are essential and necessary in interscholastic sports and activities and in the education of participants," Kanaby said. "Co-curricular activities provide opportunities to nurture positive values, perspective, sportsmanship, teamwork, healthy life-styles and giving back to the community as essential components of our programs."

Specific days for this year's Activities Week are:

National Be A Sport Day, Sunday, October 15—A day to encourage awareness and discussion about the importance of sportsmanship, ethics, and integrity to the conduct of interscholastic programs.

National Fine Arts Day, Monday, October 16—A time to focus on the students, coaches and sponsors involved in fine arts programs.

National Officials Day, Tuesday, October 17—A time to salute the approximately 500,000 individuals who serve as contest officials and judges.

National Youth Health Awareness Day, Wednesday, October 18—A time to promote education and prevention efforts that encourage healthy life-styles.

National Coaches Day, Thursday, October 19—A time to recognize the contributions of high school coaches.

National Fan Appreciation Day, Friday, October 20—A time to thank the spectators who support activity programs throughout the year.

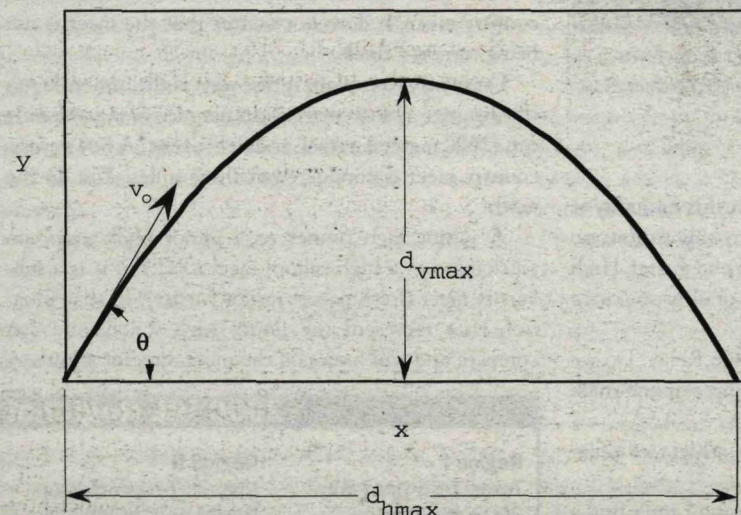
National Community Service/Participation Day, Saturday, October 21—A time to give back to your community and show your appreciation for their support of your programs. This day also can be used to promote fund-raising efforts that support interscholastic programs.

Athletes use concepts in competition that coincide with UIL academics

Trajectory Equations for the Calculator Applications Contest

by Dave Bourell
Contest Director

Trajectories are everywhere: an egg at the holiday egg-toss contest, a rifle bullet, a golfer's golf ball, a human cannonball, the high-school quarterback throwing a bomb to a teammate. The list is pretty extensive. In all these instances, an object is "fired" or released at some initial velocity v_0 and at some angle θ relative to the ground. It travels up and away, reaching a maximum vertical distance or height d_{vmax} . Then, the object falls back to the ground, at impact having traveled a maximum horizontal distance d_{hmax} . The figure shows the path or trajectory of such an object.



point is the origin with the firing occurring at time equal to zero. If v_0 and θ are given, then the maximum horizontal and vertical distances are, respectively:

$$d_{hmax} = \frac{-v_0^2 \sin 2\theta}{g} \quad \text{and} \quad d_{vmax} = \frac{-v_0^2 \sin^2 \theta}{2g}$$

Given d_{hmax} and d_{vmax} , the required initial velocity and angle are given by:

$$v_0 = \sqrt{\left(\frac{-g}{8d_{vmax}}\right)(d_{hmax}^2 + 16d_{vmax}^2)} \quad \text{and} \quad \tan \theta = \frac{4d_{vmax}}{d_{hmax}}$$

Let's look at an example. A baseball player throws a ball from second base to home plate, 127 ft. The ball peaks at 45 ft above the release point. What is the initial release angle of the ball (degrees)? We use the last equation for the angle.

The maximum vertical (45 ft) and horizontal (127 ft) distances are given, so we substitute and calculate the release angle: which yields $\theta = 54.8^\circ$.

$$\tan \theta = \frac{4(45 \text{ ft})}{127 \text{ ft}} = 1.417$$

I have put one stated problem on every UIL contest this year (Tests 01A through 01I), and we will be workshoping trajectories at the four Student Activities Conferences this fall. I hope to see you there!

Band competitions help students understand educational aspects

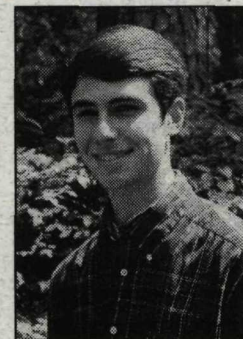
continued from page 10

6) Band competition adjudication is not an exact science.

Even with the best contest conditions it is virtually impossible for any judge to be 100 percent confident of his or her decisions. At the end of a performance judges must make hurried comments, ratings and sometimes comparisons with groups performing hours apart. Comparing the "apples and oranges" of our shows only makes the job more difficult.

Although we should expect knowledgeable decisions based upon set criteria (critique sheets), we should prepare ourselves for any result. Have your staff and students imagine different scenarios so that they will be ready for any outcome.

Our primary job is to educate students. Many times we must also educate parents, administrators and community members on the role of marching competitions within our program. Each community standard is unique therefore our band programs should reflect the community. Best wishes to all programs across Texas.



"Participation in UIL competition has enabled me to develop proficiency in math and science beyond the level learned in the classroom. I have not only increased my knowledge, better preparing me for success in university study, but I have also developed, improved and acquired more creative thinking skills."

**Robert Mallery
Klein HS**

Intent of rules must be considered when interpretations are requested

PUBLIC REPRIMANDS

BASKETBALL

Kenneth Robinson,
Greenville JH
Rigoberto Gomez,
Rio Grande City
Kim Smith,
Knox City

SOCCER

Demond Johnson,
Austin Bowie

BASEBALL

Felipe Garcia,
Corpus Christi West Oso
David Lopez,
Port Arthur Jefferson
Steve Reaves,
Nocona
Tom Carden,
Hillsboro

SOFTBALL

Jennifer Fox,
Marble Falls

Just when you have the game figured out, the rules change.

Ever have that feeling? We all do from time to time. For example, I am beginning my fourth year as the primary staff member in charge of the cross-country program. It is easy for me to get in a comfort zone and believe there are no questions that I don't know the answer to.

Then the phone rings!

"The team is going to run in a meet this Saturday at Run'em Fast High School, but one of my kids wants to go run at a different meet hosted by We're Faster High School. Does that count as two meets or only one since they both are on Saturday?"

"A school is sponsoring a 4 x 1 Mile Relay. Do we count that meet as one cross-country meet or one track & field meet?"

"Can a junior high cross-country athlete or team compete in a high school meet?"

"I was looking at the UIL calendar and I can't find a starting date for cross-country. When can I have my first practice?"

Those are a few of the examples of the questions I have received since school started. Some of the answers are easy. Others are not. In trying to figure out an answer, one is not always dealing with "black and white." One must also have to understand the intent of the rule.

The easiest way to understand the number of meets a school can participate is not to relate the competition or meet to your school, but rather, to the individual. An athlete has eight meets in which he or she can compete, excluding district, regional and state. In theory, two athletes can represent the same school, but run in eight different meets. Remember, if you allow me to attend another meet, and if I am representing our school (i.e. transportation, school uniform, school paid entry fee, etc.), it counts as one of my eight meets.

If the meet is hosted by a UIL member school - it counts as one of his or her eight meets even if a parent offers to take their child to a different meet than the one other team members are running in and the student is



Peter Contreras
Athletic Coordinator

not using school uniform, equipment, transportation.

There is no such animal as running "unattached" at a UIL school-sponsored meet. If the host school allows a student to run "unattach" at their meet, the host school is in violation of UIL rules.

I appreciate the fact that coaches are looking for ways to make activities and events fun by making them "different." Truth of the matter is, more coaches need to do this. However, a 4 x 1-Mile Relay Meet is not a cross-country meet. It does not matter that the meet is not being run on a track.

Let me try to explain it this way. Is the one-mile run the distance a cross-country runner runs or is a one-mile run (1600 meters) a track and field event? A boy's cross-country meet is conducted at three miles. You do the math!

A junior high runner or a junior high team can participate in a high school meet ONLY if it is a sub-varsity meet (freshman or junior varsity). In that situation they represent the junior high school and can compete and win honors if the meet director allows. A

seventh or eighth grader cannot compete on a freshman or junior varsity team unless they are an over-aged eighth grader.

Under no exceptions can a junior high school athlete compete with or against varsity teams or athletes. No junior high school team can compete in a varsity high school division.

Like other individual sports, cross-country does not have a start or ending date. You can begin your cross-country workouts as early as your school will approve - even before schools starts if you desire.

Cross-country is limited to one meet during the school week. A school week is usually the first bell on Monday until the last bell on Friday. Therefore, a team member can run in a meet on Monday and then again on Saturday. Meets, which are limited to three or fewer schools, do not count as a meet for participants, provided there is no loss of school time.

Now that we have cleared up some confusing situations, let's move on to some other issues. Hold on. The phone is ringing.

2000 UIL Regional Cross Country Sites

Region I

Texas Tech University
2903 4th Street
Room 110
Lubbock, Texas 79409
David Harrison, Director
E-mail: uilttu@ttu.edu
(806) 766-1058 (office)
FAX: (806) 766-1660
Site: Mae Simmons Park
23rd St. and MLK Blvd.

Region II

Univ. of Texas-Arlington
Department of Athletics
1309 W. Mitchell Street
Arlington, Texas 76013
John Sauerhage, Director
E-mail: hog34536@uta.edu
(817) 272-5753 (office)
FAX: (817) 272-5037
Site: Vandergriff Park
Matlock Road, Arlington

Region III

Sam Houston State Univ.
P.O. Box 2268
Huntsville, Texas 77341
Greg Hinze, Director
E-mail: ath_gfh@shsu.edu
(936) 294-3539 (office)
FAX: (936) 294-3538
Site: Kate Barr-Ross Park
Huntsville

Region IV

Univ. of Texas-San Antonio
Department of Athletics
6900 Loop 1604 West
Kevin Sugrue, Director
E-mail: ksugrue@utsa.edu
(210) 458-4665 (office)
FAX: (210) 458-4569
Site: UTSA Cross Country
Course - San Antonio

ATHLETIC FYI's

- **SOFTBALL:** The official softball for the 2000-2001 school year will be the Dudley WT12 YFP (optic yellow and red stitch).
- **GOLF:** Lions Municipal Golf Course will not be available this spring for the state golf tournament because of renovations. The following is the adjusted state tournament schedule for the 2000-2001 school year ONLY!

May 7-8 (Monday-Tuesday)

Morris Williams Golf Course
Jimmy Clay Golf Course
Roy Kizer Golf Course
Conference 1A boys & girls
Conference 2A boys & girls
Conference 4A boys & girls

May 10-11 (Thursday-Friday)

Jimmy Clay Golf Course
Roy Kizer Golf Course
Conference 3A boys & girls
Conference 5A boys & girls

Red, yellow not attractive to soccer players

I've never been there, but I hear fall is a wonderful time of the year to visit the north-eastern part of the United States. The leaves on the trees turn numerous shades of orange, red and yellow. It looks beautiful on all the postcards and television shows I have seen.

Growing up in southeast Texas, however, I guess I was deprived. The only orange or red leaves I saw were the pine needles I had to rake up in the yard and yellow was the signal to speed up so I could make it through the one stop light we had in town.

Now that I am entering my third year as soccer



Mark Cousins
Assistant Athletic
Director

director, the colors red and yellow have taken on new significance in my life. I have red and yellow nightmares.

I know soccer coaches and administrators have some of the same dreams. Thanks to the hard work of the Texas Association of Soccer Coaches (TASCO) we can all sleep a little easier. For the 2000-2001 school year, the UIL will implement a new system of tracking and enforcing game suspensions for yellow and red cards based on a point system. After a year of work and discussion, the UIL Soccer Card Point Penalty System is outlined in the box to the right.

Each yellow card is worth 1 point. Each red card is worth 3 points. Each soft red card is worth 3 points. The maximum number of

points a student athlete can earn in any one game is three (3). Any accumulation of points, which are multiples of three or greater, will require that the player sit out the following number of games as listed in the table in the previous column.

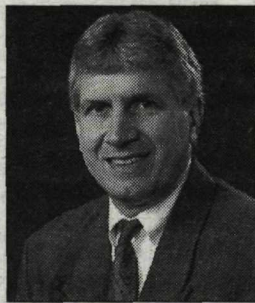
As you will see in the examples below, the new system has the opportunity to be more punitive than the old system. Unsportsmanlike acts have no place in high school activities and should carry a price when they occur. This point system will make tracking card points and game suspensions much easier for all of us, but coaches need to make their players aware of the possibility of increased penalties for improper behavior.

As in the past, the school coach and/or school administrator responsible for soccer must be sure the red and yellow cards are recorded correctly. The coach must hold

Points	Games Missed
3	1
6	2
9	3
12	4
15	5
18	6

Track questions, outside activities leaves coaches counting numbers

Okay so what do we do? Add girl's pole vaulting to the list of UIL Track and Field events? If so do we drop the 4X200 relay to equalize the number of events for both boys and girls? Or do we keep the 4X200 for girls and add another relay for boys? If another relay is added for the boys which should it be, the 4X200, 4X800, sprint medley, etc?



Charles Breithaupt
Athletic Director

Approximately 47 girls vaulted in Texas schools last year. Nearly 4,000 girls participated in the 4X200 relay. Dropping an event in which so many participate to add and activity with little participation seems ludicrous. However, pole vaulting is offered for boys and not for girls.

By offering girls pole vaulting boys would then have one fewer event in track and field. Many coaches, girls coaches included, feel the 4x200 changes the balance of power in the team scoring to favor sprinters. Finding a suitable relay to replace the 4x200 is debatable.

This issue is one of many the UIL Legislative Council is faced with in October. Further complicating the matter is a survey from the Texas Girls Coaches Association indicating girls coaches are opposed to adding the vault for girls.

In a related matter the Council will decide whether or not to lengthen girls cross country distance from the current two mile race to a 5K run the same as the boys run. This proposal comes from those who believe girls are deprived of an additional mile of racing that supposedly would attract more college scholarship offers.

Again the Texas Girls Coaches Association opposes this additional mile for girls simply because they fear a drop in participation. Some girls fail to complete the two mile course even at the state championships. Many coaches feel girls simply will choose not to participate if a third mile is added.

Just thinking out loud...

• 24-7-365
Chevrolet unveiled this slogan during the 2000 Olympic games in Sydney depicting their support for athletes, 24 hours a day, seven days a week, 365 days a year.

12-7-4
These are the numbers I have attributed as the commitment school coaches have to their athletes. Twelve months of the year seven days a week four hours per day.

Granted, school coaches are prohibited from working with their athletes on a 12 month basis, but with the proliferation of non-school sports, school coaches find themselves involved with their athletes year round in some form or fashion. While coaches are prohibited from working with athletes on Sunday, they often find themselves spectators at non-school tournaments or events. Of course practically every coach is involved at least mentally for four hours a day, planning for and organizing their athletes.

The intrusion of non-school activities have caused this 12-7-4 schedule for coaches. Many coaches are forced to give up family time, summer work, advanced schooling and personal time to devote themselves to these non-school events.

• If you're without a goal you're like a missile without a target and inevitably self-destruct., when you self-destruct you destroy everything around you.

Talk about wanting things like learning to drive a stick shift and how confusing it is at first to have three pedals and only two feet. At first it is embarrassing but you want to learn so badly that in a month you can drive with one arm around your girlfriend.

It's similar to when you are a kid and you wake up in the middle of the night and have to go to the bathroom, but you remember the monster under the bed... so you stand on the edge of the bed and jump as far as you can - probably the furthest you will ever jump. Or you go to your first horror show and walking home every movement in the bushes sounds like something is going to pounce, so you run a 4.4 40 home.

What is it that make you do all that? You created a fear, one that wasn't even there, but you made it real. You vividly imagined it and it made your heart beat. By

using your imagination you can make unrealistic goals become realistic.

From my summer readings....

"In 1964 I got my first job in football as an assistant coach at Hastings College in Nebraska. Hastings was a small Division III school, with rivals like Colorado Mines and Chadron State, but I thought I was coaching in the Rose Bowl every week believe me.

"Our best player at Hastings was a rough tumble, hard working guy named Jack Giddings who played fullback on offense and safety on defense. We were heading toward our big game of the year, with Nebraska Wesleyan, which had been killing people all season with a bootleg pass play. I took a lot of time that week drilling our defense to stop it.

"The first time Nebraska Wesleyan got inside our 20 yard line they ran that bootleg. And scored an easy touchdown on Giddings side of the field.

"Well I was irate. Almost out of control, I got on Giddings something terrible. I went over this with you — how could you let this happen?" I ranted on for a while, until Dean Pryor, my head coach, came and said, 'Leave the player alone'."

"But, coach, we worked on this a hundred times in practice."

Pryor stopped me cold.

"Well, you didn't work on it enough, because he didn't get it."

"That cut like a knife in the heart, but it was one of the best lessons I've learned. Giddings was a conscientious kid. He put everything he had into his preparation each week. If he wasn't able to make that particular play, it was my responsibility as his coach — and here I was berating him.

"The next chance I got I went to Giddings with a different tack: 'Jack, do you understand what happened here? If it comes up again, you be ready for it.'" Sure enough, Nebraska Wesleyan tried the bootleg one more time, and we covered it perfectly."

Accountability starts at the top. You can't build an accountable organization without leaders who take full responsibility.

Bill Parcels in *Finding a Way to Win*



"UIL has challenged me to reach the power of my potential and do my best in all other areas of education. Through UIL I have traveled to the greatest university in Texas to compete at the state level, met many people, and strived to conquer the unconquerable!"

Brooke Snoddy
White Oak HS

New system should bring more understanding of penalties

continued from page 14

a player out of the specified number of games depending on the players point count for red and yellow cards. Failure to do so could cause forfeiture of the contest and penalty to the coach for intentionally violating rules. Following are examples of how this procedure works:

Example #1: Player has 0 points. Player receives a yellow card (1 point) in the first half and a soft red card (3 points) in the second half.

Ruling: Player has accumulated 3 points (the maximum for any one contest) and must sit out the next game.

Example #2: Player has 3 points entering game A. In game A player receives a yellow card (1 point). Player now has 4 points. In game B player receives a red card (3 points).

Ruling: Player now has 7 points and must sit out the next two games.

Example #3: Player has 8 points entering game. Player receives a yellow card (1 point) during the game.

Ruling: Player now has 9 points and must sit out the next three games.

Card Procedure for Post-District Playoffs. In the above examples, the student's cumulative card points return to 0 with the first playoff game after they sit out the number of games specified. **Card penalties may not be served in warm up games.** Warm up games are NOT considered playoff games. Points accumulated in warm up games go against the total for the regular season.

A soccer player can accumulate a maximum of 3 card penalty points in any one contest.

The following examples illustrate the accumulation of card points during post-district playoffs:

Example #1: A student gets his first or second yellow card(s) for the season during the last district contest or warm up game.

Ruling: Point count returns to 0 for the first playoff game.

Example #2: During the bi-district game, a student receives a red card (3 points).

Ruling: Player sits out the area playoff game. During the regional semi-final game, the referee gives the same player another red card (3 points).

Ruling: Player now has 6 playoff card points and must sit out the next two games (regional final and state semi-final).

Example #3: During bi-district game player gets a yellow card (1 point). In Area game, the same player gets a yellow card (1 point) in the first half, and a soft red card (3 points) in the second half.

Ruling: Player sits out the next playoff game and has a total of 4 points (1 point entering the game and 3 points, the maximum for any one contest, from the second game).

Notes for Wrestling Coaches:

A wrestlers scratch weight for the season is determined by a weigh-in at the first after school practice in which the wrestler participates. The minimum weight class at which a wrestler is eligible to compete is determined by the scratch weight minus 10 percent of the scratch weight. Inter-school wrestling matches or tournaments are not allowed until November 13. Consult the athletic manuals section of the UIL website (www.utexas.edu/admin/UIL) for more information.

ONE ACT PLAY

Section 1033 (c) (1) (G), *Additions to the Basic Set (One-Act Play)*

Incidental sound and music effects shall not include vocal music sung on-stage unless dialogue-driven or prescribed by the playwright. Incidental sound and music effects may include beginning, ending, and transition sounds/music and occasional brief underscoring that does not dominate the dialogue. Vocal music shall be considered incidental ONLY if recorded or sung off-stage to suggest time, location or mood. Musical instruments used on-stage to produce incidental sounds or music shall be limited to those prescribed by the text. In all cases sound and music shall be in compliance with copyright law.

MUSIC MEMORY

Corrections to 2000-2001 A+ Handbook page 70

- (for students in grade 3/4 only)
13. HMS Pinafore: "We Sail the Ocean Blue"
 14. Orchestral Suite No. 2 in b minor: Rondeau
 15. Moonlight Sonata: 1st Movement
 16. Carmen: "Children's Chorus" (for students in grade 5/6 only)
 13. The King and I: "I Whistle A Happy Tune"
 14. The Well Tempered Clavier, Book I
 15. Symphony No. 5: "1st Movement"
 16. Requiem: Sanctus

STUDENT TRANSFERS

Section 400 (b) and Section 440 (b)

When a student transfers from their home school district to a public high school in another school district to enroll in a magnet program, the student may not be eligible for varsity athletics at a high school other than the home school. The policy that addresses returning to the home school to participate follows:

When a student transfers out of the district to a public high school that does not participate in athletics:

- The student may petition administration of his home school (school zone where his parents reside) to represent the home school in athletics.
- Student's grades must be reported from Magnet High School officials to the home school to ensure compliance with no pass, no play.
- Verification that the student complies with the full-time student status, age rule, 4-year rule and other UIL eligibility rules and

all other pertinent information requested by home school principal would also have to be provided by magnet school principal.

- Student is under the jurisdiction of the home school principal for all UIL purposes.

It is important to note that the student would also have to represent home high school in UIL fine art and academic competition. A student in this situation is prohibited from representing more than one high school.

EMPLOYMENT OF COACHES

Section 1202, *Employment of Coaches*

Full time employees must comply with the following standards in order to serve as a high school (grades 9-12) athletic coach or a high school one-act play director. TRS Minimum Employment Eligibility standards cited below are used to define full-time (but the employee does not have to actually qualify for TRS):

1. A minimum of one-half of the time required of the standard workload (minimum of 15 hours per week for non-certified and 20 hours per week for certified employees); and
2. Earning a salary comparable to one-half the salary earned by a full time employee in a similar position; and
3. For UIL: is under contract to the school board for the whole scholastic or calendar year for coaching or directing stipend (or contract could be contingent on district's ability to hire a full time qualified instructor).

Exception: School boards may hire individuals to coach who are not teachers and whose regular duties do not qualify them for a contract with the school district, provided: their employment conditions satisfy 1 and 2 cited above; their rate of pay for the school year is determined by the board before they begin coaching; they are informed by the person approving them for hire that they are not eligible to receive a bonus or any part of their coaching salary from any source (including booster clubs) other than the school district; they complete and sign a University Interscholastic League Professional Acknowledgment Form.

University Interscholastic League rules do not govern cheer or drill sponsors – those decisions are left with the local school district.

CHRISTOVAL HS

The State Executive Committee issued a public reprimand to Mr. Carl Wieberg, Christoval High

School, for violation of the awards rule and extended his probation through August 2, 2001.

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 suspended Wilmer-Hutchins High School from participating in the one-act play contest through August 2, 2001, for failure to participate during the 1999-2000 school year.

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.

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.

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.

ONE-ACT PLAY

A 2000-2001 Addendum for the Handbook for one-act play, 14th edition may be found in the drama section of this issue on page 6.

HOUSTON MILBY HS

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

SUGAR LAND ELKINS HS

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 HS

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.

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.

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 and placed the school on probation through April 17, 2001, for failure to report a UIL rule violation in a timely manner.

CARTHAGE HS

The State Executive Committee issued a public reprimand to Carthage High School and placed the school on probation through August 2, 2001, for inappropriate interaction with a game official by a fan.

HOUSTON HS

The State Executive Committee issued a public reprimand to Douglas Kelt, Mike Roberts, Antonio Lara, Maurice D. McGowan, James Jasper, Max Wilson and John Kauffman, Houston High School and placed them on probation through August 2, 2002, for violation of the Football Plan, Section 1250 (e). The committee also upheld the two-game suspensions imposed by Houston ISD.

DALLAS SAMUELL HS

The State Executive Committee issued a public reprimand to Dallas Samuell High School and placed the school on probation

through August 2, 2001, for failure to file an eligibility notice for the one-act play contest.

DALLAS LINCOLN HS

The State Executive Committee issued a public reprimand to Dallas Lincoln High School and placed the school on probation through August 2, 2001, for violation of the Spring Meet Code and the One-Act Play Ethics Code.

CORPUS CHRISTI MILLER HS

The State Executive Committee issued a public reprimand to Mr. Kevin Wall, Corpus Christi Miller High School, suspended him from the first five boys' basketball games of the 2000-01 season, and placed him on probation through August 2, 2002, for violations involving the boys' basketball program. The committee also issued a public reprimand to Mr. Robert Dodd and placed him on probation through August 2, 2001.

EDINBURG TEACHER ACADEMY HS

The State Executive Committee has placed Edinburg Teacher Academy on probation through August 2, 2001 for failure to participate in one-act play during the 1999-2000 school year.

HOUSTON WESTBURY HS

The State Executive Committee has placed Houston Westberry High School on probation through August 2, 2001 for failure to participate in one-act play during the 1999-2000 school year.

SOMERVILLE HS

The State Executive Committee has placed Somerville High School on probation through August 2, 2001 for failure to participate in one-act play during the 1998-1999 and 1999-2000 school year.

SANTA MARIA HS

The State Executive Committee has placed Santa Maria High School on probation through August 2, 2001 for failure to present an approved play in one-act play competition during the 1999-2000 school year.

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee has placed Houston Prepared Table Charter School on probation through August 2, 2001 for failure to participate in one-act play during the 1999-2000 school year.

Distribution rights

The UIL mails 15 copies of each issue 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. 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. Also, visit our web site (<http://www.utexas.edu/admin/UIL/>). We recommend you distribute copies of the *Leaguer* to the following.

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