

Leaguer

ANNUAL LEGISLATIVE MEETING STIRS LITTLE CONTROVERSY

Council sends playoff question back to superintendents

Moments before the motion was made to close the bi-annual UIL Legislative Council meeting in October, Dr. Bill Farney, UIL Director, thanked the members for their hard work and conscientious effort to help the students of Texas.

"Although you did a lot of good things, tomorrow the media is going to report that there was a close vote to expand the 5A football playoffs to four teams," he said. "It's sad (because) that was one of the minor decisions made at this meeting."

Then the meeting closed.

The October meeting of the council offered little controversy and many decisions.

The move to increase 5A football playoffs came from James Terry, who represents Conference 5A Region 2. He explained that he would not be representing his region if he did not bring it up. The move to vote again in a referendum passed 14-11.

Other council actions include:

- Prohibit students from using the same literature more than one year in UIL State Poetry and Prose contests.
- Require One Act Play directors to provide an exact copy of the script being performed at each One Act Play contest site for reference.
- Change team scoring system in the Art Contest from one in which the highest individual score counts as 50 percent of the total team score to a system in which each team member is weighted equally in the overall team score.
- Eliminate the *Merriam Webster's Collegiate Dictionary* as an official dictionary for elementary and junior high academic con-

tests thereby reducing from two to one the number of official dictionaries used for contests.

- Change Computer Applications contest so that it will be fully laptop by spring 2003.

- Award second place medals to the second place finishers in the Science contest categories of Biology, Chemistry, and Physics; grant five points to second place team events except computer science, increase maximum points allowed in Science to 42.

- Extend editorial writing to 7th and 8th grade.

- Change the procedure of reprimanding and mandate that minutes be taken during executive session at district executive committee meetings.

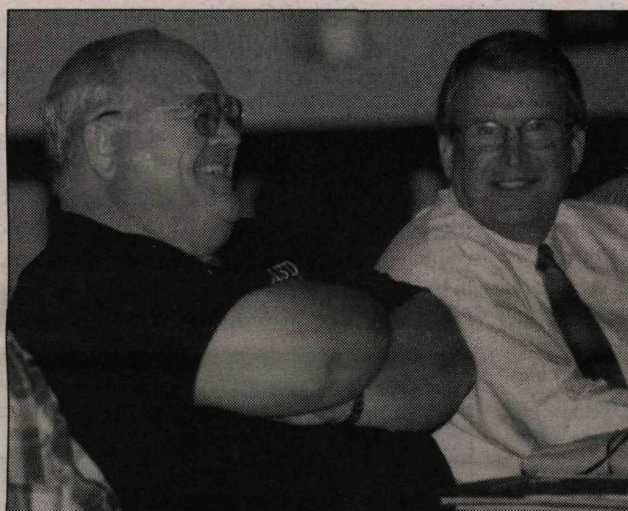
- Increase award amount from \$50 to \$60 for the major award and from \$8 to \$10 for the minor awards.

- Give the State Executive Committee the option of not replacing a team disqualified from the playoffs; allow schools to be elevated one conference only in unusual travel situations; assign charter schools to conferences and districts one year at a time; clarify how schools and employees can participate in "all-star" contests.

- Increase fee schedules for most officials, allow soccer teams to participate in three tournaments, change the last playing date for junior high and middle school district certification to that of the high schools, set down specifics on rescheduling postponed games.

- Eliminate requirement that medium ensembles can enter only one non-UIL event on school time; modify number of bands

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Saying good-bye

Council member Clayton Downing, superintendent of the Lewisville ISD, exchanges some last minute advice with Dr. Alton Fields of Pleasanton ISD before he announces he will retire during the school year. Legislative members showed their appreciation to him during the meeting. He will be honored with a TILF Appreciation Scholarship, to be selected in June, 2001.



Question from the chair

Legislative Council chair Dan Jones, superintendent of Trenton ISD, questions a speaker during the Legislative Council meeting as UIL Director Dr. Bill Farney takes notes. Jones was recognized with a plaque at the end of the meeting for his work this past year. New officers include: James Terry, Mesquite ISD, chairperson; Don Gibson, Wall ISD, first vice chair; and Don Hendrix, Crosby ISD, second vice chair.

Academic Report

Chairman of the Academics committee Charles Butcher of Boling ISD reports to the council recommendations and requests from the Academic committee. Bobby Hawthorne, Director of Academics, fields any questions from the other council members.

photos and story by
Randy Vonderheid

Should awards rule continue?

Ad hoc committee to study needs, requirements of rewarding participants



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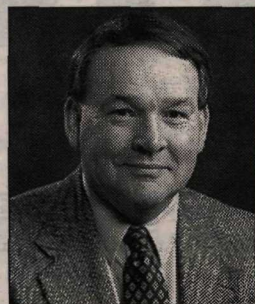
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athletic director;

Randy Vonderheid
assistant academic
director.



Bill Farney
UIL Director

An ad-hoc committee has been authorized by the University Interscholastic League Legislative Council to study the "awards rule." This committee will meet in the spring of 2001 to consider possible revisions. The meeting will be open to the public and an opportunity for presentations will be provided.

There are several common reasons for the UIL awards rule.

The awards rule provides limits to how much can be given by schools to students who participate in UIL activities. It initiated, sustained and reinforced principles that no student be rewarded more than any other for interschool competition, that the reward for having done something well is having done it, and that schools should not be able to buy more expensive awards for their students because of parent wealth or abundant funds in their district.

There remains a need to recognize student achievement and student involvement, though most educators see a value in these awards being "symbolic" rather than monetary. Very few, if any, want students to receive items of valuable consideration, such as cash awards, for participating or winning. There are any number of academic/fine arts, non-school-sponsored activities which do offer cash or merchandise prizes. Under current rules, students are permitted to receive these prizes. Other non-school contests offer scholarships to winners. These are acceptable.

The UIL sponsors music, academics and athletic contests. Rules in athletics are more stringent than those in academics and music. Athletics is governed by the same awards rule, but in addition, is guarded by a strict amateur rule. Athletes are not permitted (after entering the ninth grade) to accept from any source any item of valuable consideration, such as money, products, or resaleable items. Athletes, as well as academic/fine arts competitors, may have their travel expenses paid by outside groups for non-school competition and, certainly, usual travel expenses paid by school for school sponsored activities.

Here are some problems and questions pertaining to the awards rule.

- Should rules limit awards and gifts from outsiders?

While there is a valid interest in limiting awards given by schools — at least to prevent financial burden to school budgets — should others be able, especially in fine arts areas, to give participants monetary awards or gifts? For example, shouldn't anyone be able to give a kid \$20 and say, "Good job?"

- Would opening up or liberalizing the awards rule increase participation or would it be detrimental to students?

- Should the amateur rule in athletics be amended for golf and tennis, permitting those students to receive up to the limits defined by the national governing bodies in these sports?

- Should the UIL have any limits on awards in academics/fine arts since the pressures and potential for abuse are not as much a problem as in athletics?

- Will the relaxing of awards rules place a financial burden on schools?

- Who knows what is best for the students? Parents? Educators? Public? Or those wanting to give awards?

- Is there a possibility for students to be exploited?

Previous columns in the *Leaguer* by UIL academic director Bobby Hawthorne and UIL athletic director Charles Breithaupt have covered areas of concern surrounding the awards rule. One thing for sure — there is some confusion and/or lack of consistency involved in the enforcement of the rule. There is a need for clearer communication and better definition. Everyone needs to be consistent with enforcement of the rule so that one group does not achieve an advantage over other groups.

In any situation dealing with rules, one has to have a philosophical base. Every question or interpretation about that rule needs to be evaluated based on the original and continuing reasons for that rule. In educationally-based high school activities, the "reasons" sometimes become outdated. Other times they may seem to be outdated, but in reality are still valid and needed to preserve the integrity of competition.

A good avenue to approach revision should include visualization of what would be the condition existing if the rule did not exist. That is difficult to do — look into a crystal ball and hypothesize. We can all predict where we would be without personal cars. If we continued to live 20 miles from work, we would have to find another way to get there. Some of the spontaneity of our daily travels would cease. These things we can predict.

With rules changes, it is different. Once a rule is changed to liberalize or allow more freedom, it is difficult to ever return to the original rule. Whereas we can always go buy another car, we cannot recover the mission or purpose after a rule is modified and the modification proves to be detrimental.

An ad-hoc committee will study what can be given to students who compete and achieve in UIL activities. The committee will look at all sides and will not be limited to any particular viewpoint. Sometimes things need to change in order for things to remain the same. But change simply for change's sake seldom is beneficial. We welcome your calls, correspondence, faxes and e-mails. Your opinion is important.

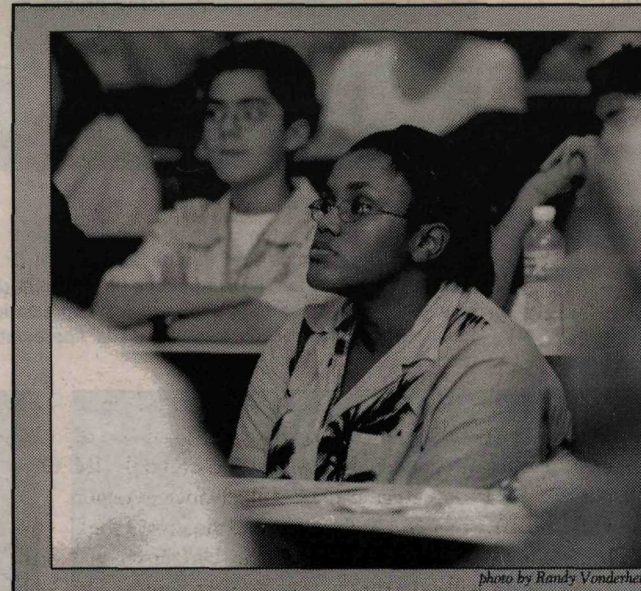


photo by Randy Vonderheid

Preparing for contest

Over 1,000 students and teachers attended the Student Activities Conference at The University of Texas at Austin Nov. 4. One of the participants listens intently to Dr. Fred Tarpley as he explains tips on how to be successful in the Literary Criticism contest. The UIL Academics department also hosted Student Activities Conferences at The University of North Texas, Denton; The University of Texas in Edinburg and Sam Houston State University in Huntsville. Preparation for each year begins with the Capital Conference for academic coordinators and speech teachers, set for June 28-29, 2001, on The University of Texas in Austin campus.

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Web page soon to have more editable forms online

by David Trussell
Technology Coordinator

As amazing as the Internet's rapid growth has been, it's even more amazing how quickly we've come to rely on it for information, communication and business. New communications media have historically been relatively slow to achieve widespread use. Radio and television took decades to become commonplace in American households. Use of the Internet, however, has expanded geometrically in only a few years.

While many current web surfers likely already owned personal computers when the Internet boom began, many others have purchased computers for the express purpose of going on-line.

Public schools have been carried along with the Internet flood, as is clearly evident from the continued growth of the UIL web site. The look and feel of our site have remained very much the same since day one, but the amount of information available has increased dramatically.

Fewer than five years ago, UIL member schools were content to receive most materials and information by traditional means, which typically meant the U.S. mail. Now, we're constantly receiving requests to make more and more of our forms, publications, contest results, etc. available on-line.

Some of our more frequently requested items include contest entry and results forms for our academic competitions. Good news — these forms will be available on-line for use this spring.

When we make a form available for download on the web site, we have several factors to consider. All of our printed forms are specifically designed and formatted for their intended purpose. Some require signatures. For those reasons, most of the forms available on our web site are posted in Portable Document Format (PDF). All PDF documents may be viewed and printed using Adobe Acrobat Reader, which is free software available for both the Macintosh and Windows platforms. Acrobat Reader can be downloaded from www.adobe.com.

The great advantage to PDF is that it allows our on-line documents to retain all of their original formatting, which ensures consistency in the ways we receive important information. The disadvantage to PDF is that when you download a form you cannot edit it on your computer. You must print it out and enter your information the old-fashioned way, either by hand or on a typewriter.

While making forms available as PDF files does serve the very important purpose of making those documents easily and efficiently accessible, it doesn't really serve to decrease the paper trail. With some of our forms, however, we can begin to look at other options, and the academic entry and results forms fall into that category.

The academic district entry and district results forms that will be available on-line this spring will not be PDF files, and they will not look like the pre-printed forms that are included in the Academic Coordinator's Manual and the Spring Meet Manual. Instead they will be simple Microsoft Word documents, and you will be able to edit them on your computer.

These electronic forms will work with recent versions of Microsoft Word for both the Macintosh and Windows platforms. These include Word 98 and Word 2001 for the Mac, as well as Word 97 and Word 2000 for Windows. We have selected Microsoft Word as the file format because this covers the largest number of users. Other formats, such as WordPerfect, ClarisWorks/AppleWorks, etc., will not be available this year, although we may look at adding additional formats in the future.

If you do not have access to Microsoft Word, or if you simply do not feel comfortable using the electronic forms, you can still use the pre-printed forms provided in the manuals. If for some reason you have difficulty downloading and/or using the electronic forms, you should plan to use the pre-printed forms.

One obvious advantage to the electronic forms is that it eliminates the frequent legibility problems that occur when forms are handwritten or typed and then faxed. Another advantage is that it allows for paperless

transfer of entries and results. You'll be able to e-mail your entry form to your district director, and the district director will be able to e-mail results to the regional director.

For the past couple of years we've been using an electronic form to transfer regional results to the state office, and it's worked extremely well. We also had a couple of district directors try it out last spring, and they couldn't have been happier.

Watch the UIL web site in the weeks ahead for the forms to be posted. If you plan to use an electronic form, please test it out ahead of time to avoid last-minute glitches. Check with your district director to find out if they are willing or able to receive entry forms via e-mail. Likewise, district directors should check with their regional director before planning to e-mail results.

If these forms are well-received, we'll look at making other forms available in an editable format in the future.

Capital Conference set for June 29-30 on UT campus

The UIL's annual Capital Conference will be held June 29-30 at The University of Texas at Austin. Think of it as coaching school for academic sponsors and coordinators, speech teachers and elementary/junior high academic directors. Like at the athletic coaching schools, this conference is the best way to have UIL academic coaches learn from the top educators in the business. More than 400 teachers and academic coordinators attended the 2000 conference, and the program this year promises to be the best ever.

Sessions will begin at 9 a.m. on Friday, June 29 and will go until 4:50 that afternoon. Coaches will return on Saturday for sessions from 9 a.m. - 1:30 p.m.

Information and applications will be mailed to academic coordinators in January.—BH



UIL competition has been a rewarding experience throughout my school years. The thrill of victory far exceeds the occasional disappointment of defeat. Advancing to regionals and state has given me confidence in my abilities and myself. I will miss the unique experience that has been part of my life for the past ten years, ever since my first coach took me aside to congratulate me for making the UIL team.

**Miranda
Goodsheller
Leon High
School**

Economics contest still to be piloted in 5A Region 1

The UIL Legislative Council instructed the academic staff to continue its pilot of the high school Economics Contest in Region I, Conference 5A through to the regional meet at Texas Tech University in Lubbock, April 20-21. Students in Region 1-5A will not advance to the UIL Academic State Meet, nor will regional meet winners in this contest be eligible for TILF scholarships this year.

In an effort to fully acquaint the remainder of the state with the Economics Contest, we invite any district to participate in this pilot under the provision that the contest is conducted at the district level only. IMPORTANT: only Region 1-5A will advance to region.

Dr. Steve Cobb, chairman and director of the Center for Economic Education at the University of North Texas, will write the contests. As per resources, Dr. Cobb

says that any introductory college economics textbook or any Advanced Placement economics text would serve well, i.e. *Economics Principles & Practices* by Dr. Gary Clayton (Glencoe Publishers) and *Economics* by McConnell & Brue. We plan to place last year's test and test keys on the UIL web site for additional reference material.

The district Economics contest should be conducted in the 1-hour slot immediately prior to the Mathematics Contest in the third session of the UIL conflict pattern. Please encourage an economics teacher at your school to sponsor this contest and prepare students for the district meet. Recruit others in your district to participate in this pilot and encourage spring meet district hosts to schedule time and space for the Economics Contest. You may award medals or ribbons for first through sixth in this contest, but points will not count toward the overall district championship.

We will determine next year whether we want to implement the Economics Contest statewide or to pilot a combined civics/economics/geography contest, as has been recommended. Your input on this will be crucial in helping us make this decision.

If you have questions or comments, please forward them to bhawthorne@mail.utexas.edu. Also, monitor the academic portion of the UIL web site (www.utexas.edu/admin/uil/). We post information on this and other issues regularly. —BH

Variety of sources available for Biology contest

By Linda Butler
Science Contest co-director

Coaches and students often ask what subject areas I cover in Biology on the UIL spring meet contests. I cover what is generally covered in today's high school biology texts, several of which I am familiar with.

Other than the obvious difference in difficulty level, the biggest difference between high school and college biology texts is that the college texts cover much more cellular and molecular material than high school books. Since I follow the proportion covered in high school books, students need not worry about the contests being heavily weighted in cellular and molecular biology.

Coaches also often ask what I would suggest using as reference material to supplement their high school texts. Having a copy of a good college text around would be a

great idea. Campbell's *Biology* is the first choice. For most students, I wouldn't suggest using this as a substitute for their own text, but as noted above, as a reference.

I also like to point out that while going over old contests is probably a helpful exercise, this by itself has limited value.

I think it is important that students get exposure to a wide variety of information in biology. Going on field trips, having guest speakers, reading readable scientific literature (*Science News* is a good source; *Scientific American* is really quite technical although often is okay for high school) and doing any kinds of projects the students and/or coaches can think of are all good ideas.

Good luck in your preparations and we hope to see you in Austin in May!

Interp rules to change; Sunday rule stays as is

At the Riggins' house, your most obvious clue that company's coming is that the refrigerator door is free and clear. Gone are the reminders about school pictures this week, details of the Scout camp out, the bill for my son's private music lessons and a card from the dog groomer reminding us that it's time for "Snickers" to go to the poodle parlor. What a pain it is when the guests depart and we start trying to locate where we've tucked away all those notes that keep our "Grand Central Station" on track!

If you can relate to a refrigerator door being the lifeline of a busy family, you won't mind if it seems like



Jana Riggins
Assistant Academic Director

was strongly supported by coaches, as indicated in the 2000 Speech Coach Survey results. The State Office will begin assembling a database from archives of state meet records.

— Also addressed at the Council meeting was the Sunday Rule. Folks who like to travel the national circuit where rounds are often scheduled through Sunday were indicating that they were in favor of eliminating the Sunday Rule, or at least relaxing it so that academic and fine art students could have more than two opportunities each year to compete in Sunday tournaments. There was also contemplation that the rule ought to come under local district control, so the League mailed surveys to speech coaches and superintendents statewide seeking opinions. From both groups came support for the rule in its current form. Superintendents in all five conferences heavily favored no change. According to our survey, the majority of speech coaches responded that the current limitation of Sunday competition doesn't impact their program and are in favor of keeping it as is. The will of the people has spoken.

— We've come to the end of another series of Student Activity Conferences. The attendance was up at some (UNT) and surprisingly down at others. Every year UIL staff juggles the scheduling of these workshops in an attempt to avoid SAT testing and other major events that impact the attendance, although we've found it nearly impossible to work around marching band competition. Give us your feedback about scheduling and the presentations. Do you make the conference in your region an annual event for your academic squad? If you don't, share with us why not. Those who do, tell us how we can make it even more beneficial to your school's UIL program.

— Preliminary voting across the nation narrowed the 2001-02 CX debate topic choices to world hunger and weapons of mass destruction. Debate coaches, don't forget to cast your final vote before Jan. 5. You may return the paper ballot mailed to you in November or access a ballot via our web site. The UIL Lincoln-Douglas Debate topic for spring will be posted there in

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FINAL BALLOTING FOR CX DEBATE TOPIC AREA

2001-2002

Topics for Consideration:

- WORLD HUNGER
- WEAPONS OF MASS DESTRUCTION

Ballots must be received by Jan. 5, 2001 to be counted.

Visit the UIL Web site for voting information

I'm hanging one post-it note reminder after another. Maybe you'll even feel right at home!

— At the Legislative Council meeting in October, legislation concerning Oral Interpretation rules was passed. Beginning next year, prose and poetry competitors will not be allowed to perform the same literature more than one year at the UIL State Meet. This proposal

Regional debate organization reaps benefits of participating schools

by Janice Caldwell, Lindale High School,
and Cecil Jordan, Athens High School
Officers, North East Texas Debate Association

As debate coaches, we teach students to see a problem, state the harms and find a plan to solve for those harms. We had a problem. In East Texas we had few tournaments and were unable to travel to the Metroplex (Dallas/Fort Worth area) for overnight tournaments. We identified three reasons why we had that problem:

- (1) Limited resources. Most of our schools are small and don't have big travel budgets or much money for entry fees;
- (2) Most of us agree with stock issue style debating with a strong emphasis on communication style, as well as analytical thinking skills;
- (3) There were only a few schools in our part of Texas with strong debate programs. We decided to come up with a plan to solve for these harms.

In 1998, six coaches met at a central location and discussed the problem. We decided to form a debate

association to solve all three harms. We elected officers, set simple rules and sent letters to all schools in East Texas encouraging them to become involved in our association. Our agent of change was the new organization — The North East Texas Debate Association. Officers included a president, vice-president, secretary, treasurer, webmaster and tournament director.

Means of change included several planks:

- (1) Membership fees would be \$10 per year;
- (2) Members would compete in tournaments at host schools in our area;
- (3) Schools would submit dates to host a tournament to the secretary and only those tournaments on our schedule would be considered sanctioned tournaments;
- (4) Schools would run a tournament with 3 to 4 rounds of debate on Saturdays or Friday night;
- (5) Schools would try to keep fees low — most charge \$10 to \$20 per team;

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EXTEMP TOPICS

INFORMATIVE

1. Copyright infringement in the music industry: what are the latest details?
2. What are the ergonomics regulations proposed by the Occupational Safety and Health Administration (OSHA)?
3. Who is Vladimiro Montesinos?
4. What steps is President Vojislav Kostunica taking to heal Serbia's war wounds?
5. Who is behind the bombing of the USS Cole?
6. Battling drugs: what is Bolivian President Hugo Banzer's strategy?
7. How is the US attempting to improve relations with North Korea?
8. Deconstructing a giant: what is the new course of action for AT&T?
9. What are the latest challenges to the death penalty?
10. Taiwanese President Chen Shui-bian's turbulent tenure: what are the issues?
11. What are the details of the European Union's lawsuit against the tobacco industry?
12. Living with Alpha: what are the priorities for the international space station?
13. What is the status of the effort to enroll Texas children in the CHIP program?
14. The Philippines impeachment crisis: what are the issues?
15. What changes are occurring in the UN peacekeeping mission in Sierra Leone?
16. Tracking a killer: what are the details of the latest Ebola outbreak?
17. Presidential lessons: How are political analysts assessing the election?
18. What is fueling recent protests in Argentina?
19. Latchkey lives: What do child specialists say about the increasing number of unsupervised children?

PERSUASIVE

1. What should America do to aid senior citizens with prescription drug costs?
2. Has the "time for peace" passed in the Middle East?
3. What legacy does Clinton leave in foreign policy?
4. Is reunification on the horizon for the Koreans?
5. Will civilian oversight improve community relations with the Los Angeles police department?
6. How will the makeup of the 107th Congress impact US domestic policy?
7. Are Texas public schools effective models for the nation?
8. Is Peru on the verge of civil war?
9. How will recent elections affect Nicaragua's economy?
10. What steps must be taken to restore order to Columbia?
11. How are European Central Bank policies impacting the European economy?
12. Should the stock market be part of America's social security strategy?
13. Is an end to the war in Congo eminent?
14. Who is responsible for recent bombings in Pakistan?
15. Is the US economy losing steam?
16. Do "hate crime" laws diminish racial violence?
17. Assessing the 2000 US presidential election: what election reform will result?
18. What will it take to maintain peace in the Solomon Islands?
19. Is the Angolan government winning the civil war?

Federal law interpretation provides hardships to college-bound students, yearbook staffs

It seems a law to protect students from us muck-raking, scum-sucking journalists has backfired. It was reported recently by those people at Associated Press that university officials have a hard time finding high schools' top seniors (those in the top 10 percent) due in large part to the Federal Educational Rights and Privacy Act (FERPA).



Randy Vonderheid
Assistant Academic Director

In 1997, Governor Bush signed into law a guaranteeing that any student who ranks in the top 10 percent of the school's graduating class will be accepted into the state's public colleges and universities.

It's necessary to get that information from somewhere, but federal law won't allow schools to get it because of FERPA. This privacy law requires permission from parents of students (or students 18 or older) before any records of "personally identifiable information" be released. In Texas, lawyers for TEA have interpreted this to mean schools don't release names of top-ranked students. TEA says it cannot get permission from parents of the approximately 19,000 eligible seniors (of the some 200,000 graduating seniors in the state), so universities are forced to find the students on their own. Many universities (Texas and Texas A&M) buy lists from the College Board, but not everyone takes the SAT, according to those university officials.

How does this affect journalism teachers? We've all been "attacked" by administrators, parents and even some bold students who provide all types of threats

should we publish a certain picture. They say it's "their right" not to have a picture published, or "you don't have their permission" (and some have never even heard of FERPA!). Most schools have dealt with this by having students take certain forms home to be signed if they do not want their name and address available for anyone. Then, we as publication advisers catch more complaints because those same people (who signed the waiver saying they don't want their names and addresses available for mailings and threatened us with our jobs) are upset because they were not notified to have their senior picture made and raise a ruckus when they are not pictured in the yearbook. Those are the same students who were around other students who had their picture made, went with them to order pictures and heard announcements made to make sure senior pictures were made by a certain date. This is off the subject, though.

FERPA does apply at both the high school and college level. And many administrators think it applies to high school publications. A high school adviser recently contacted me because her administrator said she had to have permission of every student to have their picture anywhere in the yearbook. I contacted lawyers at the Student Press Law Center, and they interpreted FERPA in the following way:

"FERPA does apply at both the high school and college level. However, it does not generally apply to student-produced media at any level. FERPA prohibits 'school officials' from releasing the educational records of students without permission. As long as students are gathering and publishing the information on their own, there is no FERPA problem. Students are not school officials. About the only time where FERPA does (or could) affect student media is in obtaining applicable student records from school officials," said Mike Hiestand,

staff attorney.

After sending the adviser the Student Press Law Center's interpretation, I was sent the principal's interpretation: "What this lawyer says is correct, but a yearbook and school newspaper are quite different. With the school newspaper, the students take the photographs, interview the students, etc. so the administration does not furnish the information. Where do our students get the pictures and names for the yearbooks? Answer: from the school officials. So, in the case of the yearbook, it requires a parent's permission."

I really don't think the principal goes out and takes pictures for the yearbook, though.

With another round of FERPA damage nationwide, the SPLC (Attorney Hiestand) sent out the following: "It is not just the Student Press Law Center's belief that FERPA does not apply to campus media, but rather the U.S. Department of Education's, which is the agency charged with enforcing FERPA. In a letter ruling dated 9/30/93 the Department stated: 'FERPA was not intended to apply to campus newspapers or records maintained by campus newspapers. Rather, FERPA applies to 'education records' maintained by an educational agency or institution, or by a person acting for such agency or institution. Accordingly, there is no basis for us to investigate this allegation.'

"While this ruling was in response to a charge made against a 'college' that its student newspaper had violated FERPA by publishing records allegedly obtained from the school, there is nothing ground-breaking in such a ruling nor any reason to conclude that the same would not hold true for high school student media — provided the information is obtained and published by students (and not other school officials or an adviser). Students are not school employees and do not act for the school. They are not bound by FERPA."—Hiestand

These interpretations from Hiestand don't really approach yearbooks, but a yearbook is "student produced" and is "campus media." A yearbook is not an educational record. Although administrators think they know what it takes to produce a book, few do and even fewer know how much effort those kids put in to create this publication each year.

Because I am not a lawyer, nor am I a legislator who makes laws, I do not have the expertise or experience in interpreting laws. And I do not have the author's interpretation of his or her "intent" of the law, and until we have that, no interpretation can be deemed the "final word" on the subject. I don't think I've seen or heard of many laws that specifically want to limit (not censor) certain parts of high school scholastic journalism education. The U. S. Department of Education doesn't want to do that in this case.

School district lawyers are making an "off the handle" interpretation. If they are so intent on this part of the law, school districts need to approach the courts and ask for an interpretation. The student press has already done that. Since school districts don't like the interpretation, they should search one out the same way scholastic journalists did — through the courts.

As a journalist, I have the ability to question. After reading the law which emphasizes "student's educational records," the main question I see is whether a high school publication (in this instance, the yearbook) is considered "directory information" (of which we all know to get permission to run someone's name), or a student produced history book of the school year with the people who participated in making that year included. I believe it is a history book — one full of all the good, and bad events, that occurred that year. A yearbook is a piece of journalism — not a student directory.

CONGRATS -

To the following newspapers for being named as Pacemaker finalists from the National Scholastic Press Association - Stampede -
Burges High School, El Paso
Eagle Eye -
DeSoto High School, DeSoto
Panther Prints -
Duncanville High School, Duncanville
The Bagpipe -
Highland Park High School, Dallas
Hillcrest Hurricane -
Hillcrest High School, Dallas
The Featherduster -
Westlake High School, Austin

Vonderheid, Hawthorne recognized as leaders in scholastic journalism

UIL journalism director Randy Vonderheid was inaugurated into the National High School Journalism Hall of Fame at the University of Oklahoma, Oct. 23.

Before coming to the League, Vonderheid was an award-winning publications adviser at Carthage, DeSoto and North Garland High Schools. He has taught at countless Texas regional and statewide conventions and workshops, judged hundreds of local and statewide writing contests, served on dozens of scholastic press committees and mentored hundreds of young advisers. He served as president of the Texas Association of Journalism Educators and was the local chairman for the 1994 JEA/NSPA convention in Dallas.

In 1994-95, he received the Max R. Haddick Texas Journalism Teacher of the Year Award. For many years, he directed Dallas County's acclaimed Gloria Shields All-American Summer Publications Workshop, one of the largest in the nation.

"In 1999, when a position with the League opened, I contacted Randy immediately, and we were fortunate to

hire him," said Bobby Hawthorne, UIL director of academics. "In his second year as ILPC director, he has already made a significant impact even though he generally flies below the radar screen. He is not a self-promoter but those of us who have closely worked with him over the years know how important he's been to scholastic journalism."

Also, the Texas Association of Journalism Educators recognized Hawthorne with its Trailblazer Award, Oct. 30 in San Antonio.

In presenting the award, TAJE executive director Rhonda Moore said, "Very few people have had an impact on their profession like Bobby. His biggest impact on scholastic journalism has probably been in showing students how to write. He saw that kids weren't reading their school publications, and he showed student journalists how to make their audiences want to read those publications. His ideas on writing culminated in his book *The Radical Write*, probably the best book written on scholastic journalism."

Council meeting stirs little controversy

continued from page 1

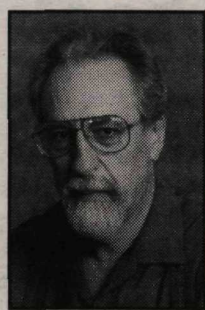
certified from area to state marching band contest; clearly define the penalty structure should a music director fail to supply judges with a conductor's score of selections performed; eliminate Sweepstakes Award for state solo/ensemble; modify requirement for full orchestra.

The Council also will be asking member schools to decide, by a referendum vote, the following: adding girls pole vault to track and field; advancing the top four teams to the playoffs in 5A; and prohibiting placing an item on the referendum ballot more than once every three years.

The UIL web page holds a complete list of actions taken. The site is www.utexas.edu/admin/UIL/.

Theatrefest set to be held in Austin Jan. 17-21

Do you or your theatre program need a shot in the arm? You should have already registered for Theatrefest 2001, the annual convention of the Texas Educational Theatre Association, Jan. 17-21, at the Austin Renaissance Hotel. The "Reach" theme will provide diversity workshops that promote experiences in accepting cultural, ethnic and economic differences.



Lynn Murray
Drama Director

Certainly theatre can be used to cross barriers and teach tolerance. "Reach" with technology sessions will encourage new trends and advanced technology to enhance theatre instruction and production. "Reach" through experience workshops will inspire us to redefine, recreate and reflect upon our role as artists and educators.

It has been said, "plagiarism is the fondest form of flattery." If so, this opening description should flatter Betsy Cornwell, Austin Bowie theatre and TETA Convention Director. Her version of this story and convention registration and workshop proposal information may be located on the TETA site (www.tetatx.com.) Betsy says, "We've been told to 'reach for the stars'... But we're going to try to REACH in Austin

so that participants in our 2001 convention will be able to return home with ideas that will help them get closer to those faraway goals."

Convention participants can look forward to a mime troupe from Mexico, a "Facing History" presenter, a Holocaust specialist and a storyteller dealing with tolerance from a cultural perspective. A fully networked computer lab for workshops, sharing, projects and general convention use will be a primary attraction of the convention. Convention programming is substantially completed but a top-flight computer usage session has a chance of being added. Do you want to present? Space might also be found for quality presentations, demonstration or panels concerning interracial casting, involving and casting physically or intellectually challenged students and meeting the needs of culturally diverse school populations in a dynamic theatre program. Quality program proposals should be directed to Becky Harding, Program Director. Contact her at (512) 841-6723 or email at BJH0902@aol.com.

TETA members and Texas high schools have not received their usual fall issue of *Texas Theatre Notes*. You have not been forgotten. A transition in editors and equipment failure has resulted in a major glitch. This column is a minimal effort to let you know the essentials of Theatrefest 2001. Much more can be found at the TETA web site. If you try to make a reservation at the Renaissance Hotel and you are told it is full, contact Christine Broadus, Austin Bailey Middle School (512) 841-6723 or home 467-7737. She will put you on the waiting list and call you when the hotel notifies her of cancellations. Cancellation after Jan. 3 will result in a loss to you and TETA.

If you are flying to Austin for Theatrefest, Southwest Airlines is offering a discount. You must mention TETA and use code A1531 when making the reservation.

Issues of registration should be directed to Bill Staples

(512) 414-7568 or bstaples@ccsi.com, exhibit questions to Billy Dragoo (512) 414-7311 or billydragoo@aol.com, technical matters to Kris Andrews (512) 414-2343 or krisandrews@hotmail.com and general Acting & Design Tech Scholarship Audition questions to Candice Stine (409) 875-9395 or thtraud@icc.net. Questions beyond the scope of all identified in this column can be directed to Cornwell (512) 414-2343 betstycornwell@hotmail.com. Know that she is very busy but is responsive when time permits. TETA convention directors are not permitted much free time.

Understand that this is not a usual UIL drama column, but TETA serves UIL in a massive way and we feel more than obligated to respond to basic organizational needs in a transitional time. The TETA Manual of Operations requires membership notice through publication by December of officers nominated for election during convention. The TETA Nominating Committee reported to the TETA Board that nominations were: president Elect-Betsy Cornwell, secretary-Kathy Barber and board of directors at large Sandra Erlandson.

TETA membership will honor special members with Founders Awards, Educator of the year for K-6, high school, community, junior college and higher education. Programming will include several professional theatre guests and professional educators presenting programs include Jo Beth Gonzales, Beverly Myers, Sandy Zielenski and Tim Stuart. If you haven't been exposed to their views Jan. 18-20 is the time.

An abbreviated tentative TETA Theatrefest program schedule is included with the OAP enrollment mailing which is on its way. It is our hope that this column and the mailing will reach you prior to December 1, the TETA early registration deadline. In addition to distribution to the 1159 OAP theatre directors and administrators, this information goes to critic judges and prospective adjudicators. This mailing also includes district OAP alignment and area meet organization.

Critics should check carefully to make sure they have not been contracted to judge the same school twice advancing from a lower to higher level in the same conference. Many of the 2001 TETA convention programs are directed toward OAP preparation. Thursday is a full day of OAP and includes the TETA Adjudicator's Organization workshops, demonstrations and critiques for judge certification. They are designed for critic judge preparation but reflect the contest procedures and are

open to all convention participants. Sessions will include State Meet Level OAP critics and high school theatre programs. Help with every aspect of OAP preparation is available for all experience levels.

Friday and Saturday Theatrefest days are equally packed. The usual frustration is one of choice. Which of the 10 programs for each time period? When do you visit with the 50 or more commercial exhibitors, college/university exhibitors, Designfest presenters, or see one of six new plays?

OAP Contest Managers 'Open To All' Sessions

The second annual "open to all" UIL OAP 2001 Contest Managers sessions without registration or membership is scheduled for the first two time slots Saturday morning. I will join Royal Brantley and Luis Muñoz to help train managers. Both are managers with long experience that have been involved at all levels. This is a rare opportunity for training inexperienced people. Free materials will be provided up to room capacity. The double session is 9 - 11:45 a.m. Saturday, Jan. 20, at the Renaissance Hotel in Austin. A notice will be sent in January to all schools identifying the exact room and final details of these sessions.

OAP Deadlines

While you are doing all this convention planning, don't forget a little OAP selection consideration. I urge you to seek plays you plan to use for OAP this spring. Feb. 23 is the title deadline and title cards will not be mailed until January. The catch is Dec. 21, the deadline for submitting a play not on the approved lists. Do not request additions to the basic set unless they are "without which the play cannot be produced."

OAP Changes

If you have not obtained the Handbook for One-Act Play, 14th edition, preparation and participation will be more frustrating than necessary. If you have a copy, please read it. Note rule changes in the current C & CR, Leaguer "Official Notices" and in the Addendum to the Handbook on the UIL web page. Knowledge will bring the frustration level to a minimum. If you know the right question to ask, you'll likely get the answer that you desire. If you haven't read the above you won't likely know the question. I'm dreaming. My fondest dream is that we all start on the same page. Do I dare? You bet! Join me.

Critic lists updated to include new judges, eliminates others

ADDITIONAL ELIGIBLE CRITIC JUDGES (as of November, 2000)

- (*1) Eleanor Dryden (Ritz Community Theatre), 3298 Gary Brewer Rd, Snyder TX 79549 915/573-9739, Any - I [04]
- (2) Elizabeth R Hedges (Panola College), 809 Beverly Dr, Carthage TX 75633 903/693-3880-hm 693-2064-wk FAX 903/693-2018, lhedges@panola.cc.tx.us M-F, CM, - II [03]
- (*2) Robert Hodde (Victoria College), PO Box 3972, Victoria TX 77903-3972 361/573-3291 x.244-wk 580-3020-hm, FAX 361/572-3850, rhodde@mailhost.vc.cc.tx.us / rbhodde@tisd.net Any - IV [03]
- (4) Michael McKelvey (St. Stephen's Episcopal School), 1930 W Rundberg, Apt 1411, Austin TX 78758 512/327-1213-wk 339-4934-hm FAX-512/339-1205 bigbani@mail.utexas.edu Any, - IV [04]

ADDITIONAL INELIGIBLE CRITIC JUDGES (as of November, 2000)

Accredited judges that have not paid their dues and updated their profile to be eligible.
Jim Bush, Pat Jurek, Jay P. Kyle, Kevin McCluskey, Barbara Stafford.

ADDRESS CHANGE

ANCHORAGE PRESS PLAYS
PO BOX 2901
LOUISVILLE, KY 40201-2901
PHONE 502/583-2288
FAX 502/583-2281
E-mail anchoragepressplays@bellsouth.net

Debate topics ready for final approval

continued from page 4

December. If you're a school that hasn't started a debate program because you think debate is only for large, elite schools with big budgets, I hope you'll read the guest debate article this month. Learn how dedicated coaches in one rural area of our state came together to make debate accessible and enriching to their students.

— The State Board of Educator Certification made a monumental decision concerning teacher certification last month, voting to sustain a separate certification for speech rather than placing speech into an English/Language Arts composite. The Texas Speech Communication Association worked hard to provide information and oral testimony to the board explaining the highly specialized discipline of speech. The challenge for the speech profession now is to address the issue of the shortage of speech teachers in Texas and to be actively involved with SBEC in designing new teacher standards and ExCets to correlate with the TEKS. Let me issue a call to the speech teachers of our state to urge the best and the brightest of your students to follow in your footsteps of becoming a successful teacher of speech.

— I recently attended a national meeting of state association speech and debate directors. It was enlightening to learn how other states administer their speech contests. Several states limit debate competition to the fall, with students competing only in individual events during the spring. Some restrict participation to a maximum of eight tournaments for the year; many limit the number of miles schools can travel to a tournament.

Often, novice debate competitions restrict the number of affirmative cases that can be run and publicize those in advance so that novice debaters can focus more on analysis without being overwhelmed by the amount of research demanded of the championship division. Different approaches to competition are worthy of study as Texas UIL continues to strive to provide the most

beneficial educational experiences through competition for students.

— By now, I've given you enough post-it note information to decorate your refrigerator (or school filing cabinet) entirely. Don't worry. If you're lucky, company won't show up at your house til Thanksgiving!

'Public Information Officer' appointed

Kim Rogers never played sports in high school. She did participate in UIL music, and dabbled in journalism, but always knew "I wasn't going to make a career of it."

Instead, she's fashioned a living out of helping students who at least *think* they want to make a career of it, whether "it" involves those UIL categories that fall under athletics, or interests of the more academic variety.

Rogers assumed the role of UIL Public Information Officer in September, a job which includes writing and sending out press releases, covering State Executive Committee and Legislative Council meetings, running the hospitality room at state tournaments, serving as a media contact and developing the sportsmanship manual, as well as the Champions Yearbook.

"I think there is a lot of responsibility that goes along with the job, but it's not overwhelming — it's do-able," Rogers said. "I like working with the media. I think the most overwhelming thing I will have to do are the TILF releases. There are over 400 of them to send out."

Despite only stepping into her position at the begin-

ning of the fall, Rogers, who is originally from Alice, TX, has worked for UIL since January 1998 as a student assistant. She worked in both TILF and accounting while attending the University of Texas at Austin. She graduated this May with a degree in government with business foundations.

"I didn't think about doing PR when I first came to college," Rogers said. "It's something that I got interested in more and more as I worked here. My new job has been going smoothly so far. It helps that I knew everybody here already, and that we've had a lot of discussions about what the job entails."

The job entails a lot, which Rogers — whose main goal is to "just do the best job that I can" — has learned through her recent dealings with both athletics and academics.

"I'm a lot more familiar with the processes people have to go through for athletics," Rogers said. "And I never had any idea there were so many aspects of academics." —Erin Steele, journalism intern



New PR Officer

New Public Information officer, Kim Rogers, served as a UIL intern before assuming full-time duties at the League in September.

East Texas debate group produces answers to problems

continued from page 4

- (6) Winners would be chosen by won/loss record plus speaker points;
- (7) UIL rules would be adhered to in all rounds — no speed, no open CX, no oral critiques;
- (8) All rounds would be open so beginners could watch and learn;
- (9) Top six places in CX and LD would be invited to the "All East Texas Debate Tournament" to be

held just prior to the UIL State Meet.

(10) The top 10 speakers at the "All East Texas Tournament" by speaker points would be designated as "All East Texas" and would receive a plaque;

(11) All students participating in the "All East Texas Tournament" would receive a patch.

Funding: Membership fees plus entry fee into All East Texas tournament.

Enforcement: Only member schools can participate

in All East Texas Tournament. Any school may participate in individual school tournaments. Any school may join the organization. Many advantages have occurred because this plan was put into place.

Advantage One: The first year, 1998, we had 24 schools. This past year we had 58 schools join.

Advantage Two: Schools who did not have debate programs have begun to compete and get involved in this great activity.

Advantage Three: Students have won at the state level — both speaker awards and team events.

Advantage Four: Teachers have developed a network to help learn how to teach debate.

Advantage Five: The overall educational standard has been raised throughout our area through the increase in debate participation.

As debate coaches, it has been a joy to watch this association grow and teachers grow with it. We have a strong bond and we are proud of all the students. Beginners are not overwhelmed and believe they really can do this event. Even those without a debate program feel like this is attainable. Danny Moss, Instructor of Speech at Northeast Texas Community College, probably put it best.

"The NTDA organization is a wonderful gift to the high school speech programs in our area of the state," he said. "The organization strives to balance the competitive aspects of debate with the educational opportunities that this activity provides. It has done so masterfully, serving as a reservoir of encouragement for beginning debaters and their parents, new coaches/judges and fledgling programs."

We saw a problem, identified the harms, came up with a plan and we are reaping the advantages. We would love to talk to you and help you begin a similar organization. There is room for all of us in debate and it is time to address our concerns and do something to help our students achieve.

Scholarship created to honor late San Antonio journalism teacher

The Nancy Wall Memorial Journalism Scholarship, named for a state and national award-winning journalism teacher at South San Antonio High School who died June 17 after a long battle with cancer, has been established through the Texas Interscholastic League Foundation by her husband, Dave Wall.

The \$1,000 endowed scholarship will be presented to a student who has shown an interest in pursuing journalism as a career choice. The scholarship will be available starting with the 2001-2002 school year.

Born on March 15, 1944, Wall grew up in north central Oklahoma. She received bachelors (1965) and



**Nancy Wall
1944-2000**

masters (1969) degrees from Central State University in Edmond, OK, and taught in Oklahoma City, OK, Bellevue, NE, and Randolph Field in Texas before arriving at South San Antonio High School in 1985.

In three years, she transformed the well-below-average high school newspaper and yearbook into state and national award winning publications.

She was selected as the South San ISD "Teacher of the Year" in 1988, the same year one of her students became the first student in South San's then 68-year history to win state-wide honors in UIL competition. She received the Edith Fox King award in 1994.

Wall was recognized as one of the experts in desktop publishing for high school journalism in South Central Texas. She was often used as a consultant by other San Antonio-area high school journalism departments.

For many years, she was a state and national judge for high school yearbooks and newspapers as well as a judge at numerous journalism contests. In addition, she served as the school's UIL journalism events coach.

In 1999, she was elected as treasurer for the Texas Association of Journalism Educators.

Legends of the Fall

Catching up on details after a busy autumn season

Someone called the other day and asked for some information I had included in my last column. When I directed her to the column on the web site, she admitted that she'd seen it but that it was just so long and "ugggghhhh!"

I'm not really sure how to spell the grunt she emitted, but I definitely understood her meaning. I will try not to be so "ugggghhhh!" in this column, but some times important details are just flat-out dull. One can stir up just so much excitement about participation cards, selections on the music memory contest tape, and whether or not a campus has received the A+ Handbook. I think a column on rodeo clowning would be much more fun to write, but I'm not a rodeo clown and I don't work for a



Rhonda Alves
Assistant Academic Director

rodeo clown-related organization. At least not yet. I don't think the rodeo clowns would want me working for them; I'm pretty slow. A bull would get me the first time out of the chute. Some might even contend that I'm already "full of bull" but apparently this does not save me from the "ugggghhhh!" category.

So here goes with some long-winded bull....

District meets are occurring, and I am anxious to hear about them. Please call, email or fax comments to me. I'm interested in the impact early competition has on the quality of performances and the

quantity of entries. What problems occurred? Will you ever have a meet this early again? Do you have any hair left?

Our final fall UIL workshop for coaches and sponsors occurred recently at the University of Texas at Austin. This is the first year that UIL included sessions specifically for elementary and junior high coaches. We also conducted sessions at the University of North Texas in Denton, Sam Houston State University in Huntsville and the University of Texas Pan American in Edinburg.

I appreciate the contributions made by presenters, who for the most part were local classroom teachers. I think attendance will grow as more people are aware that free coaching sessions for elementary and junior high sponsors are offered at the annual UIL Student Activities Conferences (SACs). The name is misleading in that all EJC sessions are for coaches only, but I think we can be more effective by focusing on the needs of the adults at the workshops.

We offered six sessions at each SAC this fall, but I plan to add three more next year. Please get the word out to your peers, and let me know the type of sessions you are interested in attending. Don't forget to put the Capital Conference in Austin on your calendar for the summer. This two-day workshop, to be held June 29-30, includes sessions on coaching strategies, motivation ideas for

students and teachers, effective strategies for administering programs and much more.

I came back from the SACs with a lot of questions and ideas generated by participants. I heard no consensus on the idea of a two-year list for music memory. The cost of materials for the event does seem to be a big concern for districts, but no one liked the idea of a 3rd grader encountering the same titles in the 4th grade. Please let me hear your ideas on the topic. I don't want to "fix what ain't broke."

I heard a lot of favorable and some dissenting comments about the idea of adding a proofreading section to the spelling contest. The format would most likely be comprised of passages containing words from the spelling lists. In order to add a component to the contest, the number of words on the lists would probably be reduced from the current 60 for grades 3-4 to 50; from 90 for grades 5-6 to 80; and from 120 for grades 7-8 to 110.

A lot of concern was also expressed about the amount of time that occurs in the storytelling contest between the telling of the story and the performance of the last speaker. Some students may wait up to an hour before they compete, and this is a really long time for second and third graders.

The idea of a geography contest for elementary and junior high students was raised, and people expressed an interest in UIL articulating the specific subjects to be covered on the science tests.

In the ready writing contest, it was requested that elementary and junior high students be allowed to use a standard thesaurus and dictionary just as high school competitors are allowed to do. Contest rules cannot be altered without the approval of the Legislative Council,

which meets in June and October.

Please contact me with your ideas and suggestions regarding these and any other ideas you may have for elementary and junior high academic contests.

On that note, the Legislative Council met Oct. 15-16 in Austin. It is official: the Merriam Webster's Intermediate Dictionary will be the only official dictionary for elementary and junior high contests beginning with the 2001-2002 school year. Contestants may use any dictionary, but test writers will take material from the Intermediate Dictionary, and the test key will reflect page numbers from it, also. The Council also passed a rule changing the process by which the team score is calculated in the art contest. The current rules require that the highest team member's score count as 50 percent of the overall score. Beginning with the 2001-2002 school year, all team members' scores will count equally toward the overall team score. The philosophy for the change is that the new system will make the score simpler to compute and render each competitor's performance equally significant.

If your campus intends to compete in a UIL district meet, you need to return a participation card. "Ugggghhhh!" You may do this on-line at the UIL web site. The link is on the academics page. If you don't know if you are registered, please call or email me. If you do not already subscribe to the elementary and junior high listserv, please do so. Look for instructions on this page.

Best wishes for a successful UIL district meet and a great school year, and I apologize for any distress incurred due to the length and text of this column. It is possible that you just have heartburn.

Elementary/Junior High listserv good place to learn of rules, other UIL information

Step-by-step registration makes it easy for all to be involved

As the UIL begins to offer more programs and workshops for elementary and junior high grades, there is an increased need to keep teachers and sponsors immediately aware of upcoming events they may be interested in.

The UIL Elementary and Junior High Listserv serves such a purpose. This listserv gives UIL the opportunity to get information out to sponsors statewide instantaneously via e-mail. Additionally, it provides subscribers with an easy way to share questions, insights and issues with other coordinators around the state.

It is highly recommended by the UIL that all elementary and junior high coordinators and sponsors subscribe to the list.

HOW TO SUBSCRIBE

Subscribing to the list is free and easy, just follow these quick directions:

Send an e-mail to the address:

listproc@lists.cc.utexas.edu

In the message type ONLY SUBSCRIBE EJC COORDINATORS <YOUR NAME>

This message MUST be placed in the TEXT of the e-mail, not in the subject portion. Text MUST be written exactly as printed above, with no extra words or questions. You must send this e-mail from the e-mail

address that you wish to register for the list.

You will only be able to send e-mails to the listserv from the address that you register.

HOW TO POST TO THE LIST

Send any messages you wish to have posted on the listserv to:

ejhcoordinators@lists.cc.utexas.edu

This will send your outgoing message to all recipients on the list. By subscribing you automatically agree

- 1) Not to send jokes or other mass mailing not pertaining directly to the topic through the list.
- 2) Not to attack any individual personally.
- 3) Not to post any messages that could be considered advertisements for specific products.

HOW TO GET OFF THE LIST

Send an e-mail to:

listproc@lists.cc.utexas.edu

With the following request:

UNSUBSCRIBE EJC COORDINATORS

You should receive an e-mail confirming your registration on the listserv from the listproc within hours of sending your initial request.

If you have any further questions, feel free to e-mail Rhonda Alves at rsalves@mail.utexas.edu.

Don't forget to put the Capital Conference in Austin on your calendar for the summer. This two-day workshop, to be held June 29-30, includes sessions on coaching strategies, motivation ideas for students and teachers, effective strategies for administering programs and much more.

Invitational academic meets prepare students for actual contests

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

Dec. 16, 2000
Early HS - Early
Contests: LD and CX debate
Contact: Geneva Ethridge
phone: (915) 643-4593
fax: (915) 646-4061
e-mail: geba@gre.net

Jan. 12-13, 2001
Hamshire-Fannett HS - Hamshire
Contests: All UIL events except CX and LD debate (will feature tests "A")
Contact: Sheila Sachitano
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: johnterry@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. 13, 2001
Brackenridge HS - San Antonio
Contests: All UIL contests including CX and LD Debate; Computer Applications will not be offered; other contests including Spanish I-IV and video contests offered
Contact: Cindy Grauke
phone: (210) 533-8144 x3054
fax: (210) 534-9770
e-mail: cindygrauke@yahoo.com

Jan. 13, 2001
Midway HS - Waco
Contests: all UIL events including debate
Contact: Jim Seale
phone: (254) 666-5151 x209
fax: (254) 666-6523
e-mail: Jim.Seale@MidwayISD.org

Jan. 13, 2001
Pine Tree HS - Longview
Contests: All UIL events except debate (entries limited in some events)
Contact: Margaret Rhodes
phone: (903) 295-5031
fax: (903) 295-5029
e-mail: mrrhodes@pinetree.esc7.net

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. 19-20, 2001
Texas Tech University - Lubbock
Contests: All UIL academic events except hands-on computer testing. All speech and debate for both UIL and TFA.
Contact: Lynn Elms or Trent Webb
phone: (806) 742-1328
e-mail: lynn.elms@ttu.edu or llwebb@ttacs.ttu.edu
web page: http://www.texastech.edu/UIL

Jan. 20, 2001
Denison HS - Denison
Contests: speaking and debate only
Contact: John Terry
phone: (903) 462-7125
fax: (903) 462-7217
e-mail: johnterry@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: (361) 348-3587 x29
fax: (361) 348-2914
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. 20, 2001
Blanco HS - Blanco
Contests: All UIL speech and debate events
Contact: Russell Kirkscey
phone: (830) 833-4337
e-mail: kirkscey@moment.net

Jan. 20, 2001
Alpine Middle School - Alpine
Contest: Speech and debate events
Contact: Dru Heinatz
phone: (915) 837-7711
fax: (915) 837-7741
e-mail: dheinatz@alpine.esc18.net

Jan. 20, 2001
Alpine HS - Alpine
Contest: all academic contests
Contact: Dru Heinatz
phone: (915) 837-7711
fax: (915) 837-7741
e-mail: dheinatz@alpine.esc18.net

Jan. 20, 2001
Del Rio Junior HS - Del Rio
Contests: All academic events
Contact: Ruby Adams
phone: (830) 774-9332
fax: (830) 774-9320
e-mail: rubyjewel11@yahoo.com

Jan. 20, 2001
Bangs HS - Bangs
Contests: all academic contests including debate
Contact: Donna Peck
phone: (915) 752-6532
fax: (915) 752-7028
e-mail: donna.peck@netxv.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. 27, 2001
Premont HS - Premont
Contests: All literary events except Computer Applications and Computer Science
Contact: Irma Johnson
phone: (361) 348-3587 x29
fax: (361) 348-2914
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 jmprldy@hotmail.com

Feb. 2-3, 2001
Lindale HS - Lindale
Contests: All UIL academic and speech events
Contact: Janice Caldwell
phone: (903) 882-6138
fax: (903) 882-2813
e-mail: jcaldwell@lind.sprnet.org

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: wiatrekdfcisd.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. 3, 2001
Lufkin HS/MS - Lufkin
Contests: All high school academic, speech and debate events; middle school speech, math and science
Contact: Leeann Solice
phone: (936) 630-4399 for high school competition (936) 630-4444 for middle school competition

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: bnlp@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. 10, 2001
Wimberley HS - Wimberley
Contests: all literary events except speech events (Invitational B set used). Open to all 1A, 2A, 3A and 4A only
Contact: Bonnie Crisp
phone: (512) 847-5729
fax: (512) 847-7269
e-mail: boncrisp@hotmail.com

Feb. 10, 2001
Coronado HS - Lubbock
Contests: all UIL except speech and drama; also

includes Spanish and Economics
Contact: Jack Barton
phone: (806) 766-0600
fax: (806) 766-0600
e-mail: jabar49@lubbock.k12.tx.us

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: wrightrnj@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

March 3, 2001
Memorial HS - Victoria
Contests: all except speaking events
Contact: Rhonda Wilson
phone: (361) 575-7451
fax: (361) 788-9701
e-mail: rhonda_vhs@hotmail.com

March 3, 2001
Katy HS - Katy
Contests: All UIL except OAP, Computer Applications and CX Debate
Contact: Robert Powell
phone: (281) 396-6700
fax: (281) 396-6727
e-mail: rpowell@khs.katy.isd.tenet.edu

March 3, 2001
Fabens HS - Fabens
Contests: All testing events only (Set B tests)
Contact: Penny Jones
phone: (915) 764-2246
fax: (915) 764-4766
e-mail: pjones@fabens.k12.tx.us

Banquets bring eligibility questions to forefront

continued from page 15

or gifts are considered valuable consideration and are a violation if they are given to a student-athlete at any time.

3. Other. School athletic teams and athletes may be invited to and may attend functions where free admission is offered or where refreshments and/or meals are served, provided all students from that high school are invited to attend for the same fee and on the same basis as the athletes or the athletic team. Athletes or athletic teams may be recognized at these functions but may not accept anything that is not given to all other students.

Often times parents and booster groups want to provide meals or snacks for athletes after a practice or game. This would be a violation of the amateur rule because it is deemed valuable consideration. Other items that are considered valuable consideration and thus a violation of the amateur rule include, but are not limited to:

1. cookies, candy, and other gifts from other students, often referred to as goodie bags;
2. parties provided by parents or other students strictly for an athletic team;
3. anything that is not given or offered to the entire student body on the same basis that it is given to or offered to an athlete.

Gatherings of school athletic teams at parents' or patrons' homes require each athlete to contribute equally to any food or refreshment. The burden of proof is on the athlete, their head coach and the school if these occasions are questioned. No overnight lodging or sports instruction or practice is permitted.

Unfortunately, when overzealous parents provide food, parties or gifts to athletes, it is the student and school who suffer. The penalty to a student-athlete for violating the amateur rule, and accepting valuable consideration for participation in school athletics is forfeiture of all varsity athletic eligibility for one calendar year from the date of the violation. Valuable consideration is defined as tangible or intangible property or service including anything that is usable, wearable, salable or consumable. Salable food items or trinkets given to athletes by students, cheerleaders, drill team members, little/big sister, school boosters, parents of other students, teachers or others violate this rule.

The best advice for parents and booster clubs is to maintain communication with school administrators on all activities. Invite administrators to all booster club meetings, make sure administrators has a copy of all club publications, and finally, clear all activities through the administration.

The role of booster clubs should be to help enrich the school's participation in extracurricular activities. The fund-raising role of booster clubs is especially crucial with school budgets becoming increasingly tight. Money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion.

The UIL staff certainly encourages the positive support of student-athletes. At the same time, we want to make sure that the support being given is in compliance with UIL rules. Best of luck to all the teams remaining in the football playoffs and happy holidays!

Student rises from jeers to cheers

Gene Yoachum

Amarillo High School
ILPC Summer Workshop
June 2000

Editor's note: the following was written by an adviser attending the adviser's portion of the ILPC Summer Journalism workshop. The student could be any student in any school. As we approach the end of a semester and the beginning of another, remember your effect on your students.

Leroy wasn't a championship speller.

Matter of fact, he barely knew his ABC's. But for a few moments one afternoon, Leroy won the respect of his classmates in remedial English.

Leroy was a special education student in the days before most schools had special education programs. He was in remedial English because my high school had no other place for him.

Leroy's "essays" were composed of groups of letters made to look like words — gibberish, actually. My orders were to give Leroy nothing higher than a C.

One day, I had my remedial class involved in a spelling bee. The word "Cheyenne," however, so far had stumped everyone. Leroy was the only one left to try.

"Let's get another word. He can't spell it," shouted one student. "He can't spell anything."

The class erupted into laughter as Leroy sat stone-faced, trying to ignore the hurtful words.

"You want to try it, Leroy?" I asked gently.

Our eyes met. His sparkled as he considered his chances.

"I don't think I can spell it from here," Leroy said. "Can I write it on the blackboard?"

I turned his request to the class. Everyone else had tried the words while seated.

"Go ahead," hollered one student. "It don't matter. He can't spell it."

"Ready, Leroy?" I asked as he armed himself with a piece of chalk. "Spell 'Cheyenne.'"

Leroy was sweating visibly as his hand formed a crude C. Then came a shaky H. Then an E and a Y.

"That's wrong!" someone shouted. "I tol' you he can't spell."

Leroy paid no attention. The beads of perspiration had turned into a river of sweat flowing onto his shirt collar as he wrote and E.

Two N's and then Leroy paused. The critics were quiet. Everyone's eyes focused on the board. Leroy stood there still, chalk poised on the slate.

"Is that right?" someone asked, breaking the silence.

"No, no, man," another shouted as Leroy scrawled another E and placed his chalk on the tray.

Leroy pulled a handkerchief from his pocket and mopped his brow. He looked at me, a soft smile forming across his lips. His eyes danced a little.

"Well, man?" Someone yelled. "Is that right? Did he get it right?"

I nodded slightly and smiled broadly as I embraced a sweaty and proud Leroy.

Somebody started clapping and the rest joined in. Someone stood amid the applause. Then everyone was standing and clapping for Leroy, a student who had shown them a moment he would not soon forget and one I'll remember always.



photo by Jodi Miley, Henderson High School

Checking Spreads

Casie Crawford and Kim Giles of Henderson High School share spread ideas in their ILPC summer journalism workshop. Their class, "Beginning Yearbook," teaches students the basics needed to be on the yearbook staff. Part of the class involves learning the basics of yearbook design. The class was taught by Jo Anne Graham and Pam Smith. The girls' adviser is Neva Hand.

Ask The Director.....

Academics questions plague sponsors, directors, coaches

• **QUESTION:** I am getting ready to hold my district meeting for academic UIL. I need to clarify one of the rule changes to make sure that I understand correctly. Forcing or pressuring a student to participate in a non-qualifying event that causes them to miss a qualifying event is a violation of the Spring Meet Code. Thus a student cannot be forced to miss a UIL Regional competition in order to compete in a FFA Livestock contest but could be forced to miss the UIL Regional competition in order to compete in a district baseball game. Is this correct?

Answer: FFA is not a UIL competition so it would not apply. Forcing a student to miss the district meet in order to compete in an invitational track meet would. Pressuring a student to miss UIL regional to compete in a district baseball game would not apply either. The student would have to choose. If the game were non-district, it would apply.

The spring is a busy season, and baseball coaches have every right to expect that their players will be available for district games. If two district activities conflict — whether they're feature writing and golf, TSSEC and tennis, or baseball and one-act play — students will have to choose. Hopefully, coaches, directors and administrators can juggle schedules to avoid these conflicts.

When this isn't possible, the Spring Meet Code recognizes that district, region and state contests are more important than invitational or optional competitions, and the rule exists to eliminate the unnecessary pressures that students occasionally face.

• **QUESTION:** How stringently should the conflict pattern be applied at the district meet? I am specifically interested in how this relates to students who participate in Number Sense and wish to compete in events that have the same starting time but a much different length. Also I have Prose and Poetry students who wish to compete in Ready Writing. These students agree to read first in their rooms, enter the other contest late and abide by the time constraints of the contests already underway.

If these students should advance in both contests, could you please tell us how it would be handled at the Region and State levels? Would they be able to compete in conflicting events or would they need to choose one or the other event?

Answer: If students advance in contests that conflict, they will have to choose. Conflicts won't be broken at regional and state.

It is not possible to do prose/poetry and ready writing. If they win at district, they will be unable to compete in both at region. Ready writing is a two-hour contest and will run concurrently with prose/poetry at region.

Also, if you allow your students to compete in both, then other schools in the district will want to do so as well. Whose students will be allowed to go first?

Districts must not conflict Number Sense and Calculator Applications. It is possible to accommodate Number Sense (8-8:30), calculator applications (9-9:30) and computer applications (set-up 9-10, contest 10-11) at district, and I would have no objections to such a schedule if your district meet can accommodate it, but this may create problems at region.

• **QUESTION:** May a student who is ineligible by no pass, no play attend a student activities conference?

Answer: Yes. A student activities conference is an educational trip, not an extracurricular activity. It's not competitive. It's not open to the general public. There's no admission charge.

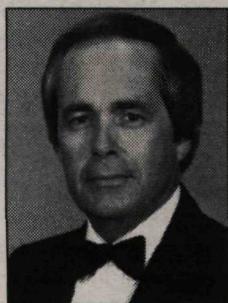
• **QUESTION:** Our district voted not to include One-act play points toward our district sweepstakes. Is this legal?

Answer: No. You can't vote to omit pole vaulting points toward the district track and field championship either.

—Bobby Hawthorne, UIL Director of Academics

Definition of 'sight-reading' brings plenty of questions about contest

The debate surrounding the issue of sight-reading is eternal. No other single topic tends to generate a more passionate exchange of ideas and opinions. As a result, not a single year goes by that proposals and/or complaints dealing with some aspect of the sight-reading contest do not surface.



Richard Floyd
Music Director

Much of this dialogue is driven by the broad spectrum of opinions that are embraced by members of our profession. What is sight-reading supposed to measure? How much instruction should the director be able to provide for his or her students? To what degree should the students be held accountable for making technical, rhythmical and musical judgements during the process? Should the contest demonstrate how the director and students interact to learn a piece of music or should the sole purpose be to have students collectively exhibit the level of musical literacy they have acquired as a result of daily instruction in the class room? The list goes on and on.

Do not fear. This article is not intended as a prelude to a new round of proposed changes in our current sight-reading contest format. Far from it. The inspiration for this comes from a recent encounter with the Harvard Dictionary.

While looking for information pertaining to a totally unrelated subject I stopped to reflect on what this reference volume has to say about sight-reading. Let me share a portion of that text with you. Beware! Some of these comments tend to challenge what we as directors do and how we do it. They do not appear here to sway anyone's beliefs but rather to offer "raw material" for thought and reflection.

Sight-reading. The ability to read and perform music at first sight, i.e. without preparatory study of the piece. Naturally, no finished result is expected in such performance, the aim being

to obtain or to give a satisfactory general impression of the piece. This type of playing (to exemplify on the piano) puts entirely different demands on the performer than the ordinary type of finished playing. Unfortunately, this situation exists not only among concert-pianist who can, perhaps, afford to neglect sight-reading, but also among numerous students and amateurs who greatly suffer from their inability to play or sing even the simplest piece without having studied it for weeks or months. Thus, in the course of years of study, they acquire nothing but a limited "repertory" and fail entirely to attain that broad knowledge of musical literature which is the precondition of all genuine accomplishments in the field of music. This is, no doubt, a serious fault of our present musical education, the blame for which lies with the music teachers, the majority of whom do not realize the importance of sight-reading and do not know how to teach it.

Let's look at these comments in reverse order. First, I genuinely feel that most music educators in Texas would take issue with this final statement. I do! In Texas we take sight-reading seriously. Sight-reading is viewed as an important part of our instructional plan if for no other reason than the fact that it is an integral part of our contest program.

This does mean, however, that sight-reading is often taught, not as a life skill, but rather as a specific process to prepare for the sight-reading contest - "teaching to the test" as some would call it.

While this is better than no sight-reading at all, in the final analysis the question that must be answered is, "Does the way we teach sight-reading actually prepare students to make musical judgements and read at sight in a fashion that will serve them well should they continue to seek musical outlets throughout their adult life?" Or, to put it another way, does the way we teach sight-reading guide students to think for themselves and provide them with the tools needed to read music independently?

I am not suggesting that there needs to be a universal answer to this question. As in so many musical debates there is more than one right answer. The important issue is that sight-reading is taught in a consistent, meaningful fashion intended to equip students not just to "make a one at contest" but rather to leave the public school music program musically literate and capable of reading music with ease and understanding.

Now, let's go back to the beginning. The first sentence of the Harvard Dictionary definition perhaps says more about the sight-reading contest and how we implement it.

According to Harvard sight-reading means just that, to read at sight. We of course have tempered that concept to include highly structured instruction periods intended to prepare the students for the sight-reading contest experience. I repeat. There is no right or wrong answer. However, each one of us should ponder whether or not we do the students a disservice when we do not allow them to demonstrate their collective ability to read independently without significant guidance from the director.

Finally, there is a message here about how we should judge sight-reading. The Harvard observes that no finished result is expected in a sight-reading performance, the aim being to obtain or to give a satisfactory general impression of the piece. We all know there are mixed opinions about what constitutes a Division I performance in the sight-reading room. Perhaps reflection on this single statement would be helpful to judges, directors, and students alike as expectations for what should happen in the sight-reading room are distilled.

Let me again stress that these comments are not intended to criticize existing procedures or to initiate change in what we currently do in the sight-reading contest. They are intended only to stimulate thought and dialogue about this very important component of our UIL Music Contest program. It is only through this kind of constant reflection and meaningful evaluation that we can continue to refine our programs and the kinds of musical and educational experiences that the music students of Texas so richly deserve.

Workshops prepare educators for 'exchange of ideas', purposes of judges, teachers

by Charlotte Eads
TMAA Orchestra Vice-President

Another school year has begun and already music educators across the state are thinking about and preparing for contest season. Those of us who will be judging contests are thinking and preparing as well. Whether it is accepting invitations to judge, arranging schedules, or simply planning our own classes for absences, UIL judges have a great responsibility.

I have been privileged over the last several years to conduct the Orchestra Adjudication Workshops at both the TMEA and TODA conventions. They have given me many wonderful opportunities to get to know and learn from an incredible group of educators: Texas Orchestra Directors.

These workshops have been an invaluable contribution to the judging of orchestra contests throughout the state. They have been a genuine exchange of ideas and a refresher course as to the purpose of our job as adjudicators.

Throughout these workshops, experienced educators have shared much knowledge and have rubbed shoulders with a new generation of quality judges.

They have reminded participants that expert evaluation is the goal of each judge, and that the enforcement of the rules of contest is not the responsibility of the musician judge, but of the contest chairman and UIL executives.

Throughout these workshops, experienced educators have shared much knowledge and have rubbed shoulders with a new generation of quality judges. TMAA adjudication workshops, in all areas, are great sources for Texas music educators to improve their craft.

Studying current in performance practices and literature should be a goal of each judge, and the workshop is

a tremendous place to begin.

I applaud TMAA for its continued and tireless efforts to further improve the standard of music adjudication in the State of Texas.

In February, I shall end my term as TMAA Orchestra Vice President. It is my hope that one of the many outstanding and experienced orchestra educators in the state will pursue this position. It truly is a rewarding job and I have learned as much or more than any participant.

In closing, I would like to thank all the orchestra directors who have attended a workshop and best wishes to each in your future judging endeavors.

TMAA
Constructive
Comments
Texas Music
Adjudicators Association

**ADDRESS TMAA
CORRESPONDENCE
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Executive Secretary
Texas Music
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Association
410 Coronado Dr.
Kerrville, TX 78028
830/792-5224
Fax: 830/792-5917

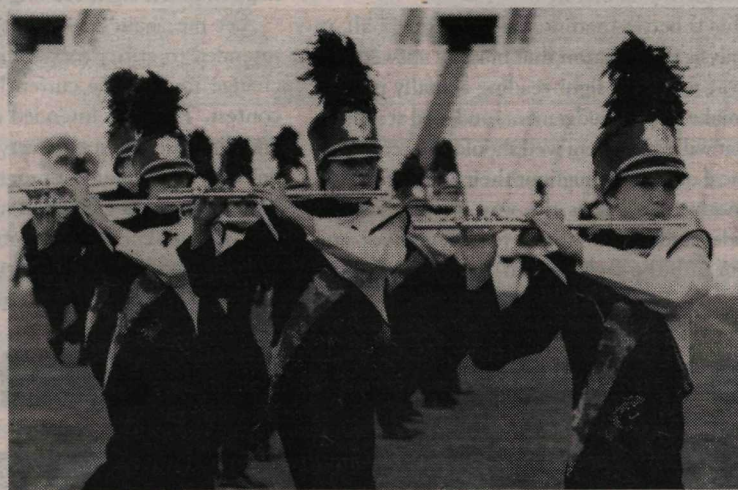
Complete concentration

Devoting her full attention to the instruments, a Langham Creek band member makes sure her performance enhances the overall presentation of the finals show. Her show helped the school place eighth in the state in the 5A marching contest.



Proud father

Graham High School assistant band director Dax Freeman directs to himself while his band performs during the finals of the 3A marching contest. Many directors assumed the role of second parent and express their pride in their "band family." Graham placed fourth in the 3A marching contest. The band director at the school is Kevin Heckaman.



Marching in a Row

Members of the flute section of the Haltom High School band do their best to grab the judge's eyes in their performance during the preliminary stage of the contest. Eight bands rather than seven advanced to the finals in 5A because of rules designated to accomodate judges' bias.

Concentration

Making sure his steps coincide with the music, this member of the Barbers Hill High School band works for a state-winning performance. Seven bands out of 21 in 3A advanced to the finals, held Nov. 6 in Waco.



3A Marching Band Contest winners -

- 1st place, Hidalgo HS
- 2nd place, Canton HS
- 3rd place, River Oaks HS
- 4th place, Graham HS
- 5th place, Brownfield HS
- 6th place, Aledo HS
- 7th place, Kirbyville HS

5A Marching Band Contest winners -

- 1st place, L. D. Bell HS
- 2nd place, Duncanville HS
- 3rd place, Churchill HS
- 4th place, Spring HS
- 5th place, The Colony HS
- 6th place, Leander HS
- 7th place, Berkner HS
- 8th place, Langham Creek HS



Masterful Salute

As part of their patriotic performance, members of the Burnet band salute the American flag in respect. The performance included the band, choir and flag team.

Celebration

After finalists were announced, members of the Duncanville band celebrate. The Duncanville band, who has become a traditional powerhouse in marching band competition, placed second in finals.



Best of the best 'play their hearts out'

Weather 'clears' way for successful marching band contest

What a difference a day makes!

The day prior to the state marching band contest rain was falling across most of Texas and there was more on the way. Even so every preparation was being made for the competitions to being Monday in Waco. It was agreed that the marching surfaces were not going to be a problem. Both Floyd Casey Stadium at Baylor University and the new Waco ISD Sports Complex offer state of the art fields. In addition the contest materials were ready, the judges tapes were in order and the trophies were on hand. Many bands had already departed for Waco.

The judges, too, were already arriving, but just in case, the services of a third panel comprised of highly respected Texas band directors had been secured to judge the AAA finals. Why? There 31 bands in the 5A preliminaries. That's seven hours and 45 minutes of bands to be evaluated, critiqued and ranked. The judging panel assigned this task could not be expected to be in peak form to come back and make the important decision leading to the crowning of a AAA State Champion two hours later. It seemed only fair to these AAA finalists to have a fresh panel to focus on the evening's performances.

Many of the adjudicators travelling from across the nation were at the mercy of delayed flights, missed connections and other weather related obstacles.

At 9 p.m. Sunday UIL staff was waiting on late flight arrivals into Austin while long distance conversations took place regarding one judge being diverted to Wichita, Kansas, and a second judge stranded in Fayetteville, Arkansas, because the DFW Airport was closed due to severe weather. The odds of getting everyone to Waco by 9 a.m. Monday did not appear good.

After countless phone calls and aborted options a plan began to emerge. Dale Warren from the University of Arkansas had found a flight that left the Arkansas Northwest Regional Airport at 5:45 a.m. It would deliver him to DFW at 6:55 a.m. He would rent a car and drive to Waco.

The plane that James Tapia from the University of Michigan was on finally got clearance to proceed to DFW Sunday evening. Because his luggage was already checked through to Austin there was no way to retrieve it. A late connection got Tapia to Austin at 1 a.m.. At that point he rented a car, drove part way to Waco, checked into a hotel long enough to get a few hours rest and completed his journey in time to begin judging Monday morning.

All ended well. The sun came out Monday morning revealing a perfect day for the contest. Each judge was at his designated post as the first bands were introduced. Fifty-two of the finest bands in Texas were on hand to display their talents and skills. Record crowds were in attendance. It was a true "Texas" day.—Richard Floyd

Top Band

After receiving the first place plaque in 5A, drum majors for L. D. Bell High School display their award with Dr. Robert Sloan, president of Baylor University, Dr. Will May, dean of the Baylor School of Music, and Richard Floyd, UIL Music Director.

The Beginning

Counting down to begin their preliminary performance, the drum major for Texarkana Pleasant Grove leads members of her band in the beat to begin. 3A schools held their marching band contest at Waco Schools Stadium while the 5A bands held theirs at Floyd Casey Stadium.



photos by Randy Vonderheid
and Brad Bean

Adding sports long process for both schools, UIL

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

SOFTBALL

Jennifer Fox,
Marble Falls

A wise person once said, "you can't be all things to all people."

It seems that today state associations, schools, school administrators and school coaches are increasingly asked to do just that. Each year, individuals come to the school board or UIL Legislative Council to ask that their sport or activity be added to the list of activities available to students participating at a public UIL high school.

Examples of these include water polo, rodeo, bowling, field hockey and gymnastics. While these are all worthwhile activities, they do not have the support of the Legislative Council or school superintendents. Decisions on additions of activities to UIL are difficult and the Legislative Council members and UIL staff members work hard to accommodate as many as possible.

When activities are added to the UIL, there are a number of questions and problems that may arise. Wrestling is a prime example. As we enter the third year of wrestling as an official UIL activity, there are some growing pains and some things are still unclear. What if a school does not have a wrestling program, but has students in the school who wish to wrestle? What do you do?



Mark Cousins
Assistant Athletic
Director

A couple of options exist. The school could institute wrestling as a club activity. In this case, the program would not be in a competitive district and could not participate in a district meet or advance to regional or state competition. However, the students could wrestle in invitational meets and get quality mat time representing the school. This is a good option for a school that may be thinking of adding a wrestling program in the future and allows the kids to gain some needed experience.

Another option is for the school to start a wrestling program as an official UIL activity. The question I most often get in relation to beginning a new program is how many students do I need to field a wrestling program? UIL wrestling includes 15 weight classes and a team can enter one athlete in each weight class at the district meet. However, there is no rule that says a school must enter an athlete in each weight class to participate. In reality, a school could have a wrestling team consisting of one individual. There are many cases statewide where there are wrestling teams consisting of less than five members.

If a school did not indicate they were fielding a wrestling program on their varsity acceptance form, there is a possibility to add the program later in the year. As with all activities except football, once the school decides to add a program they can get in a district. Once the school board decides to add the program, the school contacts the competitive district in their classification closest to their school and petitions for membership in the district. If the district executive committee (DEC)

gives majority approval, the school is added to the district to compete for full district honors. UIL simply asks that the chair of that DEC notify the League office so we can keep the alignment current.

New activities pop up every day. In today's society skateboarding, snowboarding and other things that MTV and the networks like to call 'extreme sports' are becoming increasingly popular. In 10-15 years schools may be faced with the prospect of adding such activities to those currently available to students. School administrators are faced with tough decisions daily on how to do what is best for all the students in their schools. Administrators must set priorities/goals, and implement plans or programs to reach those. Those priorities and goals may not meet the demands of all the students and parents of the school. But as that wise man once said.....

Batter Up

To Baseball Coaches: The National Federation of State High School Associations Board of Directors has approved a rule calling for narrower, heavier and more wood-like bats. Beginning in the 2000-2001 school year, the maximum diameter for the barrel of bats will be 2 5/8 inches, and the unit differential, namely the difference between bat length measured in inches and bat weight measured in ounces, will be reduced to minus 3. UIL plays baseball under National Federation Rules. Additionally, the National Federation rule requiring the catcher's helmet and mask to conform to the NOCSAE standard has been delayed for implementation until 2003.

Check rules before participating in tournaments

It's tournament time in Texas! Fall sports are headed for their glorious state championship finish lines and winter sports are dropping the green flag on their seasons. It is not only the season for cramming for exams for students, Thanksgiving turkey and eating more than is humanly possible, but it is close to the season for giving.

Winter seems to be the time schools get the travelling bug. Many schools will be taking teams to tournaments around the country.

Hold on before you pack your favorite toothbrush though. We need to discuss the sanctioning process.

Every team that wishes to participate in a tournament, whether out-of-state or in state, needs to remember a few things:

First, **make sure the event is sanctioned by the UIL.** If it is not, your school cannot attend the tournament. By competing you could be subject to possible penalties.

What happens if the tournament is scheduled for the holiday break? Be aware of the holiday restrictions that may apply. Those restrictions, as stated in the Constitution and Contest rules section 1206 (k): A school shall not conduct contests or practices, use school facilities, personnel or equipment during five consecutive days of December. Any organized or required practice will be a violation of this regulation. Schools may choose any five consecutive days including December 24, 25, and 26, with the following exceptions:

- (1) When December 26 falls on a Thursday schools may participate in a tournament game on December 26;
- (2) When December 26 falls on a Thursday, schools



Jane Teixeira
Assistant to the
Athletic Director

must still follow a five consecutive day restriction, including December 24 and 25;

(3) No practice shall be permitted on any of the five consecutive days;

(4) Travel will not be permitted on December 25;

(5) Travel is permitted on December 26 if a tournament game is scheduled on December 27; however, no practice shall be permitted on the 26;

(6) A team that has a game on December 23 could travel home on December 24 and still be in compliance with this section.

It is your responsibility to figure out how you can be in compliance with the holiday restriction rule and schedule that long bus ride to the tournament.

You also need to be in compliance with The Sunday Prohibition Rule.

Looking through your registration forms, you see meals and lodging are provided by the tournament sponsor. All meals and lodging being provided has to be pre-approved by the administration. You need to call the tournament director and ask them to send you information on the meals and lodging for approval by your administration.

Time passes and it all seems to be coming together. Your team is looking good and is on a hot streak. The day is finally here for your trip to the tournament. You arrive on Saturday and check your team in at the registration table. They hand you a packet and some t-shirts for the kids. A red flag shoots off in your mind, What do you do?

Remember the slogan "Remember the Alamo?" Well, Remember the Amateur rule. The amateur rule is probably the most violated rule at tournaments. Section 441 states (in short): *student-athletes in UIL schools may only accept symbolic awards (medals, trophies, plaques, etc.).* Student athletes in UIL-member schools may not accept anything of valuable consideration for participation in extracurricular activities (other than symbolic awards). **Valuable consideration is defined as anything that is wearable, usable, consumable or salable. This includes**

T-shirts, event programs, and toiletry items. Unfortunately, you cannot accept those t-shirts or even the polo shirt they gave you.

"Why can I, the coach, not accept these items?" Section 481 of the Constitution deals with gifts to coaches or sponsors. Plainly stated coaches in grades 9-12 may be suspended if they accept money, product or service for entering their student(s) in a contest or other activity. Here are some examples:

(1) The T-shirts, polo shirt and shaving kit are part of the entry fee. Since the school paid the entry fee out of the team's activity account technically those items are the school's. The student-athletes, administrators, chaperones and coaches can pay fair market value for those items to either the tournament or the school. You cannot receive those items at less than what it would cost an ordinary person not affiliated with the tournament to purchase.

(2) A parent decides to pay for them and then give them to the student-athletes. Everyone still needs to pay the market value of the items.

(3) The tournament sponsor provides free hamburgers to the participants. Again, you would need pre-approval from your school administration on this one. It is an interpretation of the State Executive Committee of Section 441 (b) (3) in regards to meals for athletes: Meals may be provided in conjunction with competition scheduled away from the home school provided your school was donated the food from the tournament.

As you return to the bus, the student athletes see you coming and immediately get out their money and pay you the value of the t-shirts. Don't forget you add in your money and then you pay the tournament or your school. The bus begins to drive away and you turn to see the gleam in their eyes at the new t-shirts they have paid for, your new spiffy polo shirt and shaving kit. In the end you go on to win the tournament, avoid violations, and return home victorious (emotionally, athletically, morally).

Come out, come out wherever you are

Inadequate recruitment of officials should be addressed by UIL, schools, coaches

Let's make this simple — we have a shortage of officials across the state in every team sport.

In a survey compiled by the UIL in September 1999 officiating chapters from each of the six-team sports reported a severe shortage. These chapters indicated they would need over 3,000 officials to adequately cover the games necessary to service schools.

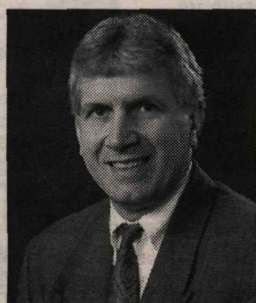
Placing blame and pointing fingers does nothing but cloud our ability to solve this problem. The fault lies at the feet of the UIL, the Texas Association of Sports Officials (TASO), individual officiating chapters, individual schools, coaches, players and fans. There is no simple solution to solving this problem. What is clear is that it will take the efforts of all parties involved to solve this major problem.

Let's first address the problem beginning with the UIL. It is important to realize that member schools make the rules governing the selection of officials. Historically the two schools involved in a contest must agree on the officials assigned. Coaches have the ability to scratch officials and entire chapters if they desire. Thus, a varsity game should never begin with officials who are not agreeable to both coaches.

This complicated process does present a dilemma for officiating chapters. An official making a judgement call against one school can find himself and perhaps the entire chapter scratched for life by the offended coach. Therefore a quality official is penalized for doing his job.

Complaints from officials about the UIL process range from the scratch policy, fee schedule, and timeliness of pay and selection of officials for playoff games. The UIL Legislative Council has authorized the formation of a Study Committee regarding these concerns.

This committee will consider all of these issues during their deliberations. Other topics of discussion include assignment fees for local chapters, requirement of three-person crews in basketball, elimination of scratch privileges for coaches who have been ejected and fines for coaches who scratch officials who have already been



Charles Breithaupt
Athletic Director

agreed upon.

TASO has also been criticized by its own membership for its failure to lead local chapters in the recruitment, education and retention of officials. It is certainly the responsibility of this organization to assist chapters with the recruiting and education of its members. It is the responsibility of all involved to retain the officials we have in place.

The TASO Board of Directors is currently in the process of hiring a new director. This new director will certainly be challenged to answer these charges from the membership of each TASO division. An aggressive recruiting plan should be implemented. This plan could include ideas such as the reduction of fees for new officials, print and electronic media contacts to advertise the need for officials statewide, rebates for chapters who recruit new officials and the establishment of an affiliate division that encourages high school students to become involved in officiating.

In the area of retention TASO should place itself in a position of advocacy through a support system for officials who have been physically and/or verbally abused. Reportable incidents should be forwarded to TASO and acted on by the UIL. TASO needs to continue to work with the UIL staff to improve areas of concerns from the TASO membership such as pay, selection process, etc.

The training programs done in individual chapters is generally the best training available. TASO should continue to support the efforts of the local chapters and provide regional training at no cost to the official for educational points in each sport. The development of training videos and hiring consultants to assist with training will insure officials have consistency in education.

Coaches claim to be unhappy when officials fail to show up for assigned games. They become incensed when officials will not communicate with them before or during a contest. Coaches also complain about the lack of effort put forth by a small majority of officials. Finally the coaches find fault with officials who fail to remember their assigned task — to officiate the contest.

Schools complain again whenever local chapters assess them a fee for assigning games. School administrators also come under heavy criticism, through no fault of their own, whenever officials fail to show for a contest.

On the other hand officiating chapters are some-

times unable to meet the requests of coaches who choose to scratch officials at a late date. Chapter secretaries find it difficult to meet the demands of coaches. The cost of time and money in dealing with scratches and reassignments are major concerns to individual chapters.

Schools come under attack when they fail to properly protect officials. Officials have complained about insufficient security and the lack of a designated administrator. This lends itself to verbal and possibly physical abuse by spectators and coaches. Officials are also displeased with inadequate dressing facilities and late payment of game fees. They are also unhappy when schools fail to notify them about cancellations and time changes.

While each group has legitimate concerns it must be noted that the lack of quantity and quality in officiating threatens the very essence of our activities. Without quality officiating, our programs will be unable to improve. We must make a concerted effort to solve these problems. Before the UIL study committee convenes, here are a few ideas for school administrators, coaches and the UIL staff.

1. Provide officials with accurate game time and site information.
2. If changes are made to a schedule notify the chapter secretary as soon as possible.
3. Provide safe parking for officials.
4. A designated administrator should greet officials and escort them to their dressing facilities.
5. Provide facilities with a shower and towels. These facilities should be private and secured.
6. Gather information from officials regarding payment. Acknowledge payment process prior to game.
7. Provide refreshments at half time and following the game.
8. Treat all officials with courtesy and respect before during and after the game.
9. Following the game see that officials are escorted safely to their dressing area and back to their automobile.
10. Do not allow coaches, players, fans or media into officials dressing area.
11. Report any incidents involving abuse of officials directly to the UIL.
12. Pay officials as soon as possible following the game or match.

Schools should over-emphasize the importance of these aspects to middle school and junior high coaches. School administrators need to be intolerant of misbehavior of coaches toward officials during these games. Generally the least experienced coaches work at the junior high level. They often find themselves in games officiated by the least experienced officials. This is a time bomb waiting to explode unless coaches remember they are in an educational arena.

Administrators need to remind all coaches about their level of influence in this area. Players and fans can be incited toward poor behavior that can be disastrous for all involved. Coaches must remember that time spent criticizing officials is time they are not devoting to coaching their team. Very few coaches can be successful at both during a hotly contested game.

The number of incidents and ejections involving coaches has been reduced each of the past two years. Coaches and officials alike have learned from the COPE initiative and have recognized the human elements of competition. Expressing the tenets of good sportsmanship to players, booster clubs and fans should be a part of every school program. This should assist in the recruitment and retention of officials across the state. Failure to do so will most certainly create a more pronounced shortage in the quality and quantity of officials.

CORRECTION

In the August/September issue of *The Leaguer*, an article appeared regarding the Dodge Lone Star Cup. The article stated that San Antonio Churchill had won its first Lone Star Cup. Actually, this was the second Lone Star Cup awarded to Churchill High School. Churchill received the Lone Star Cup in 1998, the first year it was awarded.

The UIL apologizes for this error.

Playoffs bring thoughts of rewards

'Valuable consideration' defines what participants, may, may not receive

With the volleyball playoffs over and the football playoffs in full swing, it is an exciting, yet hectic, time of year. With all of this excitement comes a barrage of phone calls from eager and enthusiastic parents who want to reward and honor their players for a season of hard work, dedication and commitment.

It is understandable for parents and booster clubs to want to share in the excitement generated by the playoffs. However, it is important to keep in mind that there are strict rules regarding booster clubs and their role as it pertains to student-athletes.

In a nutshell, booster clubs cannot give anything to students, including awards. Booster groups, parents or



Rachel Seewald
Athletic Coordinator

individuals may donate money or merchandise to the school with prior approval of the administration, but they cannot give anything directly to a student-athlete or team.

Parties for athletes are governed by the following State Executive Committee interpretation of Section 441: VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

1. Pre-season. School athletic teams may be given no more than one pre-season meal, per sport, per school year such as a fish fry, ice cream supper, etc. provided it is approved by the school and given by a nonprofit organization, usually the booster club, before the team plays in its first contest. It may be given after a scrimmage.

2. Post-season. School athletic teams are limited to no more than one post-season meal or banquet per sport, per school year, and it must be given by a nonprofit organization and approved by the school. Banquet favors

continued on page 9

ONE ACT PLAY

Correction to Official Notice:
1033 (c)(1)(G) Incidental Music and Sound — Not "Additions to the Basic Set"

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.

CRISTOVAL HS

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

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 on the UIL web site.

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.

EL PASO BURGESS HS

The State Executive Committee suspended Jessica Davis, El Paso Burgess High School, from coaching/sponsoring any UIL activities through October 10, 2003, issued a public reprimand to Burgess High School, and placed the school on probation through October 10, 2001 in all UIL activities, for allowing an ineligible student to participate in district, area and regional one-act play competition.

HUNTINGTON HS

The District 20-AAA Executive Committee issued a public reprimand to Huntington High School and placed the school on probation through October 30, 2001 in all UIL activities, for unsportsmanlike conduct (violations of the ethics and sportsmanship codes).

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	