

Leaguer

Sponsor Excellence recipients show outstanding work in educational field Bell Ringers

Sixteen University Interscholastic League (UIL) sponsors of extra-curricular activities, including nine in academics, three in athletics and four in music, have been selected as winners of the 2000 UIL-Southwestern Bell Sponsor Excellence Award.

A panel of judges representing the areas of music, academics and athletics selected the 16 winners from nominees submitted by school principals and superintendents statewide.

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

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

"The benefits of interscholastic compe-

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

The UIL-Southwestern Bell Sponsor Excellence Award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, who has been a director of the Cain Foundation since 1955 and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

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

The UIL-Southwestern Bell Sponsor Excellence Award recipients for 2000 include:

Todd Baker Clarendon High School

Baker has been a band director for 10 years, seven at Clarendon. In his seven years at Clarendon, the band has grown from 15 percent participation to 60 percent participation. The band, too, has progressed from a third division band before Mr. Baker's arrival to a Sweepstakes band.

"The total success of our school can trace its extracurricular successes back to the beginning of Mr. Baker's program," Clarendon principal Larry Jeffers said. "We are a small school that shares students among all programs, and success has bred success. (Baker) has not only produced a first division band but also first division students."

Competition, not winning, is a basis of Baker's philosophy.

"For years the 'standard' has been set by other bands in the area, but the competition was within our own band," he said. "The program grows, and more success is achieved as a result of winning the competition in our band hall — not by beating other bands. The best part is this also makes band fun."

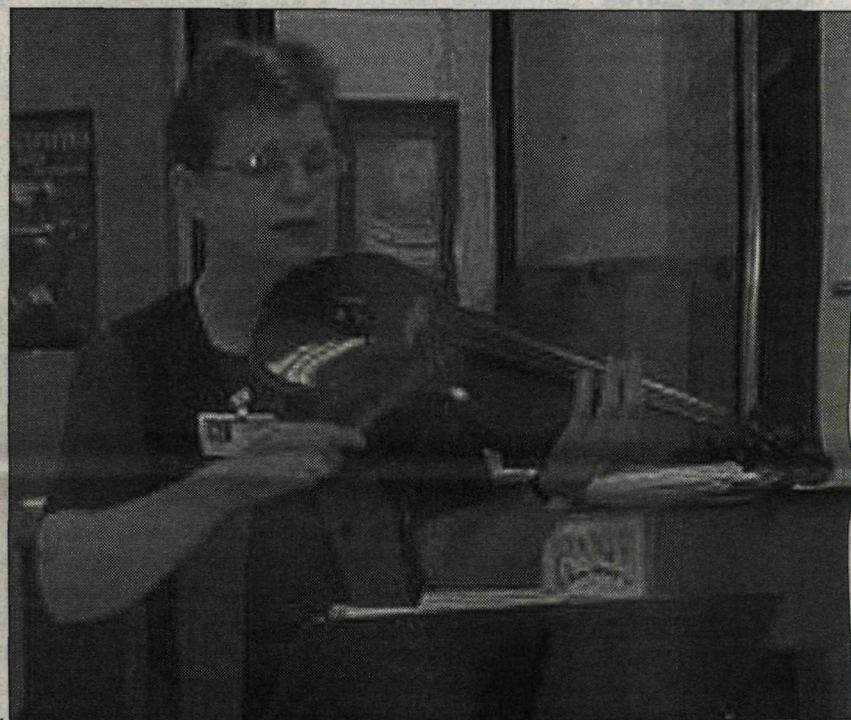


photo by Pat Gathright, MacArthur High School

Roxanna T. Calley La Grange High School

Since beginning as a junior high teacher some 33 years ago, Calley has sought out extra-curricular competition for her students every year. She began coaching literary events for eighth graders in 1968 and discovered that academic competition was an unequalled way to motivate and extend students' knowledge of their subject matter. Since her start, her students have placed at all levels of district, region and state, in spelling, journalism, ready writing and literary criticism. She makes sure each student is prepared for the contest and will travel two to three hours to make sure a student in literary criticism can see a play under that contest's drama selection.

"I celebrate all that my contestants have learned in preparing for their contests," she said. "Every win at district, regional and state builds my students' self-concepts and extends the goals they set for themselves."

Her principal understands the dedication Mrs. Calley has, noting that she not only teaches English IV and Creative Writing, but sponsors UIL events and the Na-

Tuned to Perfection

Dr. Jan Garverick tunes a viola before the start of her beginning orchestra class. In addition to her orchestra classes, she teaches a section of music theory as well as her UIL duties. Dr. Garverick, a recipient of the Southwestern Bell Sponsor Excellence Award, taught the first middle school orchestra program in her school district and has continued that excellence to her high school career, winning 12 consecutive Sweepstakes awards at UIL Orchestra Concert/Sightreading contest.

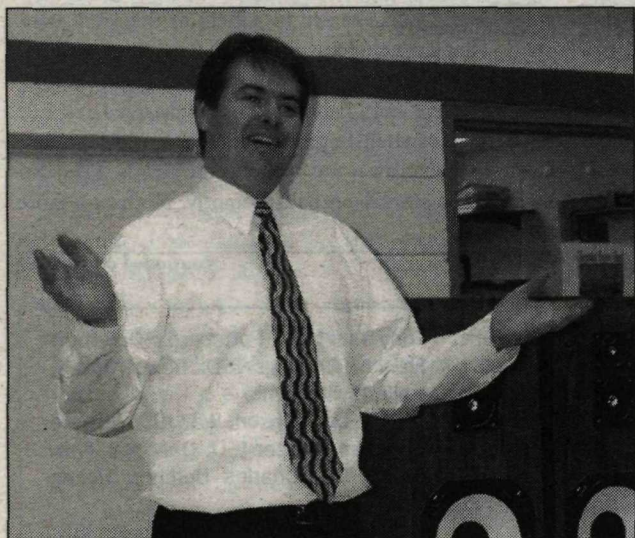


photo by Sarah Kidd, Clarendon High School

What Happened?

Clarendon High School band director Todd Baker questions one of his band members where a certain note was during the practice. Baker has been named as a Southwestern Bell Sponsor Excellence Award recipient. As a band director in Clarendon, Baker's organization has grown from approximately 15 percent participation in the school to over 60 percent participation.

Shortages of judges, officials becoming acute



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Obtaining qualified judges and officials is a constant challenge for schools. As the number of activities increases, demand for more officials increases. While the problem exists in music, speech and other fine arts, it is becoming painfully visible in athletics.

There is a shortage of sports officials in Texas.

Most Texas Association of Sports Officials (TASO) chapters are hard-pressed to have enough officials just for high school varsity games. The problem is particularly acute in basketball. It is not uncommon for junior high and sub-varsity games to be officiated by volunteers — interested local citizens, high school and junior high coaches, college students and sometimes, from spectators or parents.

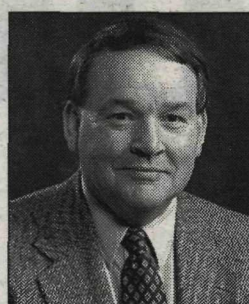
Why is there a shortage? Unlike the steady stream of young athletes coming from junior high to high school and the supply of coaches from college to teaching, there is no pipeline of supply for officials.

In every state, administrators are witnessing a declining number of new officials to replace those who "hang it up" or simply get tired of low pay, difficult hours and abusive treatment from fans and coaches. Other inhibiting factors include unsportsmanlike behavior from players — a result of the "me first, I'm number one" prevailing societal attitude; disrespect by coaches and fans that often turns ugly and threatening; and younger people coming into officiating often draw games with lesser-skilled players and neophyte coaches. Too often this is enough to drive the strongest personality away from officiating. Imagine what it does to a gentler soul.

There is a matter of money. A typical college student could pay as much as \$400 for a basic umpire's uniform, protective gear, etc. Additional cost includes rulebooks, clinics, and registration fees with a local officials organization. That first year it is difficult to show a profit.

To make matters worse, college and professional games bring terrible role models in players and coaches. As youth observe the antics and whining of these highly paid professionals and scholarship collegians it becomes apparent that officials are not held in high regard.

The sports world has legitimized talk radio and color commentators who literally critique and second-guess officials at every turn. The average listener believes this second guessing — believes coaches need to get technical fouls to "work the officials." This attitude carries over to high school sports. It is definitely not "cool" to



Bill Farney
UIL Director

officiate.

It takes sacrifice, courage, family support, good health and vitality, maturity, patience, ego (but not too much), a sense of humor, love for the game and high regard for young people, impartiality, and knowledge of rules and officiating mechanics.

If married, a loving spouse who doesn't mind being alone a lot is a blessing. If single, a realization that social time must be scheduled between games is a fact. If officials want to be liked they are in for a shock. People, especially coaches, hold grudges for years after their team has lost an important game on a close call.

A climate must be constructed to encourage more people to take the opportunity to officiate.

- School administrators must cooperate with statewide organizations to support the proper goals and working conditions for officials.

- Coaches must control their wrath. It rubs off on their players. Stop blaming officials for everything that goes wrong. Be objective in criticism. Criticize the call, not the person. Don't label an individual as "sorry" because of a bad call. As a coach you don't always make the right decisions or use the best strategy. If you continue to berate officials and blame them for your team's poor performance, it will not take a rocket scientist to discover that some of the fault may be yours.

There is a way to communicate when officials do not do their jobs properly. Use those channels. As you do for your players, do also for the officials. Seek honest methods of critiquing that may produce improvement. Constant criticism and anger will not bring about better performance. Surely, there is something good to use as a starting point. Find it and use it.

- Players in whatever sport must adapt in each contest to different officials. It is you who must adjust, not them. If you are called for holding, don't hold again. If you don't think it was a foul, that's not important. What is important is the official called it the way he saw it. You are not going to win an argument with an official.

Don't whine. If an opponent is doing something illegal, tell the official. Don't harp on it if the infractions go unpenalized. Do your best under the conditions of the game. That is part of being an athlete. Don't run home and tell your parents how the officials "took it away from us." Be mature and steadfast at getting better at the game.

Begin officiating youth sports. This will give you insights into the game and will provide a service for your community. You will find how difficult it is to officiate, to see all that goes on and make split-second decisions in emotional situations. You will learn how to take criticism and hold your tongue. You will not please everyone.

- Parents — yell your heart out. Stomp and scream, and yes, disagree. Voicing objections is part of the game.

Crying out "you stupid idiot" is not a positive part of the game. Frustration reveals character. Too often parents scream at athletes and coaches, "Get your head in the game," or "you're stupid." This doesn't help. Screaming at officials won't help either. It just raises your blood pressure, angers other parents and fans, and assures your mother-in-law that her worst pre-marital concerns about you were not unfounded.

Never, never, never confront officials before, during, and especially after a game. This will lead to your banishment from future games and could penalize your team and school. Your admission price entitles you admission to the game. It does not give you the right to berate players, coaches or officials. Abide by sound standards of behavior.

- In most discussions it is presumed that officials do not need to change their ways. I strongly disagree. There are many disgusting habits and actions that need to be omitted from officials' repertoires. Be on time. Dress properly. Know the rules. See it before you call it. It is far better to explain why you did not call something that happened than to explain why you called something that did not happen. Do not socialize with coaches and fans. Be courteous, but refrain from joking around with either coach prior to or during the game. This only leads to the perception that you might be partial to one team.

Get off the field or court after the game. Go directly to the designated area. Do not stop. If you are detained, it will only cause problems. Don't try to explain anything to anyone. A losing coach is not rational. Allow for a cooling off period of at least one day. Give the coach an opportunity to see the film.

Take younger officials under your wing. Give them wisdom. Talk about how to avoid problems and handle situations. Transfer the love of the game. Help them see the big picture and know the service they provide.

When you attend a game as a spectator, don't criticize on-the-floor officials. You will have the opportunity. Let it pass. To do so is unprofessional because it validates negativity in your profession. Do unto others....

Do not discuss how bad or sorry some coach is at a particular school when you are with other officials. Reporting ejections and penalties to coaches is a professional duty that is handled within specific procedural guidelines. Coaches need to adhere to the same standard. That way everyone starts fresh each game with few preconceived ideas about one another. I am getting idealistic here, but I believe none will disagree in spirit.

Schools can help by providing directions, facilities to dress, and safety measures for working officials. They can see to it that officials are paid promptly. Nothing is more

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Academic competitions bring out best in students, helps showcase top teachers

Chris Smith teaches history, economics and assorted other courses at S&S High School, a few miles north of Gainesville. He also coaches the school's current issues and events team, and he's good at it. His teams have advanced to the State Meet the past eight years and have won an unprecedented seven straight state team titles. If he were coaching soccer or tennis, he'd be all over *USA Today*.

As it is, Chris and his students have instead made the *Weekly World News*. You've seen it on the racks near the checkout stands at the supermarket, blaring headlines like "Is two-headed space alien baby an omen of doom? Horrified mother says 'YES!'"

Chris' students love the *Weekly World News*. They show up at State each year, wearing WWNT-shirts. And the bulletin boards in Chris' room are layered with choice WWN stories like "Spider girls saved from mob — by Siamese twins' ghosts." In the corner, Chris has a life-size cardboard poster of Sarah Michelle Gellar, the hot babe who plays Buffy the Vampire Slayer. She's there each day as he attempts to explain life in the Middle Ages to sophomores, and while he puts his CI&E squad through the rigors of his flash-card grilling. It's a warm and inviting billet in a safe and nurturing school.

Chris is fortunate. His students come from solid, middle class families that believe in hard work and know that nothing good comes easy, except perhaps for the glorious late-winter sunsets.

Of course, the Sadler community is lucky as well. Chris could probably triple or quadruple his salary in the private sector at the drop of a hat if he were so inclined. His administrators provide him with the tools necessary to compete, support his program and count among their blessings having on their faculty Chris, one of this year's winners of the UIL/Southwestern Bell Sponsor Excellence Award. Walk into the front doors of the high school and you'll see almost as many trophies and newspaper clippings for academic competitions as you will for sports, music or 4-H. Chris' kids won a bunch of them.

Texas has a lot of schools like S&S, lots of teachers like Chris Smith. It needs more.

Who knows what will come of all the swirling political rhetoric about education. President Bush says it's at the top of his agenda and has challenged Americans to improve their schools before "ignorance and apathy claim move lives." Gov. Perry has placed education first on his plate, too. And poll after poll of Americans taken before and after the presidential election claim education and health care are their primary concerns.

What all this means is as fuzzy as a Stonewall County peach. As an inveterate newspaper clipper, I've saved a stack of articles related to education, the overwhelming majority of which focus on the lowest performing schools and students. Even articles regarding acute teacher shortages and/or proposals to change teacher accreditation ultimately boil down to statewide standardized testing and its concomitant political fallout.

I'm the first to agree that all students need to possess basic skills: the ability to read and understand an editorial, to be able to respond to it intelligently, to be able to add, subtract, multiply and divide, and to know a little about this country's history and freedoms, particularly compared to the rest of the world's. They need to appreciate the Bill of Rights and the Gettysburg Address



Bobby Hawthorne
Academics Director

and know the fundamental difference between the Theory of Evolution and the Theory of Relativity.

For some students, this may be asking a lot. But for many others, it barely scratches the surface of their potential, and today's obsession with minimum standards risks shortchanging gifted and talented students. Too often, parents and teachers assume that because these students are bright and self-motivated, they need no help navigating their way through high school, even though teen culture is unrepentantly anti-intellectual and anti-elitist. I don't see that changing any time soon.

And given today's political realities, passing TAAS and earning one of those recognized or exemplary banners to hang in front of the school may be as high as the bar will go in a lot of schools. Meanwhile, bright kids are bored stiff. They live in an age of high-tech instant gratification that abuts a culture of idiocy and social pathology. Witness: the XFL and Temptation Island. They listen to the worst vulgarities from Eminem and his ilk on their way to school, then encounter well-intended adults who have pulled *The Diary of Anne Frank* off the library shelves because a concerned parent complained that the book is about sex. No wonder N'Sync doesn't seem all that weird to them.

Of course, it's equally strange to be a teacher. They're idealistic, compassionate, committed. They're prepared to work for less money than they deserve. But most feel put upon and scapegoated. In a recent trip to East Texas, I stood in line at a Dairy Queen behind a yokel who blamed Texas' education problems on the "powerful teacher unions." Jeez.

Teachers want to teach, not drill and kill. They want to work with students who are eager to learn. They want to develop close relationships through profound experiences. This is where the UIL comes in.

For many schools, the UIL academic program is their talented and gifted program. Many other schools compete in UIL as well as spelling bees, citizen bees, science fairs, history fairs and other sundry activities. And then, of course, there are those schools that participate in academic contests with all the enthusiasm of a well-educated ticket-taker at a tractor pull.

They either believe that academic competition is unhealthy, that losing might damage their students' fragile egos, or they're cool with it philosophically. They just can't scrape together the cash for academic contests, a claim that strains the limits of believability. At last July's Capital Conference, we surveyed teachers regarding their stipends. Sixty-four of 90 said they were paid a stipend to serve as campus academic coordinator. One received as little as \$150 per year. One coordinator said she received an additional 10 days to her contract and an hour-and-a-half conference period every other day.

The average stipend for a 3A campus coordinator was \$1,095. The average for a 5A coordinator was \$1,470. The average stipend paid to coach a UIL event in Conference 2A? \$341 per event. In 4A? \$477. Put in 70 hours at KFC and you'll earn that much or more.

One or two said coaching UIL freed them from cafeteria, hall or bathroom duties. Another said she receives a favorable class schedule so that her UIL math students were together one period per day, every day. But 15 said they received no stipend or other consideration.

Let's face it: few of these educators are driving new Ford 150s based on the money they earned coaching or coordinating UIL academics. I have a good friend who a few years back made more money coaching sub-varsity softball than for coaching four UIL academic contests and advising the yearbook and the student newspaper combined. She wasn't bitter. She loved teaching, coaching and advising. But the irony is hard to miss.

It's a cliché to say that teachers consider education a calling, that they want to contribute to the commonwealth. I've found it to be almost universally true among UIL academic coaches. Sure, we have plenty of those who take their \$200 stipend and hope three of their best students show up on the Saturday of the district meet. But they're the exception. In Texas, schools almost always get far more than they paid for.

"The joy of working with truly bright and gifted students is still my reward," one teacher wrote.

She added, "I know I'm a sap."

Another stated, "I am fully aware that good teachers cannot be compensated adequately. However, I do feel that the hours after school and on weekends should be compensated in some ways."

Absolutely, they should. I realize funds are scarce, that schools are under tremendous pressure to raise test scores and jump through all kinds of legal and political hoops. These efforts should not come at the expense of

the best and brightest students, who stand to benefit from participation in extracurricular activities every bit as much as athletes and musicians. According to a long-term study of more than 1,000 Michigan sixth graders, students who compete in academic contests do better in high school and beyond than students who don't.

Perhaps they might have anyway, but it's dangerous to assume that the bright students will survive, even thrive, without additional inspiration or motivation, that the "leave no child behind" dictum doesn't apply to smart kids because they'll get along just fine. They'll learn to compute, analyze, organize, interpret, think critically, solve problems and persevere. They'll learn to acquire information and form new opinions and judgments independently. They'll learn composure both in their writing and speaking. They'll learn to win with humility, lose with grace. They'll acquire intellectual curiosity that leads to a lifetime of learning. Somehow, they will find a place in the world, perhaps in the theatre, in a science lab or on a daily newspaper staff.

They might. But is it worth taking that risk? This I do know: These bright young men and women need teachers like Chris Smith, Pam McWilliams of Longview and the other UIL/Southwestern Bell sponsor excellence award recipients. They need outstanding educators like Roy Murrell of Stafford and Jeanell Cole of Bridgeport to inspire them to participate fully and deeply in academic contests, to encourage them to invest their free time between classes and after school honing their writing skills, researching federal policy on weapons of mass destruction and crunching geometric problems that would stump many university engineering students.

Because it is our best investment. Students who participate in UIL and other academic activities lay a foundation for a lifetime of success. Teachers who are given the time, resources and encouragement to work with these students, to help them grow and mature, are more likely to be career educators. As another sponsor excellence award recipient, Roxanna Calley of Sugar Land Dulles, noted, "Although winning is a goal, it is not the ultimate goal. Their journey in studying for and participating in the competition has provided these young people with a foundation for success that will remain with them the rest of their lives."

Why every school administrator and board member in the state doesn't appreciate this, I'll never understand.

"The joy of working with truly bright and gifted students is still my reward," one teacher wrote. She added, "I know I'm a sap."

Meeting Goals

Coaches must hold to standards for teaching ethics, character if they expect students to follow rules

As my colleagues and I travel to different conventions in an attempt to meet with as many UIL academic advisory committees as possible, I've grown accustomed to the "buzz" words that have captured our imagination for convention themes. We seem to be in to ideas like "engaging" and "connecting" our students. I'm all for getting students involved. I've always felt that if teachers could be lucky enough to discover the special talent of each child, all students would connect with us and engage in academics to meet the standards that we put before them.

However, when I sat down to assist our staff in redesigning our academic web page, I was asked to write a brief overview of the purpose of our UIL speech and debate contests. A simple task—all I had to do was fall back on the opening lecture I annually delivered to my beginning speech students about how speech communication would be the most important course they would ever take in their life. After all, speech and the forensic contests that are an outgrowth of that curriculum enhance listening skills, develop poise, enrich research and higher-level analytical processes, and certainly encourage students to be well-read.

However, as I wrote with a flourish the educational goals of competitive speaking as introductory comments for the web page, I found myself hearing voices—voices that raise concerns about contemporary forensics.

In a paper delivered at the National Communication Association convention this fall, Amy Durham from West Chester University discussed the effects that competitive considerations have had upon the art of oral interpretation. "Oral Interpretation is an art with very specific guidelines and nuances which differentiate it from other disciplines, such as theatre or performance art. It is a subtle art form. The stage on which oral interpretation is played out is the mind and imagination of the individual audience members. This automatically differentiates it from acting, and implies certain things about how the two should vary. And, while coaching paradigms will inevitably vary from one program to the next, I believe it is essential to keep in mind that, without a certain attention to the uniqueness of oral interpretation as an art form, it is in danger of becoming lost in a sea of performance art and pseudo-acting. As coaches and, more importantly, as educators, it is our responsibility to keep oral interpretation alive as a separate art form, rather than allowing it to become engaged by performance art and acting until it is extinct."

Amy's voice made me wonder: Are coaches holding the line on pure oral interpretation?

A letter from a Texas debate coach raises additional concerns. "I am writing to you concerning a problem I have encountered in Cross-Examination Debate. The problem is that one negative team after another does not flow the debate or even take a note. They simply ask the affirmative team for their case and actually debate from it...they write their own notes on the case—and act as if it is their own. The affirmative even has to ask for it back at the end of the debate!"

Isn't good listening an important life skill acquired from academic debate?

A competitor at last year's State Meet shared his concerns over source citation practices by extemporane-



Jana Riggins
Assistant Academic Director

ous speakers. "From practice meets to the state meet, I have become aware of students making up sources..."

If the advent of the Internet has resulted in extempers thinking, "news is posted by the hour, so it doesn't matter if my citation is exactly right; the judge will buy it as legitimate, and after all, the more sources I cite, the better my chances are to break," there's room for concern.

These voices postulate that we may not be reaching our goals of competitive speaking due to a "everybody's doing it, win-at-all-costs" attitude. As I hear them, I am aware that if you and I as speech educators and adjudicators don't insist on ethical standards, effective communication, and performance skills, students won't deliver.

If we allow students to force the performance of a one-man show prepared for a dramatic competition into what is a prose contest, then expect judges to overlook the issue that dramatic literature doesn't meet the rules and regulations of the prose event, there is a problem. If we argue that the judge should rank the performance anyway because "after all, it was the most entertaining piece in the round," in addition to being unfair to other competitors, we become the catalyst for our students to miss out on the contest goal of exploring a variety of literary selections, just for the sake of winning.

If judges set the mark for a magical number of sources in an extemp speech as a higher criteria than the analysis of ideas and information, we will continue to fight the ethics battle of students fabricating sources to gain our ballot.

For several years, debaters have been moving away from civility in rounds, not speaking to their judge from a podium but from behind huge Rubbermaid tubs to the opposing team, hardly aware there is even a judge present. Many coaches believe the practice of open c-x has allowed students to cross way over the informality line and diminished the challenge of debate partners being equal in their c-x skills. If informality has given way to the trend of "no-flow debates," we are missing the mark of developing fine listening skills.

Are we willing to sacrifice the educational goals and discipline of competitive speaking that I am convinced give speech competitors an edge on success later in life?

We coach the best and the brightest. As district competitions commence, if coaches and judges raise the bar, I am convinced students will measure up with integrity. Just remember: the ballot is in your hands.

DEBATE NEWS AND INFORMATION

The tally of the final balloting for next year's CX Debate topic has been released. Debaters will finally get to turn their NUKES disads into full-fledged cases. "Resolved: That the United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction. Special congrats to David Gardiner, coach of King HS in Corpus Christi, whose world hunger study report designed the number two topic in the national balloting.

Debaters should check out NCPA Debate Central. The National Center for Policy Analysis is a non-profit public policy organization that has assembled information on the current CX topic and links to other research issues. Log on at www.ncpa.org.

CX Debate Contest directors need to forward district results to the State Office within 10 calendar days after the meet. Schools of advancing teams are required to provide an experienced judge for State Meet. Coaches must forward judging forms for their judge immediately. Schools missing the Feb. 22 deadline will incur a \$100 late fee. Second place teams who must meet the certification requirement should also respond by Feb. 22.

EXTEMP TOPICS

INFORMATIVE

1. What is Governor Rick Perry's agenda for Texas?
2. What are the charges against Indonesia's President Wahid?
3. Africa's AIDS epidemic: what are the latest developments?
4. What controversial issues surround President Bush's Cabinet choices?
5. El Salvador's struggle to rebuild: what will it take?
6. A California-sized energy crisis: what initiatives have been issued for solving it?
7. What are the latest developments in Israeli-Palestinian peace negotiations?
8. A new President for the Democratic Republic of Congo: what are the issues?
9. Texas' infamous prison escapees: how did it happen?
10. President Bush's tax reduction plan: what are the details?
11. Internet adoptions: what is the controversy?
12. Who is Gale Norton?
13. What do leading economic indicators forecast for the United States' economy?
14. India's mammoth earthquake: what are the damages?
15. A missile defense system for the United States: what are the issues?
16. Iraq on the move: what are the latest developments?
17. What is the European Union's position on Turkey's desire for membership?
18. What is Plan Columbia?
19. What is the final chapter on Madalyn Murray O'Hair?

PERSUASIVE

1. What impact will the University of Michigan court decision have on Hopwood?
2. Will a tax reduction package revive the United States' economy?
3. Is President Bush's faith-based initiative a violation of the First Amendment?
4. What must be done to stabilize the political situation in Ivory Coast?
5. Is Serbia ready to resume its place among civilized nations?
6. Should access to DNA testing be provided by the state in capital crimes?
7. Would the passage of an insurance bill for teachers improve education in Texas?
8. Can the Democratic Republic of Congo's new President bring order to the nation?
9. What steps must Peru take to rebuild public confidence in the government?
10. What should the U.S. do to prevent Mad Cow Disease?
11. What steps should the international community take to assist India's earthquake victims?
12. Should Congress pass an Internet privacy rights bill?
13. Were former President Clinton's last-minute pardons unethical?
14. Should Cuba be allowed to attend Canada and the Caribbean Community's (CARICOM) impending summit?
15. What changes will Elaine Chao bring to the Department of Labor?
16. Is Tanzania on the verge of civil war?
17. What are the possibilities that California's energy crisis will spread to other states?
18. Is North Korea on the verge of economic reform?
19. How will the global community respond to the development of a U.S. missile defense system?

Looking for a resource for the Diversity category of poetry? Check out Glencoe McGraw-Hill's series featuring ethnic literature, including African American, Asian, Hispanic and Native American literature.

Critiques are learning tool, not a contest

The past couple of months have brought celebration to many yearbook staffs and tears to others. The reason behind these extreme emotions lie in the annual critique service offered by ILPC. Each year yearbook and newspaper staffs put their lives (almost literally) into the publications they create, and when they send those publications in for critique they are asking how their dedication resulted in the outcome of the book or newspaper.



Randy Vonderheid
Assistant Academic Director

Unfortunately, I have the unpleasant duty at times to let staffs know they did not reach the lofty goals they had set. Some staffs live and die by their critiques. Unlike sports, these staffs have only one "game" to perfect their product while the athletic teams have games upon games to try to be perfect.

A critique is not a game, though. It comes from one person who has shown they know how to produce yearbooks or newspapers that are journalistically sound. And that should be what staffs strive to do — to put together publications that are journalistically sound. If they do this, then those "awards" that ILPC and other organizations present will come.

Many people don't see where producing a yearbook is considered journalism. It is. To produce a yearbook, some students have to write stories or captions that specifically tell the story of that school year. Others design pages and spreads using skills learned in math and other technical-type classes. Still others tell stories through pictures. Snapshots do not tell stories. All these areas are the core of journalism — communications.

A good yearbook writer can, and many times does, succeed in UIL feature writing. For instance, take this example of a book from outside Texas two years ago:

ILPC convention to add design workshop

A new addition has been made to the annual ILPC convention, to be held April 7-8 at The University of Texas in Austin campus. Tim Harrower, author of the popular *Newspaper Designers Handbook*, will be presenting a special one-day workshop during the convention. Cost to the special workshop is \$40 and is open to ILPC members only. Those participating in the workshop are also registered to attend the convention. Registration for the convention itself is \$15 per person, or \$20 at the door.

"Teachers have asked for more help on their publications, and this is the first step to giving them help," ILPC Director Randy Vonderheid said. "I hope in years to come to be able to offer other workshops including computers and yearbook design."

The annual event will also provide over 100 sessions for newspaper, yearbook, photography and broadcast

"Open the file. Search for my name, a combination of vowels and consonants, so similar to everyone else's, nothing unique. To retrieve the folder, my transcripts and records of school, arranged neatly in a manila folder, as are thousands of others. Follow the path of these papers, my early years of school, my letter grades inked indelibly on them — so average..."

This is not good journalism. It may be a good essay for English, but it doesn't communicate part of the year. Look at this next story:

"Friends share laughs, tears, secrets and inside jokes together.

Since the age of five, juniors Mark Rasmusson and Dan Houston have done everything best friends do, from building sand castles in kindergarten to getting into their share of trouble.

How then did a harmless Halloween night back in eighth grade turn into a throwing fest of four dozen large brown eggs?

Simply, they were bored..."

Note how this beginning (journalists call it a lead) begins building the plot. Also, this beginning offers good specifics in names to activities (such as building sand castles). Then the next paragraph hooks the reader's attention into the story with the "throwing fest of large brown eggs." I know you want to continue reading the story. That's what a good feature story does. It gets readers hooked in the story and leads them through it.

This story won a state writing contest. This writer/reporter is a journalist. These are what critiques are for. They point out ways staff members can improve their writing, photography and design, thus improving their publication.

A critique explains steps a staff has taken to show they understand professional journalistic standards and follow those standards in producing a publication.

Because Texas (and today's society) lives "competi-

tively," advisers see these critiques as a competition. We do provide certificates in the form of a rating. These certificates are to reward the staff's hard work and successful completion of their publication. Each evaluation should be viewed as a learning tool. Then if the staff wants to see it as a competition, they may.

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Some advisers see it as a competition as to who has done their job teaching journalism the best. I never did, and I don't think that's the attitude that should be taken. A critique is not a step-by-step competition.

In this same thought, though, many staffs refuse to participate in the "rating" system because they don't see the need to have the publications rated. They say they don't create publications for judges, or the judging is too biased toward one way. Judging/critiquing is based on journalistic standards. The only part of judging/critiquing a publication that is personal bias is in the design aspect. People that critique publications are masters at seeing what "design style" is popular at this time, much the same way students are adept at seeing what fashions are popular. The other parts of the critique — the writing, photography, coverage — seldom change and always follow sound journalistic principles.

When someone says they don't want to have their publications critiqued I'm afraid they are saying "I don't follow journalistic standards in my journalism class so don't bother me." This, to me, is like a basketball team practicing all year, then the coach deciding it's not necessary to play a game to see if they have mastered what they have been practicing. It's not a matter of whether they win or lose, it's a matter of whether they have learned the basic skills of their activity.

As a teacher/adviser, my publications were critiqued by at least three services, and in most years, four. I always looked at what each critic judge had to say about the book. If a majority of judges found something they felt was weak, I assumed it was an area we needed to work on. If just one judge said something was weak, I politely disagreed with that part of the critique.

Critiques do cost money. I built the costs of these critiques into my budget because I thought it was an important tool for my students as they continued learning about journalism and learning how to take criticism from an expert. Many times I had to swallow my pride because my books did not achieve the status I thought they deserved and, in fact, the critic judge let my kids and me know we were doing things that were not up to journalistic standards.

I have many friends who get upset when their publications do not rate as high as they think it should. At times they will explain they know they "went outside the circle" to try something new and want to be rewarded for that. In baseball, if a suicide squeeze fails, there is an out and no run. The coach "went outside the lines" and failed. It's great for a staff to try something new, but they must understand that if their attempt didn't work, they must suffer the consequences of a professional telling them to try it another way.

There was an adviser recently who wrote me a letter explaining how his kid's book didn't follow journalistic standards, but felt the staff still deserved a high rating because the kids worked hard. I doubt if there are many schools where the newspaper or yearbook kids don't work extremely hard. I advised publications for 20 years and never encountered a staff that didn't put their total life into their newspaper or yearbook. I know the kids worked hard. The critic judge knows the kids work hard. And there are many cliches out there that talk about working hard but never getting anything done.

A critique is an unbiased look at a publication. It should not be taken as a hard and fast way of how to do something. It is a journalistic look at your publication with suggestions for improvement. We should not balk at finding out how to do something better.



"Being able to experience the organized academic competition in such a unique field as Headline Writing has been extraordinary. The bizarre gift that lets journalism students win every Scrabble game, play on words in every joke, and write a correct 21-count headline with three decks often goes without notice. UIL takes the time to make those writers feel special."

Rachel McGuire
Randall High School, Amarillo

Publications recognized by organization

The following publications have been named as finalists in the Columbia Scholastic Press Association Crown awards.

Newspaper finalists are: *Eagle Eye*, DeSoto High School; *Featherduster*, Westlake High School; *Panther Prints*, Duncanville High School; *The Bagpipe*, Highland Park High School; *The Edition*, Austin Anderson High School; *Stampede*, El Paso Burges High School.

Yearbook finalists include: *Carillon*, Bellaire High School; *Hoofbeats*, El Paso Burges High School; *Odys-*

sey, Christa McAuliffe Junior High School; *Panther Paw*, Pflugerville High School; *Panther Tale*, Duncanville High School; *The Flashlight*, Abilene High School.

The publications at Duncanville and Burges high schools were two of three schools nationwide recognized as finalists in both newspaper and yearbook categories.

Awards will be presented during the CSPA convention, to be held March 14-16, in New York City.

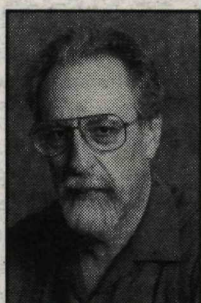
see more
journalism
opportunities
on page 12

Answers, answers and more answers (but no questions)

The quick way to cover all that need answers this issue is to give the answers. I wager that OAP directors, contest managers, hosts, critic judges, and patrons can easily guess the questions.

• Information beyond the letter from Richard Isackes to high school directors concerning canceling the UT-Austin Summer Theatre Workshop for high school students and teachers should be directed to (512) 471-5793, not to me or to anyone in the UIL office. This includes the UIL Teachers Workshop that has been conducted as a part of this program for many years.

• The title card (pink) when returned to this office (deadline Feb. 23) requires a self-addressed 34 cent stamp on a #10 envelope as per the requirement on page 3 of the OAP Handbook. Those failing to comply will receive a FAX notifying them of their non-compliance. If directors do not receive an eligibility notice within 10 days of sending the title card, they may have failed in



Lynn Murray
Drama Director

some way. Placing a stamp over the instructions on the title card will not get you an eligibility notice. We have more than 10 on hold and adding daily.

• Festivals Section 1033(b)(5)(C) means three on one/each day. Two on one day and one on another, one each day for three days or rotating the critic from site to site does *not* comply with the meaning/intent of this rule. Refer to page 2 in the OAP Handbook.

• Adding scenes, changing scene order, giving lines of one character to another, writing lines, changing lines or adapting the text in any other fashion had a deadline of Dec. 21, 2000. Such changes required copyright (publisher/playwright) and UIL approval. If you are uncertain, call.

• It is legal for a female to play a male role as a male and vice versa. Gender changes in any approved text requires UIL and copyright approval. Directors casting females as males may wish to use initials rather than a female given name on program copy. The result will be judgement on the basis of performance.

• Off-stage voices that are not on-stage characters are interpreted as "incidental sound" and are not judgable characters to be listed on the eligibility notice or program. They are not judgable as characters.

• Questions concerning the official interpretation of "incidental music and sound" should be directed to the State Drama Director, not to fellow directors or judges.

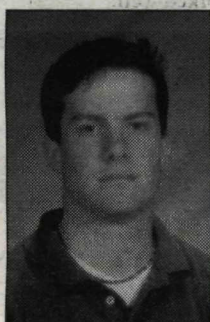
• The UIL web site contains additions/changes/corrections and an Addendum to the OAP Handbook. The approved lists of plays (updated) and the most current critic judges list may be found under "Academics/Speech/Drama."

• The new name for *Anchorage Press* is *Anchorage Press Plays* and the e-mail address is aplays@bellsouth.net.

• Scripts on site for contest managers and critics are mandatory next year but necessary this year. A contest manager should notify a critic of special approval scripts and other unusual circumstances related to play texts. Unusual company circumstances should be made known to adjudicators after a decision is made, but prior to critiques. Circumstances might include illness or injury of a company member, sight crew mistakes, females playing males or vice versa and disabilities that might unknowingly create awkward situations during critiques.

• There is not a requirement to pull spike tape in the

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"The experience of winning the 4A State One-Act Play my freshman year gave me the self-confidence and positive attitude which ultimately resulted in a very successful high school drama career. The experience also gave me the opportunity to meet a lot of great people from all over Texas."

Chad D. Evans
Gregory-Portland High School, Portland

Training contest managers important to success of one-act play contest

By Rick Garcia
Theatre Director at Johnston High School, Austin
TETA-UIL Advisory Committee Member

Katherine Harris who, as Florida's Secretary of State, was in charge of the election in Florida. The poor woman also held the title of co-chair of the state's Republican Party. She was the woman who *Saturday Night Live* mutilated by practicing freedom of speech via satire. This woman, bless her heart, should have studied her handbook before agreeing to *manage* that election contest.

In a country where cynicism proclaims that winners are defined by Supreme Court's interpreting law or where winners are defined by whose father appointed who to where it becomes most urgent that we, as educators, place our best foot forward when guiding students through our own competitive structures.

I recall a U.S. History professor in college telling me, "competition is America's greatest freedom." I agree. Let's be careful not to promote cynicism by running sloppy contests, especially at levels where we, as participants, have control.

Sorry Ms. Harris, but it was your job to provide a well-

run contest.

Roland Meyers of Wayland Baptist College in Plainview managed our Area One-Act Play Contests in the 1970's. He was always there, every year, making young actors feel welcome, safe and privileged. He created an environment where performers arrived and left feeling proud and successful despite the outcome of the contest.

Memories of my high school district level contests are not as ideal. My high school Drama/English/Speech/Cheerleader/Poetry/Prose/Ready Writing teacher, Teresa Bounds, went beyond expectations to prepare us, but we always traveled to another school for contest because our facility wasn't one. Beyond Ms. Bound's control, in a "this is the best we got" setting, the contest was usually ill managed. Each year introduced a different contest manager, the newest beginning teacher or the principal who was married to the director. They appeared well-intentioned, but lost without guidance from the district's veteran director(s).

These contests were chaotic, scary, Floridian. It wasn't a fair experience for the young performers who never got to advance to the luxury of the Wayland Baptist College Performing Arts Center with real lights and artistic

camaraderie. Thank you, Roland Meyers, for those impressionable memories of a "big college stage."

Experienced high school directors are the experts on how to run a contest. Please make the selection of your next contest manager a bigger priority than x'ing names from your judge's list. Educate your principals that a contest manager should be someone who wants to run the contest and someone who is trained to manage the contest. Training is available.

If you live in an area of Texas deprived of theatre expertise, then it's you. Make yourself available to train or agree to manage other contests. Compensation for the duty is deserved. "Contest manage while I'm directing, teaching, trying to get a life!?" you ask? Many teachers already do. It's a matter of planning, scheduling and utilizing resources.

Stop promoting the image that all artistic spirits lack organizational skills. Our profession loses credibility every time someone points to the creative theatre director with no control. Show me one teacher who isn't tired, who isn't busy. We love what we do and so, if this contest is important to us, we'll make time to improve it.

I spoke with several teachers who have added contest management to their already full plates. There was excitement in Jody Worsham's voice — she was eager to share what she brings to students and OAP. Jan Jones was specific and systematic, elaborating on a structure she's created and adjusted. These two experienced, yet humble artists, went on to brag about other colleagues who do what they do.

Jan recommended Clint Cottom. "Have you talked to John Woods?" she said.

Billy Dragoo, Peter Dias, Robert Gomez are all directors/contest managers, full of ideas and experience. I suggest that those who are already managing invite an assistant to mentor through the process to build a larger pool of experienced colleagues.

Many ex-directors are also contest managing. I might be presumptuous in saying that because these individuals are now free of rehearsals, they have more time to offer

More critic judges get, lose certification

Changes, Additions, Confirmations and Deletions as of January, 2001 of the 2000-2001 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges published in October and November in the *Leaguer*.

* = TETA/O recommended Area/Region Judge

- (1) = Independent
- (2) = College/University Employee
- (3) = Public School Employee
- (4) = Private School Employee
- () = Institution affiliation
- < > = e-mail

Available to judge: M-F = Monday to Friday only, F/S = weekends only, Any = all

I, II, III, IV = Approximate Region of Residence
[] = Year Recertification Required

Add (certified):

(3) R. Scott Allen (Lakeland Elementary), 20123 Lions Gate Drive, Humble TX 77338 281/540-3502-hm
scott.allen@humble.k12.tx.us or R4ScottA@aol.com Any, - III [05]

(2) Barbara Helen Baker, (Lon Morris College), 1702 Timberview Dr., Tyler TX 75703 903/939-3172-hm
barbarahelen@mailexcite.com Any, - III [05]

(2) W.T. Bryant (Austin Community College), 5208 St. Georges Green, Austin TX 78745 512/428-9196-hm bill@austin.cc.tx.us Any, - IV [05]

(1) Jeanette Filardo, 3539 Woodvalley, Houston TX 77025 713/664-9424-hm jfilardo@academicplanet.com Any, - III [05]

(2) Russell A. Harris (Trinity Valley Community College), PO Box 1258, Tyler TX 75710 903/597-8026-hm
raharris222@hotmail.com Any, - H [05]

(3) Kathy Love Harvey, Rider High School, 4611 Cypress Avenue, Wichita Falls TX 76310 940/720-3013-wk, 940/692-1418-hm kharvey375@aol.com Any, - I [05]

(2) Jack Heifner, Stephen F. Austin State University, P.O. Box 9090 SFA Station, Nacogdoches TX 75962 936/468-1343-wk
jheifner@sfasu.edu Any, - III, [05]

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continued on page 10

Southwestern Bell recipients vary in duties, maintain similarities in putting students first

continued from page 1

tional Honor Society.

"La Grange High School is most fortunate to have Mrs. Calley as a faculty member," Mr. William Wagner said. "She is a great role model who models the components of what a great teacher and person should be."

Jeanell Cole Bridgeport High School

Numbers rise to the top when talking about Cole. Under her direction, math students at Bridgeport swept all three math events three of the past five years at state competition. Between 1995 and today, students under her direction have won individual medals 10 times in Number Sense, seven times in Calculator and 11 times in Mathematics — and that's just at state competition where Bridgeport has won the state championship five of the last six years.

"Jeanell strives to use every resource available to her," principal William Thetford said. "Probably her greatest resources are the time she devotes to her students and the dedication of her students in working to be the best they can be."

Cole strives to give her students the direction and resources to become successful not only in UIL, but in the classroom and life.

"Every student has some competitive spirit," she said. "We as educators must be driven to help them realize that success is not measured in victories, it is measured in how students feel about their performances. No student goes into a contest wanting to lose. I want to teach them to be proud of their best effort and to learn from their experiences in everything they attempt to do in life."

Jo Scurlock-Dillard San Antonio Reagan High School

Near perfection could describe Dillard as she completes her second year at Reagan High School. Since 1991, 98 percent of her choirs have received the "Sweepstakes" award and since 1981 approximately 94 percent of her students have received "Superior" ratings in solo and ensemble competition.

"Much of today's society is based on a competitive workplace," she said. "Healthy competition in schools helps to prepare the student for a future in that workplace. A student learns self-discipline, responsibility and time-management skills when preparing to compete."

Her principal says that her positive attitude and love of the fine arts and children are reflected in the program at Reagan High School.

"She is both creative and innovative in her approach to teaching students," principal Joe Hannon said. "She constantly improves her skills through workshops and shares with her peers what she has learned."

Mary Ann Failla Dulles High School, Stafford

Failla has taught for more than 30 years and has sponsored typewriting, shorthand and accounting in all those 30 years. Since 1991, her students have participated in the state accounting contest seven times and in all but three years since 1989 her students have won first place in the district accounting contest.

"Although winning is a goal, it is not the ultimate goal," she said. "Their journey in studying for and participating in the competition has provided these young people with a foundation for success that will remain with them the rest of their lives."

Her principal thinks of her as setting an example for

not only students, but for all.

"She is an individual of tremendous character and provides leadership for her students," principal Charles Marshall said. "Mrs. Failla makes a connection with her students, mentors them and works individually with the student for the success of the student. She is the epitome of the master teacher and an individual of the highest character."

Jan Jones Lee High School, Tyler

Few people can remember when Jones was not involved in UIL academics. She has sponsored and coached UIL one-act, prose and poetry events for 37 years, four at A&M Consolidated High School in College Station and the past 33 years at Lee High School in Tyler.

In that time, Jones has hosted approximately 20 invitational meets, organized and hosted 15 one-act play workshops. She, too, has been responsible for organizing and managing the district spring meet 10 times. In those years, Lee High School has been either district academic champs or runners-up 32 years, and has placed in the top 10 5A schools in regional competition five out of the last 10 years.

"I strongly support academic competition and athletic competition as part of a school's basic educational system," she said. "I feel that young people are able to grow in the areas of self-discipline, self-confidence, higher-level thinking skills, problem-solving, goal setting and teamwork."

Dedication, too, could describe Jones.

"I do not think that a more committed nor qualified person could be found than Jan Jones," principal Fred Hayes said. "The students who participate will tell you that she gives them encouragement to succeed not only in UIL events, but also in life."

Louis Kelley Estacado High School, Lubbock

For the past 38 years, the student athletes in Lubbock have had a role model in the figure of Kelley. Named as the city's coach of the year 13 times, district coach of the year 12 times and All-South Plains Coach seven times, this veteran coach has seen many champion trophies go through his program.

His leadership, though, doesn't just show on the football field.

"Being a good competitor and being a good student go hand-in-hand," he said. "We never give up on a kid in providing opportunities for him or her to be good competitors — whether in the classroom or in athletics. If a student stumbles once, twice, three times or 20 times we never give up on giving students chances to compete and be a part of a team or be successful."

Mr. Wendell Brown, Estacado principal, sees that Kelley's contributions go far beyond the football field.

"His ability to lead by example has changed the lives of many young adults in our area," he said. "His students understand the importance of a balance between academics and athletics. Helping to prepare young people for all the challenges of life is a responsibility he gladly accepted."

Michael E. Petrisky Palacios High School

In the 22 years Petrisky has taught at Palacios High School, his choirs have promoted strong community relations. His choirs have helped the Lion's Club with Christmas sacks for the local day care center and a local elementary school. His choir, too, was asked by the Houston Astros to perform the "Star Spangled Banner"

three consecutive years. Finally, his choirs have released a holiday music CD featuring the different school choirs.

In competition, his mixed choir and varsity choir have both won five consecutive UIL Sweepstakes trophies and his men's choir has won four consecutive trophies. His is the only 3A program to place students in TMEA All-State Choir in Area F and Area G.

"The sense of belonging to an organization that works for the common goal creates bonding among sponsors and students in ways that cannot be measured in ratings or trophies," he said. "The lessons learned in team work and responsibility for the individual and the group are paramount to succeeding in society today."

His principal sees where Petrisky instills his students with self-motivation and desire for learning.

"He is able to aid without reprimand, correct without disparagement and teach by example and deed," Richard Hilderbrand said. "Mr. Petrisky has the ability to sense the needs of others and incorporate them in such a manner that they feel as a contributing part of the whole picture. He is extremely popular and respected by the faculty and students alike, possessing the capability to relate effectively in such a manner that often leads to his being sought out for advice and counsel."

Pamela Mercer-McWilliams Longview High School

For the past 30 years, the 5A Region II Conference has always had a student from Longview competing in prose or poetry. This is due in large part to Mercer-McWilliams who has been involved in UIL for 32 years. Since she began her teaching career, she has led Longview to 23 UIL academic district championships in 32 years and had 21 district winning one-act plays. In addition to handling all the speech and drama at Longview, two years ago she took over as middle school UIL coordinator, something Longview had never had before.

"As teachers, we hold the history as well as the future of our students in our hands," she said. "As UIL sponsors, we have tremendous power and added responsibilities, as well as opportunities, to influence the dreams of our young people. Through competition, I want my students to gain knowledge, enhance their character, build confidence, improve their lives, and perhaps come back to school a more productive person."

Her principal sees her as a dedicated educator who instills a desire for success among all her students.

"One of the most pronounced qualities she possess is the ability to instill personal pride and self-worth in all of her students," principal Brenda Modisett said. "These students range in academic ability from honor roll students to special education students, and her expectations are the same for all which results in building character while achieving success."

Erminie Barbara Minard Hightower High School, Missouri City

One of the first, if not the first, second generation Sponsor Excellence Award winners, Minard has spent the past 21 years coaching and training students for UIL number sense, calculator applications, mathematics, science and spelling. Her mother, Erminie C. Minard, was recognized with this same award in 1992. Erminie B. Minard began a program at a new high school and, without having a senior class, has taken six students to state in the last two years. In addition to her work on the high school level, she has worked all aspects of UIL, ranging from the second grade, through middle school and into high school.

Wild cards

Last year, the UIL piloted a wild card advancement process in Region III, 4A, and it worked well.

We were able to identify and correct the few bugs and we'll pilot it again once again at Sam Houston State University. This spring, Charlene Strickland of Hardin-Simmons University has agreed to pilot it for Region II, Conference A.

Here's how it works: contest directors report team scores along with place. Then, the best second place team in the region advances. There's one catch: teams must report scores to the regional director by 5 p.m. of the Monday following the district meet in order to be eligible to advance. The regional director needs sufficient time to record scores and notify the second place teams.

What happens if two or more teams tie for second best? All advance.

Coaches are wildly supportive of this proposal, and it's likely to be implemented statewide in 2001-02.

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District committee important for running successful meets

Almost 275 elementary and junior high district meets and counting (we are still receiving district organization and requisition forms), and with a third of those taking place during the fall/winter Nov. 1-Jan. 31 time frame, it reflects a major growth in the E/JH UIL academic program. More than 2,450 schools (and counting) have returned participation cards this year up from 1,800 two years ago.



Rhonda Alves
Assistant Academic Director

Over 5,000 elementary and junior high campuses (and counting) exist in Texas, so if you are unhappy in your current UIL district, "just wait a minute!" Elementary and junior high campuses do not have to follow high school district alignments. They can create their own UIL districts. It only takes two interested schools and some motivated sponsors and administrators to form a district.

I think there is some misunderstanding about elementary and junior high UIL district formation. Not

only does it come as a surprise to some people to discover the League has not assigned their elementary or junior high campus to a UIL district, but some school districts with multiple elementary and junior high campuses are unaware that each of those schools may be a member of a UIL district. In other words, a school district with several elementary campuses may form those schools into a UIL district.

The individual campuses do not have to all belong to the same UIL district, either. Sections 1400 (j) (3) and 1401 (d) (2) of the *Constitution and Contest Rules* state that "students will represent their campus. Combined or composite teams are not allowed in UIL district competitions." A school district cannot take the students from more than one elementary and form them into one school team at the UIL district meet. As is true of all constitutional requirements, this is not a rule that district executive committees can ignore or alter in any manner.

District executive committees (DEC) are fundamental to the UIL. Composed of an administrative representative from each participating school involved in the UIL district, the DEC is charged with significant responsibility. At the elementary and junior high levels, the DEC does everything from determining the schedule to

settling protests. Specific duties are articulated in the *Constitution*.

Though this is an important committee, the DEC cannot alter constitutional requirements. An issue I frequently encounter involves Oral Reading. The oral reading category for grades 4-6 is always poetry, but grades 7-8 perform poetry and prose on an alternating schedule. Prose is the category for oral reading this school year.

The DEC may elect to add prose for elementary students and/or poetry for junior high competition, but it cannot eliminate the required category at the district meet. Junior high students must read prose for this year's Oral Reading contest, so the DEC may not eliminate prose reading and still include the Oral Reading contest at the district meet.

It is important that principals and UIL coordinators know who belongs to the district executive committee and the identity of the director for the UIL district. The DEC is integral to the functioning of the UIL district. Any protests ensuing from the district meet will be heard by this administrative body.

Fall/winter and spring district materials may be not be returned to participating schools before May 1. I am receiving a lot of calls over this issue. Fall/winter district materials are the same materials used for spring invitational meets. Therefore, test security is an issue until invitational meets are concluded. Modern oratory and oral reading ballots may be returned to schools because these are not secure topics, but everything else must remain with the district director until May 1. This deadline is included in the *A+ Handbook* and other UIL publications.

It is important that people understand the fall/winter district materials double as the spring invitational materials for more reasons than merely understanding why the May 1 deadline exists. Students who compete in fall/winter district meets should not participate in spring invitational competition unless the host school is using materials other than those supplied by UIL.

The UIL Spring Meet Code requires that contestants "participate in contests in the spirit of fairness and sportsmanship" and that adults "sponsor and advise individuals and teams without resorting to unethical tactics..." Participating in contests in which an individual has already seen the tests is certainly not fair, sportsmanlike or ethical. In a classroom setting, we call it cheating. As sponsors and administrators, I urge you to make sure your students are not retaking tests in order to win tournaments.

Please remember the spelling list and the music memory list change each year. The art contest pictures are on a two-year cycle. A list of artistic works for the 2001-2003 cycle will be posted on the UIL web site in the spring. The 2001-2002 official music memory list will also be posted on the web site in the spring. The spelling list must be ordered through UIL by using the academic study materials order form, which will not be available until August.

I'd love to claim that no mistakes ever occur in the *A+ Handbook* or in any of the materials we provide. I would be lying, though. We certainly try to provide correct information, but it is important that you read my column (sorry for preaching to the choir on this!), the *Leaguer*, the *Little Leaguer* and you check the UIL web site and the elementary and junior high listserve for updated information. The *Constitution* directs us to publish corrections in the *Leaguer*, and this rule exists because mistakes do occur.

Other than endeavoring not to make mistakes, please let me know if you have a better idea on information dissemination. I appreciate the feedback. Best wishes for successful spring district meets.



"All of my life I've had a gift for math, and I'm glad that UIL provided an arena in which I could test my skills. It also kept me on my toes and inspired me to get better. I heard a quote somewhere, 'when you stop getting better, you stop being good.' I think this applies well to UIL competitions."

Kyle Meerscheidt
Yorktown High School,
Yorktown

Check manual before asking questions

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seven minute strike period. Spike tape is set during rehearsals, not the seven minute set-up time.

- Glitter, sand, grease or other substances impossible to clean may result in enforcement of the seven minute strike rule if not cleared/cleaned in time.

- Projectors used as per Section 1033(c)(2)(F)(ii) may be used with/on any soft goods identified on the Unit Set. Projectors used as the primary source to light actors playing a scene are counted against one of the four available under (F)(i).

- Flags in stands are not legal unless they can be justified in locations required and supported by dialogue in some logical location, i.e. a courtroom, schoolroom, church (Christian flag), etc. They are allowed under and within the limits of 1033 (c)(2)(F)(ii) of the set rule.

- Drapery cannot extend unit set elements. If handheld on unit set elements, drapery cannot exceed 10 feet. Hand held poles or T-poles shall not be longer than 8 feet which is the maximum of unit set elements or any

special approval item. Drapery cannot extend from pylon capitals beyond the limits of the capitol (1 foot in any direction from the pylon) The key word about drapery in (F)(ii) above is "between" unit set elements.

- Ensemble awards cannot be given to identifiable character/individuals even if they work well as a group. This is clearly explained on page 12, #5 & #6, in the OAP Handbook.

- Judges should be removed from the house during the contest ONLY when there are planned breaks, at the judge's request or other necessary situations. A screen may be used to mask a critic when a play must be set with the house curtain open because of architectural necessity. A director's desire is not an architectural necessity.

Questions must be specific to plays and/or situations in order to give accurate answers. Read before you call (OAP Handbook, table of contents and index help), think as you read, think before you call and think before you react. Do not be afraid to call. We only bite during a full moon in the months of March and April.

OAP judge's list gets update

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(1) Thomas K. Heino, Rt. 5, Box 4360, Nacogdoches TX 75964 936/569-8763-hm tkheino@hotmail.com Any, - III [05]
(2) Elizabeth Homan, Texas Tech University, Dept. of Theatre, Box 42061, Lubbock TX 79409 806/742-9795-wk elizabeth.homan@ttu.edu Any, I [05]

(1) Floyd E. "Skip" Hughes, Rt. 1, Box 120, Mt. Pleasant TX 75455 903/572-2793 difdrumr@txk.net Any, - III [05]

(2) Tal Lostracco, Lon Morris College, 800 College Avenue, Jacksonville TX 75766 903/589-4094-wk talbaby1@hotmail.com or tlostracco@lonmorris.edu Any, - III [05]

(2) Dennis Maganza, (Mesa State College), 1109 S. 5th Street Unit E, Montrose CO 81401 970/240-8494-hm Any, - I [05]

(2) Greg McLarty, (Angelina College), Rt. 12, Box 1140, Lufkin TX 75904 936/637-6021-hm andreg@inu.net Any, - III [05]

(2) Ray Newburg, Amarillo College, PO Box 447, Amarillo TX 79178 806/371-5987-wk newburgs6@msn.com or newburg-ar@actx.edu Any, - I [05]

(1) Mildred Peveto, 1607 Steenson Dr, Carrollton TX 75007 972/492-6504-hm cwmap@swbell.net Any, - I [05]

(2) Rick Roeimer (Southwestern University), 4311 E Cordoba Circle, Georgetown TX 78628 512/863-1548-wk roemerr@southwestern.edu Any, - IV [05]

(3) Roxy Sherwood (Cleburne High School), 3558 S Nolan River Rd, Cleburne TX 76031 817/641-5020-hm

sherwood@hpnc.com Any, - I [05]

(1) Melanie Smith, 8518 Fathom Circle #103, Austin, TX 78750 512/331-8231-hm Any, - III [05]

(2) Richard Turner, (University of Houston-Central), PO Box 204, Racliff TX 77518 281/738-1782 -hm Any, - III [05]

(2) Shari Watterston (Stephen F. Austin State University), 2407 Twin Oaks Dr., Nacogdoches TX 75961 936/560-1183-hm 936/468-1031-wk shariw@netdot.com Any, - III [05]

(2) David Williams, Texas Tech University, Dept. of Theatre & Dance, MS 2061, Lubbock TX 79409 806/742-1990-wk david.williams@ttu.edu Any, - I [05]

Add (dues paid)

(2) Jay P. Kyle, Hill College, PO Box 619, Hillsboro TX 76645 254/582-2555 x.271, Cell phone-817/845-7601, FAX 254-582-7591, - II [03]

(2) Harold J. Haynes (Houston Comm. College-Central), 4816 Main St., Houston TX 77002 713/527-8277-hm, 718-6665-wk, - III [04]

Confirm (recertified):

Larry Arnold, Jeannine Beekman, Norman Bert, Joe Brown, Donna Clevinger, Perry Crafton, Josh Crane, Ron Dodson, John Evarts, Rebecca Faulds, Penelope Hasekoester, Liz Hedges, Kathy Watson Jumper, Pat Jurek, Jerry MacLauchlin, Lou-Ida Marsh, Nancy McVean, Mary Jane Mingus, John Ore, Allen Oster, Ray Von Rosenberg.

Sponsor Excellence recipients share talents with students

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"I support the whole UIL academic program, grades 2-12, as one of the best opportunities to mold creative skills and to teach values at a very young age," she said. "This extends into the formative years of high school teaching lifetime skills of honesty, integrity and perseverance that see them into a successful adult life. I feel that of all the things that a student can be involved with during their educational career, UIL offers more opportunities than any other."

Her principal found a unique individual in Minard. "(She) began to help recruit teachers who had the same vision — that all students can be successful," Debbie Dunlap said. "She has made all the difference in the world."

Roy Murrell Stafford High School, Houston

With 23 years experience coaching UIL literary events, Murrell has a long list of successes. He has coached literary criticism, ready writing, and spelling and vocabulary as well as serves as his school's academic coordinator for 18 years. In those years, he has a multitude of district, regional and state champions.

"What is more important is the personal growth that our successes (and failures) have fostered in my competitors," he said. "The hours and practice and camaraderie developed skills and knowledge that I feel enable my students to prepare themselves for college and for life. This is our greatest accomplishment."

As most teachers know, rewards come few and far between, but in 1995 one student provided that reward for him when Murrell received a card from him at the end of the year that simply stated, "thank you for giving me the honor of being your student." Another student wrote that Mr. Murrell "has taught me that anything is possible. I know that I will spend all my years attempting to accomplish the impossible."

His principal, Jimmy Franklin, sees these intangible awards in Murrell as well.

"He has a caring attitude and superior knowledge of

"Learning to compete is nothing more than setting goals. Competition is simply an individual giving maximum effort consistently — no matter what disappointments are encountered along the way. Students who are competitive and unafraid to fail can virtually be guaranteed success in athletics, school and eventually the game of life."

Marsha Porter, Conroe High School

the subject which results in his being effective with students at all levels of ability," Franklin said. "He sets high standards for himself and his students and then works hard to see that they are met."

Marsha Porter Conroe High School

When her coaching career began in 1969, Porter had few amenities to work with. Since then, she has taken the Conroe girls athletic department and made it successful. She holds a career winning percentage of over 78 percent, and her basketball teams have picked up 16 district championships as well as appearing in the state tournament twice. She has been named the *Houston Chronicle's* Coach of the Year twice and is the ninth winningest coach in Texas, ranked 12th nationally and her teams have won over 700 games.

"She is the consummate master teacher, actively learning and perfecting her coaching skills as season after season she scours every potential source for new plays and winning strategies," principal Fred Richardson said.

Porter sees winning as a beginning.

"Learning to compete is nothing more than setting goals," she said. "Competition is simply an individual

giving maximum effort consistently — no matter what disappointments are encountered along the way. Students who are competitive and unafraid to fail can virtually be guaranteed success in athletics, school and eventually the game of life."

With this attitude, Porter has become a key to success at Conroe.

"Marsha Porter is the heart and soul of Conroe High School," Richardson said. "She exemplifies in the highest fashion those characteristics that define professionalism and ethical behavior. She is the most optimistic and positive person I know."

Charlotte Scroggs Ryan High School, Denton

For math teachers, building blocks sometimes come into good use when teaching. For Scroggs, those building blocks may not have been literal, but in the past three years she has built a computer science team that qualified one student for regional in her first year to be responsible for the contest. In her second year her team placed second at regional, and last year her team finished third in state.

She has built a block of strong UIL contestants in math and science contests in the 23 years she has taught. She has had at least one student qualify for region every year since 1978 and has had at least one student qualify for state in 17 of the last 20 years. In fact, one student who didn't even make it to state credits his UIL competition, and Ms. Scroggs, for his successes as working under pressure in college and in the 'real world.'

"UIL competitions allow each student to develop social skills, learn goal setting skills, build self-confidence and gain academic knowledge not provided in the regular classroom," she said. "Though winning is important, I feel the actual results of the competitions are secondary to the development of each student's personal integrity, citizenship, self-esteem and friendships."

Dedication could define her, her principal says.

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You won't find this in UIL/TEA Side-by-Side or any other UIL publication, but it's a question we get all the time:

"Can a school have an academic class during the school day for the sole purpose of practicing for UIL academic competition?"

No.

"Can a school have a one-hour general enrichment class during the school day in which some students prepare for UIL academic competition while others practice for TAAS, catch up on homework or play thump football?"

Yes.

Invitational academic meets prepare students for contests

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. 9-10, 2001
Lee HS - Tyler
Contests: All events (Feb. 9 - Debate; Feb. 10 all other events)
Contact: Jan E. Jones
phone: (902) 531-3955
fax: (903) 533-5112
e-mail: jonesj4@tyler.sprnet.org

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. 10, 2001
Tivy HS - Kerrville
Contests: All but debate
Contact: Shirley Leifeste
phone: (830) 257-2212
fax: (830) 257-3930

Feb. 10, 2001
Azle HS - Azle
Contests: Math and science events only/ "B" materials will be used
Contact: Andy Zapata
phone: 817-444-5555
e-mail: azapata@azle.esc11.net

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: wrightnmj@yahoo.com

Feb. 17, 2001
East Central HS - San Antonio
Contests: All but CX Debate
Contact: Linda Salt
phone: (210) 649-2951 x 8003
fax: (210) 649-2952
e-mail: lsalt@ecisd.net

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: pvjones@fabens.k12.tx.us

March 3, 2001
Brenham HS - Brenham
Contests: All UIL events except CX Debate
Contact: Beth Dusek
phone: (979) 277-6570 x1450
e-mail: bduske@brenhamhighschool.web.tenet.edu

OAP contest managers important for success of participants

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management-training seminars at Student Activity Conferences or TETA Conventions.

Bronwyn Sullenberger, Ron Dodson, Margaret Valenta-Locher, Alma Chapa-Moore — how about a summer weekend intensive seminar, in Austin perhaps,

to provide training? Ex-directors in administrative positions are a powerful resource and voice in educating other administrators, school boards and agencies about the value of theatre and our needs.

Sometimes individuals just want to be asked. We have a resource of middle school teachers who could

manage contests and in return we, as high school directors, could make time to return the favor for our feeder programs. This exchange is obvious and often discussed but rarely are we given ample time to design the partnership.

Fine Arts coordinators could schedule two days of in-service or summer paid planning time so that middle

school and high school programs can coordinate schedules, performances, and partnerships. Marching band gets compensated for starting early. The music programs are way ahead of the game in feeder school alignment.

In smaller districts where the high school director is also the middle school director, you take a day off. And on that day off, do not plan all the contest management duties, speeches, contracts, and telephone calls that you are doing for the "real" contest manager-principal who merely comes in and reads your speech and delivers the trophies you ordered. Stop doing his/her job without compensation. Instead, schedule your principal to attend out-of-town conferences and you go along.

If management personnel are satisfied, I guess that leaves those who fear deciphering contest rules and being intimidated to consult Lynn Murray.

It's wrong to view the contest manager as referee and disqualifier. The more training, discussion and practice a manager has, the more confidence he/she will have in administering a contest where guidelines are vague and sometimes difficult to interpret. But stop complaining and give thanks that the rules are sometimes difficult to interpret. In being so, they still allow for some artistic freedom, experimentation, and style.

Sometimes gray laws produce presidents. Neverthe-

less, training, discussion and practice will give managers confidence to handle questionable choices prior to the contest and hopefully alleviate disqualifications.

Lynn Murray may be loud (he is) and appear insensitive (he isn't), but he has done more to promote high school theatre than any one person in the world. Let this giant of an expert guide you through your little obstacle in an entity that allows us to celebrate theatre on a scale larger than any festival in the world!

So if your vase of flowers is too big, or your curtains swag too much yardage, calm down. You are dressing a stage that sets the standards for others to emulate. Competition was the Greek format; competition breeds excellence; we submit our best examples on the UIL stage. Now let's put our best backstage as well. The UIL One-Act Play entity continues to evolve and grow. Help it do so.

We've done much for our profession; let's tackle contest management next and continue to make the stage a successful experience for our students. Thank you, Katherine Harris, for the debacle in Florida. Thank you, Roland Meyers, for boosting my young self-esteem. Thank you, Lynn, for encouraging boundaries; boundaries stimulate my creativity. All of you have taught me much.

Fine Arts coordinators could schedule two days of in-service or summer paid planning time so that middle school and high school programs can coordinate schedules, performances, and partnerships.

Online music registrations expedite process

By Richard Floyd
UIL Music Director

During the past two years there has been overwhelmingly positive response to the availability of the Texas State Solo and Ensemble Contest (TSSEC) website as a means to submit contest entries. In 2000 more than 80 percent of the schools took advantage of this quick, easy and accurate entry process.

The mechanics of this option continue to be refined and we are rapidly approaching the time that all entries will be processed electronically. Because of the broad-based acceptance of this option major changes in the entire entry process have been implemented for 2001.

Details are as follows:

First and foremost there will be no "paper entries." The triplicate colored paper entries are no more. Directors now have two options for entering the contest.

(1) The Online TSSEC entry system should be the option of choice for most schools. It is the most convenient and error-free option available. Entry deadline is April 1. A director need only read carefully the instructions in the TSSEC packets distributed at Region Solo and Ensemble Contest (also available on our website), log on to the TSSEC website and follow the step-by-step instructions. Entries submitted in this manner will immediately flow directly into the TSSEC scheduling database. Entry fees will be computed automatically.

(2) Directors who find it impossible to enter online may use the new phone entry option. This option is available only from March 1 to March 22 between 9 a.m. and 4:30 p.m. Directors who find it absolutely necessary to exercise this option will find worksheets in the TSSEC contest packet. These sheets may be duplicated as needed and must be filled out in their entirety prior to calling the UIL state music office. Please be mindful of the March 1 to March 22 "window." There is no guarantee that phone entries can be accepted after March 22.

At this point it is anticipated that contest schedules will also be available online. Once the contest schedule is complete schools should be able to go to the TSSEC website and view their contest schedules. The availability of this information electronically will negate the need for a mass mailing of contest schedules and make this information available to directors immediately after

the scheduling process is complete (in early May).

Each year many people ask about the availability of a Sunday contest. It is possible that there may be a return of the Sunday afternoon overflow contest sometime in the future.

If needed, a four-hour contest will be scheduled from 2 p.m. until 6 p.m. Sunday, May 27, for some events. Any school interested in being considered for this possibility is urged to contact the UIL state music office.

One other important modification should be noted. Requests to change performance times after the schedule is completed and distributed seems to increase with each passing year. These changes must be processed manually and require countless staff hours to complete. Thus, once the schedule is finalized a \$10 schedule change fee will be assessed to move an event from one day to the other.

This kind of policy is commonplace in many states

and one that we must now implement for TSSEC. Schedule request changes on the same day will continue to be handled as in the past without charge.

Will these new procedures and features unfold error free? Probably not. But the benefits far outweigh the few minor problems that might arise.

With everyone's support and cooperation the UIL staff can implement these refinements with minimal inconvenience. As the 2001 contest dates near all must be mindful of the fact that TSSEC continues to be a massive undertaking.

We have returned to the 20,000 mark in terms of the number of students that must be accommodated. Be assured that every effort is being made to retain the consistency and quality of this experience while meeting the needs and expectations of an expanding number of participants.

New Dallas/Fort Worth music region to accommodate growth in population

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A UIL Region 24 Music Executive Committee has been appointed. Membership includes: Dr. Rick Reedy (acting chair) superintendent, Frisco ISD; Dr. Ray Braswell, superintendent, Denton ISD; Jeff Bailey, area assistant superintendent, Plano ISD; John Bailey, acting superintendent, Grapevine-Colleyville ISD; Jack Biggerstaff, superintendent, Sanger ISD; Dr. Annette Griffin, superintendent, Carrollton-Farmers Branch ISD; Dr. Mike Killian, deputy superintendent, Lewisville ISD.

The first item of business for this committee will be to hire a Region Executive Secretary and develop a budget for the operations of the region. The new Executive Secretary will then work closely with the Executive Secretaries in Regions 3, 5 and 20 to facilitate a smooth transition from three regions to four. These plans will unfold in ample time to prepare for the 2001-2002 contest season.

On Sunday, Jan. 21, an organizational meeting was

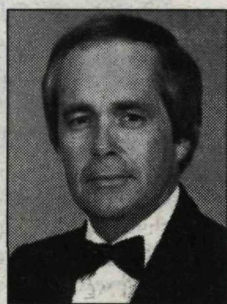
held at Newman Smith High School in Carrollton for all band, choir, orchestra and elementary teachers who will be in Region 24. There were over 100 educators in attendance. Committees were formed and action was taken to initiate the process of selecting dates and sites for 2001-2002 UIL music contests and establishing procedures and schedules for TMEA tryouts and clinics. The meeting was both positive and productive.

A second meeting is scheduled for Thursday afternoon of the TMEA Clinic/Convention in San Antonio to disseminate information and review the progress in planning that has occurred. All plans will be finalized during the spring Region Meeting scheduled May 20.

The administrators, directors and teachers in Region 24 are to be applauded for the enthusiastic and positive role they are playing in the organization of their new region. The commitment and dedication of everyone involved will result in increased opportunities for students, a higher degree of efficient contest administration and more manageable performance experiences for all music programs in the Dallas/Fort Worth area.

Quality of music adjudicators grows with school administrators' cooperation

In 1991 I was asked to write an article on the importance of music adjudication and the vital role that our music directors play as music contest judges. The information in that article is as pertinent today as it was when first written some seven years ago. Reprints are available from: National Federation, 11724 Plaza Cir, Box 20626, Kansas City, MO 64195.



Richard Floyd
Music Director

One of the primary cornerstones of the educational substance of the UIL Music Contest program is the quality of adjudication that is provided for the performing organizations and student musicians of the state. The purpose of this adjudication is not simply to assign a division rating to a performance, but rather to provide a concise evaluation of the strengths and weaknesses of each musical demonstration and offer recommendations for continued musical growth.

These critiques, which address both concert and sightreading skills, deal almost exclusively with the Texas Essential Knowledge and Skills (TEKS). As such, while any competition is presently considered extracurricular, the actual adjudication has the potential to be a true extension of the classroom and a valuable compo-

nent of the music education process.

This important element of any music competition is often taken for granted since the behind-the-scenes arrangements for judges takes place weeks, and even months, before the actual contest. Also forgotten is the fact that the majority of those best qualified to evaluate music performances come from the rank and file of our music educators who daily work with music students in public schools throughout Texas.

These teachers give significant time and often travel extreme distances for minimal compensation in order to serve as judges for UIL music contests. Without their willingness to serve in this capacity, it would be difficult, if not impossible, to provide a level of adjudication that is commensurate with the quality of music education that exists in our schools.

The benefits of contest participation and adjudication are not one-sided. There is another dimension. It is assumed the students will benefit from the critique and the director will return to the rehearsal room with new insights and a clearer vision of the relative strengths and weaknesses of his or her students. But seldom noted is the fact that any contest experience offers the potential for a significant growth experience on the part of the judges as well. The exercise of judging heightens hearing and communication skills. Skills that are invaluable in the classroom and rehearsal hall.

In short, judging experiences enhances one's ability to be a successful, productive teacher. Consequently, school

administrators should look with favor upon opportunities for members of their music faculty to serve as judges.

While most contests take place on Saturday, there are some exceptions because of economic or logistical reasons. Also, there are sites in the state that must schedule more than one day of events to accommodate all participating groups. These contests often require the use of a school day to complete.

While the participating groups miss a minimal amount of school time (contest participation requires only one and one half hours plus travel time), judges must be present for the duration of the competition. Judges for these contests find it necessary to make arrangements with their school administration to be away from their own campus and cover their normal teaching responsibilities in order to accept such a judging assignment. Under these circumstances, school administrators are encouraged to respond favorably when faculty members ask permission to serve as adjudicators.

Such action demonstrates a sensitivity to the scheduling needs of UIL contests, an appreciation of the importance of having qualified judges for the participants in these events and an awareness of the valuable experiences that teachers who serve as judges bring back to their own classroom and students. The result will be a continued availability of highly qualified adjudicators and enriching experiences for our music educators as well.

PML CORRECTIONS ON UIL WEB SITE

All corrections to listings and clarification of performance requirements of titles listed in the Prescribed Music List now appear on the UIL website.

Go to:
www.utexas.edu/admin/uil/
and select the music page.

The Mighty Pen

Adjudicator's comments should be more than just 'critique' of performance

By Gloria J. Stephens
TMAA Choral Vice President

Each spring, after months of taking hand-signs, key signatures, and rhythms to even "greater heights," and weeks of intensely rehearsing quality literature, directors and students across the state anxiously await the culmination of their labors at UIL contests. After the ratings have been posted, the most popular literature on

New region set to begin work next school year

By Richard Floyd
UIL Music Director

After some 24 months of dialogue, study and planning, the new UIL Music Region 24 is slowly becoming a reality. This new region, encompassing school districts in the north central sector of the Dallas/Fort Worth area will begin operations with the beginning of the 2001-2002 school term.

The region is being created to accommodate the dramatic growth in school population that has occurred in that area over the past decade. In the past, schools in the new region have participated in Regions 3, 5 or 20.

the way home centers around the comment sheets.

As a matter of fact, after being circulated on the bus ride home, these sheets are shared with the principal and posted outside the choir office. Here, the judges' comments are read by co-workers, parents and custodians. In short, these "evaluations" are widely read and should challenge us, as adjudicators, to grab this golden opportunity to educate those who read the sheets.

Listed below are some reminders for writing a successful adjudication sheet.

1. Diagnosis and prescription must be a part of every evaluation (e.g. "I like your Renaissance style - I hear each part emphasizing their line. Strive for even a lighter tone;" "Altos, you are singing a bit 'chesty'. As you descend, lighten up and work on listening to one another")

2. Correct grammar and spelling should always be used. Since we are all teachers of English, it becomes increasingly important that we are mindful of our written communication to parents, students and to one another.

3. Always try to find some aspect of the performance to compliment. Try to go a step beyond "Nice dresses!" For a group who might have had an average reading on the sight-reading piece, a kind but firm adjudicator might note, "Good effort, today. Continue working, using your preferred system of reading. You show great potential."

4. Refrain from being excessively "picky" about style and interpretation in the sight-reading room. I have seen sheets where students were told they breathed in the "wrong" places during the performance. Please remember that we are basically asking students to READ! On

occasions I have felt relieved to have my non-varsity "babies" exit the sight-reading room and still be able to breathe without passing out from fear. If the music is extremely easy, however, then it is understandable that we are expecting a lot more from the performance.

5. Remember that students will be reading the sheets. Make sure all criticisms are structured in a positive fashion. Negative comments are discouraging to students as well as directors.

6. When many aspects of the performance need improvement, choose the one that you think is most crucial (perhaps tuning) and apply the diagnosis-prescription rule.

7. When many aspects of the performance are superior, identify and elaborate!! ("Wonderful job, choir! What a joy to hear this piece done so well. My one suggestion is to break between 'allelu' with a glottal stop and put less weight on unaccented notes. This was a delight;" "Great job at keeping the rhythmic pulse steady and directed. Difficult repertoire - good work and training.") Don't forget that this is an excellent time to educate all your readers. One-word comments ("awesome," "terrific," "great job") do not give any of the readers, including students and directors, much feedback.

8. Close with a summary of the performance and a justification of the rating.

Good luck to all of you who will be hitting the Adjudication Trail very soon. As you prepare to applaud and encourage students and directors across the state for their work, be mindful of the great responsibility and opportunity that you possess. There is much strength in the written word.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

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AP directs change in Computer Science courses

Contest set to move to Java language in two years; will replace C++

By David Trussell
UIL Computer Science Director

While it's true that time flies when you're having fun, it's also sometimes true that time flies when you're working hard, particularly when things are going smoothly.

It doesn't seem that long ago that we were talking about UIL Computer Science at our fall student activities conferences. But by the time this Leaguer reaches

school year. An official statement as well as a detailed rationale for this decision can be found on the AP web site at www.collegeboard.org/ap/computer-science.

Consequently, UIL Computer Science will also make the move to Java in 2003-2004. Since its inception, the UIL contest has been modeled on the AP program because it is so well established in school district computer science curricula. Since most schools will likely follow AP's lead in making the language change, the UIL will do the same.

Switching from C++ to Java should not be nearly as difficult as our last language change in 1998. For one thing, Java has much more in common with C++ than C++ had with Pascal. But we will also have a well-organized transition plan for the UIL contest, which is something that did not happen in 1998. One of the first lessons I learned as a new contest director that year was that any future language changes would be handled much differently than the switch to C++ had been.

Remember that Java is still a couple of years down the road. We will finish this year with C++, and we will have two more school years with C++. But it's important to start thinking and planning now, so that we're ready in the fall of 2003. Starting early will allow us plenty of time to make necessary changes to contest rules, to evaluate and select reference textbooks, and to consider how the change to Java will impact the hands-on contest. Input from our computer science coaches will be a vital part of this process.

Now a few reminders about the upcoming district meets...

1. Practice, practice, practice.

One of the best ways to prepare students for district competition is to attend UIL invitational meets that are offered at schools in your area. Not all hosting schools send information to the UIL office, but for those that do we publish their meet listing in the *Leaguer* and on the UIL web site.

There are a number of excellent third party test writers around the state, and any well-organized meet is good practice for potential district contestants. How-

ever, it's a good idea to make a point of attending at least one meet where official UIL Invitational materials will be used. The UIL Set A and Set B Computer Science materials are written by the same experts who write the district contests, and thus provide students with an excellent guide for what they can expect at district and beyond.

2. District-level Computer Science consists of a written test only.

The hands-on contest takes place only at the regional and state levels. Team scores at district are determined by combining the top three written exam scores from a school.

3. Know the contest rules.

Rules pertaining to contest materials, procedures and scoring are detailed in the *UIL Constitution and Contest rules*. If you don't have access to a printed copy, the complete C&CR is available on the UIL web site.

4. Always plan to attend your verification period and awards presentation.

The verification period serves as your opportunity to check your students' test papers for grading or tabulation errors, or to seek clarification for individual questions before official results are announced. And don't rely on secondhand information to find out what those results are — plan to attend the awards presentation if at all possible.

5. Relax and have fun.

Every student who participates in UIL competition is a winner, regardless of whether they take home a medal. Knowledge gained and memories made will mean far more than medals long after the high school years fly by.

We now have confirmation: the AP curriculum will move from C++ to Java beginning with the 2003-2004 school year. Consequently, UIL Computer Science will also make the move to Java in 2003-2004. Since its inception, the UIL contest has been modeled on the AP program because it is so well established in school district computer science curricula. Since most schools will likely follow AP's lead in making the language change, the UIL will do the same.

you, district meets will be only a month away.

Before diving into district meet reminders, I have an important piece of news to pass along. Those who attended one of the SAC's may remember that we discussed the possibility of UIL Computer Science moving from C++ to Java in 2003-2004. This change would be predicated on a similar change in the Advanced Placement curriculum for Computer Science, though at the time of the fall conferences we had only heard rumors that AP was moving to Java.

We now have confirmation: the AP curriculum will move from C++ to Java beginning with the 2003-2004

Newspaper organization set to host summer journalism teacher institute

The American Society of Newspaper Editors (ASNE) is encouraging teachers who are interested in scholastic journalism to apply for an intensive two-week summer training program.

Approximately 200 high school teachers will be selected for the ASNE High School Journalism Institute, which will focus on the core values of journalism and the skills needed to produce a successful student newspaper.

The institute will take place at six universities throughout the United States that have accredited journalism programs. The University of Texas in Austin will host one of the institutes July 15-27.

With a grant from the John S. and James L. Knight Foundation, ASNE will cover the cost of tuition and graduate credits, program and study materials, a travel stipend of up to \$800, housing and meals. Follow-up materials include a subscription to the teacher's local newspaper, paid membership in national and regional scholastic journalism associations and materials to build a school journalism library.

The institute's goals are:

- producing a diverse set of teachers who are better informed about the operation, practices, news values and

ethical decision making in the craft of journalism.

- Imparting or enhancing the writing, editing, layout, photo and graphic skills that teachers need to better advise students and to start or strengthen a school newspaper. In addition, the business-side skills to enable a student newspaper to operate independently will be addressed.

- Focusing high school newspapers on fair and balanced news reporting and writing.

- Instilling a greater understanding of, and appreciation for, the First Amendment.

Teachers or administrators who apply need not have a great deal of journalism experience, but must demonstrate a commitment to help students start or improve a high school newspaper.

Deadline to apply is March 1. Applications have been mailed to journalism advisers, English department chairs and principals throughout the United States. The application may also be downloaded from www.highschooljournalism.org.

For more information contact Diana Mitsu Klos, senior project director at (703) 453-1125 or dmk@asne.org.

School newspaper provide stories on legislature

Press coverage of the State Legislative session, educational topics and other items of statewide interest will be offered again this year by the staff of the Austin Anderson High School student newspaper, *The Edition*.

Edition reporters and photographers have obtained working press credentials for the current legislative session and will be providing stories and photos each month for any student newspapers throughout Texas who want to be on the mailing list. Stories and photos will be sent by e-mail to those newspapers participating, when they become available.

Stories will focus on subjects which directly affect Texas schools and their students. The first story will deal with Governor Rick Perry's educational proposals and legislative reaction to those proposals.

Additional stories will be based upon information and quotes from state legislators, the Texas Education Agency and other state sources. Look for stories on changes in the Robin Hood method of school funding, the State School Board, TEKS and other items.

Advisers and/or editors interested in joining the Texas Press Network should e-mail their e-mail address to *Edition* adviser Jack Harkrider at harkthewriter@hotmail.com and they will be put on the mailing list.

Any additional information or special requests for stories can be sent to the same address.

Lone Star Cup competition heads down stretch of spring competition

By Kim Rogers
UIL Public Information Officer

The UIL and Texas Dodge Dealers have announced the current standings for the 2001 Lone Star Cup. Now in its fourth year, the Lone Star Cup honors the best overall academic and athletic programs in Texas and is open to all UIL member high schools.

Standings are based on points earned through a team's success at district and state level UIL activities. In June 2001, Texas Dodge Dealers will present the Lone Star Cup trophy, along with a \$1,000 scholarship to one high school in each of the five UIL classifications.

The current standings based on the first tabulation of points are as follows:

CONFERENCE 5A

1. Humble Kingwood	28 pts.
2. (tie) Duncanville, Katy	24 pts.
4. (tie) Conroe The Woodlands	22 pts.
Houston Cypress Falls, Lewisville Marcus	
7. Austin Westlake	20 pts.
8. San Antonio Churchill	19 pts.
9. Tyler	18pts.
10. (tie) Amarillo	16pts.
Arlington Lamar, Corpus Christi Carroll, San Antonio Clark	

CONFERENCE 4A

1. Southlake Carroll	26pts.
2. New Braunfels	24pts.
3. (tie) Corpus Christi Calallen	22pts.
Dallas Highland Park, Mesquite Poteet	
6. (tie) Friendswood, Grapevine	20pts.
8. (tie) San Antonio Roosevelt, San Marcos	18pts.
10. Wichita Falls	17pts.

CONFERENCE 3A

1. (tie) Forney, Graham	20pts.
3. (tie) Caldwell	18pts.
Canton, Texarkana Pleasant Grove, Wimberley	
7. (tie) Bellville	16pts.
Everman, La Grange, Lamesa, Luling	

CONFERENCE 2A

1. Celina	26pts.
2. (tie) Jewitt Leon, Wallis Brazos	20pts.
4. Poth	18pts.
5. (tie) Arp	16pts.
Blanco, Holliday, Nocona, Pattonville Prairiland, Refugio	

CONFERENCE 1A

1. (tie) Shiner, Windthorst	20pts.
3. Beckville	18pts.
4. (tie) Bremond, Stratford	16pts.
6. Abbott	14pts.
Burkeville, Collinsville, Miles, Round Top Carmine, Valera Panther Creek	

Updated standings and final results will appear in upcoming issues of *The Leaguer* and episodes of High School Xtra, broadcast on Fox Sports Net. Points are awarded for the following activities: baseball, softball, football, volleyball, soccer (4A and 5A only), cross country, tennis (team only), golf, track and field, swimming (4A and 5A only), wrestling, marching band, one-act play and state academic meet winners.

The next update will be available March 19. For results, official rules, and scoring structure visit the UIL web site at www.utexas.edu/admin/uil.



"My UIL academic experience has meant a great deal to me. For the first time in my life I have adapted classroom teachings into a serious form of competition. I have found a way to use my talent, like all athletes do, except mine directly deals with the academic standpoint."

Mollie Mankins
Crandall High School, Crandall

Sponsors, coaches recognized by Southwestern Bell

continued from page 9

"If I had to pick a sponsor who has worked harder with her students than anyone, I could not find one who is more committed than Mrs. Scroggs," Dr. Ellen Fuller said. "She has tirelessly and without complaint put in numerous hours with her academics teams to make sure that they are well prepared to do the job that they have been trained to do."

Christopher Smith
S & S High School, Sadler

In his tenth year as Current Events coach at S & S High School, Smith has made Austin a second home after bringing his current events teams to the state competition the past eight years. They have won seven consecutive state team championships and his students have won five individual state championships. He, too, helps coach the science and literary criticism events.

"Year after year Mrs. Smith proves that hard work, enthusiastic students and a 50 cent paper are all it takes to win," principal Jay Roberts said. "He has begun a tradition in this competition which causes our students to want to be involved and be competitive in this event. Just as important as the training he provides is his mentorship to other teachers regarding UIL events. He has been instrumental in the steady increase in the number of sponsors helping with UIL."

Smith uses the classroom as a focal point to his work in UIL.

"I look for that point in the classroom where the students go beyond what I've taught and bring their own experiences to the material we've covered," he explained. "This emphasis on learning from each other keeps practice sessions dynamic and fun. Our goal, obviously, is to win, but it often doesn't seem like it. We do what we do because it's worth doing. The rest just happens."

Jim Vaszauskas
Brock High School

Many teachers and coaches feel successful when they succeed in one area, but Coach V., as Vaszauskas is known, has excelled in all the areas he has been assigned. He has been head coach of six different sports, and he has taken his basketball team to the state tournament three times in the past eight years. He, too, has also qualified

students for state in golf and cross-country. When asked to take over the baseball team in 1998, he took them to an undefeated district season and district championship.

In that same year, he took over as UIL academic coordinator and went from taking zero students to regional competition to 23 in the past two years. He has also founded a \$1,000 UIL scholarship to be awarded to an academic student annually.

"The first challenge of a successful UIL coach and sponsor is to cultivate an educationally sound environment where students learn to compete," he said. "Skills learned through competition are transferable. Therefore, the second challenge of a successful UIL coach and sponsor is to teach students that the skills learned in competition apply to other life activities. Our ultimate

challenge is to teach the transfer of lessons learned through competition and apply them to learning life's lessons."

Vaszauskas can only be described as "busy."

"During the past 10 years, his assignment has varied depending on the needs of our district," principal James Branch said. "He has excelled in every endeavor I have asked of him. More important than wins, he structures his program to meet the needs of our students. He is quick to share his athletes with other activities by allowing his players to miss practices or even games to participate. Because of his encouragement, most of his basketball players participate in UIL academic events, and many have qualified for regional meet."

Crowley named new director of officials association

The Texas Association of Sports Officials (TASO) has announced the selection of Tim Crowley as the Executive Director, effective Jan. 1. He succeeds Jim Blackwood, who retired Dec. 31.

Crowley began his officiating career while attending St. Edward's University in Austin, from 1971-75. He served as the assistant, and then Director of Recreational Sports and was responsible for training and assigning officials for football, basketball, volleyball and softball.

After graduating in 1975 he moved to Wichita Falls and began his teaching and coaching career at Notre Dame High School. He was an assistant varsity football coach, JV basketball coach and head track coach.

In 1977, he moved to Holy Cross High School in San Antonio and served as a varsity football assistant and head varsity basketball coach. He was named the 3A Coach of the Year in San Antonio in 1979 and his team finished second at the TCIL State Tournament.

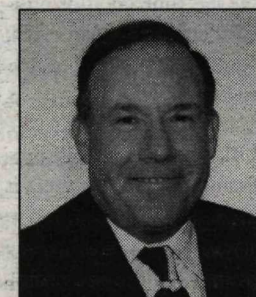
In 1980 he entered the insurance business as a general agent for the American General Insurance Group. He operated agencies in San Antonio and Austin through March 2000. During that period, he obtained his LUTCF

professional designation, and won numerous national sales and management awards. He served on the Board of Directors for the Insurance Underwriters, and other civic and service organizations.

His officiating career progressed as well. He worked as a football official in the TIAA 1989-1994, Canadian Football League 1995, Southland Football League 1996-1997 and Big XII Conference 1997-Present. He served the Austin Chapter as assistant secretary 1987-89, and Executive Secretary 1989-2000. He was elected the District 4 Director to the TASO Football Board from 1996-98, vice-president 1998-2000, and was the president-elect at the time of his selection as the TASO Executive Director.

Originally from El Paso, Crowley resides in Austin with wife Debbie and their children Megan, Kevin, and Erin.

He can be reached at the TASO office 972-329-8276 or via e-mail, tcrowley@taso.org.



Tim Crowley
TASO Executive Director

New bat rule headlines baseball changes for year

PUBLIC REPRIMANDS

BASKETBALL

Kenneth Robinson,
Greenville JH
Rigoberto Gomez,
Rio Grande City
Kim Smith,
Knox City
Lance Shelton,
Dodd City
Steve Schreiner,
Loop
Russell Benjamin,
Seguin
David Williams,
Del Valle
Willy McDonald,
New Boston
Craig Koch,
Crane
Sean Mound,
Cedar Park
Jerry Schaeffer,
Pampa
Joe Rushing,
Lancaster
Mark Johnson,
Gary
Tim Webb,
Pampa
Brian Luke,
Dallas Adams
Victor Cortez,
El Paso Montwood
James Johnson,
Sugar Land Hightower
Donald McIntyre,
Whitesboro
Terry Davis,
Stratford
Michael Ensley,
Dallas Lincoln
Misty Tucker,
Diboll
David Johnson,
Martinsville
Melissa Dolgener,
Dublin
Amy Herron,
Wolfe City
Jose Rios,
Premont
Richard Ramos,
San Angelo Lee JH

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

Jim Bouton, a former New York Yankees pitcher, once said "You spend a good piece of your life gripping a baseball and in the end it turns out that it was the other way around all the time." Anyone who has played the game knows how true that statement can be.

Those who have not played the game or have not been introduced to the intricacies of the game may not feel the same way. In fact, in a recent survey (okay, not a real survey), many people ranked watching a full baseball game as enjoyable as watching paint dry.

I'm lucky. I am a baseball fan and I also have the responsibility of directing the UIL baseball program.

There are 1,036 schools in Texas participating in UIL baseball. With that many schools, any rule change in equipment can have a tremendous impact. Such is the case with the new National Federation of State High School Association's bat rule.

Beginning this school year, the maximum diameter of bats will be reduced from 2 3/4 inches to 2 5/8 inches, and the unit differential, namely the difference between bat length measured in inches and bat weight measured in ounces, will be reduced from minus 5 to minus 3. UIL plays baseball under National Federation Rules. Any bat that is used in any UIL baseball contest must be in compliance with this new standard.

There is no doubt this rule has had and will have an impact on a number of school budgets. However, school coaches and administrators must be diligent in ensuring that bats used in UIL baseball games comply with this standard. Umpires will also have to be diligent in making sure all schools are playing with legal equipment.



Mark Cousins
Assistant Athletic
Director

The basis for the new standard is to create narrower, heavier and more wood-like bats, allowing for increased safety in the game and a more competitive balance between the offensive and defensive teams.

Since you will be reading this at the start of the spring season, it is a good time to stress the importance of checking eligibility for each varsity athlete. Eligibility for subvarsity athletics is not that difficult. A subvarsity athlete must be a full time student in your school and academically eligible. Varsity athletes must meet all requirements detailed in section 400 of the UIL Constitution and Contest Rules. I suggest all coaches read this section of the C&CR prior to their sport season and verify the eligibility of all of varsity athletes.

Specifically, a coach needs to check on any athlete who is new to their varsity program or who has been in the school for less than one year. Ask questions! Is the student enrolled on a full time basis? Where do the parents reside? Has a school coach or administrator verified the residence? Do all members of the family live at the residence? Have all concerned parties signed a Previous Athletic Participation Form? Is there any indication the student changed schools for athletic purposes?

Another eligibility issue concerns academic eligibility during a school holiday of seven consecutive calendar days or more.

According to state law, all students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for spring break, all students are eligible until classes resume. If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begins the first day that classes resume and is still a full seven calendar days.

Taking the time to ask the above questions and others concerning eligibility at the beginning of the season can save time and heartbreak when post season rolls around.

Speaking of post season, there are changes again this year with the state baseball tournament. The state baseball tournament will be held June 7-9 in Austin, at Disch Falk Field and in Round Rock at Dell Diamond. Adding the additional day allows every game of the state tournament to be played at either Disch Falk or Dell Diamond. The tentative schedule of the tournament is included here.

2001 UIL STATE BASEBALL TOURNAMENT DISCH FALK/DELL DIAMOND

Thursday, June 7

Disch Falk

2A Semi Final	10 am
2A Semi Final	1 pm
4A Semi Final	4 pm
4A Semi Final	7 pm

Dell Diamond

1A Semi Final	10 am
1A Semi Final	1 pm
3A Semi Final	4 pm
3A Semi Final	7 pm

Friday, June 8

Disch Falk

1A Final	10 am
2A Final	1 pm
3A Final	4 pm
4A Final	7 pm

Dell Diamond

5A Semi Final	TBA
5A Semi Final	TBA

Saturday, June 9

5A Finals	TBA
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State golf gets new site; softball stays at McCombs Field

Change is inevitable. Suggested change is almost all the time good or positive. Forced change is, well, sometimes a 50-50 proposition at best.

As change relates to the UIL softball and golf programs, in both instances it was forced. However, I'm of the firm belief the change will be good.

UIL was left scrambling earlier this summer when the site for the past state softball championships was leveled and made way for some apartment complexes.

Golf was much in the same predicament when one of the three courses used annually, Lions Municipal Golf Course, was scheduled for some construction work and an educated guess said it would not be in great shape come early May.

Critics of the Pleasant Valley Sportsplex probably think their prayers were answered with the move to Red McCombs Field on the University of Texas at Austin campus. Since McCombs Field was built several years' backs schools and coaches (and parents) have questioned why the UIL was not utilizing the collegiate site for its state high school championships.

High school games at a state-of-the-art college ball park. What a perfect fit. I agree. Only that Red McCombs Field was not available. At least the UIL would not know



Peter Contreras
Athletic Coordinator

it was available for the state tournament until only five days before the start of the two-day event. Ever try putting on a 16-team, two-day tournament and five days out not know where you were playing?

The University of Texas has one of the premier collegiate programs in the nation and expects to be in the NCAA tournament every year. Accordingly, Texas would place a bid to host a NCAA Regional Softball Tournament every year. The dilemma began with that bid—the NCAA awards its regional bids on the Sunday before the UIL state tournament begins.

Was Pleasant Valley Sportsplex a great venue for the state softball championships? Probably not. Without question, however, it was the best facility under the current situation for the tournament.

It had its shortcomings. So does Red McCombs Field. It is my job to minimize or even hide those shortcomings the best I can.

The move to the UT campus field has allowed the state tournament format to change to three days instead of two. One field and additional four teams have forced that type of change. Conference A was added to the mix this year for a total of 20 teams.

A possible conflict with Texas hosting a NCAA Regional has been eliminated because we have moved back the state tournament one-week. The 2001 tourney is scheduled for May 31 - June 2.

Golf

Want to see a lot of golf? This is your year. New cart paths at Lions Municipal golf course have rendered that site unplayable for tournament play in May. Jimmy Clay

golf course, an 18-hole public golf course at the same site as the Roy Kizer golf course will be the one-year replacement for 2A and 3A this year.

The forced change has one positive effect — no conference is split this year. Thus a coach for both a girls and boys team will not be forced to pick a team and coach only that team during the state tournament.

Conference A, 2A and 4A will play their 36-hole state championships on May 7 & 8 (Monday-Tuesday), while Conference 3A and 5A will play on May 10 & 11 (Thursday-Friday).

Conference A will play at Morris Williams golf course, 2A and 3A at Jimmy Clay golf course and 4A and 5A at Roy Kizer golf course.

New manuals available

The National Federation of State High School Associations has published the NFHS Statisticians Manual and is available to UIL-member schools.

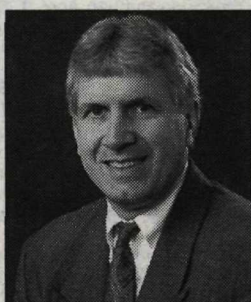
This 60-page book outlines correct procedures and rulings for keeping team and individual statistics in basketball, baseball and softball.

Terms are defined in each sport as well as specific play situations and how to score them. The NCAA was also helpful in allowing use of its manuals in helping to create the version appropriate for high school sports.

Copies of the manual may be purchased from the National Federation. The UIL plays NCAA rules in football and a manual for that sport may be purchased from the NCAA.

Character must be key ingredient to education

Yes, we want children to be smart and successful. But even more, we want them to be good and kind and decent. Yes, our children must learn how to make a living. But even more, they must learn how to live, and what to love. 'Intelligence is not enough,' said Martin Luther King, Jr. 'Intelligence plus character—that is the true goal of education.' — George W. Bush



Charles Breithaupt
Athletic Director

This campaign speech, entitled "The True Goal of Education," was delivered in New Hampshire Nov. 2, 1999. The speech encapsulated then Governor Bush's specific commitment to character education.

As we proudly congratulate our former Texas governor in his new role as President of our great country it is an opportune time for us to revitalize ourselves in this call for character education. The UIL has embraced building character throughout its 90 year history. In fact one of the three stated objectives of the League is to prepare students for citizenship by providing interschool competition among the public elementary and secondary schools of Texas. Certainly this call for character education lies within each of the 65 activities offered by the UIL.

In May of 1999 nearly 50 sports leaders from across the nation issued the "Arizona Sports Summit Accord" to emphasize the ethical and character building aspects of athletic competition with the hope that the framework of principles and values set forth will be adopted and practiced widely. The Accord is the result of a summit conference held in Scottsdale, Arizona. Called "Pursuing Victory with Honor," the conference was sponsored by the Josephson Institute of Ethics, the CHARACTER COUNTS! Coalition and the United States Olympic Committee, Coaching Division.

The preamble to this accord was developed as follows:

At its best, athletic competition can hold intrinsic value for our society. It is a symbol of a great ideal: pursuing victory with honor.

The love of sports is deeply embedded in our national consciousness. The values of millions of participants and spectators are directly and dramatically influenced by values conveyed by organized sports. Thus, sports are a major social force that shapes the quality and character of the American culture.

In the belief that the impact of sports can enhance the character and uplift the ethics of the nation, we seek to establish a framework of principles and a common language of values that can be adopted and practiced widely.

The essential elements of character-building and ethics in sports as developed during the Arizona Summit are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of sports is achieved when competition reflects these "six pillars of character."

In an October release, preliminary data from the 2000 "Report Card on the Ethics of American Youth," a comprehensive national survey on the ethics of young people, Michael Josephson, founder and president of the Josephson Institute of Ethics and the CHARACTER COUNTS! Coalition, called on politicians to recognize the vital importance of dealing with "shocking levels of moral illiteracy" as part of any educational reform package. Saying the survey data reveals "a hole in the moral ozone," Josephson added, "Being sure children can read

is certainly essential, but it is no less important that we deal with the alarming rate of cheating, lying and violence that threatens the very fabric of our society."

The statement and data were released in conjunction with the seventh annual National CHARACTER COUNTS Week, Oct. 15-21. Ron Kinnamon, chairman of the CHARACTER COUNTS! Coalition, pointed out, "There is a solution: more pervasive and proficient character education at home, at schools and on the sports fields. Character education is here to stay," he said, "and it's getting stronger and stronger."

The CHARACTER COUNTS! Coalition was launched in 1993 with 27 organizations. Today, more than 450 national, regional and local organizations are members and millions of school children in over 2,000 schools and hundreds of youth groups are learning about the Six Pillars of Character — trustworthiness, respect, responsibility, fairness, caring and citizenship.

The third week in October was designated by Congress as National CHARACTER COUNTS! Week to focus the nation's attention on the importance of teaching, enforcing, advocating and modeling good character. Arizona and Texas have recently launched statewide character-education initiatives using the CHARACTER COUNTS! Model to train teachers to implement character programs in their schools.

Among the highlights of the preliminary results of the nationwide survey of 8,600 high school students:

- Cheating. 71 percent of all high school students admit they cheated on an exam at least once in the past 12 months (45 percent said they did so two or more times).

- Lying. 92 percent lied to their parents in the past 12 months (79 percent said they did so two or more times); 78 percent lied to a teacher (58 percent two or more times); more than one in four (27 percent) said they would lie to get a job.

- Stealing. 40 percent of males and 30 percent of females say they stole something from a store in the past 12 months.

- Drunk at School. Nearly one in six (16 percent) say they have been drunk in school during the past year (nine percent said they were drunk two or more times).

- Propensity Toward Violence. 68 percent say they hit someone because they were angry in the past year (46 percent did so at least twice), and nearly half (47 percent) said they could get a gun if they wanted to (for males: 60 percent say they could get a gun).

The full 2000 "Report Card" will be released later in a series of three reports: honesty and integrity, violence and responsibility, and values and attitudes. The margin of error is +/-3 percent.

In addition to producing the biennial "Report Card on the Ethics of American Youth," the nonpartisan, nonsectarian, nonprofit Josephson Institute of Ethics operates programs in three principal areas:

1. The CHARACTER COUNTS! Coalition is the nation's largest comprehensive character education program for young people, reaching millions of young people through thousands of schools and youth groups across the country.

2. CHARACTER COUNTS! Sports, founded in 1999, seeks through the "Pursuing Victory With Honor" campaign to return sportsmanship to all levels of non-professional sports. It has already earned the support of a majority of the "big time" college athletic programs.

3. Through "Ethics in the Workplace" training programs and Mr. Josephson's appearances and consultations, the Institute each year reaches thousands of leaders in business, government, journalism and law. Clients have included the CIA, FBI, IRS, a dozen state legislatures, many Fortune 500 companies, leading news media organizations, as well as judicial, legal and public safety

organizations.

In his inaugural address on Jan. 20, 2001, President Bush stated, "America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them and every immigrant, by embracing these ideals, makes our country more, not less, American."

"Today, we affirm a new commitment to live out our nation's promise through civility, courage, compassion and character. America, at its best, matches a commitment to

principle with a concern for civility. A civil society demands from each of us good will and respect, fair dealing and forgiveness. If we do not turn the hearts of children toward knowledge and character, we will lose their gifts and undermine their idealism.

"Our public interest depends on private character, on civic duty and family bonds and basic fairness, on uncounted, unhonored arts of decency which give direction to our freedom.

"I ask you to be citizens, citizens not spectators; citizens not subjects; responsible citizens, building communities of service and a nation of character."

This challenge from our 43rd President reminds us the same boiling water that softens the carrot also hardens the egg. Athletics can have a tremendous positive impact on society if we practice due diligence in teaching the "six pillars of character." However, failure to do so creates a negative pallor over our activities and brings to question the true educational value of extra-curricular activities.

As our new millennium officially begins let's band together to "Pursue Victory with Honor" and remember character does count!

Emphasis needed to attract officials

continued from page 2

frustrating to an official than to wait six to eight weeks for a check. Administrators should designate a school employee to act as game liaison. This individual should not be the coach. Officials should know where the designated liaison is in the event problems occur during the game. Officials should be met at the door after having been instructed where to park. They should be escorted back to their car(s) after the contest by either uniformed officers or a designated school employee.

Schools can further help by giving high school youngsters the opportunity to officiate in intramural and junior high games. This not only satisfies an immediate problem but opens a door for expanding the available pools of officials for the future.

Most importantly, schools can create a wholesome atmosphere for officiating with zero tolerance for idiot behavior. If the supply of officials is ever going to catch up to the growing demand, new attitudes and behaviors must emerge. It is trite to say that "you can't play the game without officials," but it is true.

We in the educational community have a task to enhance the games we play — to provide continuing lessons through competitive sports. To do so we need to direct our efforts to expanding the number of officials. It is our obligation and our opportunity.

We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens.

The updated
UIL Sportsman-
ship Manual is
available only
the UIL web
page —
[www.utexas.edu/
admin/UIL/](http://www.utexas.edu/admin/UIL/).

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

SPELLING & VOCABULARY

Note clarification of the C&CR and Word Power: Misuse of any non-alphabetic element, such as accent, apostrophe, hyphen, tilde, umlaut, etc., or capitalization is an error.

Also, the *American Heritage Dictionary of the English Language, Third Edition*, will continue to be the official dictionary until further notice, but the new Fourth Edition is also acceptable.

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 all 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 home school.

EMPLOYMENT OF COACHES

Section 1202, Employment of Coaches

Full time employees must comply with the following standards in order to serve as a high school (grades 9-12) athletic coach or a high school one-act play director.

TRS Minimum Employment Eligibility standards cited below are used to define full-time (but the employee does not have to actually qualify for TRS):

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

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

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

CHRISTOVAL HS

The State Executive Committee issued a public reprimand to Mr. Carl Wieberg, Christoval High School, for violation of the awards rule and extended his probation through August 2, 2001.

PROSE & POETRY

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

WILMER-HUTCHINS HS

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

SUNDAY COMPETITION

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

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.

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 Westbury 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 Rae Dennis, 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).

LANCASTER HS

The State Executive Committee issued the following penalty to Coach Doug Black, Lancaster High School, for violation of the Athletic Code: suspension from coaching the first two football games of the 2001-02 season, public reprimand, and probation through December 5, 2001. The committee also issued a public reprimand with probation through December 5, 2001, to Coach Lee Wilkins.

ALVARADO HS

The State Executive Committee issued a public reprimand with probation through December 5, 2001, to Mark Cunningham, Alvarado High School, for violation of the awards rule and 300-minute per week practice restriction.

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
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Speech Director	Football Coach
Band Director	Girls Track Coach
Choir Director	Boys Track Coach
One-Act Play Director	