

# Leaguer

## March Madness?

*Four tournaments in three weeks leave UIL athletic staff scrambling for sanity*

**I**n the beginning it starts this way — “On Our Way to State” “State or Bust” “Looking To State” — or similar slogans adorn schools and locker rooms of all sizes throughout the state.

Making plans to get to the state championships and getting there, though, are two different ideas.

During three weeks in February and March the UIL plays hosts to four different state athletic championships: wrestling, swimming, girls basketball and boys basketball. Each has problems and situations that compare to the others while each has its own specific problems.

“We’re working 28 consecutive days (to prepare for the tournaments),” said assistant athletic director Mark Cousins, who is in charge of wrestling.

Because of this timetable, the athletic staff has to be physically ready.

“In those three weeks, we work 80 hour weeks,” athletic director Charles Breithaupt said. “We have to man the office as well as be at the tournaments.”

He explained that the staff prepares themselves mentally as well as physically.

“We have to be prepared for any type of conflicts — tickets, officials or even hotel problems,” he said. “Once the tournament starts, though, we focus on the competitors.”

The staff’s first goal for each of the tournaments is to get all the regional results.

“We have to get results from each region, verify those results and begin building the brackets,” Cousins said.

***“We have to be prepared for any type of conflicts — tickets, officials or even hotel problems. Once the tournament starts, though, we focus on the competitors.”***

**Athletic Director  
Charles Breithaupt**

“After we get the results we enter them into the computer and the computer builds the different brackets along with any kinds of rotations needed.”

One of the toughest areas of



photo by Andrew Loehman

preparation for swimming and wrestling is dealing with scratches.

“If there are scratches, we must notify the alternates,” Cousins said. “With swimming, we have to handle eight regions and notify the extra qualifiers.” In swimming, the top swimmer in each region qualifies for state. Then the next eight are picked by the fastest times.

“There can’t be any more than four coming from any region,” Cousins said.

During the wrestling and swimming tournaments, heavy preparations are also being made for the basketball tournaments.

“Saturday of the wrestling and swimming tournament is probably the busiest day of the year for us,” said Rachel Seewald, athletic coordinator who directs the girls basketball tournament. “We get calls on our cell phones, home phones, everywhere!”

Seewald explained that two state tournaments and several regional tournaments are going on that day.

Once the regional results are in, the UIL athletic team goes into high gear. On the Sunday after the wrestling and swimming meet, the group meets at the office at 8 a.m. to begin making final

### Drive to the basket

Grapeland senior Sandie Jason Shepherd (32) drives past Ponder Lion senior Derek Bryson toward the goal. Although Shepherd worked the ball in for a basket on the play, the Sandies lost the 2A championship game to Ponder, 59-40. Planning for the tournament started last year for the UIL athletic staff.

arrangements for the basketball tournaments.

“We call each of the coaches for the girls teams coming to state to explain to them some of the logistics of the tournament,” Seewald said. “We give them their pairings, time of their first game and their opponent. We also go over all the other details of the tournament.”

Some of those details include who and how to call the Erwin Center for tickets for local supporters, housing, travel arrangements, parking and anything else the coach



# Student activities make tomorrow's leaders

By Leo Wohler,  
Principal, Skyview HS, Billings, Montana



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One of the greatest needs of our nation is good, honest leadership. For years it was believed that good leaders were born, not made. We now know that leadership skills can be identified and can be taught.

The opportunities for students to organize and plan, to assume leadership roles, to gain recognition and identify, to experience self-governance, to recreate physically and emotionally, and to mature socially, come to a significant degree from the student activities program. Students learn to work together (cooperative training) in a band or on a yearbook staff. They can develop leadership skills as a club officer, newspaper editor or team captain. They learn to make decisions voting for class officers or serving on a student council. These skills will be essential for a demanding future.

Our youth face a complex if not uncertain future — one that will demand diverse skills from all of our citizens. Such a complex society will require leadership and communication skills among its people as well as the ability to work together. Our schools have the responsibility to develop these skills. AND the student activities programs best address these needs.

Student Activity programs are teaching such skills as goal-setting, problem-solving, decision-making and self-awareness. Perhaps these are the real basics of education — the skills needed to succeed in life.

Student activities become a part of the regular school program because of their close relationship to the academic curriculum and because of their value in supplementing that curriculum with leadership skills training. In light of this status it seems that the given name of "extra-curricular" activities should be laid to rest in favor of a more appropriate name such as "co-curricular."

The term "extra" can be ambivalent. Extra can mean more, larger, better. But it also means "beyond the scope of." To many extracurricular means not necessary, frivolous and ripe for the "axe" at budget time. Activities and academics, together, make up the school curriculum, which is designed to teach students the skills and to enhance the abilities they will need to function successfully in society. Student activities are an integral part of education. They should operate in harmony with the entire curriculum, providing significant learning experiences for our students and helping them develop moral and social value patterns.

Student activities are the practical expression of the school curriculum. Furthermore, they call for participation and membership governed by democratic principals. They traditionally provide students with appropriate

avenues of expression and relevant experiences. They serve as the auxiliary laboratory for the school curricula — and more. A school with no student activities would be as absurd as a school with only school activities.

Academics and activities have coexisted in our schools for many years. Let us not forget the purpose of education in a democracy and the role that activities play in the delivery of the curriculum, and more important, the lives of young people.

My thoughts in writing this article were triggered by the yearly budget gauntlet through which each of us must march — and the simplistic knife, which offers the activities programs as "extra" to the mission of schools. I

guess we are the "team" that needs to work together and support each other in the effort to assure that activities are indeed co-curricular and supportive of the academic side of the total curriculum program. Perhaps this is most important function that Montana High School Association curriculum program. Perhaps this is the most important function of the Montana High School Association can provide the students of Montana — an association of supporters of the "auxiliary laboratory."

Best of luck to you as you wrestle with budgetary restraints to a quality educational program for the kids in your school.

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## 2001-2002 Literary Criticism topics announced

### Poetry

Selected poems by Gerard Manley Hopkins

All of these poems will be found in *The Mentor Book of Major British Poets*, edited by Oscar Williams, 1963, \$7.99, ISBN 0-451-62637-0, Penguin, 1-800-526-0275. This collection of poetry has been used by UIL Literary Criticism for several years and will continue to be a source for British poets. The following poems by Hopkins will be used in the contest. Two of the long poems in the Mentor collection have been omitted: "The Blessed Virgin compared to the Air We Breathe" and "The Wreck of the Deutschland."

1. "God's Grandeur"
2. "The Starlight Night"
3. "Spring"
4. "The Lantern Out of Doors"
5. "The Sea and the Skylark"
6. "The Landhover"
7. "Pied Beauty"
8. "Hurrahing in Harvest"
9. "The Caged Skylark"
10. "Duns Scotus's Oxford"
11. "The Habit of Perfection"
12. "Inversaid"
13. "In the Valley of the Elwy"
14. "Henry Purcell"
15. "Spring and Fall"
16. "Andromeda"
17. "Felix Randal"
18. "The Leaden Echo and the Golden Echo"
19. "To What Serves Mortal Beauty?"
20. "Spelt from Sibyl's Leaves"
21. "The Soldier"
22. "Carion Comfort"

23. "No Worst, There Is None"

24. "To Seem the Stranger"

25. "I Wake and Feel the Fell of Dark, Not Day"

26. "Patience, Hard Thing!"

27. "My Own Heart Let Me Have More Pity On"

28. "Harry Ploughman"

29. "That Nature Is a Heraclitean Fire and the Comfort of the Resurrection"

These 29 poems without abridgement in any edition will be appropriate for students to read in preparation for the contest.

### Drama

*Becket* by Jean Anouilh

Translation by Lucienne Hill.

1995 paperback, \$10, ISBN 1-57322-508-8, Riverhead Book, The Berkley Publishing Group (Putman), 200 Madison Ave., New York, NY 10016, 1-800-631-8571.

Any unabridged Lucienne Hill translation of the play is appropriate for students to read in preparation for the contest.

### Novel

*Sister Carrie* by Theodore Dreiser

Paperback, \$5.95, ISBN 0-451-52760-7, Penguin (NAL, Signet Classics), 1-800-526-0275

Any unabridged edition of the novel is appropriate for students to read in preparation for the contest.

The authority for Part I test items on Literary History and Literary Terms will continue to be *A Handbook to Literature*, 7th or 8th edition, Prentice Hall, edited by C. Hugh Holman and William Harmon. ISBN 0-13-234782-2. This book is available only from Prentice Hall. Call 1-800-350-3693.

## Leaguer

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# This and That

## Committees, conflict and catch-up create chance for contributions

**G**ot a call the other day from a one-act play director who wanted to present a little goodie bag to each member of each play at her district meet, which she was to host. It's a tradition among theater types, she said and asked, "Is that legal?" After all, they'd been doing it for years until a coach at a new school in the district argued that it violated UIL rules.

"Surely it's not a violation to give players a paper bag with a Tootsie Roll pop and a 'break a leg' sticker," she moaned.

Alas, it is, at least for now. The Awards Rule says that students may not accept from any source other than the school attended or the school district, any award in money, product or service for competing in an interschool contest except symbolic awards that (I'm paraphrasing here) they'll squirrel away for a half-dozen years or so and then toss out when they move into their own apartments.

Thus, it's as illegal to distribute T-shirts that say, "Kick Butt Big Red Poetry Interpretation Team" as it is to give members of the mathematics team specialty UIL pocket protectors. If you're hosting the district meet, you can't even feed your academic competitors because food is a product. Heck, it may even be a service, we're not sure, though we suspect that in some counties, it's part of the general monetary exchange system.

"I'll give you my chicken fried steak sandwich for that gimme cap."

"French fries, too?"

"French fries, too."

"Done."

At any rate, the bottom line is this: if you're hosting the district meet, the kids in human development or home ecology or whatever they now call home economics can feed your students so long as they feed everyone else in the school. But you cannot just feed UIL contestants. Here's the irony: if you have six accounting participants and take the top three to district, you can't feed them but you can feed the other three.

Coach: "Joey, I have some good news and some bad news. You're not good enough to make the team, but show up Saturday hungry because we're having pizza."

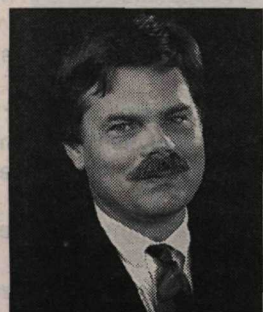
Does this make sense?

The UIL has commissioned an ad hoc committee to meet in April and examine the awards and amateur rules. I have no desire to alter or eliminate the athletic amateur rule. If the athletic people are happy with it, I'm happy, too. No doubt, without it, some communities would reward cars and weekend vacations to all-district quarterbacks who lead their teams past regional.

We wish we in academics had that kind of interest and support. Last fall, an academic team was dragged before the State Executive Committee for recruiting violations, and while we officially pursed our lips, furrowed our brows and pooh-poohed the pity of it all, we secretly celebrated. At last, someone cared enough to cheat.

Be that as it may, I can assure you that we have no problem with schools or outside organizations lavishing gifts on academic competitors, all-district or otherwise, and the awards rule as it is currently written is as impossible to interpret as it is to enforce.

If you think it's time for the UIL to get out of the



Bobby Hawthorne  
Academics Director

goodie bag business, please drop me a line. We have countless challenges and responsibilities before us that demand our time and attention. Regulating who gets Tootsie Roll pops and pocket protectors shouldn't be one of them.

### Conflicts with conflicts

In an effort to allow students to compete in computer applications and calculator applications, we (it's always first person plural when I screw up) tweaked the academic conflict pattern late last summer on the premise that it's entirely possible to administer a 10-minute number sense contest, a 30-minute calculator applications contest and a 35-minute computer application contest during the first three-hour session of any meet.

Our error was not fully updating the Academic Coordinator's Manual or the Spring Meet Manual. We posted a corrected version on our web site and asked our regional contest directors to alter their schedules, but the damage had been done.

Soon enough, we were inundated with "what if" and "why not" telephone calls, and our efforts to accommodate those dexterous computer and calculator applications students who are good at pressing buttons led to a series of unintended consequences, such as requests to allow a student to compete in number sense and ready writing or current issues & events, for example, even though these contests were never part of the deal.

Eventually, we resolved the squabbles, not to everyone's satisfaction, of course, and apologize here for whatever heart-ache and agitation we created. Rest assured, we have revised the conflict pattern, updated next year's manuals and have learned a valuable lesson: no good deed goes unpunished.

### No more Mr. Nice guy

The three weeks prior to the Cross Examination Debate Tournament are hard enough for Jana Riggins and her staff, but the negligence of schools to submit district results and judging information turns a difficult job into an impossible one. At a time when they should be finalizing CX tournament details, Jana and her staff are calling, faxing and e-mailing schools, trying to track down district results and judging information.

No more.

In 2002, schools will have between Jan. 2 and Feb. 18 to conduct their district CX tournament, and they'll have until Feb. 21 to submit judging information forms and certify second place winners.

Failure to meet this deadline will result in disqualification without appeal. The League asks very little of CX coaches. We allow schools to advance directly from district to state. We charge no registration fee and ask only for a \$60 judging fee if the school is unable to provide a judge. This spring, we began fining schools \$100 for missing the February deadline, but this didn't serve as a sufficient deterrent either because Jana is a soft-hearted former teacher who would rather chop off a finger than punish a child, but she's been abused long enough.

Be warned: failure to meet next year's district certification and judging information deadline will result in disqualification without appeal, no matter how sick you or your parents or your kids get, or if the school is flattened by a meteor or washed away by a flood. You can write us nasty letters, call us ugly names, tell us we're insensitive and mean-spirited, arbitrary and capricious. It won't matter. The deadline will be the deadline, and there will be no exceptions.

### Be a pro

• Interesting article from the Associated Press: "Even smart students are slacking off during their senior years

in high school, the government said in the last study released by outgoing Education Secretary Richard Riley."

The report suggests that high schools are neglecting 12<sup>th</sup> graders and that those students are neglecting classes, mostly out of boredom. They've taken all their required courses. They've already applied for college. They realize they are beyond high school and it's time to move on.

On a related topic columnist William Raspberry noted, "Something is missing in current education reform agendas. Increasing the quantity and quality of educational resources and raising standards and accountability don't address two of the most critical issues in education today.

"And what are those critical issues? That too many children aren't being imbued with the attitudes, habits and skills necessary for successful learning, and that schools aren't equipping them for lifelong learning."

He goes on: "What really matters are the preconditions of school learning — what Dorothy Rich, founder and president of the Home and School Institute, has called 'MegaSkills': confidence, motivation, effort, focus, responsibility and perseverance."

Some children are born with these skills. Others acquire them by osmosis, mostly through their family and friends. But schools can also inculcate these traits, and one way to keep seniors engaged, to imbue them with the "attitudes, habits and skills" necessary to successful learning: academic competitions.

This assumes, of course, that these competitions are led by confident, motivated, focused and responsible educators. A few years ago, my daughter, then in junior high, ran track. As best I could tell, the season began on Thursday. The first meet was Friday, and the coach had Sarah running the half-mile and a leg on the 400-meter relay. The child was in no shape to do either, and consequently stumbled, fell and ended the day with a strawberry on her thigh, cleat marks across her ankle, a lot of tears and a few words I didn't realize she used.

Simply put, coaches have an obligation to prepare students for competition. I realize UIL academic coaches are paid pocket change, if that, but if you agree to sponsor UIL academics, you're obliged to prepare them. It's not enough to collar three smart kids on your way out of class the day before the district meet and give them the old "sink or swim" pep talk. Succeeding in UIL is as much a matter of practice and preparation as it is intellect.

Give your students a chance to succeed. Buy the practice materials. Attend an invitational meet or two. Create an environment in which success is expected. Anything short of this is unprofessional.

In a recent editorial about teacher retention, *The Dallas Morning News* stated, "So if teachers are asked what they want, what do they answer? Beyond money, they want to have an impact, and they want help in having an impact."

Few opportunities exist for teachers to have a more profound impact on a young person's life than through school activities, whether we're talking about track, National Honor Society or Lincoln-Douglas debate. You'll never earn what you're worth by coaching UIL academics, but that doesn't mean you should short-change the kids.

**Thus, it's as illegal to distribute T-shirts that say, "Kick Butt Big Red Poetry Interpretation Team" as it is to give members of the mathematics team specialty UIL pocket protectors.**



# State CX meet again brings question as to contest rules

**U**IL Cross-Examination Debate State Meet 2001 is now history, but the memory of it will be replayed again and again in the minds of those hard-working debaters and coaches who took home championship medals. The staff at UIL, particularly me, will also spend many hours reflecting and evaluating to formulate new ideas on how to make next year's tournament better.



Jana Riggins  
Assistant Academic Director

There were "Kodak moments" during CX State week, especially when Governor Rick Perry came to give the opening welcome for the 4-5A tournament. I'm told it's the first time ever that the Governor of our state has attended a UIL Academic State Meet. Students and coaches alike were quite taken by his charming personality and his remarks about academics taking top priority in our state. Electricity could also be felt at the 1-2-3A Awards Assembly as teams breaking to elimination rounds were announced, and special moments when gracious coaches took the time to personally say thanks, even when their team didn't win.

There were other memories, such as the frustration that came when schools missed the deadline for submitting their judging forms to the State Office or had incomplete paperwork. Each coach had their individual reasons why they hadn't had time within the eight week CX window to get their forms in. However, they often don't seem to visualize the big picture of what happens when 40 schools miss the deadline, and the tremendous impact it has upon our staff being able to complete preparations for the tournament in a timely manner.

There were those competitors and coaches who became critical and almost antagonistic about UIL debate rules during the tournament. Granted, those who voiced the most opposition about the rules being enforced were

teams that had violated them. Some schools don't like our ballot that penalizes rapid-fire delivery. Some don't agree with the UIL provision in the C&CR that supports the concept of a debate team being made up of equally-prepared partners — by requiring that each debater answer cross-examination questions on their own, without prompting from their partner. Although rules vary from one forensic circuit to the other, and both arguably have legitimate value, my response to complaints to UIL debate rules is three-fold. First, educators representing all regions of Texas are elected to the Legislative Council that passes our rules, so our rules reflect the wishes of the majority, democracy in action. Anyone can submit a rule change proposal for consideration. Secondly, because UIL is the only organization in the state that has participation by all sizes of public schools, our rules must take into consideration the educational benefits to all students in all conferences, as well as insuring that our contests are as closely aligned with state curriculum as possible. Thirdly, if the truth were known, UIL "style" of debate is indicative of the majority of the rest of the country. One final comment on that subject: UIL state tournaments crown UIL champions. Isn't that enough reason to follow UIL rules at UIL tournaments? Seems logical to me.

Moving on to individual speaking contests that are upcoming: let me clarify the new rule prohibiting competitors from using the same selections they used at State Meet in a previous year. The Legislative Council passed this rule in October. Therefore, it goes into effect for the school year 2001-2002.

Although not mandated by the C&CR, it is highly recommended that interp competitors take the original published source of their selections to the UIL competition. This very often provides an effective method of defending a selection that has been called into question.

Coaches, if you have students you wish to nominate for the State Speech Honor Crew, the application can be downloaded off our web site and sent, along with a letter of recommendation from the coach, to my office.

Thirty students are selected to assist with state speaking contests. Essential roles such as introducing competitors in the rounds, distributing and collecting ballots, timing presentations, and serving as runners and extemp prep room monitors are responsibilities of crew members. Most importantly, they have the chance to see excellent rounds of competition. We prefer only two nominations from any high school, and each applicant must be willing to work the entire state meet in order to be considered for this prestigious honor. Make your nominations early as these appointments fill quickly.

While you're in the mood to nominate outstanding students, I encourage you to submit a nomination for the first annual National Student Leadership Conference. Sponsored by the National Federation of State High School Associations, the conference is specifically designed for high school students in grades 10 and 11 who have demonstrated leadership qualities in activity programs. It will be held in Indianapolis, Indiana July 13-15, 2001. The three-day convocation will focus on developing leaders by teaching good citizenship. Texas UIL will sponsor 16 students delegates and 4 adults to represent our state. For more details, visit the UIL web site.

A reminder to all schools who qualify a student to State Meet in Lincoln-Douglas Debate. Your school is responsible for providing a critic who has experience judging LD to cover judging requirements for your school. Preferably, this judge is the coach, but can be another individual, if the sponsor does not have extensive experience in debate.

Best of luck in UIL competition. See you at State!

## EXTEMP TOPICS

### INFORMATIVE

1. What is the growing controversy over the SAT?
2. Zapatista rebels in Mexico: What do they want?
3. How is California responding to its energy crisis?
4. What is on Governor Rick Perry's agenda?
5. Why is the U.S. economy slowing down?
6. What challenges does Israel's new leader Ariel Sharon face?
7. What is the latest news concerning political unrest in Ivory Coast?
8. Misfortune near Hawaii: What went wrong in the collision between a U.S. navy submarine and a Japanese fishing boat?
9. How are Brazil's political leaders coping with the nation's economic problems?
10. What recent events have stunned the Grossmont Union School District in California?
11. What were the accomplishments of the Mir space station?
12. What's next for the Balkans?
13. How is Bush gaining support for his tax cut plan?
14. What are the roots of violence in East Timor?
15. What problems does the V-22 Osprey face?
16. Crisis in Great Britain: What problems face its meat industry?
17. What does the future hold for the European Union?
18. China: What human rights violations continue to plague this nation?

### PERSUASIVE

1. How concerned should Americans be about genetically modified crops?
2. Does the U.S. need stricter "hate crime" laws?
3. How effective has the UN's World Food Program been in battling starvation and malnutrition?
4. Will battered technology stocks sink the American economy?
5. Is Peru heading for a civil war?
6. Will the development of a missile defense system jeopardize U.S. relationships with allies?
7. Can anything be done to end Saddam Hussein's control of Iraq?
8. How will the European Union expansion affect the dynamics of the European market?
9. Has a negotiated peace settlement between Israel and the Palestinians become an impossible dream?
10. How will the role of the U.S. as a peace-keeper change under the Bush administration?
11. Should the Arctic National Wildlife Refuge be opened for drilling?
12. Can President Kabila bring an end to the war in Congo?
13. What needs to be done to save Medicare?
14. How should the strength of the U.S. military be increased?
15. What are the chances of meaningful campaign finance reform during this session of Congress?
16. Will communism survive in Cuba after Castro?
17. What was behind Bush's reversal of his campaign promise to regulate carbon dioxide emissions?
18. Has the American public been taken for a ride by deregulation of the airline industry?



### Special Appearance

In a surprise to CX state competitors, Texas governor Rick Perry welcomed the students competing in the 4A-5A contest to the state tournament. Perry emphasized the need for education to students in his welcoming address. This is the first time the Governor of Texas has spoken to a state academic tournament.



# Historical trip brings thoughts of freedoms

I had the distinct pleasure of being in New York City during St. Patrick's Day and was able to view part of the annual St. Patrick's Day parade in that city. If you have never seen it, the city's parade lasts for hours upon hours (a local police officer said they usually last four to five hours). There are few, if any floats. There are a lot of high school bands, police squads, military squads, fire department personnel and union members.

What I saw and enjoyed was the huge applause bystanders gave when military and police units walked by. There was a large sense of patriotism in the parade. I guess some of it was "Irish patriotism" but a large part of it, too, was American patriotism. Not every member of the military who walked by was Irish, and not every policeman who walked by was Irish, but all were Americans.

Watching the parade made me understand even more why thousands of men died fighting for this country. It even brought home the idea more knowing my mother and dad, both World War II veterans, were standing alongside me at the parade, at attention as much as 76-year olds can. I've heard their "war stories" all my life, and the cheering and feeling of patriotism brought back those thoughts of why, we as journalists, must continue fighting our fights. Many of those in the military gave their lives so this country could be free. It wasn't so an administrator or coach or someone who



Randy Vonderheid  
Assistant Academic Director

knew little if any journalism could tell a trained journalism teacher how to do his or her trade.

Later that week my parents and I visited Ellis Island. My great grandfather came to this country through Ellis Island. To go through that memorial of the millions who made tremendous sacrifices just so their children could live in a free country was quite humbling. To hear the petty squabbling we have in our organizations is so insignificant when it comes to seeing the sacrifices people made before us so that we could be in these organizations. It made me feel small with all my complaints, stubbornness and squabbling I've done with my brothers and others all these years.

Yes, journalists do want freedom of the press and most certainly deserve it. The names of those men on the memorials we walked by at Battery Park in southern Manhattan did not die so that Americans could have some freedoms. The men and women who came through Ellis Island did not come to this country because we had "some" freedoms. The people who fought in World War II fought for America's freedom, not for "some freedoms." The people that came through Ellis Island came, not because there was "some" freedom in America, but because there was freedom and the opportunity to be anything they wanted to be — whether it be a journalist or administrator.

As with any freedom, though, comes responsibility. The people who fought and died in World War II knew there was a huge responsibility in these freedoms. The monuments list hundreds to thousands of names of people who gave their lives in hopes of our generation assuming that responsibility. My great grandparents sacrificed much so that I would know the responsibilities of being an American.

Neither can come without the other, though. A

journalist, whether a student or professional, must be able to have freedom of the press so they can show they are responsible to use it.

In a recent e-mail, a colleague from a school "up north" (you know, outside of Texas) was discouraged because the local minister spent his entire sermon last Sunday preaching about the school paper and their report on "STDs growing among teens in Indiana." The preacher called for the congregation to write letters to the editor, attend the school board meetings and call the principal. My response would be "how will that help solve the STD problem?" It's not the newspaper's fault there is a growing problem — it's the community's fault. The school newspaper should be applauded for bringing the attention of this problem to the community.

This is the same situation we see in Texas. A student newspaper reports something, and the administrators and community is up in arms. They think or act as if there was no problem before the newspaper began reporting about it. A good newspaper does not make things up. A good newspaper reports what is already there. Sadly it seems most people like to keep their heads in sand until the danger is past.

Granted, it's not necessary to always report on "controversial" subjects, but most of us like "controversy" once in a while. Without controversy, little would be accomplished today. It took controversy in the past for people to react. On the other side, if a newspaper staff reports on a controversial subject, the staff must assume the responsibility of its actions.

There is no easy answer to censorship. It just makes sense, though, that with so much in our history, dying and sacrificing for our freedoms, more people would take that seriously and work to protect it today, as it was protected in earlier times.

## Vonderheid recognized with 'Gold Key' from national organization

Randy Vonderheid, assistant academic director in charge of journalism, was recently named as a Gold Key recipient by the Columbia Scholastic Press Association and was presented with the award at their Awards luncheon during the CSPA convention, held March 14-16 at Columbia University in New York City.

The Gold Key is given in recognition of leadership in scholastic journalism nationwide.

"It is quite an honor to be recognized in this way," Vonderheid said. "It's not something you can just get on your own, though. You have to have good kids in your

program. My goal as a teacher was to do what was best for the students I taught and let them get to love the subject I dearly loved. I am humbled to be among the names of others listed with that award."

Vonderheid, who has served as journalism director two years, taught in the Carthage, DeSoto and Garland school districts and served as the director of publications for high schools in all three districts. In addition to his teaching duties, Vonderheid also served 12 years as director of the Gloria Shields All-American Publications Workshop, one of the largest independent summer

journalism workshops in the nation. He also served as president of the Texas Association of Journalism Educators and was the local coordinator for the 1994 Journalism Education Association/National Scholastic Press Association convention held in Dallas. In 1995, he received the Max Haddick Texas Journalism Teacher of the Year and in 1998 received the Garland ISD High School Teacher of the Year. He has taught at countless regional and state conventions and workshops, judged hundreds of local, state and national contests, served on dozens of scholastic press committees and mentored hundreds of young journalism advisers.

"He has already made an impact on scholastic journalism in Texas," said Bobby Hawthorne, UIL Director of Academics. "He is not a self-promoter, but those of us who have closely worked with him over the years know how important he's been to scholastic journalism."

He left teaching to pursue a law degree, but returned to scholastic journalism as UIL journalism director and ILPC Director.

"It took me about half the semester in law school to realize how much scholastic journalism meant to me," Vonderheid said. "I was blessed in that this job opened up at the right time I was ready to go back into teaching. I hope I have made some difference in scholastic journalism in Texas with my work at UIL."

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***"It's not something you can just get on your own, though. You have to have good kids in your program. My goal as a teacher was to do what was best for the students I taught and let them get to love the subject I dearly loved."***

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## Two Texas schools lead nation by earning two national honors in high school publications

Two Texas high schools were the only schools nationwide to bring home national awards for both the newspaper and yearbook in the Columbia Scholastic Press Association Crown ratings, announced at their convention, March 14-16, in New York City.

Duncanville HS won a Gold Crown for its newspaper, *Panther Prints* and a Silver Crown for its yearbook, *Panther Tale*. El Paso Burges HS won Silver Crowns for both its newspaper, *Stampede*, and the yearbook, *Hoofbeats*. Earning a Gold Crown places the Duncanville publication in the top one percent of high school newspapers nationwide and a Silver Crown places the three publications in the top three percent of high school yearbooks nationwide.

"Texas has always been known for its publications and this proves it," said Randy Vonderheid, UIL Director of Journalism. "These two departments have

done an outstanding job and have shown they should be considered the best in the nation."

Several other Texas middle and high school publications were also recognized for outstanding work with their school newspapers and yearbooks.

Other newspapers earning Gold Crowns include: *Eagle Eye*, DeSoto HS and *Featherduster*, Austin Westlake HS. Other newspapers earning Silver Crown awards are: *The Bagpipe*, Highland Park HS; and *The Edition*, Austin Anderson HS.

In yearbook recognition, four other schools received recognition with Silver Crown awards. Those include: *Carillon*, Houston Bellaire HS; *Odyssey*, San Antonio McAuliffe Junior HS (The *Odyssey* was one of six junior high schools nationwide recognized with a Crown award); *Panther Paw*, Pflugerville HS and *The Flashlight*, Abilene HS.



# Plans for next year should begin now

Participants in the annual convention of the Texas Educational Theatre Association know how important this organization is to the UIL. One-Act Play is supported in obvious and unnoticed ways.

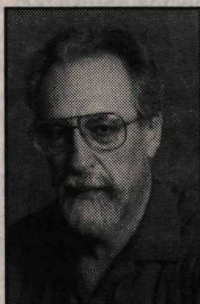
The critic judge workshops of TETA-Adjudicators Organization, UIL Advisory Committee, meetings, workshops and administrative support at all levels and in all sections make it impossible to thank by name the hundreds involved.

This office thanks TETA for the Austin convention and for continued support. You know who you are and you are greatly appreciated. If you didn't attend Theatrefest this year, look to Jan. 23-27, 2002 at the Dallas-Fort Worth Hyatt at the airport. Convention director Becky Bailey is putting it together and there will be much to support UIL and extension teaching for everybody. Plan now, schedule with your administration and be there. If you haven't been, you are missing a great opportunity to learn from the best.

TETA is one of the largest educational theatre organizations in the United States and twice the size (and quality) of national organizations.

TETAAO Critic judges will be sent 2002 renewal/dues notice along with the state OAP invitation letter. We encourage renewal at that time because districts have started contacting judges very early and updates are made on the web as we receive them. Dues/renewals are requested again in August with a Sept. 15 mandatory deadline. After that date dues double!

If renewals/dues are not received before Nov. 15, a critic cannot be listed until after a complete re-certification



Lynn Murray  
Drama Director

tion including TETA & AO dues in January 2002.

State Meet Honor Crew applications are due April 16. Those interested should complete the forms and submit them ASAP. The date order in which applications are received can make a difference.

It is not only acceptable but encouraged (schedule permitting), that a critic judge speak to the assembled companies and directors. It is ideal when everybody gets to know each other. If the State Drama Director were allowed to be a dictator, he would decree that at each contest site a party with food be provided on stage for participating student companies (no adults) while the critic judge makes decisions. This would certainly eliminate "us and them" attitudes.

It is essential that this office receive contest results. Mail, fax or e-mail but please send the results. We are still trying to obtain hard copies from last year. I know this sounds absurd, but knowing results about the same time we receive advancing eligibility notices helps keep the system straight and is extremely valuable to contest managers at higher levels, including the State Meet.

By next year we hope to have many OAP forms on the UIL website, including contest manager forms and reports.

The following answers are a continuation of last month motivated by phone, fax and e-mail concerning a variety of problems with eligibility notices. We send notices, questions or concerns to directors, not contest managers, unless they ask. It is up to directors to do what is necessary to answer the questions or clear the issue prior to the contest. The intent is preventative and, in the case of this column, probably for next year. You will not likely read this until about area/regional time and the herd is already out of the gate. Oh, well, keep these answers for next year. We will try to expand the addendum and put it on the web, in OAP Handbooks and in the first OAP enrollment next fall.

- Adding a scene to the opening or prior to the beginning of *A Midsummer Night's Dream*, act I, scene i, or any other approved play is an "adaptation" and is NOT approved.

- Complicated questions require detailed understanding and e-mails cause delay. Call first and then e-mail or fax for a written or signed reply.

- The UIL website is updated as changes happen or mistakes are discovered. Sometimes plays go out-of-print or become available only as manuscripts. Back issues of the *Leaguer* for the current school year are located on the UIL web site and include changes and Official Notices.

- Scripts approved by publishers for one school must be available to all UIL schools on the same basis. Special restrictions on *Greater Tuna*, Neil Simon plays and others make them unavailable to all.

- Cue cards used backstage to prompt for time, action or dialogue violate the "prompting" rule [1033 (c)(2)(I)]. A script or any part of a script carried on-stage during contest or used backstage for dialogue delivery (voices) would also be a violation. Scripts may be used for technical purposes.

- Help with playwriting is not a violation of the professional assistance or full-time employee rules. You may receive all the outside help you need for cutting a long play.

- Trellises are not fences and have not and will not be approved. The maximum height of a fence is 4 feet. A short fence section (4 foot x 4 foot) would serve the same function as a "trellis." Metal fences were never intended under Section 1033 (c)(2)(F)(v). The envelope will be sealed for 2002.

- Placing characters on stilts is NOW considered to be creating a platform playing level or elevation and is NOT approved. Call if you don't understand.

- A 6 foot long log (real) can hardly be considered "furniture" even if intended as an exterior church pew. The weight is excessive and impossible. Some method of limiting excessive weight items that are not logical and not without which the play cannot be produced will be developed.

- Medals and points given to individual students stay with the students even if the school is disqualified. If the disqualification of the school is the result of an ineligible student(s), that student(s) must return awards, and points for that student(s) are deducted.

- Glitter, confetti, hay, sand (most contest managers won't allow) must be cleared/cleaned in the 7-minute strike. Most of this type "stuff" is not without which the play cannot be produced.

- La Flame, a new commercially available fire effect, may be used as a special effect in a campfire, fireplace or other "fire effect" purposes. It may be used as a pylon cap ONLY if the total dimension is reduced to 1 foot (cut flame height) above the pylon top.

- Plant stands, including the plant, are limited to 3 feet high as per Section 1033(c)(2)(F). This is the way the current rule reads.

- Contest managers that provide sound systems should make it clear that they are on temporary loan to each company. If used, they become company responsibility and operator error by the company does not result in stopping/restarting of a performance.

- Official contest rehearsals of OAP shall not be held on Sunday and are limited to one hour per school during the school day. These rehearsals shall not be held prior to the first district week for OAP unless approved in writing by the Director of UIL.

- Slides used in static projectors (even if Power Point delivered) may be focused on any part of the basic set (drapery or Unit Set) as well as drops/scrim of Section 1033 (c)(2)(F).

- Approved plays must comply with Section 1033 (c)(1)(F). Some condensed plays (under 40 minutes) created from longer texts can easily become musicals, especially plays for young people (*Aesop's Fables*, *Androcles And the Lion*, *Rags to Riches*, etc.) and directors must cut music to comply.

- "Singing or chanting" in Greek plays is not permitted in OAP although they were sung in their original form. They are considered straight plays, not musicals, in the context of UIL.

- Plays deleted from the approved lists by the Addendum to the OAP Handbook, 14<sup>th</sup> edition, shall not be used in contest without special approval (Dec. 21 deadline) following the 2001 contest.

- An official site timekeeper shall not give time cues of any type any time during the set, start, performance or strike. Such cues would be from one ineligible participant. Such activity creates a "director" back stage and is in violation of OAP rules and Handbook guidelines.

- Alternates shall not be in dressing rooms or backstage areas. They may be used only in compliance with Section 902 and 1033 of the C & CR. A holding/waiting room that is not the dressing room may be available at some sites and alternates may be in this space.

- Glow tape may be permitted by and under the supervision of the contest manager. Set and strike time application/removal may be necessary if used by several companies. Covering no more than half of designated colored spike tape should not be permitted.

- Entrances or action through the auditorium is permitted so long as there is not required interaction between audience and character/actors. Touching or requiring the audience to perform with the actor in any fashion shall not be permitted.

continued on page 7

The "75th  
anniversary"  
OAP schedule  
can be found  
on the UIL  
website:  
[www.utexas.edu/  
admin/uil/](http://www.utexas.edu/admin/uil/)

## Dr. George Sorensen to be recognized at state one-act play

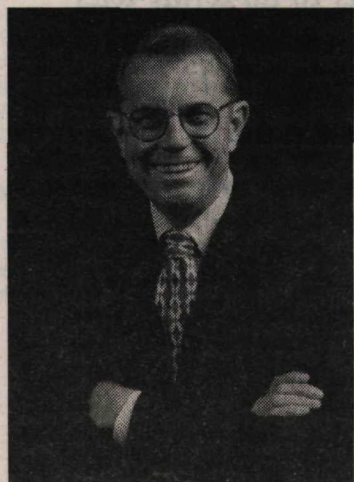
The Diamond Anniversary celebration of the UIL's State Meet One-Act Play contest will be dedicated to Dr. George Sorensen in celebration of his more than 40 years of commitment and service to educational theatre in Texas, including the UIL.

An annual presenter at the Texas Educational Theatre Association Convention and UIL student activity conferences, he was almost an annual pick as a State Meet OAP Critic. He served as a critic judge 19 times, 14 consecutively, from 1974-96, more than any judge in the 75-year history of OAP.

Sorensen's roots in secondary school theatre began as the theatre director at Abilene Cooper High School, from 1960-67, plus a prior year in junior high, followed by a two-year hitch in the Army.

He also taught at Hardin-Simmons and Texas Christian Universities before teaching at Texas Tech University from 1976-96, following the completion of his Ph.D. at the University of Missouri at Columbia.

His direction credits number more than 100. His first major directing award was for his production of *Becket* at the 1964 UIL State Meet. Accolades continue as he teaches part time as professor emeritus at Texas Tech, directs in a variety of venues and serves in multiple ways.



Dr. George Sorensen



# Son of TAAS

## Second version of test promises more challenges for students, teachers

By Karen Werkenthin  
UIL Ready Writing Director

"Taking a new step, uttering a new word is what people fear most." — Fyodor Dostoyevsky

Change is inevitable, and we've been hearing for months about the next version of the TAAS exam for language arts. Now, some of the rumors are confirmed. TAAS II promises more challenges not only for our students but also for us. Teachers familiar with the Ready Writing contest will see some similarities and should be confident in meeting the coming challenges.

Notes from a recent "TAAS II" committee meeting:

- Persuasive writing and formula composition are no longer acceptable as the means of demonstrating functional compositional proficiency. Period.

- The essay component of TAAS II will be a 'reflective essay,' in which elaboration is no longer the 'BIG E' — there will be many factors determining student success, and evaluators will be taking a holistic look at the strength of the conventions, not counting errors and evaluating sentence counts. Specific areas of evaluation in the 'reflective essay' will be as follows:

1. Responsiveness to prompt
2. Focus and coherence of total essay
3. Interest developed in reader
4. Development of student voice
5. Depth and complexity (use of student experience and integration of previous reading passages)

- If students are not familiar with process composition and reflexive writing, at least three of the above criteria for success will be out of reach. Students have to write from their experiences, avoid the shallowness derived from formula composition, and have a compositional voice that develops and sustains reader interest.

Students' success in the UIL Ready Writing Contest depends upon their mastering each of the five elements listed in the TEA committee report. And successful Ready Writing coaches constantly seek ways to help students in each of these areas. Recently I've discovered and applied a couple of new ideas that have helped my students become better writers.

One idea comes from colleague and friend Jeff Davis who teaches at Highland Park High School. Jeff has a presentation he calls "The Artful Essay" where he delineates something I'd known intuitively but hadn't articulated until I heard him discuss it. He requires students to integrate a "secondary mode" into the essays they write for his creative writing class. My incorporating the concept into the directions and rubrics I use added that spark of interest that so often in the past seemed missing in the personal essays my students write at the beginning of each year. And after analyzing them, I find that most of the winning essays at the State UIL Meet build interest through just such a method.

If any Ready Writing coach wants further information, in the September 2000 *English Journal*, Deborah M. Dean's article "Muddying Boundaries: Mixing Genres with Five Paragraphs" offers useful suggestions for the same concept.

Another idea comes from my exasperation with the constant stream of criticism I hear about the five-paragraph essay form. It's not the criticism I object to — it's the lack of any concrete alternatives the critics have to offer. So one day last fall after receiving in short succession my September *English Journal* (filled with article after article attacking the form) and then the College Board's publication, "Student Performance Q&A: 2000 AP English Language and Composition Free-Response Questions" (excerpt follows), I asked my next-door neigh-

bor at school, Texas Council of Teachers of English President Valerie Taylor, if she had seen anything we could use instead. Valerie handed me a book that she hadn't had time to read yet, but thought it might be helpful. It was just what I needed at that time.

I immediately applied Paul Heilker's ideas in my next writing assignment and found what every English teacher hopes for when she receives another set of essays to grade — astonishment. Heilker's enjoyable and most readable book is *The Essay: Theory and Pedagogy for an Active Form*, published by National Council of Teachers of English, 1/800/369-6283.

The project he describes requires students to trace the history of their learning about a particular topic. Though his claims about the "essay" go counter to what we've always taught, the results quickly helped my students see how to enliven any writing they do.

What is an essay? It is probably unlike anything you have written before in school. The word *essay* comes from the French verb *essai*, 'to try, to attempt,' which, in turn, is based on the Latin verb *exagium*, 'to weigh,' or figuratively, 'to weigh alternatives.' The essay is tentative, incomplete, inconclusive. It does not try to prove a point. It does not try to persuade the reader to adopt a certain point of view.

Risky? Yes, but it worked. While his book offers a successful alternative, it is not "the" answer, nor does he advocate eliminating teaching the "thesis-support" paper students will have to do for the rest of their lives. I encourage you to read the book and adapt his ideas to your own classroom. Let me know what happens.

Finally, for over a year I served on a committee of eight teachers from across Texas to create a document showing how to extend the TEKS (Texas Essential Knowledge and Skills) to the Advanced Placement

level. The first suggestion we listed for a writing product is "metacognitive writing," which is what Heilker's book is all about. The document (sponsored by TEA and the College Board) should be available this summer and should help all language arts teachers build the kind of classroom envisioned by the College Board (and evidently the TAAS II committee).

Teachers who rely too heavily upon teaching programmed responses (insisting upon the ubiquitous five-paragraph essay, making general claims about diction, or using any one-size-fits-all method approach to analysis and writing) train their students to depend too much on memorized paradigms and too little on critical-thinking skills.

Upper-range papers generally resist such tyrannies, exemplifying, instead, students who feel authorized to use their own voices, make their own perceptive claims, and develop their own organic structure. We need to provide students with opportunities to write about their own experiences so they know how to present such material as relevant and appropriate evidence.

If we can encourage our students to use the word 'I' with power and confidence and teach them to resist Procrustean solutions, we can develop writing environments in which they feel comfortable and safe to take risks with language. By remembering that our best writers have always used unique voices to create unique presentations, we can empower our students to follow their lead.

The UIL Ready Writing Contest offers students a safe place to take such risks and encourages them to use unique voices to create unique presentations. We can foster the same attitude in all our classrooms and have confidence in "taking the new step" and in "uttering the new word."



*This experience was a once-in-a-lifetime chance. The competition boosted my self-confidence and raised my interest in pursuing a career in the field of accounting. The competition was something that I was very proud of myself in accomplishing. Being the first one to ever go to State UIL Accounting in my district and region, is something I will cherish for life and look back and say, "I did this."*

**Horng-Shyan Tina Wei**  
Dulles High School, Stafford

## Prepare for compatibility problems in contest

continued from page 9

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

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

regional site well ahead of time if you have questions.

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

Good luck!

## Specific OAP play rules examined

continued from page 6

- Middle school judges for a UIL contest must be TETAAO certified. If called UIL, middle school contests shall comply with UIL OAP rules Section 1033, 1034 and 1454 of the C & CR.

- Scenery indicated in approved plays is not necessarily legal or approved. Scenery is limited in OAP to Section 1033 (c)(2)(E)&(F).

- The decision of the judge or judges is final. Disqualification by the OAP Contest manager after the decision is made is not permitted. When a contest is over, it is over. Section 1034 violations or an official protest properly filed over Section 1033 (c)(2)(H) must be made to the appropriate executive committee. Eligibility issues must be handled per the C & CR.
- Script Integrity will be identified as Section

1033(c)(1)(I) for 2002.

- Directors stretch the limits of "F." Stretching does not make it legal or ethical. There will be tightening and clarifying for 2002, including definition of "soft goods" and their use.

The League drama staff had a favorite question this year: "Can a character die on stage?" The theatre would never be the same if UIL prevented death scenes. It is sad enough that some schools are not allowed to produce plays that appear in state adopted literature texts or plays of merit that have been the most often produced in high school nationally, in UIL contests and in Texas generally.

I'll look for you at the State Meet OAP where we can all debate why some communities allowed their high school students to produce material that some consider questionable.



# Schools ask to extend length of contest period

The end of March means that many elementary and junior high campuses in Texas are finished with district meets, while others are preparing for them.

Our timeframe for district meets extends from Nov. 1 through May 1.

I have had numerous requests to allow districts to hold competitions through the end of May in order to avoid the conflict with TAAS. This is a request I will take to the Legislative Council in June. If you wish to propose a rule change, please submit your request using the form located on the UIL web site at [www.utexas.edu/admin/uil](http://www.utexas.edu/admin/uil). Be sure to indicate if you will be able to attend the June meeting.

For those of you finished with district competition, I hope the event was a successful one. Please remember to submit the academic district participation summary located on page 119 of the A+ Handbook. This data is incredibly important in determining the amount of materials printed, along with providing us your comments and suggestions. Your feedback is vital to the success of the elementary and junior high academic program!

The UIL Capital Conference is scheduled for June 29-30, and I hope you will mark your calendars now. Presenters from all over the state converge on The University of Texas at Austin in order to assist you with building programs, running meets and coaching events.

The expertise of these people along with the opportunity to network with people from other school districts is an invaluable experience.

A tentative program will be posted on the UIL web site, and I hope you will join us for this year's workshop.



Rhonda Alves  
Assistant Academic Director

Please contact me with program ideas and requests at [rsalves@mail.utexas.edu](mailto:rsalves@mail.utexas.edu).

Next school year's UIL Student Activity Conference schedule has been set. We will be at Texas Tech University in Lubbock on Sept. 15, the University of North Texas in Denton on Sept. 22, the University of Texas at Austin on Oct. 6 and at Sam Houston State University in Conroe on Nov. 10.

Sessions specifically for elementary and junior high sponsors and coordinators will be offered, though the E/JH sessions are not designed for students. We are a recent

addition to the process and the title, "Student Activity Conference" was developed for the high school portion of the workshop. Please remember this when planning to attend a workshop.

Tentative schedules for each conference will be posted on the UIL web site throughout the fall.

I hope that the rest of your school year is pleasant and productive. I look forward to seeing you at the Capital Conference and/or a fall workshop. I have included next year's official music memory list with this column. Have a great spring!

## OFFICIAL MUSIC MEMORY LIST 2001-2002

### Titles for all competitors:

1. Chopin
2. Copland
3. Grieg
4. Stravinsky
5. Verdi
6. Rossini
7. Basie
8. Falla
9. Bremer
10. Tower
11. Victoria
12. Vivaldi
- Titles for 3/4 ONLY**
13. Mozart

14. Haydn
15. Rimsky-Korsakov

### Titles for 5/6 ONLY

13. Bach
14. Mozart
15. Beethoven
16. Kern & Hammerstein

Etude for Piano #12 in c minor,

Peer Gynt:

The Firebird:

Il Trovatore:

The Barber of Seville:

El Amor Brujo:

The Four Seasons: Spring

Piano Sonata #11 in A Major:

Trumpet Concerto in E-flat Major:

The Tale of Tsar Saltan:

The Sound of Music:

Symphony #40 in g minor:

Symphony #3 in E-flat Major, Eroica

Showboat:

"Revolutionary"

"Fanfare for the Common Man"

"Anitra's Dance"

"The Infernal Dance"

"The Anvil Chorus"

"Largo al Factotum"

"Jumpin' At The Woodside"

"Ritual Firedance"

"Early Light"

"Fanfare for the Uncommon Woman, #1"

Motet: "O magnum mysterium"

1<sup>st</sup> Movement

3<sup>rd</sup> Movement, "Rondo alla Turca"

3<sup>rd</sup> Movement

"The Flight of the Bumblebee"

"My Favorite Things"

"Toccata and Fugue in d minor", BWV 565

1<sup>st</sup> Movement

3<sup>rd</sup> Movement

"Ol' Man River"



*My experience in UIL has helped me realize talents that I never knew I had before. It has helped me grow close bonds with other UIL students and UIL coaches. My UIL experiences have given me many cherished memories that I will carry throughout my life.*

Jessica  
Monk  
Aubrey  
High  
School,  
Aubrey



## Think of it as COACHING SCHOOL for UIL academics

Held each summer at The University of Texas at Austin, the UIL Capital Conference offers everything a beginning speech coach or academic coordinator — high school or elementary/junior high — needs to know, from eligibility rules to setting up a budget to using the Internet to research a literary criticism question. Featuring many of the state's most outstanding and successful academic coaches and coordinators as well as many of the League's state contest directors, the Capital Conference is the most economical and effective way to make certain your school year kicks off on the right foot.

bring your own whistle



## The Capital Conference

June 29-30, 2001

Academic Coordinators and Speech Coaches Summer Workshop

### REGISTRATION

Registration on or before June 1, 2001 • \$50 per person • \$20 cancellation fee  
After June 1 (including walk-in) • \$75 per person • refunds paid after the workshop

### THE PROGRAM

This year's program will consist of more than 50 sessions scheduled over two days. Last year's sessions included curriculum ideas for speech coaches, building winning math/science programs, cross examination debate topic analysis, keys to hosting a successful invitational meet, motivational methods for students and coaches, preparing for the music memory contest and building grass-root support through academic booster clubs. Now in its sixth year, the 2001 Capital Conference promises to be the best ever.

### MORE INFORMATION

Look for registration forms in the April Leaguer and on the UIL website, or for a registration packet, write to: Bobby Hawthorne, Academic Director/UIL, Box 8028/Austin, TX 78713-8028

e-mail: [bhawthorne@mail.utexas.edu](mailto:bhawthorne@mail.utexas.edu) • web: <http://www.utexas.edu/admin/uil>  
phone: 512/471-5883 • fax 512/232-7311

Or better yet, fill out this form and hand it to any UIL staff member: We'll mail a registration packet as soon as it's available. This flier is not a registration form.

NAME \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
address \_\_\_\_\_  
city/state/zip \_\_\_\_\_  
phone \_\_\_\_\_  
e-mail \_\_\_\_\_



# Treat regional contest sites with care, respect

Stay in touch with post-district directors for specifics on computer use for Computer Science contests

By David Trussell  
Computer Science Director

**R**egional meets present a unique opportunity for Computer Science contestants. Those who advance in the team portion of the competition will be able to put their skills to the test in the "hands-on" programming contest, which (IMHO) is one of the most fun and challenging components of the entire UIL academic program.

The regional competition also brings several challenges for Computer Science contestants beyond the addition of the programming competition. Many schools must travel outside their local area to compete, which means dealing with lodging, transportation, meals, etc. And regional meet schedules can be tight, particularly for students who are entered in multiple contests. We have encouraged regional directors to move at least the hands-on portion of Computer Science to Friday to ease the burden on CS participants who are cross-entered. Many sites have moved to this format, but some have been forced to remain with a one-day schedule due to restrictions on availability of facilities. Be aware of your meet schedule, and plan your day so that you are always where you need to be when you need to be there.

For those advancing beyond the district level for the first time, and even for those who have been regulars at region for years, there are several other important points to keep in mind.

First and foremost, students and coaches alike must always be respectful of contest directors, judges and other contest staff. I know this goes without saying for the vast majority of our participants. However, I also know that everyone wants to win, and that sometimes the heat of the moment can cause lapses in judgment.

Remember that regional contest directors and staff are designated UIL officials, and they should be treated as such. Preparing for and administering the regional Computer Science contest requires a great deal of time and effort, and these people certainly aren't doing it for the money. While some do receive a small stipend, others receive no compensation at all.

Why do they do it? They volunteer their time and expertise because they believe in the educational value of UIL competition, and because they hope that some of the best and brightest who are participating in the contest will consider their college or university come graduation. Imagine how their feelings change when they must deal with contentious coaches or disrespectful students.

Along the same lines, please take good care of your regional host's facilities. These colleges and universities have opened up their classrooms and labs to you — please be good guests. Place all your trash in the proper receptacles, and do not take food out of designated areas. In general, do everything you can to leave your regional site exactly as you found it when you arrived.

Again, the preceding points are statements of the obvious for most coaches and students. However, I did hear some concerns from a couple of contest directors following last year's regional meets, so I felt it important to make a clear statement on contest decorum. In addition to UIL rules governing eligibility and contest procedures, remember that the Spring Meet Code is also in force. The code may be found in Section 901(b) of the *Constitution & Contest Rules* (also available on the UIL web site).

Now, on to some nuts and bolts issues. We have made a few procedural changes to the hands-on contest this year that we hope will make for smoother sailing. We have standardized both the regional and state problem sets at eight problems and a total of 50 points, instead of

the variable numbers we've had in the past. We have also decreased the difficulty level of the regional problem set. While there will still be problems that will provide a challenge for more advanced teams, we hope that the inclusion of more basic problems will allow the majority of teams to have some measure of success on contest day.

In addition, this year teams will receive the test data for their problem sets on disk instead of having to type it themselves. This should alleviate confusion about such things as end-of-file markers. Remember that the judges' test data is different from the students' test data. Finally, we have revised the run sheet that teams submit with their solutions to make it a more useful tool for contestants and judges alike. A sample of the new run sheet is available on the Computer Science page of the UIL web site.

A few additional reminders:

- **The hands-on programming contest is for teams only.** Students who advance only in individual compe-

tition will participate in only the written portion of the contest. Members of advancing teams take the written test as well as participating in programming. All contestants compete for individual honors, which are determined solely on the basis of written test scores.

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

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

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

continued on page 7

## Lone Star Cup update shows 4A accumulating most points

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.

### Conference 5A

1. Duncanville	44pts.
2. Humble Kingwood	38pts.
3. Austin Westlake	34pts.
4. San Antonio Churchill	31pts.
5. Spring Westfield	30pts.
6. Conroe The Woodlands	28pts.
Corpus Christi Carroll	
Lewisville Marcus	
9. Houston Lamar	26pts.
Katy Taylor	
San Antonio Reagan	
Tyler John Tyler	

### Conference 4A

1. Southlake Carroll	62pts.
2. Dallas Highland Park	44pts.
3. Corpus Christi Calallen	42pts.
4. Dallas Lincoln	38pts.
5. Canyon Randall	32pts.
Grapevine	
7. Beaumont Ozen	30pts.
Friendswood	
San Antonio Alamo Heights	
10. Cleburne	28pts.
Dallas South Oak Cliff	
Hereford	
San Marcos	

### Conference 3A

1. Everman	32pts.
Graham	
3. Wimberley	30pts.
4. Abilene Wylie	28pts.
Corpus Christi West Oso	
Luling	
Mexia	
8. Canton	26pts.
9. 12 schools tied	24pts.

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 second tabulation of points are as follows:

### Conference 2A

1. Celina	40pts.
2. Holliday	30pts.
Poth	
4. Wall	28pts.
5. Edgewood	26pts.
Frankston	
Hale Center	
Olney	
Pilot Point	
10. Colorado City Colorado	24pts.

### Conference 1A

1. Nazareth	36pts.
Shiner	
3. Stratford	34pts.
Windthorst	
5. Kennard	30pts.
Round Top-Carmine	
7. Evadale	28pts.
8. Goodrich	26pts.
Witharal	
10. Woodson	24pts.

Updated standings and final results will appear in upcoming issues of *The Leaguer* and episodes of *High School Xtra*, broadcast on Fox Sports Net. For results, official rules, and scoring structure visit the UIL web site at [www.utexas.edu/admin/uil](http://www.utexas.edu/admin/uil).



*Winning first place in State Editorial Writing was definitely one of the best moments in my life so far. I will never forget the rush of adrenaline that I felt. Participating in UIL has taught me how to handle both pressure and competition with grace.*

**Katie Nors**  
Abbott High School,  
Abbott



# What Might Have Been?

*Positive activity experience wiped out by negativity put forth by leader*

**M**y 7-year-old heart pounded with anticipation as I clutched my dad's hand and stepped cautiously into the bright arena. My father's boss had given him two tickets for The University of Texas Woman's Basketball game, and my parents thought I might enjoy attending.

From the moment the team stepped onto the court until the final buzzer, I sat, mesmerized. Every time the referees blew a whistle, I inquired about the rule that had been broken. I could not learn enough, see enough, cheer enough. My parents noticed the spark of interest that ignited from that game, and they continued to take me to watch the Lady Longhorns play. I became completely enraptured with women's basketball, and even today I cannot think of many experiences that played such an intense role in how I shaped my life.

A few months later, when I came home from school I noticed a truck on the side of my house and some men in my backyard. I asked my mom what was going on.

"They're laying down a basketball court," she told me. "It's your birthday present."

I bolted outside and stared at the most fabulous slab of concrete I'd ever seen. Two men were smoothing out the small cement slab that stretched out in front of a red-rimmed basketball goal.

Soon after, my parents enrolled me in the YMCA co-ed basketball league. I was the only girl on my team. Of course the boys never passed me the ball. About halfway into the season, one of the boys finally noticed me, standing under the basket defiantly, and passed to me. I turned, shot, and made the bucket. Everyone stared, amazed that a girl could actually shoot, and better than the boys! I became one of the team's highest scorers.

I continued to play on the YMCA teams for three years. I got used to the snickers from the boys I had to guard. Whenever we chose our "man" at the start of a game, my defender would laugh at the idea of guarding a girl. This was fine with me, though, because it gave me the chance to show them up.

I played my heart out until I got the respect I deserved, and soon it was the boys who were embarrassed for making fun of me. I was in my element and never wanted to lose that feeling as long as I lived.

During seventh grade I played on my first all-girl team. As the starting post on the Blanton Middle School team, I felt like I really belonged to something important. I made lifelong friends and fistfuls of memories.

I remember counting the minutes until the end of eighth period, anxious for the school day to end so I could go to after-school practice. I heard people commenting about me, saying great things about the way I played, and I beamed from the inside out.

As a member of the National Honor Society, I maintained a high grade point average in almost all honors courses. My parents could not have been any prouder of both my athletic and academic achievements. During those summers I attended the Lady Longhorn Basketball Camp, and as the Lady Horns mingled with my fellow promising young athletes and myself, I felt the smallest twinge of hope, a glimmer of a dream that one day I would be one of those college players, one of those idols to all these young girls.

My freshman year I took one step closer to my dream when I made the high school JV team. Only one or two more years until I would make varsity. I yearned to wear one of those shiny, important maroon uniforms and to have my name on the morning announcements. Coach Madison, the varsity coach, sometimes came to our freshman practices. She scouted the prospective players for the next year, and she always commented positively on my performance. I knew that if I continued my hard

work, I was almost assured a place on the varsity team my sophomore year.

On the first day of my sophomore year, I rushed to the gym first period. We sat waiting for Coach Madison to appear and give us the rundown on the coming season, but she never came. Instead, a short, muscular woman strode in with clipboard in hand. She gruffly took roll and introduced herself as Coach Blake, the new varsity head coach. She seemed overly animated, somewhat friendly, and very optimistic about the talent on our team. The only thing she really knew about our program was that the varsity team had won District the year before. What she didn't realize, however, was that the star players on that team had graduated. I remember thinking to myself on that day: "Maybe it'll be okay. Maybe she'll be as good as Coach Madison."

"I thought you guys were so much better than this! You look pathetic!" Those sentences permanently stained my memory. Breathlessly, I crouched on the sidelines, sweat dripping down my face, my back. I had just run off the court from a scrimmage the first day of practice and I overheard Coach Blake mutter these words under her breath. No one else heard it. I wish I hadn't.

For the next two months I took each of her gripes with a grain of salt. I kept telling myself that Coach Blake just wasn't used to coaching by herself yet. Until now she had been an assistant coach at another high school. She would put us down, calling us "stupid," "retarded," and worse. I bit my tongue, though, and kept playing, kept pushing myself to the limit in hopes of possibly impressing her and grabbing a sacred spot on the varsity team.

Then it happened. During a routine drill at practice I bumped into a teammate and dropped to the floor. I writhed in sheer agony, my ankle throbbing. I looked helplessly at my coach, but she just rolled her eyes, and muttered to the assistant, "She's just trying to get out of running lines. There's no way she's really hurt."

Only my teammates seemed concerned about my condition. Struggling, I used all my strength to pull myself upright, and I hobbled, alone, to the trainer's office. The trainer pulled off my socks, exposing my softball-sized ankle. The swelling pain pierced through my entire body, and I choked back the tears.

I didn't worry about the fact that my coach didn't care about my injury. I had one thought on my mind. What if I couldn't play? Coach Blake planned to pick the varsity team the next week, and the season started in a couple of months. What if I couldn't play?

For a month and a half I sat on the sidelines, crushed. My foot in a cast, I watched as my friends began preparing for their first game. Finally, the doctor cut off the cast. A few weeks following, Coach Blake put me back on the floor. With hardly any time to rehabilitate from two months of inactivity, I was expected to play at full force and undaunted skill.

Every day she bombarded me with insults, complaining that I wasn't dedicated enough to get back into shape. She became infuriated when I asked to be taken out of a game because my ankle had swollen back to its former softball-sized state. She wanted me to devote every second to getting back into shape, but with my challenging school curriculum, this was not a possibility. Still, I tried my best to please her, only being rewarded with "fat," "out of shape," "unmotivated" comments spewing from her mouth.

After each losing game Coach Blake dragged us into the varsity locker room and screamed. She told us how badly we played, how pathetic we were, how out of shape every one looked. All we wanted to do was play a game we loved, but nothing was good enough.

The whole season continued like this. Every night I

went home and cried. I began to think I really was worthless. A few months into the season Coach Blake decided to move me to junior varsity to give me more playing time and help me get back into shape. I felt an overwhelming sense of relief, not because I had been demoted, but because, for a fleeting moment, I got away.

I got a chance to play like I knew I could. My self-confidence rebounded, and I felt happier than I had in a long, long time. My JV coach respected me, and her positive reinforcement boosted my self esteem. Soon, however, Coach Blake moved me back to varsity.

This abuse continued for the rest of my sophomore year. I had become depressed and distant, and my parents worried incessantly. Amazingly enough, I maintained a high enough grade point average to win an All-District Academic Award for Girls Basketball. Nothing could make me happy, though. I felt cheated from the one thing that I loved the very most, and that spawned a resentment toward her, toward the game, toward myself.

On the first day of school my junior year, I told Coach Blake of my intent to quit. She wanted to know my reason. Oh, how I wanted to scream at her, to shout out how I didn't deserve to go through the hell that she had put me through for an entire year. Instead, I calmly said, "I don't think I have the dedication that you want me to have for basketball." She nodded.

On New Year's Eve last December, I stepped out into my backyard and flipped on the floodlight. I walked over to my basketball court. As if possessed, I began shooting and dribbling. I raised the ball to my chest. Never opening my eyes, I brought the ball above my head with my right hand and let it go through the net without touching the rim. The tears came and, mixing with the sweat and dirt, smeared my face with blackness as I lay, trembling, shuddering, alone under the basket.

Today, when I sit down to watch children play a sport, I see the same fire in some of their eyes, the same fire that drove me to do everything I could to make that shot, to get that rebound, to feel all the glory and all the triumph that should be felt by anybody who plays for the love of the game. Sometimes, I see a coach screaming at the klutz, or the runt, or the fat kid, telling them how they aren't good enough to play, and it makes me absolutely livid. I want to tell them nobody, nobody, should be abused for devoting her time to sports, for trying her best, for loving a game.

So when people call me a quitter, I shrug it off. I love basketball more than anyone will ever know; but I have learned that the most important thing in life is to do what's best for me. I know what kind of talent I possess.

Quitting basketball after eight years of playing was the hardest decision I've ever had to make, and each day I wonder if I did the right thing. Then I remember how horribly worthless Coach Blake made me feel, and I know that I made the right choice. As much as I'd like to blame her for ruining the game for me, I can't. She's only human, and she didn't realize the scars that her "motivation" tactics would leave.

I doubt these scars will ever fade away. Two years have gone by, and I am still unable to write about this without tears. I never again wish to feel as bad as I did during that period of my life, but this experience has molded me into a stronger woman, and I know that I'll never allow anyone to challenge my worth ever again. Still, some nights when my parents are gone, I step out onto the concrete court, pick up my basketball, and think what might have been.

This essay was submitted last fall. The names have been deleted so each coach/sponsor or adviser will know what impact he or she has on all the athletes/students.

**"Sometimes, I see a coach screaming at the klutz, or the runt, or the fat kid, telling them how they aren't good enough to play, and it makes me absolutely livid. I want to tell them nobody, nobody, should be abused for devoting her time to sports, for trying her best, for loving a game."**



# Schools requesting transfers should act now

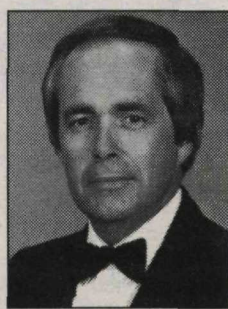
**T**he process of establishing the new Region 24 and realigning areas is complete. The new alignment will be effective beginning with the 2001-2002 school term. New region and area assignments can be found on the UIL web site at: [www.utexas.edu/admin/uil](http://www.utexas.edu/admin/uil).

It is important to note that all schools now appear in their original region. In other words all schools that have been operating under a transfer to a neighboring region will now find themselves reassigned to the geographical region within which they reside.

Does this mean schools can no longer request a transfer? No. The School Transfer Rule as found in Section 1102 (e) of the *Constitution and Contest Rules* remains in effect. Schools considering a transfer should be mindful of the key points contained in the rule. They are as follows:

- Schools requesting a transfer must be contiguous to the UIL music region to which the school wishes to transfer. In simple terms this means the school district requesting the transfer must have district boundaries that adjoin the boundaries of a school district in the UIL music region to which the school wishes to participate.

There is one exception to this particular provision. There have been occasions



Richard Floyd  
Music Director

where schools that were not contiguous with the neighboring region were allowed to transfer if it was evident that a more desirable level of competition would result. An example of this would be allowing the only AA school in a specific region to transfer to a neighboring region that had other AA competing schools.

- The superintendent of the school district desiring the transfer must provide evidence that undue hardships or unsafe travel conditions require the transfer to the new region. In practice this provision has been expanded to include situations where a school's athletic and academic district assignment was different than the music region assignment. Granting such a transfer in music allows for the school to compete against the same schools in all UIL activities.

- A transfer can be denied if such a transfer will create an imbalance of competition.

This final provision is much more significant under our new region/area structure. Great effort was taken to create a higher degree of parity between the regions and areas of the state. At this point there are approximately the same number of schools in each classification in each of the areas. The balance is not perfect but it is signifi-

cantly better than what we have experienced in the past. Extreme cases of less than 10 schools competing in one area while there were as many as 40 schools competing in another have been eliminated. Every effort will be made to maintain this new level of parity. Thus each request of a region transfer will be carefully reviewed to determine the impact that it might have on the overall balance of competition.

In general requests for transfers from one region to another within the same area that meet the provisions above will be approved. Also requests to transfer between regions in neighboring areas will be approved if the result is a higher degree of parity for that classification. For example, if a 4A school requests to transfer from a region in one area with 36 4A schools to a region in an area that has only 28 4A schools the transfer would be approved since such a transfer would improve parity.

On the other hand a request to transfer to another region and area that already has a larger number of competing schools would not be viewed favorably.

Transfers can be submitted immediately to the UIL State Music Office. Requests submitted in a timely fashion will be reviewed promptly. Every effort will be

made to provide a response prior to the spring region meetings so that directors can attend the meetings of the regions to which they have been assigned. Under no circumstances will transfer requests be considered after the Aug. 1 deadline.

Questions regarding any component of this process should be directed toward Richard Floyd at 512-471-5883 or [rfloyd@mail.utexas.edu](mailto:rfloyd@mail.utexas.edu).

## Region names new executive board

The UIL/TMEA Music Region 24 is now open and ready for business. The first spring meeting for Region 24 is scheduled for Saturday, May 19 at 10:00 AM. It will be held at Newman Smith High School, 2335 North Josey Lane, Carrollton, Texas.

Jim McDaniel, Fine Arts Director for the Carrollton-Farmers Branch ISD has been appointed UIL Region 24 Executive Secretary. His many years of experience in music education and school administration afford him exceptional qualifications for this position. Jim has stated that his goal is to make Region

24 the exemplary music region in the state of Texas.

As announced in February members of the Region 24 Executive Committee are: 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; and Dr. Mike Killian, deputy superintendent, Lewisville ISD.

## MAC created to help make changes for Texas music programs

By Richard Floyd  
UIL Director of Music

**I**n 1985 the UIL/TMEA Music Advisory Committee (MAC) was formed to afford music educators across the state an efficient process to recommend and review proposed rule changes and policy revisions pertaining to the UIL Music Program. This committee is unique among all UIL activities since no other component of the UIL has a similar advisory body.

For the past 16 years the MAC has acted to initiate change, make recommendations to the UIL Legislative Council, and serve as a forum committed to actions perceived to be in the best interest of music programs across the state of Texas.

The Music Advisory Committee convenes each sum-

mer traditionally on the Wednesday between the Texas Bandmasters Convention and the Texas Orchestra Directors/Texas Choral Directors Convention in San Antonio. Each region in the state elects a band, choir and orchestra representative to attend this annual meeting. There is truly representation from all regions and all music disciplines across the state.

The agenda for this meeting comes from three sources: (1) proposals presented by individual regions; (2) issues submitted by the State Director of Music and; (3) action and discussion items from other sources.

"I view this assembly as our town meeting. It is a time for us to investigate areas of concern, debate pertinent issues related to music education and make recommendations to the governing bodies of the UIL," UIL Music

Director Richard Floyd said.

How does an individual bring an issue before the MAC? The process is simple. A school and/or individual can present a proposal at any region meeting. The issue can be discussed and a vote reflecting the preferences of the region taken.

If it is the will of the region that the item be placed on the MAC Agenda it is submitted to the state office. All such items are then circulated to every region in the state with an explanation and rationale. Every region in the state then has the opportunity to debate the issues and formulate a position on all proposals.

At the summer MAC meeting the cumulative results of these discussions are then forged into a final recommendation representing the will of the majority of the regions. These recommendations are submitted to the UIL Legislative Council for its consideration and action.

It is important to remember the MAC serves in an advisory capacity only. This body cannot change rules but it can make recommendations and otherwise influence the actions of the UIL Standing Committee on Music and the UIL Legislative Council. Historically the Legislative Council has assigned great credibility to the input of the MAC and has tended to respond positively to most recommendations from this body.

The MAC plays a vital role in the rules and policy-making process of the UIL. Consequently, all music educators should take an active interest in the actions of this body and the processes that allow each one of us to have a voice in the evolution and refinement of UIL programs intended to serve needs of music students across the state of Texas.

### Mark Time, Mark Hut

Junior Richard Luna is the first person to assume the position of "Drum Major Elect" at Southwest High School in San Antonio. He served to assist drum majors Lisa Flores and Ramiro Ramirez in conducting the band at football games and pep rallies. This photo, taken by Patrick Zeinert, was submitted as part of the ILPC Individual Achievement Award contest entries for Feature Photo.



**TMAA**  
Constructive  
Comments

Texas Music  
Adjudicators Association

ADDRESS TMAA  
CORRESPONDENCE  
TO:

Dr. Jay Dunnahoo  
Executive Secretary  
Texas Music  
Adjudicators  
Association  
410 Coronado Dr.  
Kerrville, TX 78028  
830/792-5224  
Fax: 830/792-5917



## Four tournaments in three weeks keeps athletic staff hopping

continued from page 1

asks, Seewald explained.

The boys tournament is quite similar.

"We have to deal with parking, ticket demands and the presence of a lot of celebrities, such as professional athletes and several politicians, including the governor," Breithaupt said. "This year we had Moses Malone show up. He was great. He didn't ask for anything special. He just showed up and asked to buy a couple of tickets."

In the boys tournament, three sessions were sold out: Friday night and Saturday afternoon and evening. In addition, over 400 media credentials were distributed.

"It's almost like a circus," Breithaupt said.

With any activity of this magnitude, there will be problems.

"We had a problem (at the girls tournament) with the shuttle and people getting to the games late," Seewald said. "This is a result of the increase in popularity of the girls tournament."

Another problem was seen on the court. During the girls tournament, heavy rains came through Austin.

"There was a leak in the roof and water began forming on the court," Breithaupt explained. "The Erwin Center people worked out a plan to help us keep the floor dry. We had ball girls standing close by and

every time the teams would move to the other end of the court, the girls would run out and dry the floor. It worked beautifully."

One minor embarrassment came during the wrestling tournament.

"We played the national anthem at the beginning of the tournament and realized there was no American flag to go along with the anthem," Cousins said. "It was kind of embarrassing."

There were special moments, too.

"In the girls tournament, we had two teams, Mansfield and Winnsboro, who won their third consecutive championships," Seewald said. "In addition, there were more NCAA Division I signees playing in the tournament than at any other time. Many teams had two to three players that had already signed with Division I teams. This speaks a lot about the girls play in Texas."

Breithaupt explained that the athletic department likes to carry on many of the old traditions and start some new ones. One tradition came with honoring the first girls team to participate in the state tournament 50 years ago, the 1951 teams from Comanche and Claude.

"It was special to see their faces on the court. People talked about it the entire tournament," Seewald said. "It was especially neat to know that every girl on the team was there."



### A New Tradition

One of the new traditions started this year including the presentation of the "Texas Cup." Conference 1A was divided into two divisions, I and II. The state champions of each division were named on Thursday of tournament week and then the winners of each division played Saturday for the rights

of the Texas Cup. Here, members of the Nazareth girls basketball team accept the Texas Cup from Texas Speaker of the House Pete Laney (right) and UIL Legislative Council members Ed Stidham and Dean Johnson. Johnson is also the superintendent and athletic director for Nazareth.

### (top photo) Setting Up

During Winnsboro's quest for its third straight state championship, Wylie guard Stephanie Duffield (22) tries to get around Winnsboro guard Holly Pruitt (20) to set up

a play. Her moves were successful as she scored the points on the play, but Winnsboro went on to win its third consecutive championship.



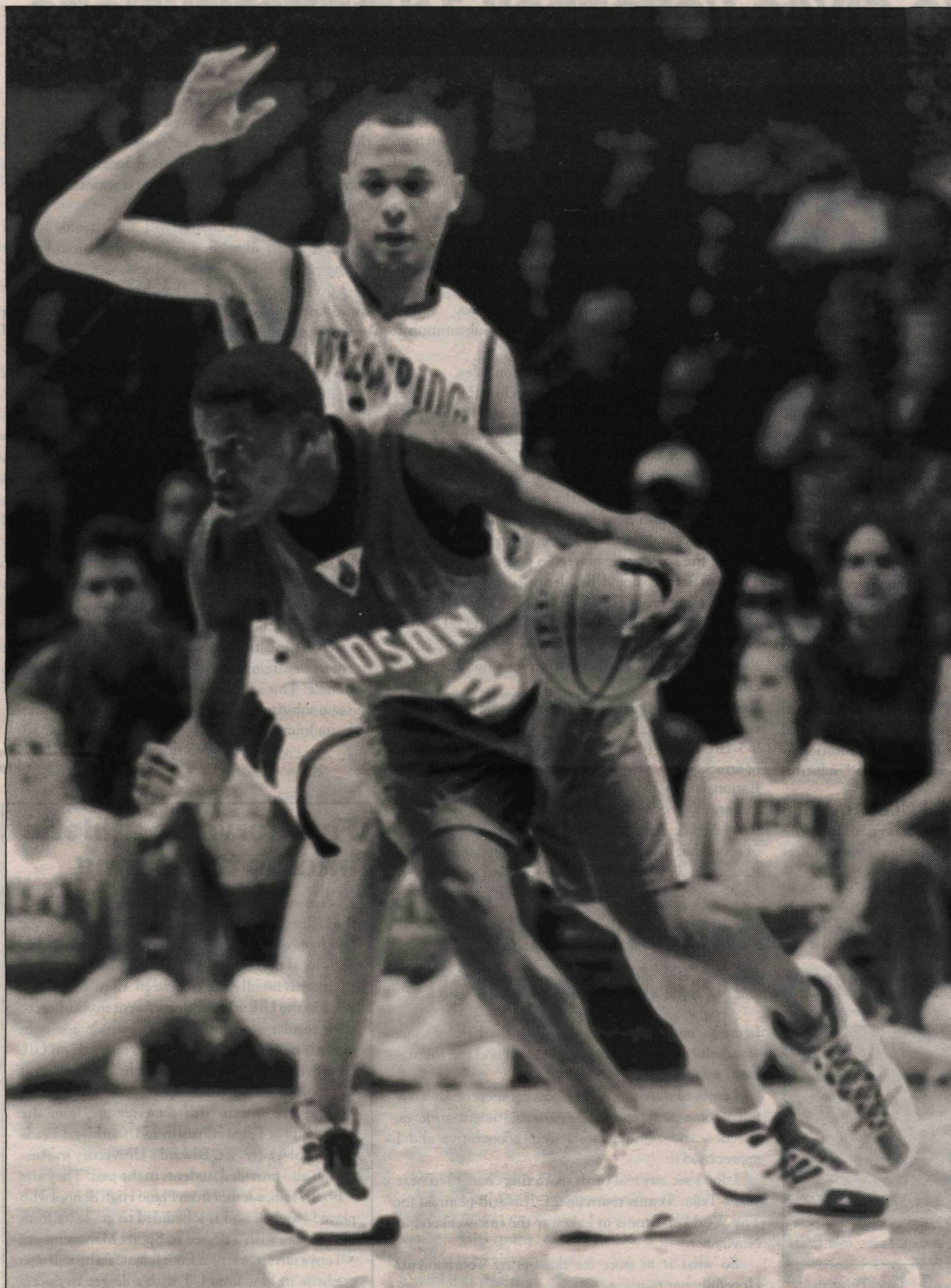
### Scramble for the Ball

Following an errant pass, Ponder Lion Jeremy Young (23) tries to block out Grapeland Sandie Joe Street to get to the ball. Street got to the ball first and was able to complete the turnover with two points. The Ponder Lions went on to win the state championship, 59-40.

### Out of My Face

Struggling to pin her opponent, this state wrestler gets a palm in the chin. This year's state wrestling tournament was run at the same time the state swimming meet was held. The wrestling tournament was held at the Austin Convention Center while the swimming tournament was held on The University of Texas at Austin campus.





## STATE CHAMPIONS

### Boys Basketball

- 1A Division II - Goodrich
- 1A Division I - Evadale
- Texas Cup Winner - Evadale
- 2A Ponder
- 3A Mexia
- 4A Beaumont Ozen
- 5A Sugar Land Willowridge

### Girls Basketball

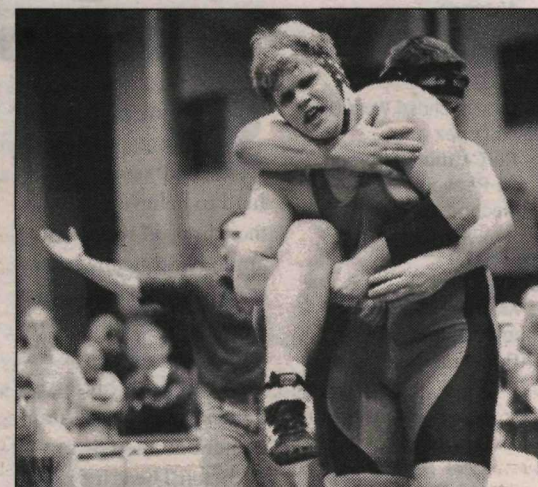
- 1A Division II - Nazareth
- 1A Division I - Kennard
- Texas Cup Winner - Nazareth
- 2A Nacogdoches Central Heights
- 3A Winnsboro
- 4A Plainview
- 5A Mansfield

### Path to the Hoop

After getting around Sugar Land Willowridge guard Daniel Ewing (3), Judson Rocket Andrew Gamble (23) heads to the basket for the two points. The Rockets kept Willowridge Eagles at bay most of the game, but the nationally-ranked Eagles wore down the Rockets in two overtimes to win the semi-final game and go on to win their second consecutive state championship.

### Powerful Grip

Trying to shake free of a strong grip from his opponent, Oak Ridge HS wrestler Mike Martinez struggles to turn his defensive move to an offensive battle. Martinez won the match. The state wrestling match was held in the Austin Convention Center.



### The Final Lap

During the 200-meter freestyle, this 5A swimmer heads to the final lap in second place. He placed there and earned a silver

medal for his efforts. The swimming and wrestling meets were the beginning of three weeks of state UIL tournaments in Austin.



# New rule gives volleyball 18 substitutions

## PUBLIC REPRIMANDS

### BASKETBALL

Donald McIntyre,  
Whitesboro  
Jeremy Vanley,  
El Paso Parkland  
Mark Johnson,  
Gary  
Victor Cortez,  
El Paso Montwood  
Mike Fountain,  
Spurger  
Jessie Uranga,  
El Paso Ysleta  
Mark Leuschner,  
Bowie  
Andy Steele,  
Carrollton Turner  
Randy Maupin,  
Beville Moreno JH  
James Johnson,  
Brookshire Royal  
James Bailey,  
Sugar Land Kempner  
Roy Stone,  
Paris North Lamar  
Kevin Gracie,  
High Island  
Judy Whitley,  
Skidmore Tynan  
Eric Lacy,  
Palestine  
J.J. Garcia,  
Brownsville Lopez

### SOCCER

Demond Johnson,  
Austin Bowie  
Dave Maher,  
Lewisville  
Kurt McGrath,  
Alvarado

### BASEBALL

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

### SOFTBALL

Jennifer Fox,  
Marble Falls  
Robby Dickinson,  
Coahoma

In an effort to increase the opportunity for participation and competition, volleyball teams will be allowed a maximum of 18 substitutions per game, beginning with the 2001-2002 school year.

At its January meeting, the National Federation Volleyball Rules Committee also voted to allow each player unlimited individual entries provided the team is within its limit. Starting the game does not count as a substitution and an illegal substitution does not count as an entry if an illegal substitute is removed from the court.

Previously, players were limited to three entries during a game except for exceptional substitution situations. Also, starting a game counted as an entry, and an illegal substitution did not count as an entry provided the illegal substitute was removed from the court.

When teams have exhausted their 18 substitutions, or when no legal substitutes are available, an exceptional substitution is permitted only for an injured/ill player in the following priority: a player who has never played in the game; a player who has played in that position earlier in the game; any legal player on the bench, regardless of previous position played. An injured/ill player replaced by an exceptional substitution may not re-enter a game in which the exceptional substitution takes place.

A team may not play with fewer than six players if there is a legal substitute (including an exceptional substitution) available. In addition, a substitution is illegal when the substitute re-enters as a 19th substitution.

## 2001-2002 VOLLEYBALL RULE CHANGES

4-2-1 Effective with the 2002-03 season, all uniforms must be free of all hard and unyielding items such as buttons, zippers, snaps, and fasteners.



Rachel Seewald  
Athletic Coordinator

Rationale: Restriction from uniforms with hard and unyielding adornment.

4-2-3f Placed so the top of the number on the front of the uniform shoulder is no more than five inches down from the shoulder seam; or placed so the number is centered NO MORE THAN TWO INCHES BELOW THE NECKLINE OPENING on the upper body. Rationale: The upper body of the uniform top provides for a clear view of the number.

5-4-3-b-13 Notify the coach when a team uses their 15th, 16th, 17th, and 18th substitutions.

Rationale: Consistent with substitution rules.

5-5-3-1 Notify the umpire when a 19th substitution is requested.

Rationale: Consistent with substitution rules.

5-7-3c Indicate when the ball touches the net, net antennas, and or net supports not entirely between net antennas. Rationale: Clarifies that the antenna is considered out-of-bounds.

5-7-3-g Delete; Combined with 5-7-3-c.

7-1-2 Two minutes prior to the end of timed pre-match warm-up, a coach from each team shall submit to the scorer an accurate, written line-up of the uniform numbers for the six starting players in proper serving order. The first server should be identified by circling that player's number. (THE POSITIONS ON THE SUBMITTED WRITTEN LINEUP TAKE PRECEDENCE OVER THE CIRCLED PLAYER. Preventive officiating should be used when the first server's number is not circled.)

Rationale: Addition of wording in the rule for clarification purposes.

9-5-1b Omit "With the intention of" from the definition of attack.

Rationale: So that results are officiated rather than intent.

9-5-4 Attack: An attack is an action, other than a block or serve that directs the ball into the opponent's area.

Rationale: Provides clarity for standard terminology

within the rule.

10-3-2 A team is allowed a maximum of 18 substitutions per game. Each player is allowed unlimited entries within the team limit. Starting the game does not count as substitution. An illegal substitution does not count as an entry provided the illegal substitute is removed from the court.

Rationale: This rule change will allow teams to play consistently, by allowing them to have choice of player on the court throughout the contest.

10-3-6 When teams have exhausted their 18-team substitutions or when no legal substitutes are available, an exceptional substitution is permitted only for an injured/ill player in the following priority:

1. By a player who has never played in the game or a player who has played in that position earlier in the game;

2. By any legal player on the bench, regardless of previous position played. An injured/ill player replaced by an exceptional substitution may not re-enter a game in which the exceptional substitution takes place. A team may not play with less than six players if there is a legal substitute (including an exceptional substitution) available.

Rationale: This change supports the rule change which allows 18 team substitutions and unlimited individual entries within the 18 team limit.

10-3-7b3 A substitution is illegal when the substitute: re-enters or attempts to re-enter as a 19th substitution. Rationale: This supports the rule change which allows 18 team substitutions and unlimited entries within the 18 team limit.

volleyball rule changes ©2001 NFHS.  
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## Spring tennis directors working to keep rain away from tournament

Spring is here and spring sports are off and running. It is hard to believe that a few months ago I was running around frantically trying to prepare for the Team Tennis state tournament for 4A and 5A. Now it is March and the Spring individual state tennis tournament is creeping up.

Before I head into some quick points about the upcoming tournament, let's recap. My first state team tennis tournament wasn't without its glitches — thanks to Mother Nature. I believe it was the first time in history that a weather forecaster could not have been wrong. The radar showed a 100 percent chance of rain. And for once they were right. It rained Friday so we postponed until Saturday. We reconvened and it rained all day Saturday. Our UIL staff decided to postpone the tournament one week and ask the teams competing to return the following Saturday and play a one day state tournament at two different sites.

I awoke that Saturday, to my surprise (which really wasn't a surprise) to the gray sky and hazy outlook. Go



Jane Teixeira  
Assistant to the  
Athletic Director

figure — more rain to come. With the help of some wonderful volunteers the rain held off and the tournament was a success.

I enjoyed watching eight teams compete on that day full of some great tennis. The parents, student-athletes, coaches, and administrators were cooperative and I appreciated it.

I don't see any real earth shattering changes to next year's Team Tennis tournament. It is still planned for The World of Tennis in Lakeway the first weekend in November.

So what is in store for the Spring Tournament? Hopefully not rain.

The spring tournament is scheduled for May 7 - 8 with 4A and 5A at Penick-Allison on the University of Texas campus. 1A, 2A and 3A will be playing at Lakeway. We are still looking for volunteers so if someone still wants to volunteer please fax in your form as soon as possible.

There has been some confusion on one thing I should mention. The UIL does not sanction team tennis for classification 1-3A. I have received many calls on a state tournament that is happening. Unfortunately, I cannot provide you with information on such a tournament. There has been a proposal in previous years to add such a thing, but it has not passed as of today.

Hope you have a wonderful season and look forward to seeing y'all at the state tournament in May.

## Five serve as athletic interns this spring

Five students make up the interns working at the UIL athletic department this semester. For the past five years the UIL has developed a relationship with local universities in providing interns.

Interns usually work between 10 to 20 hours a week in the UIL athletic department in addition to their regular academic load. The group assists in everything from clerical duties to research on UIL records to helping with publications and working at selected state championships.

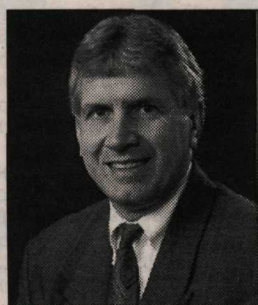
The five interns this semester are from the University of Texas at Austin and Southwest Texas State University. St. Edward's University in Austin has also provided students in the past. They are:

- Brian Hain, a senior from Plano High School who played baseball and is scheduled to graduate from UT in May with a degree in Sports Management;
- Tanya Jarrett, a senior from Jamaica who will also graduate in May from UT with a degree in Sports Management. Tanya is a member of the Longhorn track and field team, an NCAA All-American in the 400 Hurdles, 400, 4 X 100 and just missed representing her country at the 2000 Olympics this past summer;
- Charlie King, a senior from Bellville High School who played football and golf and is scheduled to graduate from UT in August with a degree in Sports Management;
- Michelle Hoch, a senior from Garden City High School will graduate in May from Southwest Texas State University with a degree in Journalism;
- Jeff Miller, a junior from Plano High School who played baseball and is majoring in Radio, Television and Film.



# Two committees set to look into shortage of officials, out-of-school participation

The UIL will host two important meetings in April. The UIL Legislative Council in October of 2000 authorized an ad hoc committee to study problems with non-school participation and another committee to study concerns and problems regarding officiating.



Charles Breithaupt  
Athletic Director

The ad hoc committee on non-school participation will meet at 9 a.m. April 19, at the UIL offices. UIL Legislative Council member Richard Cohagan, superintendent of Gunter ISD, will chair this committee. UIL assistant athletic director Mark Cousins will serve as staff liaison. Interested parties are invited to attend this committee meeting to address concerns pertaining to non-school participation.

The purpose of this study committee is to discuss all aspects of school and coach involvement with non-school activities. The goal is to develop and clarify rules and regulations, to spell out when, how, and to what extent schools and school coaches can involve themselves in non-school activities. Non-school activities can be leagues, tournaments, private instruction, all star games, clubs, etc. Individual or team sports which include high school eligible students but are not school sponsored are also considered non-school activities.

Since 1995 the UIL has been operating under Senate Bill 1, passed during the 74<sup>th</sup> session of the Texas Legislature. This bill liberalized UIL rules relating to non-

school participation for student athletes. While parents of these student athletes and the student athletes themselves may have benefited from these changes, schools and school coaches continue to be restricted as to their involvement in non-school activities.

Several areas of concern have arisen through the years as more athletes have taken advantage of opportunities afforded them with non-school events. School coaches have expressed several concerns as they see both positive and negative impacts from non-school participation. Therefore the Legislative Council felt it imperative to study this important topic.

Issues to be discussed during the committee deliberations could include:

- for schools: non-school use of facilities; school (or school booster club) sponsorship of camps, clinic, leagues, tournaments; handling of money in relation to non-school activities; use of school transportation, uniforms and equipment; involvement with summer club programs (individual sports); open gyms and facilities, including weight rooms; association with all star games.

- for school coaches: involvement with non-school activities; organization of leagues/ teams and tournaments; selection of players for non-school teams; attendance at non-school practices and contests; supervision of school facilities, strength and conditioning camps; 7-on-7 football and other team sport activities; private instruction; student athlete recruiting visits; baseball and softball coaching exception, involvement with all star games.

The ad hoc committee on officials will meet at 9 a.m. April 26 at the UIL offices. Legislative Council member Tony Daugherty, Superintendent of Pottsboro ISD, will serve as chairman of this committee, while Peter

Contreras, UIL athletic coordinator, will be staff liaison. Interested parties are invited to attend this committee meeting to address concerns pertaining to officiating issues.

The purpose of this committee is to study problems relating to the shortage of officials throughout the state. The goal of this committee is to investigate methods in which to recruit and retain officials in order to meet the demands and needs of member schools.

Concerns facing officiating chapters and member schools have been discussed in previous *Leaguer* articles. This committee will discuss issues regarding scratch policies, pay schedules, timeliness of pay, abuse of officials, post season assignments, scheduling fees, training programs for high school students, coaches' misconduct, three person crews in basketball, seven person crews in football and other topics related to officiating.

Both of these committees will report findings and recommendations to the Athletic Committee in June. The deliberations of these committees are open to the public. Written proposals or suggestions should be forwarded to the appropriate UIL staff liaison.

## NCAA rule changes affect Texas football

1-4-9c A camera, with no media component, may be attached to the cap of the umpire with the prior approval of the umpire and participating institutions (subject to the approval of the NCAA Executive Committee)

3-1-3-h Radio and TV timeouts are not permitted during any extra period, and charged team timeouts may not be extended for radio and television purposes.

3-2-4-b Delete the exception that visual 25-second play clocks are not mandatory for games played on the home fields of NCAA Division III institutions, effective Aug. 1, 2003. (subject to approval of the NCAA Executive Committee)

3-3-2-a An official shall declare a referee's timeout when the runner's helmet comes off.

3-3-7-a Any charged team timeout shall be 30 seconds in duration upon an approved visual signal made by the head coach of the team requesting the timeout. Such signal must be made promptly after the timeout is requested on the field of play.

8-3-3-b-1 Personal Fouls against the passer during a successful two-point try will be enforced on the succeeding kick-off or from the succeeding spot in extra periods.

9-1-2-i The runner is exempted from the rule prohibiting hurdling.

9-1-2-3 & All penalties for offensive team fouls that occur behind the neutral zone other rules will be enforced for the previous spot.

### IMPORTANT VOLLEYBALL DATES 2001-2002

Aug. 6	First day to issue equipment and conduct workouts, all conferences
Aug. 10	First day for scrimmages, all conferences
Aug. 13	First day for games, all conferences
Oct. 23	District Certification Deadline, 4A
Oct. 27	District Certification Deadline, 2A, 3A, & 5A
Oct. 30	District Certification Deadline, A
Nov. 9-10	Regional, All Conferences
Nov. 16-17	State Tournament (Southwest Texas State University, San Marcos)

### Nationally Ranked

Breaking away from Judson Rocket Damon Best (11), Willowridge Eagle Terrance Ford (5) heads to the basket. Ford was one of two Eagles named as *Parade* magazine's All-American high school basketball players. Ford led the Eagles to their second state championship and will attend The University of Texas at Austin following graduation.

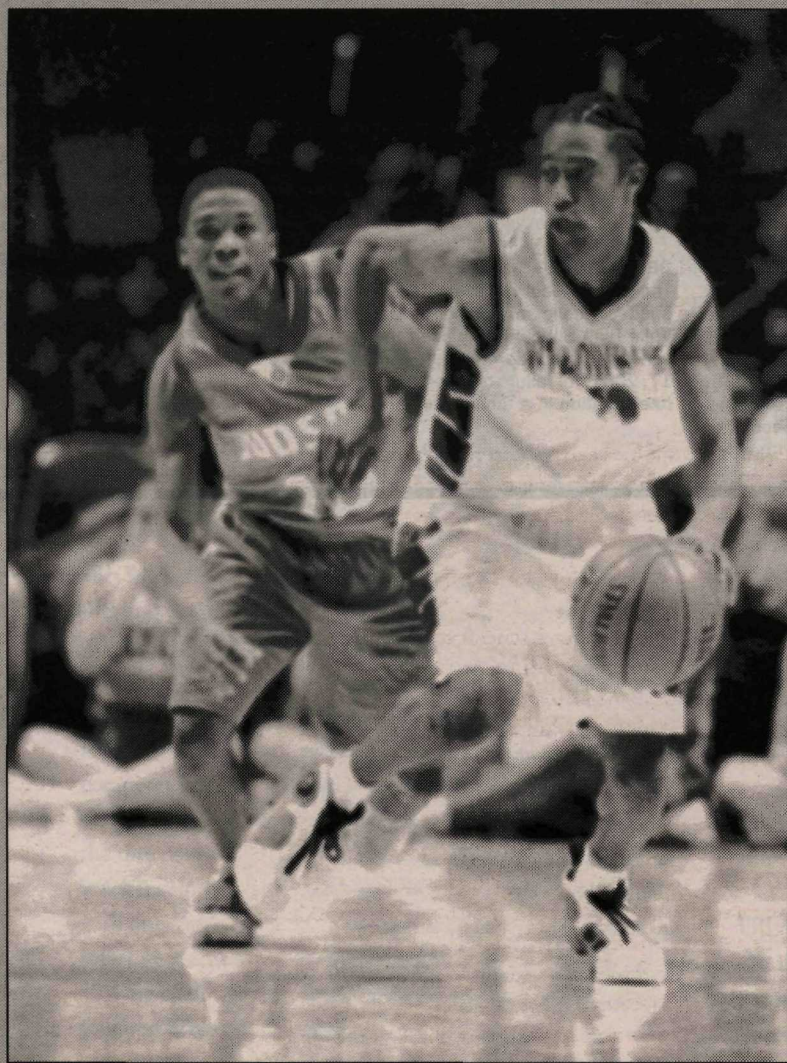


photo by Andrew Loehman



## 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 whilst 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 athlet-

ics:

- The student may petition administration of his home school (school zone where his parents reside) to represent the home school in athletics.
- Student's grades must be reported from Magnet High School officials to the home school to ensure compliance with no pass, no play.
- Verification that the student complies with the full-time student status, age rule, 4-year rule and other UIL eligibility rules and all other pertinent information requested by home school principal would also have to be provided by magnet school principal.
- Student is under the jurisdiction of the home school principal for all UIL purposes.

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

## EMPLOYMENT OF COACHES

*Section 1202, Employment of Coaches*

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

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

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

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

tic 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.

## 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.

## 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
Yearbook/Newspaper Adviser	Boys Basketball Coach
Speech Director	Football Coach
Band Director	Girls Track Coach
Choir Director	Boys Track Coach
One-Act Play Director	