

Leaguer

Diamond celebration

One-act play set to host 75th annual state competition

During the recent Academy Awards, viewers saw Julia Roberts attempt to thank everyone she ever came in contact with when she won her award for best female actor. One entity many Hollywood actors could place in that list is the UIL, celebrating its 75th year as hosting the one-act play contest.

In those years, hundreds of actors have participated in the one-act play contest. Actors such as Marcia Gay Harden, who won an Academy Award this year for *Pollock*, Robert Schenkkan, who won a Pulitzer prize for his play *The Kentucky Cycle*, Tommy Tune, Cloris Leachman, Sissy Spacek, Sandy Duncan and Powers Boothe each were a part of the UIL one-act play experience. Others could be listed, also. Rip Torn, who was from Taylor High School, has starred in several big screen

and television shows. Eli Wallach was a member of the All-State crew in 1934-35, Pat Hingle, who attended Weslaco High School and has performed in both the play and movie *That Championship Season* as well as performing in the Broadway play, *JB*, Dan Blocker, Hoss Cartwright in *Bonanza*, attended Big Spring High School and performed in their one-act play and even JoBeth Williams, the mother in *Polyester*, who graduated from Jones High School in Houston and participated in many theatre productions there.

Lynn Murray, who started with the UIL as drama director in 1970, has seen plenty of actors and performances go through the doors of the different performing halls of the state contest.

"There have been some super shows at state," he said. "Some shows at the state meet are better than what is seen in New York."

He said that although a lot has changed since he has taken over a leader of the program, much of it has stayed the same.

"A lot of controversial plays are still being done today," he said. "I get letters all the time from many different people complaining about those shows."

One of the more controversial areas of the one-act play is that there are no records to show who won the first one-act play contest in 1927.

"What records we have say that Mexia won in 1927," Murray said, "but San Angelo has a plaque that it says shows that school won the first state one-act play contest."

Murray explained that San Angelo's yearbook records the school as being the first winner. The *Austin American-Statesman* reported that Mexia and San Angelo won their prelim competition that year, but did not record who won at the finals. UIL's archives also show a picture of the Mexia one-act play cast and notes on the back of the picture the first state champion.



UIL archives photo

State Champs?

The cast and crew of the 1927 Mexia one-act play line up for a group shot. Although some records show that Mexia won the first one-act play contest, other records imply that San

Angelo may have won the contest. San Angelo's school yearbook reports that the school won the play, but no other source has recorded it.

"The school at Mexia burned so we can't be absolutely sure who won the first state contest," Murray said. "There are some newspaper accounts in Mexia that claim it placed second in state, but what records we have show that Mexia won."

Murray has seen a lot of other changes in his years at the helm, and there were a lot of changes before he took over.

The one-act play was first performed at the original Stephen F. Austin High School auditorium, Murray explained.

After that, it moved to Hogg Auditorium on The University of Texas campus where it stayed until 1983 with a one-year change to University Junior High so that Hogg could be painted.

"They made us move from there (Hogg) when they wanted to renovate it," Murray said. "But they never did any renovations."

In 1983, the one-act play competition was held at the Performing Arts Center, where it is still held.

Some of the more subtle changes seen in the past 30 years have improved the quality of the plays, Murray said.

"There used to be a 30-minute time limit," Murray explained, "and there was a limit of 10 characters to a performance."

There is one change, though, that Murray is glad he promoted.

"The thing I'm most proud of is the fact that shows are not ranked until they get to state," he said.

Murray explained that he initiated that change and it was approved for the 1974-75 school year.

"After it was successful with one-act, football followed and allowed more than one team to advance," he said. "We also

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A Winning Performance

photo/courtesy of Travis Poe

In Barbers Hill High School's performance of *The Crucible*, Elizabeth, played by Jennifer Havenar, argues with the Reverend Hale, played by Joseph de los Santos, while John, portrayed by Joseph Rivera, looks on. This is the school's ninth appearance at the AAA state finals and director Travis Poe's eighth appearance. This, too, is the school's fifth appearance in the last six years with the school winning state championships in 1996 and 1999.

by Randy Vonderheid
managing editor

Teaching provides intrinsic, extrinsic rewards



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Sometime in their college careers they decide. They go to be business majors, or psychology or art — changing their majors several times. And to the frustration of legions of parents, seldom knowing what their sons and daughters will do or be or when or if they will graduate. But they do.

Many become teachers.

Right alongside the highly-motivated honor students — education majors with 4.0 GPA's blow through four-year programs and never change majors or stray from the pre-intended direction of becoming a teacher.

Then both groups go forth to schools across the land and become equally enthralled and perplexed about becoming what a teacher is. Some prepare entire semesters in advance. They work more hours at home than they do at school, grading papers, preparing materials, studying, attempting to find a key to unlock a child's imagination — to ignite a spark, any spark, that could lead to learning.

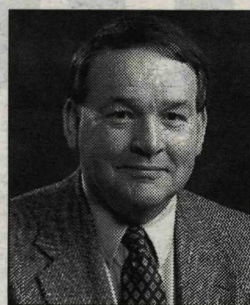
Some stay a chapter ahead of their students, living on the edge, preparing lesson plans as required, hoping they will not be absent and have a substitute teacher attempt any advancement of knowledge based on these plans.

Along the way their lives change. They work part-time jobs, date, get married, stay single, develop friendships that pass — some that last. They become self-assured through maturity or preparation. They quit. They stay. They max out credit cards and live from month to month. Summer jobs bring needed relief from notoriously low salaries.

Some get better. Some take care of basics only. But if they stay, most develop a feel for instruction and a positive feeling toward children. Little achievements, chiefly unnoticed by anyone else, ultimately delight them and encourage them to continue. To see an average student master a difficult problem, exhibit a new change in behavior or develop an unpredicted positive self-image brings joy to their souls.

The public usually takes them for granted or openly berates them. Administrators sometimes seem distant to their daily problems or indifferent at best. But year after year they come back for more — hoping the dreams of September will bloom into a positive reality in May.

Visit a school — not just for a game or assembly. Really observe what goes on in a classroom. Listen to what's happening. See how things have changed since you were a student. Not too much emphasis on long hair



Bill Farney
UIL Director

or regimentation, but more key time on learning life skills. Recognize the modern pressures and influences on children. The violence, horror, sex and gore you see about you have become a part of their everyday lives.

High divorce rates and family mobility have changed the tranquil image of the American family. The community conscience that helped people observe certain standards has almost become extinct.

What has taken its place is a me-first world that — except on certain Christmas TV shows — is apparent in the media everyday. The billionaire ball player, high-profile public figures in compromising positions and the full-speed drive to replace delayed gratification with the quick thrill and less-than-honest scheme draws in innocent people.

Seldom is there a large high school in this country that does not have security personnel in the halls, parking lots and at all school activities on 24-hour surveillance.

Imagine you are a poor child today observing all the smorgasbord of wealth and plenty around you: shopping malls laden with beautiful things, fancy cars, beautiful people, the opulent life-styles depicted by the media, billboards advertised at every corner to insinuate all of this is available to everyone. You know you don't have it and probably never will. Now, place yourself in the chair of a teacher trying to convince a generation of youth that reading is important and character really counts. Would you be a teacher? Probably not. Will you still blame them for many of society's ills? Probably.

In every profession there are superlative individuals, average, and those who need to improve. So it is in the teaching profession. They realize it as well as you. But good lawyers don't leave the legal profession because some lawyers aren't good. The good ones stay and hope others get better.

With teachers the hope is that they can get some help to assist them in their mission. And, yes, each class of students, each year, each day is a mission. It is a race against time and odds to impart needed skills, knowledge and appreciations that, if not learned at school, will be difficult to obtain elsewhere.

Can parents help? Most are trying as hard as their jobs and life-styles permit. Some have given up and let the schools hobble along as best they can until after the age of compulsory education. Then it becomes the problem of social assistance and/or juvenile justice systems.

What can be done to help? One approach is to get involved in an organized mentoring program. You don't have to apprentice a student or house them or even lend financial support. What you do is give a little of your time by getting to know a student in the mentoring program — often a child with only one parent or no

parents. What do you talk about? You talk with the child, share some time, honestly gain the friendship by being a friend yourself. Hopefully, the child, who is tremendously talented in ascertaining honesty and sincerity as well as phoniness, can find a mature, interested friend and you will provide another doorway through which a child can perhaps find a positive future. Hey, you can do this even if you have children of your own or if you never plan to be married and have your own children.

Along the way you may find out some things about yourself. And you may like what you find. You could even imagine yourself to be a teacher.

Think back to when you were young. Was there someone in the community who held out a helping hand that helped you overcome hurdles that seemed too tall to jump? Perhaps a teacher at school, maybe a pastor, classmate, or an adult from your town.

I remember a preacher who listened to my recitation of a poem in the fifth grade. He made a few suggestions. He made me feel important. I remember a teacher who gave me \$10 for food when I qualified to regionals and an overnight trip. She looked in my eyes and knew I had no funds. Yes, she told me I could pay it back, which I did in the summer. But I knew I didn't have to. She genuinely cared about me and wanted me desperately to evolve from a "thinly skinned savage" (which she labeled most adolescent boys) to a more responsible individual.

There were no mentor programs back then, but I remember Mrs. Annie Magee — great English teacher, stern disciplinarian, eyes that could burn a hole in your head when you were misbehaving in class, but a heart that always was open to give when there was a need.

Every generation has believed that the next generation is going to the dogs. Older adults often come to the conclusion that younger people do not have the resolve to carry society's torch. The public looks at the fast-changing world around them and somehow attributes permissiveness and moral decline to faulty education systems. What well-meaning grown-ups fail to remember is that education is a community responsibility — not just the schools'. What they must understand is that schools and teachers need more than just moral support.

It is important for more people to realize schools need real help — not just more money and taxes — but more people who can give from the heart to help children — people who know what caring means.

If more citizens jumped in to help, it may be a surprise how much better teachers become. They will feel supported and perhaps think better of us because we make an effort. They will be more fulfilled in their life's work and understand they are not working in isolation. They are not alone as long as we remember and do our part.

Leaguer

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Our daily minimum requirement of irony

Musings on the 'say one thing, do the other' media and the conflict pattern

Around this time last year, an editorial writer for the *Austin American-Statesman* wrote a column that stated, in so many words, "The end is near. They're even cheating in academic competitions now. Oh my. Oh my."

The column involved the coach and students at a Chicago-area high school who stole a copy of an academic decathlon test, won the state championship and were now the subject of an HBO movie, "Cheaters."

Asked five years later if they felt remorse or regret for their actions, all involved laughed it off. "Of course not," they replied. "Everyone cheats, and we'd do it again." No doubt, a pretty sad moment, and but the writer, based on this single incident, extrapolated far beyond the facts. "Integrity and personal responsibility once had enormous weight," he wrote. "Now there is no place for them except as quaint vestiges of yesteryear."

Well, that's a little hyperbolic, especially considering this newspaper didn't expend a single line of type on any academic competition in Central Texas that it didn't host or sponsor, not that space wasn't available. The week prior to the state athletic events, it devoted a few hundred column inches to stories and photos about shot putters and golfers, and rightfully so, but I can't for the life of me understand why the average Austin reader would be more interested in a story about a hurdler from a 2A school 60 miles from here than he or she would about a dyslexic Austin kid who qualified for the state ready writing contest.

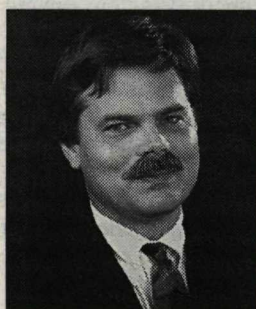
I'm sure the reporters and editors of my local newspaper and yours can explain why it's more newsworthy to write about four guys running in circles with a stick than it is about the school that's won a half dozen consecutive state academic team titles or about the blind, hypersensitive young woman who this spring qualified for region in current issues & events. It's a life-affirming human interest story of courage and persistence that I might like to read about, even though she doesn't live in the *Statesman's* circulation area. I suspect their reasons have more to do with anachronistic journalistic formulas and milieus, and lazy reporting and editing than they do about community expectations, needs or desires.

More media bashing...

It's puzzling to read columns by conservative commentators on the modern college campus trend of shouting down people you disagree with or stealing and burning student newspapers because they print provocative stories or editorials on subjects like reparations for former slaves or affirmative action, and then justifying the act by saying, "Their exercising free speech offends and harasses me, therefore, I'm exercising my free speech by silencing them."

No one in their right mind would approve of such brutish behavior, but it's ironic to read a columnist like John Leo of the *U.S. News & World Report*, who laments the decline in respect for free expression on college campuses and criticizes "boneheaded" professors and timid college administrators for failing to hold "brownshirt" protestors accountable.

"On many campuses, students are encouraged to think of other people's ideas and criticism as assaults," Leo wrote. "A whole vocabulary has sprung up to con-



Bobby Hawthorne
Academics Director

vert free expression into punishable behavior... Universities tell students they have a right not to be harassed by hostile speech. Well, sure. Nobody should be harassed. But the connection between harassment and speech is made so relentlessly on campus that many students think they have a right not to be offended."

Stop right there and think. Where could these college students, young people two or three years out of high school, have gotten an idea like that? Where have they seen and experienced such arrogance?

"Real debate fades as ordinary argument is depicted as a form of assault," Leo continues. "In the long run, it also makes many topics too dangerous to raise. But being exposed to discomforting ideas is the price of freedom."

Absolutely. So when are John Leo and George Will and the others of their ilk going to rip into high school administrators who reduce the content of school publications, music, theatre, debate and/or literature to pap sentiments unworthy of a greeting card? If you want 20-year-old college students to respect free expression, give them a taste of it when they're 16 or 17. Otherwise, in time, you reap what you sow.

Repeating patterns

Of all the problems we handled this spring, the most serious and prevalent dealt with the conflict pattern, and virtually all of them could have been resolved in September had the district executive committee adopted an academic meet schedule and disseminated it throughout the district. It is shameful to ask students to practice and prepare for months for two or more non-conflicting contests, and then deny them an opportunity to compete in them at the district meet.

The League has no power to mandate that schools follow the conflict pattern. District executive committees are free to set whatever schedule they wish. A West Texas district with severe travel problems might conduct the full meet in a single day. An urban district might spread the meet over four or five days. Some don't enforce the conflict pattern even though they realize that students may be forced to withdraw from certain contests. Others enforce the conflict pattern, even though the meet is dispersed over the course of several days, and it is logistically possible for students to compete in — for example — spelling, science and accounting.

This should remain a district prerogative. But every district executive committee should approve the schedule at its planning meeting in September and make sure that every coach and kid in the district knows what it is. If you wait until March 1 to learn that the district's policy is to restrict students from competing in more than one academic contest, or that the district has scheduled number sense, calculator applications and math simultaneously, then you've no one to blame but yourself.

Better late than never?

The question arose: may a student enter a contest late? Only one contest — number sense — disqualifies late entrants. Number Sense is an intense, 10-minute contest. The slightest disruptions — teachers chatting on cell phones, public address announcements or students crashing in three minutes late — are extremely damaging.

But here's another scenario: number sense and ready writing conflict, but at a district meet, a student wants to compete in number sense from 8-8:20, and then rush over to ready writing and use whatever remaining time the rest have. Is there anything patently illegal or unethical about this?

If a student, through no fault of his own, arrives at the

regional editorial writing contest 10 minutes late, should he be automatically disqualified, even if the alternate isn't present?

I don't know. If at the State Meet, the young man's coach failed to appreciate Austin gridlock and the young man arrived 10 minutes late for current issues & events, I'd allow him to compete. But I can't imagine trying to codify such a decision.

Finally...

• The team wild card process worked very well this spring in Region 1, Conference A and Region 3, Conference 4A. We will refine the process slightly and implement it statewide next year.

• As for the pilot economics contest, we will survey Conference 5A, Region 1 academic coordinators to get a sense of how well the contest has embraced the past two years and how we should proceed with it. We've received requests to integrate civics and geography with economics to produce a more general social studies contest, similar to the three-branch science contest.

• Why do we cap team points? That question popped up a number of times this spring. "It seems that if a team is good enough to sweep, they should also be awarded the team points."

Our response: the point schedule is an attempt to equalize competition so that no single contest or contest area can dominate the district meet. For years, coaches complained that the school sweeping speech and debate or one-act play couldn't lose, and while you may get an argument from Jana Riggins and Lynn Murray as to the legitimacy of these allegations, the fact remains that schools felt sufficiently strong to implement the point schedule.

Today, the overall program is diverse enough that it's almost impossible to dominate one and only one individual subject strand and win a district title. For example, Bridgeport, which has won five of the last six 3A state championships with its powerhouse math/science program, doesn't always win its district title.

Is it time to re-examine the point schedule, and if we do so, what should be the philosophical basis of that examination? Should we open it back up? Remove point limits? End them?

Next year, the League will appoint members to an academic advisory committee. I'm sure the point schedule will be among the more inviting topics for discussion.

• And what to do about ready writing and speech/debate contestants who fabricate "facts" to support their positions or attack others? Each year, we receive a few more cases of students falsifying evidence in their arguments. Frankly, I'm stumped for an answer, except to rely on the expertise and common sense of the judge and contest managers. With any luck, we'll receive more equally useful guidance from the *Austin American-Statesman* and/or John Leo.

Keep your fingers crossed and have a great summer.

So when are John Leo and George Will and the others of their ilk going to rip into high school administrators who reduce the content of school publications, music, theatre, debate and/or literature to pap sentiments unworthy of a greeting card? If you want 20-year-old college students to respect free expression, give them a taste of it when they're 16 or 17. Otherwise, in time, you reap what you sow.

Offering Thanks

*Let those who helped make year successful
know your appreciation for their work*

My youngest son recently celebrated his 10th birthday with a sleepover party. His timing of the request to invite several of his friends over for an all-nighter was strategically planned I'm sure. (He hit me up immediately after I had just survived six days of CX State tournament and an 88-hour work week.) Flooded with "working mom" guilt, Caleb had a strong hunch I'd agree to anything. His hunch was right.

We began planning the party for just a handful of 10-year-olds. Each day when Caleb would come home from school, the invitation list would have grown a little longer. Insanity lingered as I agreed to each new boy on the list and even suggested that, since so many were coming, we could have an American Revolution battle in the backyard, Americans vs. the British, all armed with waterguns!

The day before the party, my husband and I set down three simple ground rules for Caleb and his friends: no tossing anything from the 2nd story loft; lights out absolutely by 3 a.m.; don't forget to say thanks.

Well, Johnny and I survived the sleepover by taking turns at catnaps. The kids and our neighbors lived



Jana Riggins
Assistant Academic Director

through the backyard "revolution," and I'm proud to say, Caleb stood at the door as each young guest left the next morning, thanking them for being a part of a monumental day in his life.

As you approach the end of the school year, I hope your students remember to say thanks to you for the extra hours you gave before and after school, all the lunches you skipped to critique those interpers, and the week-ends you willingly scheduled practice meets in order that they could become the best speakers and performers possible. Nothing warms a speech teacher's tired heart more those magical words, "Thanks, Coach!"

I also hope you'll accept my thanks for keeping UIL speech and debate the strongest competitive program with the greatest participation in the nation. Thanks for the calls, cards, e-mails, and letters throughout the year, even from those of you who were complaining. Your efforts to communicate prove you care about kids, forensics and UIL. I am especially grateful for those of you who served on state and regional committees, ran district meets, taught at our UIL workshops, and you gracious souls who sacrificed your spring break to assist with CX State. You are the best. I salute you.

My grateful gratitude to the UIL staff who works so hard all year long, especially Ramona, Rhonda, and Alexis who are invaluable assets to the UIL speech program. You do an exceptional job!

I hope teachers will take the opportunity before the year is over to express your gratitude to your students. They could have selected any number of other extra-curricular activities to be involved in, but they chose speech and debate. They might have done like many high school students today and decided to not be involved at all, choosing to get a job after school instead of spending hours in the library researching the debate topic. Some of them researched and also held down a part-time job.

They could have opted to sleep late on the weekends, but they willingly climbed aboard a yellow dawg in the wee hours of the morning Saturday after Saturday not only in hopes of winning a trophy, but if the truth be known, because they love and respect you for believing in them and for thinking they were worth the investment of your time and talents.

Don't forget to say thank you to your administration, as well. They sign the checks and provide the budget and a bus for workshops and practice meets. Their support is invaluable to the overall success of your school's UIL program.

It's been a great year, so celebrate!

Important Notes

- Prose and Poetry categories will change for 2001-2002. New categories will be unveiled at the Thursday night Coaches Conference at State Meet. If you're not coming to State, check our web site after State.

- Don't listen to hearsay about what documentation did or didn't get approved at other district meets or how the State Office ruled on controversial issues. Be prepared for competition by reading the C&CR and chapter 4 of the UIL Prose and Poetry Handbook for what is acceptable.

- We have not yet reached our quota for Speech State Honor Crew positions. If you have a responsible student who deserves the nomination, make application via our web site.

- Be sure to register for the speech coach workshop, Capital Conference before June 1. It's the best deal in Texas for your time and your money!

Morton to receive Texas-size honor

UIL nominee Joy Morton from Friona High School has been selected by the National Federation Interscholastic Speech and Debate Association to receive the Outstanding Speech/Drama/Debate Educator Award. Morton is one of eight coaches in the nation to receive this award.

Morton's teaching and coaching career has spanned 41 years, 39 at Friona. Her first two years in education were spent at Merkel ISD, where she says she "fell" into the speech world. In the interview, the principal asked if she could teach speech.

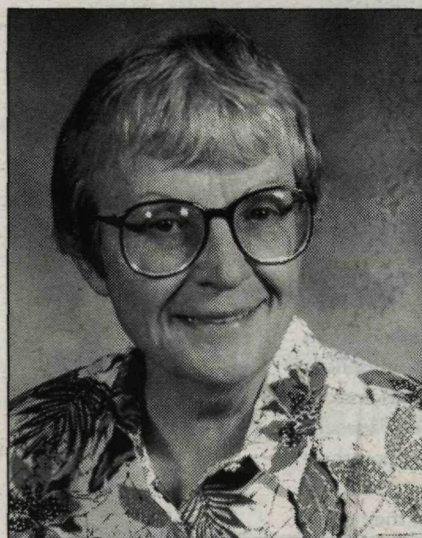
"I can teach anything," she said.

Staying a chapter ahead of her students that year, Joy became a talented forensics coach. She has not only directed the one-act play and coached speech and debate, she has coached UIL Ready Writing, Journalism, Current Issues and Events, Science and tennis, qualifying students to state in 10 academic events.

She has served in leadership roles for every organization of which she is a member, currently serving as Executive Secretary of the West Texas Speech

Association. She has been on the teaching staff of numerous forensics camps including West Texas A&M University, Cameron University and Texas Tech.

A member of the UIL LD State Advisory Committee,



JOY MORTON
2000 National Federation Outstanding Speech/Drama/Debate Educator Recipient

EXTEMP TOPICS

INFORMATIVE

1. What do recent elections in Peru mean for the future of that nation's economy?
2. What are foreign policy experts saying about President George W. Bush's first months in office?
3. Closing the clean air loophole: what action is the Texas Legislature taking?
4. Florida: what have we learned about the outcome of last year's presidential vote in this state?
5. What are the results of the Navy's court of inquiry into the collision involving the USS Greenville?
6. What are the causes for racial tension in Cincinnati recently?
7. How does President Vicente Fox plan to improve the standard of living for Mexico's citizens?
8. What are the issues surrounding providing DNA testing for people accused of crimes?
9. How does the Bush Administration's Middle East policy differ from the Clinton Administration?
10. What is the United States diplomatic position regarding Taiwan?
11. What hurdles does Syria's President Bashar Assad face in his attempt to modernize the country?
12. The Internet twins: what legal issues were involved in this case?
13. Why is the U.S. Postal Service contemplating changes in its delivery service?
14. What are the recent developments in Israeli-Palestinian relations?
15. How has Tiger Woods impacted the world of professional golf?
16. What is troubling the FBI lately?
17. Global warming: What are the possible consequences?
18. What steps in the US taking to increase organ donations?

PERSUASIVE

1. Are recent fatal accidents a signal of deeper problems in the U.S. military?
2. How should the global community respond to famine in Afghanistan?
3. Should cell phone use by persons operating motor vehicles be restricted?
4. Does America face an energy crisis?
5. How should the Venezuelan government respond to Colombian rebel incursions?
6. Is stem cell research justified?
7. How has the United States' refusal to participate in the Kyoto Treaty affected its international image?
8. Are recent Israeli actions forcing moderate Arab leaders into hard-line positions?
9. How will recent events impact the long-term diplomatic future of U.S.-China relations?
10. Should presidential pardons be subject to congressional review?
11. Is the scientific community on the verge of discovering a cure for cancer?
12. Should NASA pursue a program to explore Mars?
13. How crucial is campaign finance reform to the American political process?
14. How is the European economy being affected by the foot-and-mouth disease?
15. Does the state takeover of NTV signal an end to democratic freedoms under Russian President Vladimir Putin?
16. Is the Congressional political climate ripe for a patients' bill of rights?
17. Ending racial divisiveness in the United States: what are the answers?
18. Should Texas pose a moratorium on the death penalty?

Coaches should be able to accompany participants to UIL academic competitions

As I was preparing for regional UIL journalism competition the other day, I was e-mailing different people in the state asking for help with their regional contests. One journalism teacher in West Texas, who had three students advance to regional contests, promised to help "if his school district could find the money to send him with his students."



Randy Vonderheid
Assistant Academic Director

I was floored. A school district could not send the coach of the team with the participants? Although I had heard of this before, it still makes me wonder about

administrators. I know people in academics attack athletics because of the proverbial "special treatment" athletics gets in the school district, and this is just another opportunity for academic contests participants/coaches to point out the inequities of the situation.

Administrators argue that athletics bring in money and academics does not. Logic concludes, though, that without academics in schools today, there would be no athletics. People wouldn't even be paying property taxes to schools districts if academics wasn't the main pursuit of the schools. Arguments could go on forever about competition and its need on the athletic field, but not in the classroom. If there weren't competition in the classroom, there wouldn't be so many lawsuits today about the way districts pick their top academic students and those in honors organizations. America is built on competition, both in and out of the classroom.

I would be surprised to learn that athletic departments are funded solely on ticket sales of their athletic events. I do know that a lot of the ticket sales go back into the general budget. I would hesitate to say, though, that if a sports team advanced to the playoffs, not only would the entire coaching staff have its travel paid for, but junior high/middle school coaches would be traveling also because they helped scout the teams. Administrators would go simply because they are administrators.

How many schools, though, when academic competitors advance past district, send one or two coaches of the 22 different UIL events with the kids to regional competition and make the other coaches stay at home. I could not imagine my kids going to a regional or state journalism contest without me to provide them guidance and to make sure they are comfortable and in a mood ready to compete.

I'm afraid to say, too, that many administrators probably don't even know there are kids from their school competing in an academic UIL contest. One reason for this is that the academic coach has found apathy from administrators in that kind of competition. If someone is not knocking someone else's head off, then it's not important, according to their actions. And when the academic coach does take the initiative to inform the administrators of the upcoming contests, all they get is "is this really important?" or "how much is this going to cost me?" Few academic coaches outside the Academic Decathlon/Octathlon coaches hear "what do you need to make sure the kids are successful in the competition?" There are some administrators who do promote and emphasize academic contests, but not enough.

I wonder even if administrators in many schools know that if a student qualifies for state UIL academic competition, that student is eligible for a scholarship. TILF hands out over \$1 million in scholarships each year. How many athletes get scholarships in comparison to how many play? The future goal of UIL/TILF scholarships is to make sure every student who participates in state UIL receives a scholarship. They are not there yet, but are creeping up on that goal each year. Can athletics claim that?

Participation in any kind of competition, whether it be athletic or academic, helps students. It's up to school districts to help teachers/coaches prepare those students for those competitions. Administrators need to make sure to budget enough money in some fund to cover traveling and lodging expenses for academic coaches/participants just as it would be done for an athletic coaches/participants. Without academic coaches, the goals of the schools cannot be met.

Morton gets award

continued from page 4

Joy has coached state champions in CX Debate, Poetry, Informative and Persuasive Speaking, Prose, Headline Writing and Ready Writing.

She says her philosophy of teaching was built on two foundational principles learned from her parents: always do your best and practice good sportsmanship.

She mentors young coaches and her students with these words, "I believe that giving 100 percent effort at all times, coupled with the attitude of good sportsmanship, is the best way for an individual to accomplish his/her goals and dreams."

UIL Director Jana Riggins affirms that Joy has lived this philosophy.

"Joy has never been anything but gracious when she has lost and only humble when she has won," Riggins said.

50 scholastic publications recognized at state convention for outstanding work

Fifty publications were recognized with Star awards at the ILPC convention, held in Austin April 7-8. Stars were handed out to 25 newspapers and 25 yearbooks. These publications are recognized as the top 10 percent of publications statewide, according to ILPC Director Randy Vonderheid.

"Approximately 400 publications participated in the critique process," he said. "Each publication is evaluated on journalistic standards. The top publications are then presented with awards because they not only follow those professional standards but present publications to their student bodies that are interesting, convey a specific communication about the high school itself and display current design and photography trends. All in all, these publications are the cream of the crop of high school journalism."

Newspapers receiving awards

Gold Star

Eagle Eye, DeSoto HS
Hillcrest Hurricane, Dallas HS
The Bagpipe, Dallas Highland Park HS
Panther Prints, Duncanville HS
Featherduster, Austin Westlake HS
Stampede, El Paso Burges HS

Silver Star

Falcon Cry, Austin Fulmore MS
The Norseman, Bryan HS
Mane Events, McKinney HS
The Liberator, Austin LBJ HS
Three Penny Press, Bellaire HS
Twisting Times, San Antonio Heritage MS
The Talon, Lake Dallas HS
The Caledonian, The Woodlands Senior HS

Bronze Star

Panther Spirit, Follett HS
The Eagle Eye, Mission HS
Cougar Connection, Cypress Creek HS
Cougar Tracks, Kempner HS
The Battery, Abilene HS
Round Up, Andrews HS
The Edition, Austin Anderson HS
The Carroller, Corpus Christi Carroll HS
Silver Streak, Canyon Randall HS
Rampage, Alief Elsik HS
The Wingspan, Cypress Falls HS

Yearbooks receiving awards

Gold Star

Panther Tale, Duncanville HS
Flashlight, Abilene HS
The Golden Eagle, Cypress Falls HS
Hoofbeats, El Paso Burges HS

Silver Star

Panther Paw, Pflugerville HS
Hornet, San Antonio East Central HS
The Hawk, Texarkana Pleasant Grove HS
The Falcon, Austin Fulmore MS
Carrillon, Bellaire HS
The Brahma, East Bernard HS
Panther, Longview Spring Hill HS
Prowler, Houston Kempner HS

Bronze Star

Ramblings, Alief Elsik HS
Marauder, Lewisville Marcus HS
Odyssey, San Antonio Christa McAuliffe JHS
El Paisano, Austin Westlake HS
Falcon, Jersey Village HS
Bow Wow, Yoakum HS
Lion, McKinney HS
Roughneck, White Oak HS
The Panther, Dallas Hillcrest HS
Colt Corral, Arlington HS
The Tiger, Groom HS
Mustang, Andrews HS
Silver Spur, Corpus Christi Ray HS

ILPC summer

workshop is

scheduled for

June 15-18.

If you have

not received

information

please contact

the ILPC

office at (512)

471-5883

or at

rvonderheid@

mail.utexas.edu

End of this semester is time to plan for next year

The 75th year of OAP started with approximately 1,167 schools and we have lost 19 to date. The entry numbers are high and proportionally the losses are few. I doubt we will ever prevent a few withdrawals, but most are preventable by reasonable planning.

It is not too early to start looking toward the 2001-2002 schedule. The calendar is on the UIL web site. Spring breaks, holidays, religious observances, livestock shows, proms and other potential conflicts must be taken into consideration when rehearsal and performance schedules are set. OAP host/contest managers cannot arrange schedules to meet the needs of everybody. Efforts are made to solve conflicts between UIL events that appear on the Official Calendar. Do not expect scheduling adjustment for non-



Lynn Murray
Drama Director

UIL events! Your enrollment in OAP is a commitment to the schedule from zone to state.

As you consider the zone to state dates, look also at your grading periods. All are required to submit the OAP Eligibility Notice (EN) 10 calendar days prior to the zone/district meets as per Section 902 (g)(1)(A). A grading period does not supercede this requirement, nor does the school mail not being picked up. Read further to (B) Substitutions. If you make a mistake, it can be corrected. If you don't meet the deadline, the play is an ineligible entry. There is also (C) Late Entries. How do these rules apply above the district level?

This issue becomes more complex and the results uncertain above district. Section 1033 (c)(4)(D) requires the OAP eligibility notice to be properly completed; signed (and dated) postmarked/delivered (faxed or in person) as soon as possible but no later than Monday midnight following the day of the lower meet. What if you have a grading period, don't have a principal or superintendent to sign or your school is on one of many breaks? The rule does not allow for exceptions or telephone rationalizations. The only flexibility is that a copy of the lower EN may be used with a theatre director signature and date when student changes are not required. The grading period excuse does not fly. Changes may be made as per Section 902 above the district level. Failure to submit becomes very complicated above the district level and the contest manager does not have the authority for late entry approval.

The number of schools that were late or failed to send the zone/district OAP EN to this office was frightening. Twenty-one schools of the 120 regional competitors were late. We e-mailed, called and faxed. The last received was April 16 for an April 9 deadline this year. To my knowledge, the State Executive Committee (SEC) has not issued an opinion as to who has the authority to allow late entries above the district level. If the SEC follows the same pattern as in other areas, anything after the district comes under SEC jurisdiction. Applied this year, 21 schools would be required to justify to the SEC why they failed to comply with Section 1033 (c)(4)(D). If the reasons were similar to those given this year, 21 schools could be ineligible for regional OAP. The best reason we heard was "I forgot."

If the Cross-Examination Team Debate State Meet

Feb. 21 deadline is to be enforced without exception, what is the difference in OAP enrollment, title card and EN deadlines? The C&CR provides an out clause for district enrollment, but play, set and EN deadlines do not allow for extensions! I think it's sad for prepared student companies to be penalized for adult failures.

Enforcing deadlines and correcting ENs is a full-time job beginning in late February. In order to keep students from being impacted by inadvertent or negligent director/administrator errors, the drama staff faxed, called or e-mailed 20-35 schools per day seeking clarification, noting errors, omissions and potential problems. Signatures, dates, character violations or potential scenery violations on ENs were the major topics. Add to EN reviews telephone inquiries and each day has passed without much time to plan for State Meet.

The effort to keep OAP schools eligible has stimulated inquiries about music/sound and script integrity. Phone questions prompted Leaguer answers. Leaguer answers prompted more questions. I don't mind the questions. As long as you are seeking understanding, there isn't any question that doesn't deserve consideration and an answer. I will attempt to consolidate all the published answers into the OAP Handbook Addendum before next year.

At this point Sections 1033(c)(1)(I) Script Integrity and (c)(1)(G) Incidental Sound and Music are the only major rule changes for next year. If this year to date is the barometer, look for a five-minute timed sound/music limitation as the final kicker. I had hoped the published and widely distributed Official Interpretation would promote self-discipline among OAP directors. It hasn't. It seems to have had just the opposite effect. Directors seem to be sticking to the definition of what may be used without restriction of time that even implies "incidental." Does 10, 12, 15 or 21 minutes of sound/music seem "incidental?"

Ten minutes of sound/music is 25 percent of the 40-minute limit in OAP. Incidental? When inquiries have been made of directors that appear to be stretching the limits, the response has been "tell me how much I can use." A time restriction seems to be the most desirable solution.

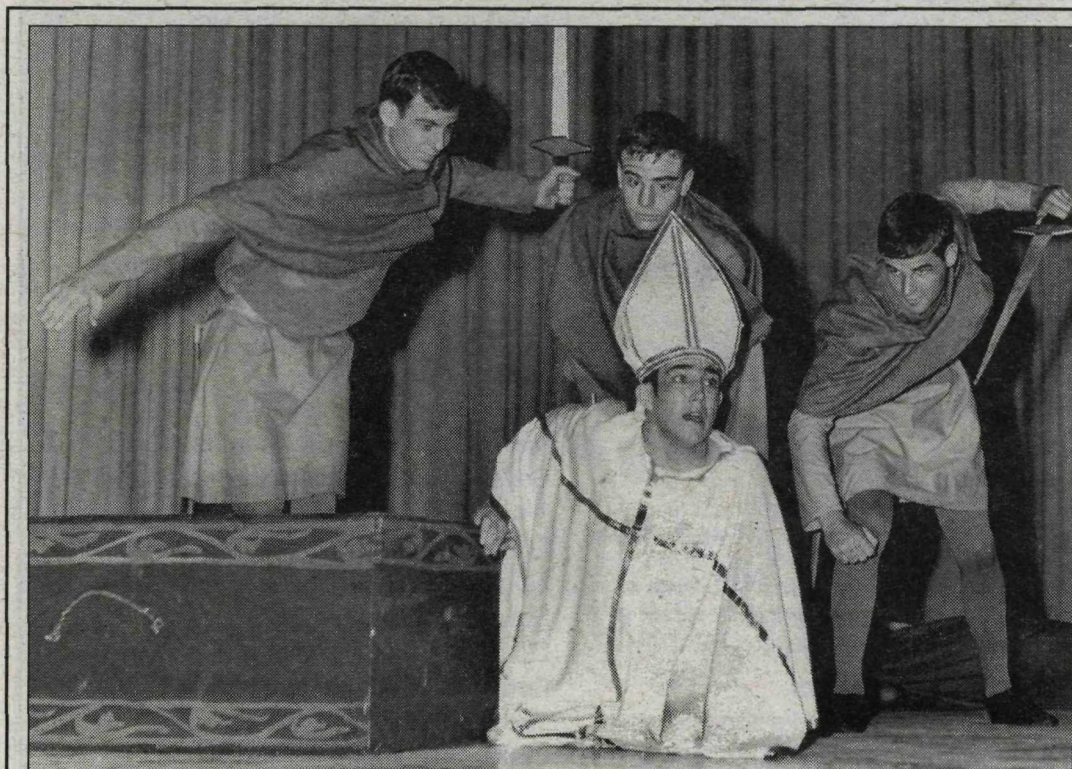
I have been less successful dealing with directors who have "adapted" without permission, added or combined characters without approval and brought voices on-stage when desired, convenient or available. In most cases, especially public domain plays, such changes would have been approved if submitted by the Dec. 21 deadline. Public domain seems to suggest to many that they may adapt without permission. OAP approved play listings provide for cuts only. Anything beyond "cut to time" requires UIL approval and copyright requires playwright/agent/publisher permission. We will seek to further clarify OAP Handbook and other published explanations.

My final thought for next year is to urge directors to consider carefully the Standards rule. A few seek to produce what they choose without audience consideration. Perhaps OAP should have a PG-13 rating and parental/administrative warning label.

Some believe that artistic integrity is being threatened when asked to temper language, text or staging with common sense. It is true that the U.S. Supreme Court (Hazelwood vs. Kuhlmeier) placed the responsibility of "Standards" on local administration, but obtaining a signature does not eliminate the real world. Any superintendent/principal of a school participating in a play contest can file a protest if he or she believe directors/administrators have not complied with Section 1033 (c)(1)(H). OAP directors cannot protest, but they should be able to communicate with their colleague when the rule appears to be violated.

What have we gained when we alienate communities? Theatre is about conflict. There is good and evil. It is difficult to do without the villain, but the villain should not be the OAP director. I do not ask that you satisfy everybody. There are divergent views of "morality" or "religion," but ethics should demand that our public be considered. Theatre does not exist without an audience.

The Texas Educational Theatre Association has announced the 19th K-12 Summer Workshop July 13-15 at Angelina College in Lufkin. Program details are not available at this time. Contact Erin Moore, Sealy HS (281) 238-8878 or femoore@swbell.net.



UIL Archives photo

Great Plays, Past and Present

Abilene Cooper's 1964 one-act play, *Becket*, was directed by George Sorensen. This year's one-act play contest will be dedicated to Dr. Sorensen, in honor of his more than 40 years of commitment and service to educational theatre in Texas.

One-act play contest celebrates 75 years of scholastic competition

continued from page 1

took the idea that directors needed to be full-time employees of the school district. This is similar to athletic coaches being full-time employees. This is the key thing that improved the quality of teacher education in the state."

Other changes Murray made included the institution of the UIL set in 1970.

"Before then we had moving vans backed up to Hogg because of all the stuff on a set," he said. "The Legislative Council eliminated everything on the set then we went to a unit set."

As with any organization, many teachers around the state influenced the organization as well as the contest.

"Loren Winship had more influence on the state's one-act play than anyone," Murray said. Winship served as one-act play director in 1939, and was responsible for the current structure and judging criteria.

When Winship returned from a term in the Air Force, he became a member of The University of Texas



Loren Winship

drama faculty and "put a faculty together that would be world famous," Murray said.

Other people who influenced the one-act play contest included Ruth Denney, who taught at Houston Lamar High School.

"She was the 'grande dame' of the Texas one-act play," Murray said.

Others Murray listed included: Morton Brown, the first UIL one-act play director, Cecil Pickett of Houston Bellaire, Jerry Worsham of Snyder High School who went to state 26 times and won 13 times; I. E. Clark of Schulenburg High School who went to state 15 times and won five; Charlotte Brown of Gregory Portland High School who went to state 16 times and won six; Larry Wisdom of Mineola High School who went to state 16 times and won seven and Noyce Burleson of Meadows High School outside Lubbock, who went to state 13 times and won seven.

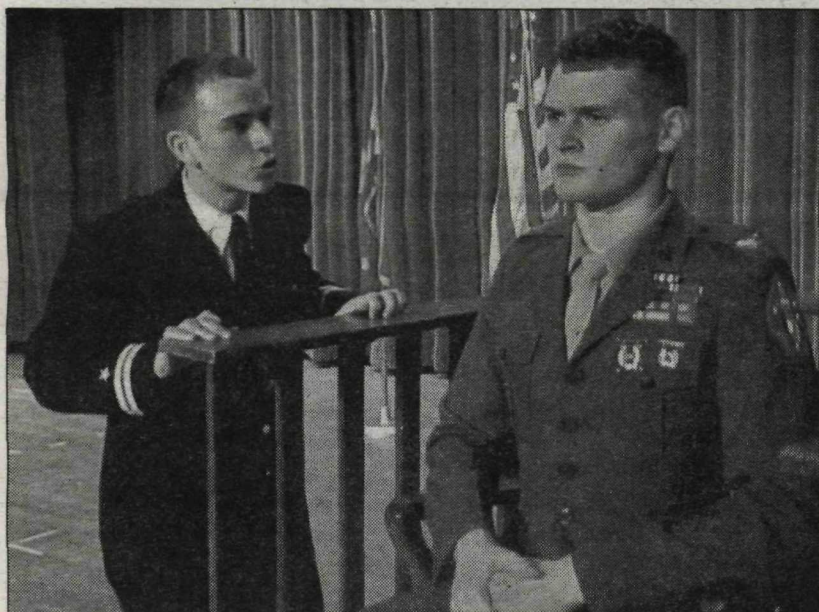
"There were a whole lot of people," Murray said.

And those "whole lot of people" may be mentioned by someone who is appearing in this year's event when they are called to the podium to accept their Academy Award.



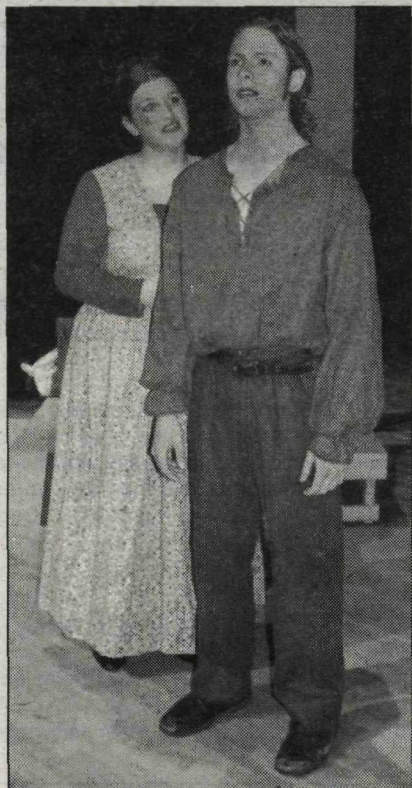
Pleading

In Whiteface High School's one-act play, *A Gap In Generations*, Lelio, played by Colbert Perez pleads his case with Vittoria, portrayed by Keri Adams. Whiteface will participate in the A one-act play state competition.



I Want The Truth

While questioning Lieutenant Colonel Nathan Jessep, played by Johnathan Rudel, lawyer Lieutenant J.G. Daniel Keefe, portrayed by Robbie Sublett, questions him concerning a "Code Red." The play from Bishop High School is "scenes from 'A Few Good Men'" and the cast will be performing it during the AAA State One-Act play contest.



I Believe

In New Diana's one-act play, "scenes from *The Night Thoreau Spent in Jail*," Henry Thoreau, played by Brent Duke discusses the problem with Lydian Emerson, portrayed by Kymberli McKanna. New Diana will be performing in the AA state one-act play contest for the tenth consecutive year.



photo courtesy of Pat Gathright

Because I said so

Anna Karenina, played by senior Leslie Pennycook, argues with her husband, senior Jason Richard, about her betrayal. San Antonio MacArthur High School has been to state OAP contest 10 times during its 51 year history. This

year the cast has rehearsed in the school's small blackbox theatre because the auditorium was undergoing major renovations.

Changes, changes, changes

Elementary/junior high programs begin work to update contests

President Theodore Roosevelt directed the nation to "do what you can, with what you have, where you are." I can't imagine any group more efficiently fulfilling this dictum than the nation's teachers. While public opinion on education issues swings with more regularity than any pendulum Edgar Allen Poe could have devised, classroom teachers proceed daily with the business of educating our children. Phonics in, phonics out, whole language today, gone tomorrow, TAAS away public school ills, reject standardized testing with a vengeance...educators show up day after day and "do what (they) can, with what (they) have, where (they) are."



Rhonda Alves
Assistant Academic Director

In the two school years I've spent at UIL, I've encountered campuses in large, small and medium districts in rural and urban areas, which have thriving UIL elementary and junior high academic programs. Some of the school districts provide significant funding for the program and some provide no funding at all. Some of the sponsors receive stipends and some are surprised to hear there is such a thing as a stipend. Certainly it is nicer to be compensated for time and effort, but all of these sponsors are doing excellent jobs and their students are reaping enormous rewards because of the sponsors' efforts.

It is because of teachers and administrators, who are proactive that I have so much business to present to the Legislative Council's Academic Committee in June. Thank you for contacting me with ideas and requests. I appreciate the feedback!

One of the areas where I've received the most communication is the oral reading contest. Some confusion exists regarding required categories. Grades 4-6 always read poetry for the oral reading contest, while grades 7-8 read poetry and prose on an alternating basis.

The category for this school year's junior high oral reading contest is prose. Poetry is the category for seventh and eighth graders for the 2001-2002 school year. District executive committees may elect to add the other category as a separate event, but the required category for the UIL oral reading contest may not be eliminated.

No "approved" list for literary selections exists, though some suggestions are included in the *A+ Handbook*. It is the coach's responsibility to make sure the competitor's selection actually fits the category (i.e. if prose is the category, the selection must be a prose selection.) The Internet allows even the most isolated school districts access to the Library of Congress, the University of Texas Library systems and other prestigious institutions. Get online sponsors and make sure your students' performance choices adhere to the rules for the oral reading contest.

Music memory is another contest that generates a lot of email and phone calls. Some people think we should have a two-year cycle for titles as we do for the art contest. If this was the case, would the list need to be expanded so participating students do not merely memorize 12 titles for two years? Would this make the event less challenging for participants? Would a cheaper contest increase participation? On another note, is the 3/4 matching test too easy? The official list for the 2001-2002 school year is posted on the UIL web site at www.utexas.edu/admin/uil and will be included in the

new *A+ Handbook*. The Music Memory Committee meets in July to choose titles for the 2002-2003 school year. This is the second year a group of educators diverse in terms of geography and size of home districts will develop the contest list for music memory. If you are interested in serving on this committee in the future please contact me.

Science also needs some attention. Participation has decreased in the last several years, and some people feel this is due in part to the breadth of the tests. Would developing parameters for the tests and publishing them in the *A+ Handbook* and on the web as we do for number sense address this issue? I am in the process of establishing an academic advisory committee for elementary and junior high, and this would be one of the committee's charges. It will be the 2002-2003 school year before such a committee can be in place. Science coaches please don't despair! Volunteer! And email me your ideas for test content matter.

The official list for the 2001-2003 art contest will be posted on the UIL web site and published in the new *A+ Handbook* by August. Some people said the art history portion of the contest is too difficult for students in grades 4-5. Jan Nimmo and Elizabeth Bartlett, the contest writers, are very receptive to feedback. You can contact them at www.ELIZAJAN.com or at 1/800-488-6346 or you can email comments to me. Should the contest be expanded to grades 6-8? Please let me hear from you.

Some sponsors of the spelling contest have suggested that there are too many words in the contest. Currently grades 3-4 have a 60-word contest along with 25 tiebreaker words; grades 5-6 have 90 words on the test and 30 tiebreaker words, grades 7-8 must spell 120 words on the test and 40 tiebreaker words. Should the lists be 50, 80 and 100 words respectively? Should the tiebreaker lists remain at the same level? Should the contest have a proofreading component? If so, what would this portion of the contest look like? One administrator requested that we provide definitions and in-context sentences with the test materials. UIL does this for the high school contest, but it has never done so for elementary and junior high. Such changes would not occur until 2002-2003. What do you think?

Next year is the first year editorial writing is a contest for grades 7-8. This is a challenging addition to the opportunities available through the academic program.

Is it also a time to consider adding a geography contest? If so, how would the existing maps, graphs & charts contest fit into the scenario?

Another issue for you to consider involves beyond-district competition for elementary and junior high students. While loading up little ones and heading for Austin is probably neither feasible for most districts nor a good idea, a mail-in competition might be. Top scorers from district meets could be evaluated against each other based on written performance. It is possible that not all events could be included. Are you even interested in this sort of competition? Do you have ideas on the subject?

The last snarly little subject I'd like to mention involves the way elementary and junior high campuses form UIL districts. It is still news to some folks the League does not align elementary and junior high schools into districts. Rather, it allows campuses to form their own districts. Many choose to follow the alignment of the high school campus(es) in their school district, but this is a choice.

Three campuses are all that are required to form a UIL district. School districts with multiple campuses may choose to form their own UIL district. Such choice works for many of the elementary and junior campuses in Texas, but not for all. I spend a significant amount of time helping schools find somewhere to compete.

I have to admit the number of UIL districts that refuse membership to new campuses shocks me. I certainly understand that changing horses midstream is difficult. I know that most people like to run their meets a certain way. I don't understand a willingness to leave out students, though. Allowing as many students as possible to participate in UIL academic activities should be the main focus of the competition, and schools who cannot get a UIL district to admit them do not get to participate. Is the system outdated? Should the state office assign elementary and junior high UIL districts?

This year's Capital Conference is June 29-30 at the University of Texas at Austin. Sessions on coaching elementary and junior high events, running meets and building programs will be offered. Look for the registration form in this issue.

Thank you for considering the issues in this column. I look forward to your phone calls and email messages. But for more than anything, I thank you for doing what you can, with what you have, where you are.



"Through my involvement in UIL Mathematics and Number Sense, I was able to drastically improve my math skills, and UIL Persuasive Speaking helped in my English courses. I also found that UIL meets were excellent opportunities to meet people."

Nikki Clark
Rankin High School
Rankin

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

Check 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 • web: <http://www.utexas.edu/admin/uil>
phone: 512/471-5883 • fax 512/232-7311
register online or download the registration form from our web page

Three committees spend nearly a year preparing music for sight-reading contests

Let's talk about sight-reading. This topic seems to generate heated debate regardless of whether the performance medium is band, choir or orchestra. Everyone has an opinion and everyone has a "war story."

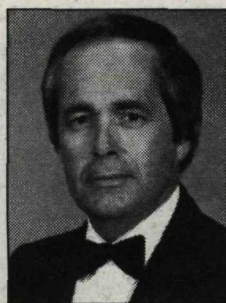
Issues range from the appropriateness of the music to the actual contest procedure and the judging standards enforced. There likely are as many notions about how sight-reading should be conducted as there are directors in the state.

Perhaps it would be wise to identify one fundamental issue. The entire process of selecting sight-reading music and judging the contest is very subjective. There are many variables. Thus there are going to be some variations in the outcome from year to year and, regrettably some may be more extreme than others.

This is not to suggest the process is not thorough or executed with every precaution. It does confirm however that there is a human element that comes into play. Members of the selection committee can make misjudgments just as surely as experienced pilots fly into mountain sides and gifted surgeons err in the execution of routine procedures.

Where does the music come from? First, there are three committees (band, choir and orchestra) that are charged with the responsibility of selecting the music. The State Director of Music determines the make-up of these committees in consultation with the elected leadership of the Texas Music Educators Association. Over the years the membership of these committees would read like a "who's who" of Texas music educators.

Committee members (your professional colleagues) take their responsibility to these committees seriously and spend countless hours striving to select the best possible music for the sight-reading contest. While the process varies the goals for all three committees is the same — to select sight-reading music that fits the stated criteria and offer students at every performance level a



Richard Floyd
Music Director

reasonable sight-reading challenge.

So what is the process? Let's talk about choral music first. Dr. Vivian Munn at UT/Pan American has chaired the vocal sight-reading music selection committee for a number of years. She is an expert on vocal sight-reading music, music reading techniques and the evaluation of sight-reading skills. We are indeed fortunate to have her to guide this important task. A five member committee representing all performance levels from middle school through high school assists her.

Each year composers submit works that are intended to fit the specific criteria for each performance level. The committee meets, studies the submissions, checks the consistency of criteria and actually sings through the music to find possible flaws and/or inappropriate performance challenges. Modifications are made in the music as required. In the case of selections used for more than one classification decisions are then made regarding how much of a particular selection will be sung at each level.

When the committee's work is done the music is submitted to Southern Music Company for publication and distribution the following year. The entire process takes 18 months or more. For example, as you read this column the committee is completing its work to select music for 2002.

The quest for band sight-reading music unfolds a little differently. The structure of the timeline follows:

(1) In September composers are commissioned to write music for a specific level. The criteria and other specifics are spelled out in detail.

(2) The following March each composer submits a first draft of the music. At that point the music is reviewed for ranges, length and adherence to the criteria regarding time signature, key signature and rhythms. The state office conducts this initial review and the music is returned to the composers for revisions as required.

(3) A revised score is submitted in May. This score is then sent to the five-committee members who represent all performance levels. The committee members have 30 days to make recommendations.

(4) The composer then makes a second round of revisions based on the recommendations of the committee members.

(5) Finally the committee meets on Sunday during the Texas Bandmasters Association Convention to collectively give the scores one final review. Consideration is given at this time to such issues as page turns, score format, clarity of parts and other production issues. Additional revisions may be submitted as required.

(6) A professional *FINALE* editor then takes all scores and converts them into a uniform format and appearance.

(7) Once the editing is complete a score and parts are produced and read by a university band with the intention to identify print errors or other mistakes.

(8) After final print corrections the works are sent to RBC Music for publication and distribution in early 2002.

The orchestra sight-reading music selection committee operates in a similar fashion with one exception. This committee meets at Southern Music Company in San Antonio in the early fall and takes approximately two days to review all available publications and selects appropriate music from those titles "on the shelves".

No music is commissioned or solicited from composers. However, the results are essentially the same. When the committee has completed its work it will have selected a composition for each performance level in both string orchestra and full orchestra. Multiple copies are ordered by Southern Music Company and distributed to the regions as needed for contest the following spring.

In dealings with other states I have found nowhere that this process is as structured or thorough. At the same time we must acknowledge the fact that errors or misjudgments can and will occur. Even so many states are starting to use our music for their sight-reading contests. There is every indication that even more will follow.

This trend is a testament to the fundamental structure of our procedures, the confidence other states have in our programs and the work of our committees. Such achievements do not suggest that we cannot improve or should not continue to refine the process. It should be our goal to be 100 percent consistent in our efforts to select proper music. To do any less would be a disservice to our programs and the students they serve.

Adjudicators should share knowledge with participants, not just judge

By Leland Sharrock
TMAA President

It's a rainy day — I can't work in the yard and a motorcycle ride today would be dangerous. So, it's perfect time to jot down some ideas for improving teaching skills. I have decided to focus on the subject "ideas to make our UIL critique sheet a better teaching tool."

During my career of reading critique sheets to my groups, I have noticed that many adjudicators tend to point out the weak areas of a particular performance. For example, have you ever received one of those sheets that lists every error in the performance? It reads like this: measure 29 — tubas behind, measure 98 — flutes sharp, measure 205 — not together, measure 1200 — group is running out of steam. Then we recognize the good areas of performance with congratulations expressed to the students who performed beautiful solos. The summations read: "Over-all you performed well enough today to receive the top rating. Congratulations to you and your fine teachers." This type of critique can leave you and the students confused.

The potential exist for the opposite kind of critique:

"Your group did many things well today, e.g., good balance, good style, right tempos with most of the notes and rhythms performed accurately. But today's performance was not strong enough to receive a top rating." The response from the students becomes, "they said we did most things well, yet we received a second division." Again the critique sends a mixed message.

Both critiques list the weaknesses and strengths of the performance, but neither gives any techniques to help improve the performance? As teachers in Texas, we have the finest orchestra, choirs and bands in the nation. Why? Because we have wonderful, knowledgeable teachers who care and take pride in their groups and schools. Many of these same teachers are adjudicators who possess a wealth of knowledge that can be utilized by the groups and teachers we judge each year.

Think about it. Have you discovered a wonderful warm-up chorale that improves the sections as well as the individual, a better way to teach students to breathe and support the air stream, a technique to improve stronger bowing, a book that has a better method to teach counting, a warm-up that can be taught in 10 minutes each day that includes most performance prob-

lems, a better mouthpiece for more advanced players, an exercise that strengthens the upper and lower registers, a technique for better intonation, a method to strengthen the viola section, a method to improve vocal techniques for better clarity in the ensemble?

When you judge share your knowledge. Don't address just a group's weakness but suggest techniques that will help minimize or eliminate the flaw. Your goal must be to help the ensemble learn from the experience, become better musicians and prepare for future performances.

When we teach as we judge the comment sheet becomes a tool to share valuable information with the group and the teacher. Your efforts then create the potential for director and students to take their musical enjoyment to the next level because of you and your educational adjudication. To do so is testimony to the educational value of our UIL contest programs.

Remember members, you are required to attend a workshop in your adjudication field every five years and a general membership meeting every three years. Join us at the TBA, TODA, TCDA Convention in July.

For the latest up-date on TMAA, visit our web page at www.tmea.org, then click on the TMAA link.

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

Coaching summer camp sports spelled out in C&CR

PUBLIC REPRIMANDS

BASKETBALL

Donald McIntyre,
Whitesboro
Jeremy Vanley,
El Paso Parkland
Mike Fountain,
Spurger
Danny Beekman,
Union Hill
Dempsey Compton,
Douglass
Rob Welsh,
Waco
Freddie Roland,
Austin LBJ
Scott Harrelson,
Wichita Falls Rider
Frank Gonzalez,
Austin Crockett

BASEBALL

Felipe Garcia,
Corpus Christi West Oso
David Lopez,
Port Arthur Jefferson
Steve Reaves,
Nocona
Doug Dulaney,
Keller Fossil Ridge
Toby Perkins,
Sanger
Kip Holloway,
Keller Fossil Ridge
J.D. Sellers,
Sugar Land Kempner
Brant Brantley,
Grand Saline
David Burditt,
San Antonio Fox Tech

SOFTBALL

Jennifer Fox,
Marble Falls

Maybe it's just me, but there never seems to be enough time in the Spring to get all the things done that need to be done. With baseball, softball, golf, tennis and track and field, UIL staff as well as local school coaches and administrators find they are spread thin.

The end of the year also brings questions concerning what schools, students and coaches can do in regard to non-school participation over the summer months. Whether it is a camp, clinic, league or team, there are some restrictions of which schools and coaches must be aware.

In team sports, no school coach in grades 7-12 can coach a non-school team on which any students in grades 7-12 from that coach's attendance zone are participating.

UIL rules also prohibit school coaches in grades 7-12 from working with students in grades 7-12 from their



Mark Cousins
Assistant Athletic
Director

attendance zone in non-school camps and clinics. This includes not allowing school coaches to coach non-school basketball teams, 7 on 7 teams, soccer teams and any other team sport activity, which involve students in grades 7-12 from that coach's attendance zone. Rules also prohibit the use of school funds (including booster club funds), equipment and transportation for non-school activities.

The only exception to the above rule is for baseball and softball for teams outside of the school year. During the school year baseball and softball coaches must adhere to the above restriction. In baseball and softball only, a school coach in grades 7-12 is allowed to coach a non-school summer league team on which no more than six incoming 10th-12th grade students from that coach's attendance zone are participating. The school coach could not work with this non-school team until the school year is over. This limit would not be applicable if the non-school team coach had no coaching responsibilities at the school.

The above restrictions do not apply to section 1209 (c) of the UIL Constitution and Contest Rules, which states:

BASEBALL, BASKETBALL, FOOTBALL, SOC-

CER, SOFTBALL, AND VOLLEYBALL CAMPS WHERE SCHOOL PERSONNEL WORK WITH THEIR OWN STUDENTS. After the last day of the school year in May, June, July and prior to the second Monday in August, on non-school days, all students other than students who will be in their second, third or fourth year of high school may attend one camp in each team sport, held within the boundaries of the school district, in which instruction is given in that team sport, and in which a 7th-12th grade coach from the school district attendance zone works with them, under the following conditions:

(1) *Number of Days.* Attendance at each type of sports camp is limited to no more than six consecutive days.

(2) *Prohibited Activities.* Students shall not attend football camps where contact activities are permitted.

(3) *Fees.* The superintendent or a designee shall approve the schedule of fees prior to the announcement or release of any information about the camp. The Texas Education Code requires school districts to adopt procedures for waiving fees charged for participation if a student is unable to pay the fee, and the procedures must be made known to the public. Fees for all other students shall be paid by the students and/or their parents.

(4) *School Equipment.* Schools may furnish, in accordance with local school district policies, school-owned equipment, with the following restrictions:

(A) schools may not furnish any individual baseball, basketball, football, soccer, softball or volleyball player equipment, including uniforms, shoes, caps, gloves, etc., but may furnish balls and court equipment including nets, standards, goals, etc., for volleyball, basketball and soccer camps.

(B) for football camps, schools may furnish hand dummies, stand-up dummies, passing and kicking machines and footballs. Use of any other football equipment, including contact equipment, is prohibited.

(C) for baseball and softball camps, schools may furnish balls, bats, bases, pitching and batting machines, batting helmets and catcher protective equipment. Use of any other baseball and/or softball equipment is prohibited.

At these camps, students who will be incoming 10th-12th grade students may not be involved. This camp is the only time a school or school coach is allowed to sponsor a camp or clinic. At any other time camps or clinics held at a school or to benefit a school program cannot be sponsored by the school or the school booster club. An outside organization or person not associated with the school could contract with the school district and superintendent to use school facilities for a camp/clinic.

For student athletes, the restrictions are somewhat less. According to UIL rules, student athletes are allowed to participate in non-school activities at any time during the school year and summer. Local school districts are allowed to have policies that are more restrictive than UIL rules if they so choose. Check with your local school district for their policy.

It would not be a violation for student athletes to raise funds for non-school participation. No school funds (including booster club funds), equipment or transportation could be involved in non-school activities. The non-school fund-raiser could not be related to the school and the student athletes must do it all on their own or with the assistance of their parents.

The UIL sent each school a copy of the 2001 Guidelines for off-season and non-school participation, which is also available on the UIL website. In this document you will find information for team sports and individual sports. There is no way to cover all situations in this space, so I urge all coaches and administrators to make a copy of this document and make it available to all coaches, participants and parents. If you have a question or we can help in any way, do not hesitate to call.

Bill to protect sports officials pending in state legislature

How did we get to this point? I really don't think it is important at this time. What is important is we are at this point.

Where are we? Our state currently has a bill filed in the state legislature that would upgrade jail time and fines for individuals convicted of abusing sports officials. House Bill 275, if passed, would provide protection to all sports officials from Little League baseball to professional sports.

The UIL and scholastic athletics is somewhere in the middle. That is a big "middle" I might add. The UIL has a policy (and penalties) dealing with players and coaches that get out of line.

Coaches ejected from a UIL contest are dealt with in Section 1208 of the Constitution and Contest Rules.



Peter Contreras
Athletic Coordinator

When students are ejected from a game UIL allows the penalty imposed to be left up to the respective school and coach, unless the player is a soccer player.

At times, schools and the UIL need help in dealing with fans (i.e. parents) that believe they have an inalienable right with the ticket they buy to say and sometimes do anything they please to sports officials.

It is unfortunate that our state politicians believe they have to legislate good sportsmanship, but they are right.

From a sports official's standpoint, it is and should be expected that anytime they put on the black and white

shirt, or powder blue shirt (for baseball and softball) or whatever the choice of uniform is, they will receive feedback from the players, coaches and certainly the stands.

What should not be an accepted fact for a sports official is fear of physical harm or even life at times — even if the call was wrong.

Currently, 14 states have stiffer laws for assault of sports officials and 18 others, including Texas, are considering doing the same. Fans getting carried away usually get away with a Class C misdemeanor, nothing more than a slap on the wrist that translates into a maximum fine of \$500.

State Rep. Leo Berman, R-Tyler, wants to upgrade the offense to a state jail felony, punishable by six months to two years in jail and a \$10,000 fine.

Berman contends sports officials in Texas and across the country have been threatened and assaulted both on and off the field. The bill also rationalizes that although many states are taking steps to increase criminal penalties for threatening or assaulting sports officials, currently Texas does not impose stricter penalties for assaulting sports officials. House Bill 275 increases penalties for assault against sports officials.

The bill even safeguards you as a coach or administrator. "Sports official" means a person who serves in any official capacity with respect to an interscholastic, intercollegiate, or other organized amateur or professional athletic competition and includes a referee, umpire, linesman, coach, instructor, administrator or staff member.

What are the chances of this bill making it to Gov. Rick Perry's desk? Not good this legislative session. The bill was left pending in committee at last report.

Unfortunately, it will probably take a senseless act that makes the news state-wide before it generates enough attention among the legislators to push the bill through committee and then both houses.

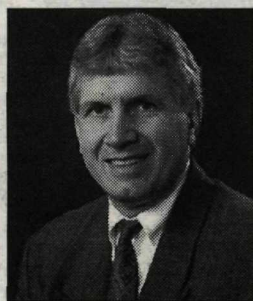
Until then, the \$5 ticket purchased on a Tuesday or Friday night will continue to be viewed by some as a free pass to say and do just about anything they wish. Hopefully, I'm wrong.

Currently, 14 states have stiffer laws for assault of sports officials and 18 others, including Texas, are considering doing the same.

An open letter to parents

Coaches asks for support, positive attitude from parents during team's season

Dear Parents,
Summer is fast approaching. Another school year has flown quickly past. We thought it would be a good time to tell you some thoughts we had about this past year and get you prepared for next season.



Charles Breithaupt
Athletic Director

Most of you were supportive of our teams this year. You were anxious and excited in the pre-season about the prospects of the team. But you were realistic at the same time about our chances. You recognized we were young and inexperienced with the loss to graduation of our seniors from a year ago.

As the scrimmages and non-district games began approaching we all watched with hope the progress of our team. We could all agree at that time we would probably have some rough stretches during the year. But we felt if we could just maintain our concentration the team would jell, and we could make a run during district play and perhaps even in the playoffs.

You started off so supportive. The team really enjoyed the pre-season meal. It was a great bonding experience for all of us. Of course some of you got carried away. We like chocolate cake but not everyday! Just a thought, don't overdo the food thing next year. Maybe it's better we are a little "hungry" next season.

The yard signs and locker decorations were super. Thanks to all who contributed to the spirit of the tradition of the team and the school. I know the players appreciated the attention you gave to them even though they may not have said so. A special thanks for including the manager and trainers in your efforts. They are a big part of our team.

Thanks even more for being in attendance at each of the games. We loved your support even when we were on the road. You filled the stands at home giving us a great advantage against our opponents. Your cheers and shouts of encouragement were special to all involved.

We loved the celebrations following our big victories. We will always cherish those special moments following a huge victory, especially those over our big rivals. But thanks even more for being there after our bitter defeats. When we were hurting you picked us up and encouraged each of us.

It was truly an incredible year. Even though we didn't make the playoffs, we showed much improvement. Without the injuries and the unfortunate ineligibility of two key players we might have won the district.

We had a great time at the athletic banquet. Each player got an award and all were recognized for their accomplishments. It was a first class experience.

Before next season begins I would like to make a few suggestions.

1. Remember — these are children. Encourage them to have some fun this summer. Help make their time away from school enjoyable. Non-school participation is great — but we want them to return to school hungry for our instruction, not worn out mentally and physically from non-school play.

2. Encourage them to stay in good condition during their summer, but again don't be a fanatic. Weight lifting and conditioning are important, but don't overdo your exhortations. Maintain proper balance in all things.

3. When practice begins don't place too much pressure on your child. We place enough on them each day.

Support them when they get discouraged.

4. Support the decisions of the coaches as well. Don't agree with every criticism an athlete has about a coach. Coaches have the best interest of the team and the athlete at heart.

5. Remember that the coach wants to win probably more than anyone. Do you really think a coach would jeopardize a chance to win by playing favorites?

6. Think in human terms. Coaches are human, players are human, officials are human...treat them as such.

7. Speaking of officials — there is a real shortage. Please quit yelling at them or better yet buy a whistle and join a chapter.

8. Don't think we need to eat after every game and every practice. Kids very rarely go hungry. Back off!

9. If you come to watch practice remember that this is our classroom. Keep your comments to yourself and try to see the big picture.

10. Keep in mind that athletic scholarships are rare.

Only two percent of all high school athletes get scholarships. Do the math. There are 1,238 high schools in Texas. There are only 300 Division I colleges. Your child has a better chance of getting an academic scholarship.

11. The best scholarship opportunity you have for your child is in your own bank account. Save those exorbitant fees you are paying for private lessons, camps, clinics, personal trainers and elite traveling teams and put the money in a money market account and you can probably send your child to Harvard.

12. We love your children and we love your support. We don't make a great deal of money doing what we do, but we are professionals. We work 70-80 hours each week for your children. Save your criticism. We will do the best we can.

Have a great summer,
The coaching staff

Coaches should prepare waivers now for next year

Now is the time to begin preparing waiver applications for students that are in need of them concerning (1) the Age Rule, (2) the Parent Residence Rule, and/or (3) the Four Year Rule. You can expedite decisions regarding eligibility by acting early and getting applications to UIL now. The large number of applications received at the beginning of each school year causes delays regarding eligibility.

Obviously, there will be students new to the school in the fall and it will be impossible to prepare their applications for waivers until you actually know their situations, but there are some you already know are in need.

(1) the Age Rule — Students who turned nineteen (19) years of age on or before September 1, 1982 are in violation of this rule. The **ONLY** way an over-age student may receive an additional year of eligibility is for that student to be under the auspices of either an ARD Committee or a 504 Committee and the student must have been identified and served by either of those committees prior to their final year of eligibility. The

League will not make a ruling concerning over-age students. That is done by the District Executive Committee but documentation should be forwarded to the Waiver Officer for review;

(2) the Parent Residence Rule — Any student not residing with parent(s) in your attendance zone is ineligible unless he/she has been enrolled at your school for at least one (1) calendar year. Legal guardianship qualifies in the place of parent(s) if the guardianship has been in place for at least one (1) calendar year.

(3) the Four Year Rule — Any student who first entered the ninth grade prior to August 1998, is in violation of this rule. If the circumstances that caused the student's delay in academic progress was both "involuntary and unavoidable" and in no way a result of choices the student or his/her family made regarding his/her attendance then the student may be eligible for making application for a waiver of the rule. Check their circumstances carefully before making application.

2001 - Baseball State Tournament - Disch Falk/Dell Diamond

Thursday, June 7	Friday, June 8	Saturday, June 9
Disch Falk	Disch Falk	Disch Falk
2A Semi Final 10 am	1A Final 10 am	5A Finals 12 pm
2A Semi Final 1 pm	2A Final 1 pm	
4A Semi Final 4 pm	3A Final 4 pm	
4A Semi Final 7 pm	4A Final 7 pm	
Dell Diamond	Dell Diamond	
1A Semi Final 10 am	5A Semi Final 12 pm	
1A Semi Final 1 pm	5A Semi Final 3 pm	
3A Semi Final 4 pm		
3A Semi Final 7 pm		

2001 - Softball State Tournament - Red McCombs Field University of Texas - Austin

Thursday, May 31	Friday, June 1	Saturday, June 2
Session 1	Session 4	Session 8
1A semifinal 8:30 am	3A semifinal 8:30 am	1A Final 8 am
1A semifinal 11 am	Session 5	Session 9
Session 2	4A semifinal 11:30 am	2A Final 11 am
2A semifinal 2 pm	4A semifinal 2 pm	Session 10
2A semifinal 4:30 pm	Session 6	3A Final 2 pm
Session 3	5A semifinal 5 pm	Session 11
3A semifinal 7:30 pm	Session 7	4A Final 5 pm
	5A semifinal 8 pm	Session 12
		5A Final 8 pm

Ticket Prices per session: Adult - \$8; Student - \$5; Coaches All-Tournament - \$45

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

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

SPELLING & VOCABULARY

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

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

STUDENT TRANSFERS

Section 400 (b) and Section 440 (b)
When a student transfers from their home school district to a public high school in another school district to enroll in a magnet program, the student may not be eligible for varsity athletics at a high school other than the home school. The policy that addresses returning to the home school to participate follows:

- When a student transfers out of the district to a public high school that does not participate in athletics:
- The student may petition administration of his home school (school zone where his parents reside) to represent the home school in athletics.
- Student's grades must be reported from Magnet High School officials to the home school to ensure compliance with no pass, no play.
- Verification that the student complies with the full-time student status, age rule, 4-year rule and other UIL eligibility rules and all other pertinent information requested by home school principal would also have to be provided by magnet school principal.
- Student is under the jurisdiction of the home school principal for all UIL purposes.

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

EMPLOYMENT OF COACHES

Section 1202, Employment of Coaches
Full time employees must comply with the following standards in order to serve as a high school (grades 9-12) athletic coach or a high school one-act play director.

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

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

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

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

CHRISTOVAL HS

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

PROSE & POETRY

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

WILMER-HUTCHINS HS

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

SUNDAY COMPETITION

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

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 to 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 proba-

tion 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.

BROWNSVILLE HANNA HS

The State Executive Committee issued a public reprimand to Brownsville Hanna High School and placed the boys' basketball program on probation through January 31, 2002 for violation of the Athletic Code.

BROWNSVILLE PACE HS

The State Executive Committee issued a public reprimand to Brownsville Pace High School and placed the boys' basketball program on probation through January 31, 2002 for violation of the Athletic Code.

ROBSTOWN HS

The State Executive Committee suspended Coach Steve Castro from the first five district baseball games of the 2000-01 school year and issued a public reprimand with probation through February 27, 2003 for violation of Section 481 (Gifts or Awards to Sponsor or Coach).

MANSFIELD HS

The State Executive Committee issued a public reprimand to Coach Eric Littlejohn with probation through February 27, 2002 for falsifying records.

CARROLLTON TURNER HS

The State Executive Committee suspended Coach Andy Steele from the first two non-district basketball games of the 2001-02 school year and placed him on probation through February 27, 2003 for violation of Section 1208 (j), (Ejection from Two Contests in One Week).

SMYER ISD

The State Executive Committee issued a public reprimand to Smyer ISD, with probation through February 27, 2002 for inappropriate behavior by fans at a junior high basketball game.

LAREDO NIXON HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to the Nixon

High School soccer program for playing an ineligible foreign exchange student. In addition, Mr. Isidro Garcia was issued a public reprimand and placed on probation through April 11, 2002.

BOYD HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to Mr. Arnold Parker, Boyd High School, for violation of state law (no pass, no play).

KELLER FOSSIL RIDGE HS

The State Executive Committee issued a public reprimand with probation through April 11, 2003 to Mr. Doug Dulany, Fossil Ridge High School, for violation of the Athletic Code. The committee also issued a public reprimand to Mr. Kip Holloway, and placed him on probation through April 11, 2002.

PASADENA DOBIE HS

The State Executive Committee issued a public reprimand to Mr. Abraham Haje and the soccer program at Dobie High School, with probation through April 11, 2002 for violation of Section 1206 (b), Sunday Prohibition.

CHANNELVIEW HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to Mr. Sergio Montanez and the soccer program at Channelview High School for violation of the age restriction.

ENNIS HS

The State Executive Committee issued a public reprimand to the soccer program at Ennis High School, with probation through April 11, 2002 for violation of the Athletic Code, inappropriate interaction with a game official by a student athlete. In addition, the student in question was suspended from participating in all UIL activities through April 11, 2002.

CONROE CANEY CREEK HS

The State Executive Committee issued a public reprimand to the basketball program at Caney Creek High School, with probation through April 11, 2002 for inappropriate interaction with a game official by a fan.

PROFANE REFERENCES TO DEITY OR OBSCENE LANGUAGE OR SCENES IN OAP CONTEST

Section 1033 (c) (1) (H) requires two actions:

- 1) The director must remove profane references to a deity and obscene language or scenes from the approved production. Directors shall revise or reject all material within approved plays which in any way fails to meet those requirements.
- 2) The administration checks to be sure that has been done and that remaining content does not offend the moral standards of that school's community.

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