

Leaguer

Committee formed to investigate health issues on athletic fields

Commissioner, Legislative chair select 9 top people in state to establish medical practices, procedures for different activities in high schools

In many schools, 4H stands for "head, heart, hands and health." But with several local football-related tragedies occurring this fall, that same combination may now stand for "heart, head, heat and history" and centers the emphasis of the newly formed UIL Medical Advisory committee.

Steve Taylor of Luling and Leonard Carter of Houston Lamar collapsed either during or after practices during early August practices and later died. Following the deaths of these two high school football players participating in early fall practice, and with the deaths of three college players and a professional player, Texas Education Commissioner Jim Nelson and UIL Legislative Chair James Terry of Mesquite instigated the need to create a UIL Medical Advisory Committee.

"We have some of the leading and outstanding doctors in the profession on this committee," UIL Athletic Director Charles Breithaupt said.

When these tragedies occurred, the UIL

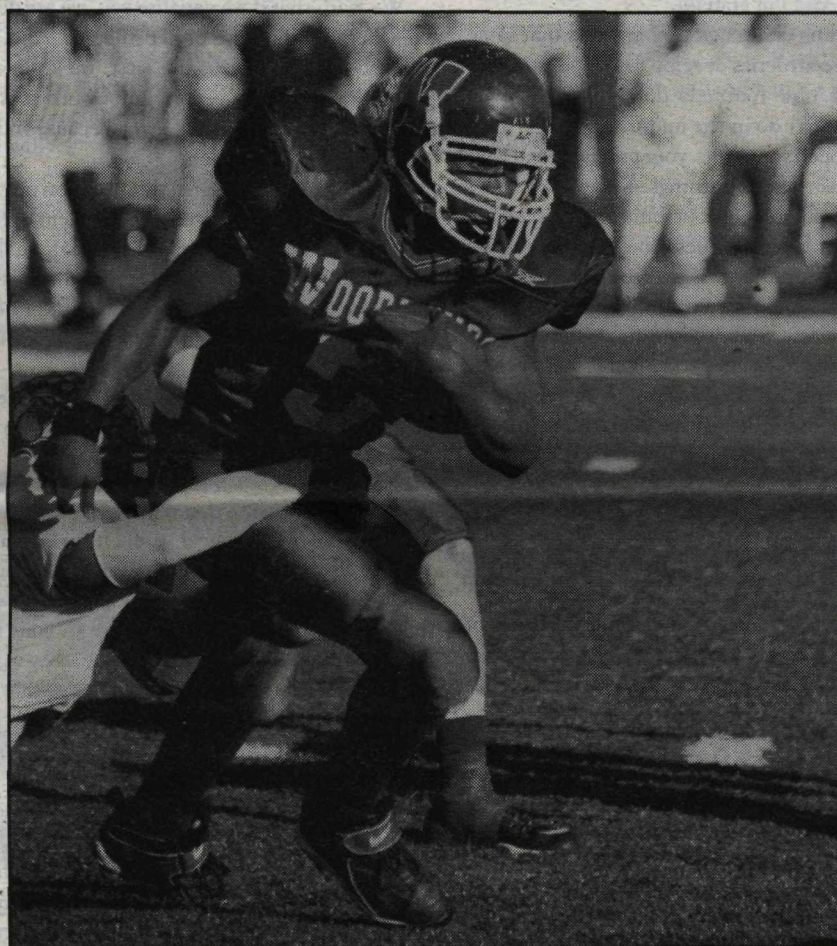
was already in motion to establish a similar committee that investigated athletic injuries and set safety standards for high school sports.

"The Texas Medical Association had a committee that we used to establish our policies and procedures," Dr.

Breithaupt said. "When it disbanded, we felt we needed to establish one."

Breithaupt started the process of establishing a medical advisory committee and setting up criteria in June. He hoped to have it approved by the Legislative Council in its October meeting.

"The new medical committee needed to be formally established by the Legislative



Breaking Away

photo courtesy of The Woodlands High School Journalism Dept.

In an effort to make a first down during a Dec. 1 playoff game against North Mesquite, The Woodlands High School running back Chris Easley breaks away from a tackler. The Woodlands went on to win the game, 27-7. Although no injuries occurred during this game, the UIL has created a Medical Advisory Committee to establish safety procedures for football and other sports.

Council," he said.

When the commissioner and legislative chair pushed for the committee, it was formed before the October legislative council meeting. Members of the committee include: Dr. Jesse C. DeLee, orthopedic surgeon, Dr. Arnold Fenrich, cardiologist, Dr. Albert Hergenroeder, pediatric physician, Dr. David Sperry, pediatric neurologist, Alan Stockard, DO, sports medicine, Dr. Cary Tanamachi, orthopedic surgeon, Joel Holcomb, athletic trainer, D. W. Rutledge, coaches association representative, and Charles Smith, emergency medical technician.

With this committee, Breithaupt and his athletic staff began making arrangements to institute new ideas.

"We needed to look at all our policies and forms," he said. "We wanted to bring in experts to look at those policies."

The committee, in its first meeting, established four major concerns.

(1) "history" — pre-participation physical. This would be the first step in helping prevent injuries and the opportunity to examine the form and what may need to be changed on the physical form doctors complete to verify the participant has been certified to play.

(2) "heart" — According to Breithaupt, both Texas players died from an enlarged heart. A more extensive physical may have caught this, he said.

(3) "head" — Breithaupt said there have been a few deaths attributed to "second

impact syndrome (concussions)" across the nation.

(4) "heat" — how should athletes be treated at high heat times and should there be practices or games be held at these times.

"Each (of these areas) can result in death so quickly if proper precautions are not taken," he said.

Deaths on the practice or playing field are not common in Texas.

"There have been 17 deaths over the last 10 years in Texas high school athletics," Breithaupt said. "And there have been 10.5 million participants. While the death rate is lower than other kinds of death rates, we still believe it is too high."

Some of those in the field are happy to see more emphasis being put on this area.

Carrol "Doc" Montgomery, a trainer with more than 20 years experience in high school sports and who works for North Garland High School, a suburb of Dallas, spends hours each day making sure athletes are prepared for their practice.

"It's an ongoing process," he said. "I listen to coaches and student trainers. When I'm in doubt, I take them (players) out (of practice or games) and take them to the doctor. I don't know if we can ever overdo preparing kids."

Montgomery said he favors a complete physical each year.

"Their body is going through so many changes," he said. "Kids can change even over the summer. Everyone's body is different so they respond differently."

According to Montgomery, his school brings in a doctor each fall to administer physicals.

"(By bringing in the doctor) we know the kids get it done," he said. "It also helps money-wise. It costs the kid around \$10. A lot of their parents cannot afford more, so this is a good way to make sure it gets done."

This also gives him more opportunities to keep checks on the kids.

"When we think a kid needs further work, we send them to the doctor," he said.

Although most states look to the National Federation of High Schools to help create a safety policy for athletics, Texas has joined Florida, Pennsylvania and Massachusetts in creating its own policies.

"We have some of the leading and outstanding doctors in the profession on this committee," UIL Athletic Director Charles Breithaupt said.

My friends, we have a problem

Coaches face part of blame for not having enough officials at games, around state

By John Milstead
Current TASO Official



EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Randy Vonderheid
Assistant Academic
Director

ADMINISTRATIVE STAFF

Dr. William D. Farney, director;

Dr. Charles Breithaupt, director of
athletics;

Richard Floyd,
director of music
activities;

Bobby Hawthorne,
director of academics;

Rhonda Alves,
assistant academic
director;

Vicki Bryant, project
coordinator;

Diana Cardona,
spring meet materials
director;

Peter Contreras,
athletic coordinator;

Mark Cousins,
assistant
athletic director;

C. R. Daniel,
compliance officer;

Sandra Deel,
financial officer;

Sam Harper, waiver
officer;

Kim Rogers, public
information officer;

Rachel Seewald,
athletic coordinator;

Lynn Murray, one-
act drama director;

Bonnie Northcutt,
director of policy;

Jana Riggins,
assistant academic
director;

Jane Teixeira,
assistant to the
athletic director;

Randy Vonderheid
assistant academic
director.

Since 1964, I've been chasing your kids up and down football fields and basketball courts. I was fortunate to start officiating as a freshman in college, and have enjoyed almost every minute. If the World War II generation was the greatest generation of Americans, the Baby Boomers have been the most fortunate generation insofar as the proliferation of sports is concerned.

I've been lucky to have had "the best seat in the house" for over 3,000 basketball games and over 1,100 football games. And I'm grateful.

In your coaching careers, you've enjoyed that same opportunity to see athletics develop to the point where high school kids now routinely do things that even professionals couldn't do in the mid-60's.

You've developed your skills, your programs and your kids to accomplish amazing things. Many of you are coaching sons or daughters of your former players. I hope you've enjoyed it, because unless you take immediate and aggressive action, it's going to start falling down around your ears – and it's your fault.

Over the past few years, the on-field and on-court relationship between coaches and officials has become increasingly adversarial. As the pressure on you to win has become a higher reality, it has replaced or at least reduced the pressure to demonstrate the higher ideals of sportsmanship and fair play. Sportsmanship has been nudged to the side in favor of gamesmanship.

In this environment your tolerance levels have been reduced to near zero for any perceived error on our part in your games.

In the 37 years I've been officiating, the level of conflict between officials and coaches during games has accelerated at an alarming rate. Many of you think that part of the game is to try to intimidate officials, and some make it an art form.

On the other hand, you work long hours to get those kids ready to play well and hard, and you may work for several series to set up one play only to have it ruined by a penalty or a violation. And admittedly, sometimes some of us really are bad. It must be overwhelming to have to handle your administration, your kids, their parents, your booster clubs, and the UIL, and get it all about where you think it ought to be; and then have five insurance salesmen drive up in a brand new Suburban and screw it all up for you. You should be able to vent your frustration, shouldn't you?

We certainly have it in our power to penalize any

unacceptable behavior on your part.

When I first started officiating, a coach who made any derogatory remark was penalized immediately – no questions asked. The UIL encourages and supports us to be intolerant of anything that "isn't education." Every rule book has sportsmanship and ethics as points of emphasis.

However, over time what we actually enforce and require of you has changed. Now we are encouraged by our chapters to be more tolerant. We are taught at camps and clinics that you are under great pressure, and we should try our best not to affect the game or hurt the kids by penalizing your bad behavior.

We learn that if we penalize you, we are disciplining a teacher in front of his or her students. And, the point that should influence us the least: we know that if we penalize you, we may very well not work at your school again, regardless of our skill level, because you're generally an unforgiving bunch.

It would be bad enough if this situation only involved coaches and officials, but the real problem is that it most impacts your kids. You demonstrate to them that strong adults don't hesitate to abuse and insult other adults – and those in authority at that. You're their heroes, and if you do it, it must be right. This is a lesson they learn well from you.

And we're enablers. The kids see us tolerate that behavior. If we accept or don't respond to constant questioning of our calls, our ability and our integrity, that must mean Coach is right, right? It doesn't matter that they don't realize that if we were ever to respond in kind, our officiating career would be over that night.

This leads me to my real point. Our numbers are diminishing as yours are growing. The people we need so that our numbers will grow are in your programs. After being coached to play the game, they can be more easily taught to officiate it. The problem is that after your kids spend their time in your programs watching how you, their heroes, treat officials, they don't want to have anything to do with officiating.

Currently, there are too many games and not enough qualified officials. At the sub-varsity level, we have numerous games covered by half a crew, or officiated by coaches. We try to recruit through the various means available to us, however we're fighting a difficult battle, primarily because you don't help.

You want numbers? Last year (2000-2001) we recruited 158 new basketball officials for the Houston Chapter. I'm not aware of a single one who was referred to us by a former coach. We put them through as complete a training program as there is in the country.

We tried (and for the most part, succeeded) to assign our new officials with experienced officials at every game. We had special in-season training meetings for first- and second-year officials. At the end of the season, 23 rejoined the chapter. Most of the ones who opted not to come back cited the abuse from coaches as their primary reason for quitting.

Before we can get them trained to move up, you've run them off. And every time you throw out an insult at an official on the floor or field, your kids become that much more convinced they will not become officials.

A recent article published by the National Federation contained research about why officials quit. The largest group, 43 percent, cited poor sportsmanship on the part of players, coaches and fans, with 36 percent citing job/career demands. Most of these are in their first few years of officiating.

At that stage, we have coaches learning to coach, players learning to play and referees learning to referee – the worst possible combination. We also have parents just getting started on unreasonable expectations for their children's athletic careers.

Those new coaches invariably gain experience and grow into their jobs. The parents generally continue to have unreasonable expectations. However many of the officials decide that it's just not worth leaving work to get to a 4:30 game to have people abuse and insult them for two hours.

Before we can teach them how to avoid, or at least mitigate the unpleasantness and actually have fun, we've lost them. Our chapters get blamed for sending you unqualified officials, when in truth, it's just not possible for us to send you new people who will start out perfect and then gradually improve.

This will eventually result in occupational suicide on your part. Right now, we have real problems covering your sub-varsity games. In another 15 years, we'll be having the same problems covering your varsity games. You'll be upset with our chapters for failing to grow and train.

The truth is that training for officials has never been better. In every sport we're doing more and doing better to teach all our members rules, mechanics, philosophy and common sense officiating. The growing part is where we need your help.

The solution to our numbers problem is in your hands. If you don't make two changes immediately, you are headed for a crisis-situation caused by a severe shortage of qualified officials. Those changes are:

continued on page 12

Leaguer

"ISSN 0897-4314"

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

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

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

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

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

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

STATE EXECUTIVE COMMITTEE

Chairman: Charles Zepeda, superintendent, ODEM-Edroy ISD;

Members: James Brewer, superintendent, DeKalb ISD; Lloyd Choice, Houston; Paul Galvan, athletic director, Fort Worth ISD; Elizabeth (Libby) Gardner, superintendent, Pflugerville ISD; Ken-

neth Judy, superintendent, Crawford ISD; Teresa L. Long, Austin; Ruth Meredith, Horseshoe Bay; Robert Payton, DeSoto; Douglas Steger, superintendent, LaPoyner ISD, LaRue.

LEGISLATIVE COUNCIL

Chair: James Terry, Mesquite ISD;
1st Vice Chair, Don Gibson, Wall ISD;
2nd Vice Chair, Don Hendrix, Crosby ISD.

5A • Vernon Newsom, Mansfield ISD; James Terry, Mesquite ISD; Gary Crowell, Fort Bend ISD; Pete Anthony, San Antonio Southwest ISD.

4A • Kenneth Greene, Plainview ISD; Mark Henry, Sulphur Springs ISD; Don Hendrix, Crosby ISD; Alton Fields, Pleasanton ISD.

3A • Jerry Blakely, Littlefield ISD;

Tony Daugherty, Pottsboro ISD; Robert French, Giddings ISD; John Hall, Cuero ISD.

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

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

At-large members • Elizabeth Saenz, Balmorhea ISD; Inocente Quintanilla, Socorro ISD; Eugene Young, Kimball HS, Dallas ISD; Kay Waggoner, Red Oak ISD; Alton Frailey, Spring Branch ISD; Elizabeth Treadway, Hardin-Jefferson ISD; Dolores Muñoz, Point Isabel ISD; Georgia Johnson, Round Rock ISD.

Concepts and Issues

Pilot Social Studies contest to focus on Middle East, Executive Branch of government

For years, decades really, I was a sale shopper, a sucker for "buy one, get one free." If it was deeply discounted and fit or came relatively close, that was justification enough for me to buy it. I might even buy two. I didn't have to love it. I didn't even have to like it.

For example, I once owned a purple and yellow paisley Hugo Boss tie that was regularly \$95. I bought it for \$19.99, on sale. I once owned a pair of those black leather boots that had the zippers on the side and just covered the ankles, similar to what the Beatles wore in 1964. Paid \$22 for them. Original price: \$120.

I still have a white sports coat that I bought for \$90 at Last Call, the local Neiman-Marcus discount store. Ticket price: \$550. Never wore the thing. Not once. It's still hanging in my closet. One of these days, perhaps I'll dig it out, add a pink carnation and I'll be all dressed up for the dance. But it's not likely.

I'm more careful, more frugal — okay, cheaper — now, and I have a new policy about almost everything. If I don't love it, I don't buy it. It's not enough to like it. It's not enough that it's on sale. If I don't love it, I don't buy it.

I'm applying the same policy toward academic contests.

To explain: the past two springs, the League piloted an economics contest that, despite the quality of the tests and the importance and relevance of the subject, never took off. It went okay, and in time people might have grown to love it in a platonic way, a kind of deeply-felt affection and admiration between mature and responsible individuals.

But that's not good enough. We want fireworks. Brad Pitt and Jennifer Aniston. Sarah Michelle Gellar and Freddie Prinze, Jr. Madonna and...well, we don't need to go that far.

The economics contest was too George and Barbara Bush.

It was a solid contest, but it never caught fire. This may be attributed to the fact that economics is a half-credit course generally taken during the senior year. Thus, the pool of potential contestants isn't as deep as number sense, poetry interpretation or ready writing, which can be spun off any number of courses.

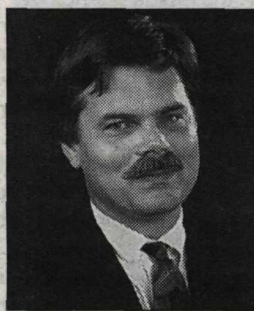
So in terms of the economics contest, I love you, but I'm not in love with you.

I hope we can be friends.

The failure of the economics pilot leaves a hole in the League's academic program that we intend to fill with a social studies contest. We want a contest that will appeal to a wide range of students. We want a contest in which students can work independently or as members of teams. We want a contest that won't strain the school's budgets, that won't require the annual purchase of a new set of textbooks, that won't grow out-dated in the two months between the time a person writes the test and the time a student takes it.

More importantly, we want a test that won't mirror basic classroom curriculum. It's important to remember that UIL academic contests are extra-curricular. They go beyond the classroom. In some cases, far beyond.

After much discussion with academic coordinators, university professors and grad students, and high school social studies teachers, we've developed the framework for the 2001-02 social studies pilot, one that we think is



Bobby Hawthorne
Academics Director

particularly relevant given the state of the world today. This spring's pilot will contain two general subjects: geography and government. The geography component will focus on Afghanistan and the countries that surround it: Pakistan, Uzbekistan, Iran, Tajikistan and Turkmenistan.

Students will need to possess a general knowledge of the following:

1. Concepts of physical features: landforms, weather, climate, hydrologic cycle, patterns of wind/water, extreme natural events
2. Concepts of human features: religion, language, ethnicity, politics, trade, transportation, settlement patterns, economic activity, agriculture
3. Natural resources: minerals, air, land, water
4. Environmental issues: air pollution, water pollution, solid waste including hazardous and toxic materials

Meanwhile, the government component of the test will focus on the executive branch of the federal government, specifically:

1. Formal and informal powers of the President, in particular as chief foreign policymaker. Special attention to the War Powers Resolution of 1973, executive orders and doctrine
2. Role and powers of Departments
3. Role and powers of Executive Office of the President
4. Relationship between President and U.S. Congress
5. Role of the President as leader of a national political party
6. Presidential succession

Test questions will be taken from college textbooks, atlases and web sites such as GovSpot.com. While this is subject to change, tests are scheduled to consist of 50 objective questions, similar to the current issues & events contest. Students will have 40 minutes to take the exam. The contest will be made available to all

districts this spring, but it is a voluntary event. No points will be awarded. No students will advance past district. In the future, and pending the successful completion of the pilot, social studies will be a team event. We recommend that it be conducted in the hour slot prior to the math contest.

The bottom line: We want this contest to challenge high school students to read widely and deeply in the areas of social studies. Particularly, we want students to expand and apply their understanding of the nature of geography and the physical setting of the earth to physical and cultural environments, and to expand and apply their understanding of the U.S. governmental system and the basic civic values of American society.

In the wake of the Sept. 11 tragedy, it is as important that students understand how their own government operates as it is to know the physical and human characteristics of Afghanistan and the nations surrounding it.

ELSEWHERE...

By the time you read this, the UIL Legislative Council will have convened in Austin to discuss the status and fate of all this. Barring some unexpected thunderbolt, the agenda for the Academic Committee will have been typically modest. We'll have discussed various staff proposals regarding four-member teams, medals and points and advancing additional individuals and teams. We'll hear the regular protests for panel judging in one-act play.

The council will also have heard proposals to add two contests: Story telling and Student Congress. It will be hard for me to support either, and here's why.

For all practical reasons, both are public speaking contests. Six out of the current 22 high school contests fall under the speech/debate umbrella, not counting one-act play. By adding two more, eight of 24 — 33

continued on page 12

SACs, other activities make plans for spring, next year

Student Activities Conferences

The final student activities conference will be Nov. 10 at Sam Houston State University in Huntsville. The tentative program and links are posted on our web site: www.uil.utexas.edu.

Plans are underway for the 2002 conferences. For more than a decade, the League has hosted conferences at four fixed sites: UT-Austin, Texas Tech, Sam Houston State and the University of North Texas.

In an effort to serve more regions of the state, we plan to rotate conferences on an odd-year, even-year basis among nine sites including the four present locations. While specific sites have yet to be determined, we want to reach schools in the Permian Basin, in the Panhandle and in Northeast Texas. We want to return to the Rio Grande Valley every other year.

These conferences constitute one of the League's most valuable outreach programs. With no registration nor fees, they're arguably the state's best educational bargain. Please plan to attend the next one in your area.

Conflicts, Part I

We've received a number of calls regarding the conflicts inherent in this spring's calendar. Easter Sunday is March 31, which makes it difficult for schools to host or attend district academic meets Saturday, March 30. To complicate matters, many schools have scheduled their

spring breaks during the week of March 18-23.

In one case, half the schools in the district were out on spring break March 18-23. The other half were out March 25-30. They wanted permission to hold their district meet during the week of March 11-16 or April 1-6.

The request was denied. We develop materials for two weeks of district competitions. If we release it early, we cannot guarantee the confidentiality of the test materials. Besides, district meets held March 11-16 would conflict with the CX Debate State Tournament.

If we allow schools to hold meets outside the two-week window, then we cannot guarantee that regions will receive results in time to schedule their meets.

The UIL posts its tentative calendar a year in advance. Problems can be avoided by planning and communication. It's not our intention to hurt students, but the greater harm is done if we do not strictly enforce the spring meet calendar.

Conflicts, Part II

The packed spring calendar guarantees a number of conflicts, but academic coordinators, athletic coaches and band directors must work together to eliminate

continued on page 12



"Knowing world politics for my participation in Current Events beget two 'UIL Champion' bumper stickers for my car (I'm the envy of every kid on my street) and a scholarship for \$12,000. I additionally could comment on analyses made by my teachers and mentors in a more well-rounded, wider-perspective way. UIL's not only about learning, it also mandates that I teach myself what I don't know."

Jessica Cassidy
Flour Bluff HS
Corpus Christi

Speech web page offers multitude of information

Without a doubt, last spring's Lincoln-Douglas debate topic, "Resolved: Increased reliance on technology has undermined the quality of life in America," proved its timeliness. I personally discovered (and all too painfully, I might add) that I had strong evidence to support the affirmative position. On the final day before the publication deadline for our new Cross-Examination Debate handbook, the document became corrupted and 30 hours of editing and formatting on the computer were lost, impossible to retrieve.



Jana Riggins
Assistant Academic Director

Although we consistently strive to provide debaters with a balanced debate topic, it took months since that

incident for me to concede (although grudgingly), that the LD resolution also had a legitimate negative position. Increased reliance on technology also has enhanced the American way of life. It certainly has enabled the State Office to disseminate a myriad of information effectively, and made that information easily and quickly accessible for busy teachers.

I hope you are a regular visitor to our speech page of the League's web site. Unless you've logged on in the past few days, the next time you visit you'll notice that it has a new look, lots of updates, and an abundance of information to make your coaching job easier.

New speech coaches will find a section especially devoted to them. We provide an overview of the UIL speech program and contest rules, resources available from the League, and tips for tournaments. Also posted are answers to frequently asked questions. The

documents under the new coach section are taken from a publication I've recently designed for first-year coaches. The hard copy has additional information and is available free upon request.

Another new feature of the speech web page is a tournament section. We provide details on how you can obtain a copy of the TalkTab software to make tabulating your district speaking events easier. You can also link to the list of invitational tournaments being conducted around the state.

Most exciting is the on-line judging database. For years, the League has provided hard copies of judging lists to district and invitational hosts who requested them. Rather than shipping these by the postal service, we are in the final developmental stages of being able to bring to you on-line the UIL speech/debate judging database. Whether you are in the planning stages of your tournament or need to replace a judge who cancelled on you at the last minute, you will be able to access judge contact information and credentials immediately and directly on your computer screen with just a click of the mouse.

In an effort to provide schools with a comprehensive database, we request that coaches complete and return the Judging Interest Form included in the speech coach packet we mailed to you earlier this season. Please encourage your former students who are interested in judging UIL competitions to access the form on-line to submit their information.

Don't forget there are many resources posted on the speech web page to assist students in preparing for contests, i.e., links to free and low-cost materials for cross-examination debate, philosophy links for Lincoln-Douglas debate, clarifications on the new prose/poetry categories.

Extemporaneous speaking practice topics are published in most editions of the *Leaguer*. However, since press deadlines for the newspaper are two weeks before the paper hits your school steps, we use the web site to update topics impacted by the latest turn of events. Having no space limitations, there are generally a greater number of topics listed there for your use.

Next to athletics, the speech pages of the UIL web site get more hits than any others on our site, and we want to keep you coming. Thanks to a brilliant young intern who is speech and debate savvy (Dylan Pearcy, a former UIL Informative Speaking State Champ), we will continue to look for ways to provide the information you need to be successful in UIL competition. Send us your ideas for additional postings as we incorporate the use of electronic technology to increase the quality of life for UIL coaches!

'Everything has changed'

C-X debate topic hits World Trade Center tragedy dead center

by Rich Edwards
Baylor University

Numerous commentators have noted that "everything changed" on Sept. 11, 2001. Some of those changes will certainly affect the inter-scholastic high school debate resolution that deals with "weapons of mass destruction."

The changes in the world have been so dramatic that many coaches and debaters have wondered whether the topic for debate should be changed. The UIL and National Federation of High Schools have decided to leave the topic unchanged, which is a wise decision.

The national topic selection process is designed to find a topic that will be highly relevant to news events in the school year in which it is debated. In the case of the "weapons of mass destruction" topic, the effort certainly succeeded.

Some have felt that discussion of the threat from weapons of mass destruction would be insensitive, given the recent wound inflicted on New York, Virginia, and America in general.

To the contrary, the greatest expression of insensitivity would be to ignore the very topic that powerfully

EXTEMP TOPICS

INFORMATIVE

1. How has the causeway disaster impacted the Texas economy?
2. Who is the Northern Alliance?
3. What is Comptroller Carole Keeton Rylander's "Texas war relief package?"
4. How have the terrorist attacks changed America?
5. Court-ordered redistricting: What is the political terrain for Texas?
6. What happened to the federal budget surplus?
7. What will be the role of the new cabinet position established by President Bush?
8. "Decision loop" military strategy: how does it work?
9. What are the advantages and disadvantages of a global anti-terrorism coalition?
10. Why has Israel's Prime Minister Ariel Sharon sharply criticized the U.S.?
11. What is fueling Ireland's growing economy?
12. Asia's AIDS pandemic: what are the facts?
13. What is the state of America's military readiness?
14. What will it take to repair New York's economy?
15. What progress has the International Criminal Tribunal for Rwanda (ICTR) made?
16. How is Mexico's economy fairing?
17. What is the scope of Belgian war crime laws?
18. Why are Australia's immigration laws controversial?
19. What were the accomplishments of Mike Mansfield?
20. What are the elements of President Bush's emergency employment package?

PERSUASIVE

1. What are Janet Reno's chances of becoming Florida's next governor?
2. Can the U.S. achieve a balance of liberty and security?
3. Ten years after the birth of democracy: Is Russia better off?
4. Will North Korea keep its promise to stop missile testing?
5. Is President Chavez fulfilling his campaign promise to rid Venezuela of government corruption?
6. Will the issue of race-based admission policies go back to the U.S. Supreme Court?
7. What does the recent decision not to break up Microsoft mean to the American public?
8. Is a peace agreement imminent between Algeria's government and its Berber population?
9. Should US immigration laws be reformed?
10. Will hard-liners derail Macedonia's tenuous peace accord?
11. Will the welfare system be able to handle the impact of laid-off workers?
12. Can President Bush be an effective president now that his domestic agenda is overshadowed by the war against terrorism?
13. How can Texas prevent another causeway disaster?
14. What price should Eriberto Mederos pay for his human rights violations in Cuba?
15. How effective has John Ashcroft been as U.S. Attorney General?
16. Is an end to Columbia's long-running civil war in sight?
17. Will the congressional bailout save the airline industry?
18. How will the change in leadership affect Bangladesh?
19. Is the pipeline industry the answer to the nation's growing energy needs?
20. Should the U.S. Navy vacate Vieques?

continued on page 13

Journalists take responsibility of accuracy seriously

Have you ever played the game Gossip? It's played by putting a group of people into a circle and one person starts the game by whispering some insignificant fact to one person sitting on either side. That person whispers to the next person and it goes all the way around the group. The fun part is to hear what the fact becomes when it gets to the last person.



Randy Vonderheid
Assistant Academic Director

Some people think this is what happens when they tell a journalist something — that facts get all mixed up and whatever comes out is not true.

I think about this as I sit in my office with a small television on, listening to the second day of coverage of the World Trade Center attack. In today's world of immediate gratification, would the public have been happy to receive information by word of mouth? Would the public have been satisfied with getting information through untrained, unreliable sources? I doubt it, and this is where the media shone. It is trained to get to the public the information it needs to know.

The media, both print and broadcast, did an outstanding job in getting information to the public from qualified and reliable sources. All the reports I saw gave out little unsubstantiated information, and if information was passed on that lacked a qualified source, the reporter made sure the audience knew the source was unreliable. There were a lot of "talking heads" as some people described them. Those people were "specialists" the networks put on when there was no new news so that the media could better give their audience more information to better understand what had happened, and in some cases, why it happened. The media, both print and broadcast, served the public royally in this crisis. They were careful to only give "confirmed" facts, not hearsay. It was quite apparent when Dan Rather, Tom Brokaw or Peter Jennings got some information that may not have credibility. Several times they reported of bomb scares or other hijacked planes only to follow up as quickly as possible to say these were unsubstantiated or they have not been verified.

In the last issue of this publication, more than one person attacked the media because of mis-information concerning the deaths of two high school football players in the state. The articles insinuated that the media moved too quickly in offering answers to the public concerning these tragedies. The key "mis-information" dealt with reports that showed one player died with a body temperature of 107 degrees when the report should have read 100.7 degrees.

I saw the news event differently. I saw it as the media doing its job getting information to the public as quickly and as efficiently as possible. It's hard for some people to understand that credible journalists do not make up information. Journalists report what others have told them. In this case I'm sure a doctor had told reporters the player's temperature was 107. The reporter passing on the information then was chastised for "passing untrue information." Many people are saying the reporter should have checked his sources, but how many people question their doctor when they are told something?

I've found that on the campuses I've taught many administrators, faculty, staff and even students sometimes say one thing but mean another. And when that information is published those same people come crying that the school paper misquoted them.

These misquotes come in two forms. The quote made

the source look foolish so the source denies saying it; or the quote looks and sounds different on paper than it did when the source first said it. Neither of these is the reporter's error.

There have been many times I have checked a reporter's notes or listened to a reporter's tape recorder to make sure the student got the quote correctly, and many times I have either gone back to the source to verify information or sent the reporter to verify the information. The high school publications are training grounds and students should be checked at times, especially with stories that have sensitive information in them. But they should be allowed to approach those subjects. Only by allowing those types of stories will future journalists learn how to gather quality information and report it.

In the stories about the football players — the reporters ascertained that, since many experts were saying the players died from heat stroke, the fact that sources reported to the media that the players' temperatures were unusually high was not a questionable piece of information, therefore it was reported. Understandably, the wrong people, coaches, were being accused of overworking the players because the public had no one else to blame. The media should not be blamed for those accusations. The media did nothing more than report the news based on the information given them. My question is: what would have happened if the high temperatures were the real culprit and the media did not report it? We would probably see a lot of "heat" coming down on the media for not publicizing this problem.

Of course, with the high school football players' situations and the World Trade Center attack, news could and did change constantly and quickly. The media did an outstanding job in both places to get the news to the public in an expedient and professional manner.

The journalists in these situations did an outstanding job in reporting that few appreciated. Many don't realize the difficulty in trying to report a tragedy and not get personally involved — and both of these events were great tragedies. We are lucky in the United States to have a free press. We are also lucky to have a lot of outstanding journalism teachers making sure the next generation of journalists are just as competent (if not more) as this generation's journalists.

I hope principals and other administrators can see the need to give their student journalists freedom in reporting and writing. With this freedom future journalists can get the practice they need to bring news necessary for us

to understand the complexities of the world. These student journalists are the communicators of tomorrow.

ILPC Sponsors Photoshop Workshop

Because many teachers have begged for more help in putting together their publications, ILPC is sponsoring two Photoshop workshops throughout the state. The first workshop was scheduled Oct. 19-20 at the University of Texas in Austin.

The second Photoshop workshop is scheduled for Nov. 30-Dec. 1 at South Plains College in Levelland. Cost to this workshop is \$125 per person and covers everything except hotel. First priority will be given to ILPC members and then open to others on a first-come first-serve basis.

Workshop are taught by Mark Murray, technology specialist for the Arlington ISD.

Contact Randy Vonderheid for more information or for registration forms.

TAJE Convention set for end of October

There is still time to register for the Texas Association of Journalism Educators convention, Oct. 27-29 at the Gunter Hotel in San Antonio. Close to 60 sessions will be offered during the three-day event, as well as on-site contests and critiques.

Cost for registration is \$25 per person and schools may register at the door. Teachers may also join TAJE at the door at a cost of \$20.

ILPC celebrates 75 years

ILPC will be celebrating its 75th anniversary during this year's convention, scheduled April 6-7. If you have some special memories of ILPC conventions, please send them to Randy Vonderheid before Dec. 1. Also, 75 Texas Journalism Legends will be announced during the convention. If you know of someone who should be nominated you may download the nomination form off the web and get those to Vonderheid before Dec. 1.

UIL participants can use stylebooks

There will be a small change in UIL contests this spring. It has been questioned many times why students cannot bring stylebooks to the contest. Beginning this year, they will be able to, as long as those stylebooks are not included in a textbook. In other words, they must be a separate book, like dictionaries and thesauruses students are able to bring in now. More explanation will come in next month's column.

Current events contest goes worldwide

By Bobby Hawthorne
Current Issues & Events Director

I spoke too soon.

Closing last month's column, I wrote, "Minus the gravitational pull of the Gore-Bush election, the media's attention is likely to flitter from one place, one issue, one event to another."

Then, Sept. 11. Could I have been more wrong?

As a result, the media has laser-guided its attention almost solely on the attack on the World Trade Center and the resulting Allied strike on Osama bin Laden and his al-Queda network in Afghanistan. Suddenly, killer whales, the Arctic wildlife refuge, Africa, Latin America and the hole in the ozone layer don't seem all that newsworthy, unless they're connected to the war on terrorism. Tony Blair is big news. Gary Condit is history.

What are the implications for students competing in the current issues and events contest? First, students must understand that they'll be inundated with repeti-

tious information over the course of this operation. Rumsfeld, Ridge, Bush, Blair, Musharaff, and Mullah Mohammed Omar are likely to dominate page one and most of Section A, shoving otherwise important stories about Andrea Yates, Katherine Harris, Anthrax in Florida, labor strikes in Minnesota and mold insurance — of the lack thereof — deep into the bowels of your morning newspaper and the network evening news.

So, how to prepare?

- Make sure you're keeping an eye on the big picture. We're not going to get picky with arcane information such as which planes dropped what kinds of bombs on which cities. We'll expect students to understand the primary military objectives of the air-strikes, but we do not expect students to recite when and where cruise missiles landed.

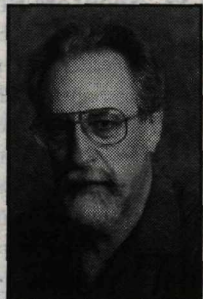
- Don't pay too much attention to the names of minor characters. Chances are, we won't ask the names

Congratulations to The Scurry-Rosser Reporter from Scurry-Rosser High School and The Anvil from Houston Memorial High School for being named as Pacemaker finalists in the NSPA's competition. Winners will be announced at the NSPA convention in Boston, Nov. 8-11.

There is not always a best answer

Individual judges are better solution than multi-member panels for OAP

Now I can say what I really think! Pending retirement is such a liberating experience. For 30 years there have been multiple misconceptions of my personal beliefs vs. administrative responsibilities or at least what I perceived as to what I should say or do.



Lynn Murray
Drama Director

The UIL OAP is judged by critics, and there are very good reasons. Most certified judges will not serve on panels after the first experience. They find it frustrating and most often disagree with the results. Do I want to see the rule changed to eliminate panels? Absolutely not! You don't kill a gnat with a cannon. Such a proposal would promote a fight.

Annually, there are half dozen panels; two in Dallas, one or two in El Paso, one in the Houston area (not always the same schools) and one somewhere else. There haven't been more than a dozen out of 85 zones (170 contests) and 160 districts in any year since 1970.

There once were panels annually in 5A San Antonio. It hasn't happened in several years. My perception is simple. The districts have been stable for many years, OAP director turnover is minimal and administration is

knowledgeable. It didn't take voodoo for the directors to change their minds about panel judging, just experience with scoring and management.

Then, as it would be now, three-member panel scoring was difficult in 5A San Antonio because of very balanced quality. Balloons were misinterpreted twice. The first year a draw was used to determine one of the advancing schools instead of judges' preference.

There were three schools with the same total score. The second year school A advanced from district when low total score was used and school B should have won by judge's preference. The mistake was not discovered in each case until the following Monday. School A should have stayed home in 1992, but they won second at the OAP State Meet. I must confess that school A also appeared at State OAP in '93 and '95. That speaks clearly as to the quality of the area and region.

I've told this story many times and suspect my memory has distorted the facts to some degree, but the basic problem is still the same. There were always problems of some kind. The most difficult part was finding judges for a panel and the problem is now more difficult. TETAAO has limited judges to a maximum of six contests in order to spread judging assignments and for several other good reasons.

Why are three-member panels no more objective than a single critic? Talk to a good statistician about three vs. one. One makes the decision unless all three agree. What then have you gained by using three? The cost has tripled and you don't receive a critique.

Let me state clearly again. There is no evil in OAP panel judging and OAP rules provide for panels for those so inclined, for those that fight and for districts where administrators or directors are so totally focused on winning that teaching is slighted and reality is on the

back burner. If you think an objective decision comes from a three-member panel, review carefully pages 43-44 in the current OAP Handbook, especially item 5 examples of judge's preference. I can vote with any two other people judging in OAP and so impact the outcome that it will distort the results. It takes five members to render a relatively objective panel outcome.

Last year, in one month's time, there were 370 high school OAP contests and approximately 2,200 performances requiring a trained and competent judge. The basic total cost for judging fees can be estimated at \$110,000. Add the necessities of meals, mileage and lodging and the figure is closer to \$200,000. Three-member panels would require \$600,000 and five-member panels would cost a million dollars.

If money is not a factor, the number of qualified judges required for panels for zone/district would be impossible to achieve unless the judging pool could be greatly expanded. The UIL web currently lists 160+ critics. By the end of January (TETA Convention and TETAAO/UIL judging workshop) there will be as many as 200. Multiply the above 370 by three and over 1,100 judges would be required. Divide by 200. Each judge would have to contract for an average of more than five contests in one month. Delete area and region and the reduced number would still be almost 300 contests. Promoting panels to any degree would leave small schools and those located in remote areas without qualified judges. Multiply by five and most will agree the system would collapse. Add middle school/junior high school OAP and the logistics are even more staggering. Add geographical location, directing, designing, costuming and performing to the judge availability mix and smoke and mirrors would become a fundamental requirement.

Can we change the system and increase the OAP judge availability? Yes! Eliminate the requirement that critics not judge the same play on two different levels, make trained theatre specialists eligible to judge at any level, recruit anybody and everybody involved in regional and community theatre and include all those willing teachers, administrators, touring actors, and community supporters that have seen a live performance and agree to participate.

By this time you think I am joking or irritated by what appears to be a flippant attitude about a serious problem. I'm not joking. I grew up in a small school, participated in OAP four years and had panels that would make the above sound like utopia. Panel members were literally recruited from any available source, often protesting as they were ushered to scattered locations (at least three seats apart) in auditoriums. There were frequently heated disagreements among panel members during and after critiques. One of my favorite memories of panel judging was a disagreement in the lobby of Hogg Auditorium at the State Meet. These three later became my teachers at UT Austin.

There isn't a logical reason why, except money and time, we do not use qualified public school teachers as OAP judges. There are 1,150 schools entering OAP at the high school level and 1,600 certified theatre courses being taught K-12. There are at least 400 more elementary/secondary school certified theatre specialists. Many Texas schools have two theatre specialists and a few have three or four. Add the unknown qualified theatre-trained individuals teaching or administering in Texas and the numbers might make widespread panels more of a possibility.

Will administrators approve release time and substitutes for qualified theatre specialists to judge OAP? How many? Can they be paid enough to cover the cost of

substitutes and judging? Who knows which schools would advance or the teaching schedules of theatre specialists in high schools or elementary/middle/junior high schools? The judging pool would be predominately directors not advancing after zones. The logistics would require something like the regional executive secretaries in music. Can the UIL theatre programs/schools support this cost in people power, time and money?

Perhaps the most compelling reason for advocating a single critic judge is educational. Since 1962, OAP directors participating in UIL have endorsed the extension teaching concepts promoted by critic judging. The value of the critique and interaction between companies and judges have enhanced the relationships between higher education and secondary school theatre programs. Team teaching (panels) can work if members are on the same page at the same time planning and teaching. It is rare when "teams" teach together. Unfortunately the norm consists of one at a time in rotation. Panel critiques are usually the same and the time demand is not often appreciated. The fun part of panel judging in OAP is selection of individual awards. My experience managing, judging and participating tells me that the spoils belong to the strongest voice. The most demanding judge usually determines the outcome. Panel members initial vote is not necessarily reflected in the outcome. Waiting for results from a critic takes long enough. Panel results take twice as long. I have yet to see panel proposals that would logistically work. Oh, yes, written critiques have been tried and caused more confusion than three orally at one time.

OAP has been the catalyst for Texas educational growth and there is documentation to lead historians to believe that OAP was the origin. Unfortunately theatre specialists are no longer readily available and Texas educational theatre must recruit far beyond our borders. Few states have educational theatre programs comparable to Texas'. How did we get there?

In case you skipped toward the end of this column, I can't support the use of OAP panels at any level because of cost, judge availability, geographical location of judges, and philosophical and educational reasons. How can one educationally advocate at one level what is not available at all levels? I can't.

Speaking of OAP judges. This office must know judging agreements/contracts ASAP. We are already attempting to help in many locations. If we don't know who, when and where, filling in the blanks takes time and the expense of many phone calls. Contracts that do not identify who, when and where cause confusion. Even if we have a contract and the district is not indicated, the who is difficult to determine. Most of what we know about judging assignments comes verbally. That is okay, but we need verification. Note the UIL/TETAAO accredited critic judge list. Some 30 critics are missing and will be added to the UIL web site if and when late membership and fees are paid.

OAP enrollment cards are due Nov. 1. Has your school met the deadline? Ask if you don't know. Call if you want to make sure. We will mail the final area meet list, district enrollment, critic judge workshop and the TETA tentative program ASAP after the Nov. 1 deadline. The area list is updated on the UIL web site (www.uil.utexas.edu). Check for dates and changes. Most are complete as of this writing, but there are annual emergency changes.

What would you prefer reading about next month? TETA convention Jan. 23-27 news will be included, but I would be happy to include your favorite subject.

Why are three-member panels no more objective than a single critic? Talk to a good statistician about three vs. one. One makes the decision unless all three agree. What then have you gained by using three? The cost has tripled and you don't receive a critique.

UIL lists eligible one-act play judges

(Eligible critic judges as of October 15, 2001)

The 2001-2002 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current Constitution and Contest Rules

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

* = TETAAO recommended Area/Region Judge

(1) = Independent

(2) = College/University Employee

(3) = Public School Employee

(4) = Private School Employee

() = Institution affiliation

F = Full, already has 6 assignments

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

I, II, III, IV = Approximate Region of Residence

[] = Year Recertification Required

(3) Amy K. Adrian, (Randall H.S.), 5312 Rockwell Rd. Amarillo TX 79118 806/345-6912 amykadrian@hotmail.com. Any, I [04]

(*) David R Allen, Midland College, 3600 N Garfield Midland TX 79705 915/686-4205-wk / 697-3186-hm, FAX 915/685-4769 drallen@midland.cc.tx.us Any, - I [04]

(3) R. Scott Allen (Lakeland Elementary), 20123 Lions Gate Drive Humble TX 77338 281/540-3502-hm 281/641-1200-wk 281/641-1217-FAX scott.allen@humble.k12.tx.us or R4ScottA@aol.com Any - III [05]

(*) Larry Arnold (Deer Park HS) 1911 Wendy Hill Way Houston TX 77058 281/930-4868-wk / 486-7052-hm, FAX 281/930-4894 larnhold@deer-park.isd.tenet.edu Any - III [05]

(4) John Athas, (Bishop Lynch HS) 10308 Joaquin Dr. Dallas TX 75228 214/324-3607-wk 214/324-9874-hm, FAX 281/324-3600 athaj@mail.bishoplynch.org Any - II [03]

(*) Jerry Ayers (Haute Ayers Designs) 311 1/2 S. Rogers Waxahachie TX 75165 972/476-2403-wk / 972-938-0316-hm, FAX 972/938-0316 jerayers@flash.net Any - II [04]

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

(1) Cynthia R Baker 3287 Whitley Rd Wylie TX 75098 972/412-3670-hm, 972/494-8492-wk crbaker@garlandisd.net Any - II [04]

(1) Pat Baldwin (Angelina College) 1428 Sleepy Hollow Lufkin TX 75904 409/634-3622 pjbls@lcc.net Any I [03]

(*) Kathy Barber (Kilgore College) 1005 Andrews Kilgore TX 75662 903/983-8126-wk / 984-5021-hm, FAX 903/983-8124 barberkat@aol.com Any - II [04]

(*) Jeannine Pasini Beekman (Spellweaver Productions) PO Box 562, Benton LA 71006 318/965-9984 j9pb@juno.com Any - III [05]

(1) Elaine Bent (Good Muse Troupe!) 9747 Whitehurst, Apt 77, Dallas TX 75243-7857, 214/

342-1920, FAX 214/526-1254, (hm) ebgoodmuse@airmail.net Any - II [03]

(*) Norman A Bert, Texas Tech University, TTU Theatre, Box 42061, Lubbock TX 79409-2061 806/742-3601-wk 806/792-6965-hm, FAX 806/742-1338, norman.bert@ttu.edu - I [05]

(1) G'Ann Boyd 11250 Taylor Draper Lane Apt 914 Austin TX 78759 512/349-5416-hm, FAX 512/349-5418, gboyd@inetport.com Any - IV [04]

(*) Royal R Brantley, West Texas A&M University, PO Box 60747 WTAMU, Canyon TX 79016 806/651-2811-wk FAX 806/651-2818, RBrantley@mail.wtamu.edu Any - I [04]

(*) Jay C Brown (Lubbock Community Theatre) 9601 Orlando, Lubbock TX 79423 806/762-8606-wk, FAX (806) 762-8622, pamjayb@aol.com Any - I [02]

(*) Joe A Brown (Texas Wesleyan Univ), 5600 Shadow Creek Ct, Fort Worth TX 76112-3819 817/531-4976-wk / 534-2161-hm, FAX 817/531-6583, brownj@txwes.edu II [05]

(*) Pam Brown (Cooper High School), 9601 Orlando, Lubbock TX 79423 806/863/3160 x.504-wk, FAX 806/863-2877, pamjayb@aol.com Any CM, - I [02]

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

(3) Sabrina Burgert (Denton: Strickland MS), 520 Driftwood Denton TX 76209 940/591-7063 sburgert@dentonisd.org Any, - II [04]

(2) Andrea Burghart (Texas Women's University) 1407 Bernard #228 Denton TX 76031 940/484-5137 hm 940/898-2095 drizzay23@yahoo.com Any - I [04]

(2) Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer Houston TX 77089 281/922-3497-wk 481-6537-hm, FAX 281/929-4602, scarmi@sjcd.cc.tx.us Any - III [04]

(*) Rod Caspers (UT-Austin) 8004 Epping Lane Austin TX 78745 512/326-5233-hm 475-6340-wk FAX 512/471-8569, rcaspers@mail.utexas.edu - IV [04]

(*) Marion Castleberry, Baylor Univ PO Box 97262 Waco TX 76798 254/710-1861-wk Drmd93@aol.com Any - II [03]

(*) Donna Clevinger, Hardin-

Simmons University-Theatre, PO Box 14864 Abilene TX 79698-4864 915/670-1404-wk, 676-1737-hm, FAX 915/677-8351ldrama@hsutx.edu Any, I [05]

(2) Kathleen Cochran, McLennan Comm. Coll.-Theatre 1400 College Dr., Waco TX 76710 254/299-8191-wk 399-6331-hm, FAX 254/299-8242, kcc@mcc.cc.tx.us Any, - II [03]

(2) Gene Cole, South Plains College 1401 College Rm163, Levelland TX 79336 806/894-9611 x.2266-wk 796-2201-hm, FAX 806/894-5274, gcole@spc.cc.tx.us Any, CM, - I [04]

(3) Kay A. Coleman (Retired) 7626 Callaghan Rd. Apt 2316, San Antonio TX 78229 342-4460-hm kayral854@cs.com Any CM, - IV [02]

(*) Bill G Cook (Baylor University) 265 Barker Lane, Waco TX 76705 254/829-2193-hm 710-1861-hm, FAX 254/710-1765, Bill_Cook@baylor.edu M-F - II [04]

(*) Jerry Cotton (Cedar Valley College) 714 Sherwood Court Cedar Hill TX 75104 972/860-8157-wk 291-5449-hm, FAX 972/860-8207, jdc3420@ccc.edu Any - II [03]

(*) Kay L Coughenour (TX A&M-Commerce) 1701 Meadowview Ln Commerce TX 75428 903/886-5169-wk 886-5201-hm, FAX 903/886-5199, Kay_Coughenour@tamu-commerce.edu - II [04]

(*) Wm. Perry Crafton, West Texas A&M Univ, WTAMU Box 60747, Canyon TX 79016 806/651-2813-wk 655-9822-hm, FAX 806/651-2818-wcrafton@mail.wtamu.edu Any, CM, - I [05]

(*) Philip Craik (McMurry University), 933 Grand Ave, Abilene TX 76605 915/793-3840-wk 676-7405-hm, FAX 915/793-4662, (wk) craikp@mcmmurryadm.mcm.edu - I [04]

(*) David Crawford, Tyler Junior College PO Box 9020 Tyler TX 75711 903/510-2678-wk 534-2908-hm, FAX 903/510-2800, dcra@tjc.tyler.cc.tx.us Any CM, - II [04]

(*) Paul D Brooks Crump, 5223 Arboles Houston TX 77035 713/283-9954-hm, FAX 713/729-9783 Any - III [02]

(1) Lisa C Denman, (Baylor Univ.) 466 Dal Paso Waco TX 76706 254/662-6359 hm, 254/710-6480 wk Lisa_Denman@baylor.edu - II [04]

(*) Stan C Denman, Baylor University, PO Box 97262 Waco TX 76798 254/710-1861-wk 662-6359-hm, FAX 254-710-1765, Stan_Denman@baylor.edu Any - II [02]

(*) Gene Dickey 391 E. Los Colinas Blvd, Suite 130, PMB 350, Irving TX 75039 wk 972/393-4164, FAX 972/393-7080, hm 972/393-4164 gened3@hotmail.com Any, CM, - II [04]

(*) Tom A Dickson (Thea. Consultant) 404 Cumberland Dr, Hurst TX 76054 817/498-0870, chetad@flash.net II [03]

(*) Ronald L. Dodson (Retired) 4301 Red River, Austin TX 78751 512/454-6240 Any, CM, - IV [02]

(*) Bill Doll,

Angelo State University, Dept. of Comm., Drama, and Journalism, PO Box 10895, ASU Station, San Angelo TX 76909 915/942-2146-wk 223-1409-hm FAX-915/942-2033, bill.doll@angelo.edu All, - I [04]

(2) Linda Donahue (Texas Tech University) 3727 94th Pl, Lubbock TX 79423 806/742-3599-wk 797-7290-hm, FAX 806/742-1338, linda.donahue@ttu.edu Any - I [04]

(*) Lucien Douglas (University of Texas-Austin), 4711 Spicewood Springs Apt 110, Austin TX 78759 512/232-5307-wk 342-9787-hm, FAX 512/471-0824, l.douglas@mail.utexas.edu F/S - IV [02]

(*) Eleanor Dryden, (Ritz Community Theatre) 3298 Gary Brewer Rd., Snyder TX 79549-0814, 915/573-9739 Any - I [03]

(*) K Pert Durapau, Tarrant County College-SE, 2100 Southeast Pkwy, Arlington TX 76018 817/515-3595-wk 571-2780-hm, FAX 817/515-3197, pdurapau@mail.tcjc.cc.tx.us - II [04]

(*) Bill Durham, 3506 Manchaca Rd. #126, Austin TX 78704 512/447-1296, bdurham@io.com Any - IV [04]

(1) Chester Eitze (Bastrop Opera House), PO Box 1562, Bastrop TX 78602 512/321-6283-wk 303-2484-hm, FAX 512/332-0000, bastropoperahouse@hotmail.com IV [04]

(*) Michael Endy Weatherford College 308 E Park Ave. Weatherford TX 76086 817/594-5471 x.211-wk 594-2280-hm, FAX 817/598-6415, endy@wc.edu Any - I [03]

(3) John Everts (McMath Middle School), 1917 Canyon Ct, Denton TX 76205 940/369-3300-wk 387-5995-hm, jeverts@denton.isd.tenet.edu II [05]

(*) Charles Falcon (San Antonio College) 222 W Craig Pl San Antonio TX 78212-4299 210/733-2726-wk 735-6933-hm, FAX 210/785-6484, cfalcon@accdvm.accd.edu IV [04]

(*) Rebecca Faulds Tyler Jr College, Speech / Theatre PO Box 9020, Tyler TX 75711 903/510-2208-wk 569-6474-hm, FAX 903/510-2800, rfau@tjc.tyler.cc.tx.us II [05]

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

(*) Ron Fischli (Midwestern State Univ), 1321 Oakhurst Dr, Wichita Falls TX 76302 940/397-4274-wk 766-2531-hm, FAX 940/689-4511, ron.fischli@nexus.mwsu.edu Any - II [01]

(*) Michael Kim Frederick Del Mar College, 101 Baldwin, Corpus Christi TX 78404 361/698-1507 / 1509-wk 853-6350-hm, FAX 361/698-1511, kfreder@delmar.edu IV [04]

(2) Alex Garza (Coastal Bend College) PO Box 4516 Beeville TX 78104 361/354-2302 wk 547-7693-hm, FAX 361/358-3971, starlex@cbc.cc.tx.us IV [04]

(*) Dennis Gilmore, Henderson County Performing Arts Center, PO Box 102, Athens TX

75751 903/675-3908-wk 675-9417-hm, FAX 903/675-3968, dgilmore@rvec.net Any, CM, - II [02]

(*) Karen Gossett, Strickland Middle School, 324 Windsor Denton TX 76209 940/369-4262-wk 382-7443-hm, FAX 940/369-4950, (wk) kgossett@dentonisd.org Any, CM, - II [04]

(2) Clay Grizzle (Howard College) 1506 Vines, Big Spring TX 79720 915/264-5068-wk 268-9400-hm, cgrizzle@hc.cc.tx.us I [04]

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

(3) Kathy Love Harvey (Region 9 Service Center) 2626 Sheperds Glen Wichita Falls TX 76308 940/322-6928-wk, 940/692-1418-hm kharvey375@aol.com or kathy.harvey@esc9.net Any, - I [05]

(*) Maria Saenz Hascall (Theatre Consultant), 1704 Hartford Rd Austin TX 78703 hm 512/482-9222 cellular: 576-8718, mhascall@austin.rr.com Any, CM, - IV [02]

(*) Penelope Hasekoester (Sam Houston State Univ), 1920 Avenue Q Huntsville TX 77340 409/294-1330-wk295-8466-hm, FAX 409/294-3898, drn_pah@shsu.edu III [05]

(*) James A. Hatfield (Univ of Texas-Tyler) PO Box 130607, Tyler TX 75713 903/566-7425-wk 566-7494-hm, FAX 903/566-7491, James_Hatfield@mail.uttyl.edu II [02]

(2) Harold J Haynes (Houston Comm. College-Central) 4816 Main St., Houston TX 77002 713/527-8277-hm 718-6665-wk, III [01]

(2) Elizabeth R Hedges Panola College 1109 W. Panola Ave Carthage TX 75633 903-2064-wk FAX 903/693-2065, lhedges@panola.cc.tx.us M-F, CM, - II [05]

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

(1) Thomas K. Heino Rt. 5, Box 4360 Nacogdoches TX 75964 936/569-8763-hm tkheino@hotmail.com Any, - III [05]

(2) James Henderson (McNeese State Univ) 102 West Oak Lane, Lake Charles LA 70605 (337) 475-5049-wk 475-0555-hm, FAX (337) 475-5922, - II jhenderson@mcneese.edu [04]

(*) Robert Hodde (Victoria College) PO Box 3972, Victoria TX 77903-3972 361/573-3291 x.244-wk 580-3020-hm, FAX 361/572-3850, rhodde@mailhost.vc.cc.tx.us / rbhodde@tisd.net Any - IV [03]

(*) Mark B Holtorf (Tarleton State Univ) PO Box 1801 Stephenville TX 76401-7801 254/968-9888-wk 965-2712-hm, FAX 254/968-9239, holtorf@tarleton.edu Any, CM, - I [04]

(2) Elizabeth Homan, Texas Tech University, Dept. of Theatre, Box 42061 Lubbock TX 79409 806/742-9795-wk elizabeth.homan@ttu.edu Any, I [05]

(3) Michelle Howard-Schwind, Northwest ISD Performing Arts Center, 2201 Texas Drive Justin 76247 817/215-0225-wk, 490-1535-hm, 215-0265-fax mhowar@northwest.k12.tx.us Any-I

(*) Don Howell, 1508 Southport Dr #353, Austin TX 78704, 512/916-9493 HOWELL.DON@PRODIGY.NET Any, II [04]

(2) Jami Hughes, Montgomery College 3200 College Park Dr, Conroe TX 77384 936/273-7299-wk 447-6261-hm, FAX 936/273-7282, jhughes@nhmccd.edu Any - III [04]

(*) Betty Hukill (Young Audiences of Abilene), 1933 Highland Abilene TX 79605 915/677-1161-wk 698-1399-hm, FAX 915/676-1630, bettyh@abilene.com Any - I [04]

(*) Charles Hukill (McMurry University) 1933 Highland Ave., Abilene TX 79605 915/793-3839-wk 698-1399-hm, FAX 915/793-4662, chukill@abilene.com Any - I [04]

(*) Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood TX 76801 915/646-2502-wk643-1204-hm, FAX 915/649-8902, nhumfeld@hputx.edu Any-I [02]

(*) Paul Hutchins (North Central Texas College) 2901 N. Elm Street, Denton TX 76201 940/382-6845-hm 668-7731 x.349-wk, FAX 940/484-8417phutchins@nctc.cc.tx.us Any - II [04]

(3) Cathy Huvar, (Kingwood HS) 2611 Bens Branch Drive #2415, Kingwood TX 77339 281/641-7058-wk 641-7257-fax 360-6302-hm swtutk@netscape.net - III [03]

(2) Jerry R Ivins, San Jacinto College-Central, 8060 Spencer Hwy, Box 2007, Pasadena TX 77504 281/476-1830-wk, FAX 281/478-2769, jivins@central.sjcd.cc.tx.us Any, CM, - III [04]

(*) Charles R Jeffries (Texas Theatre Consultants) 2300 Nacogdoches, Ste 249-L, San Antonio TX 78209 210/822-5586, FAX 210/822-5884, TTCJeff@aol.com Any, CM, - IV [04]

(2) Ron Jones (Kingwood College), 4414 Marlborough, Houston TX 77092 281/312-1672-wk 713/957-1632-hm, FAX 281/312-1417, rjones@nhmccd.edu - III [04]

(2) Kathleen Juhl, Southwestern University, Georgetown TX 78626 512/863-1368-wk 339-2206-hm, FAX 512/863-1422 or 339-2130, juhllk@southwestern.edu F/S- IV [04]

(2) Kathy Watson Jumper, Ranger College, 1100 College Circle, Box 6, Ranger TX 76470 254/647-3234 x.102-wk 254/647-5350-hm, FAX 254/647-1656, kjumper@ranger.cc.tx.us / kayleej@hotmail.com Any, - I [05]

(*) Ray E Karrer (Paris Junior College), 2346 Hubbard, Paris TX 75460 903/782-0242-wk 784-3885-hm, FAX 903/782-0370, rkarrer@paris.cc.tx.us Any, - II [04]

(3) Diane M Kaste (Humble: Kingwood 9th grade campus), 2219 Friarwood Trl, Kingwood TX 77339 281/641-6655-wk 359-2626-hm, dkaste@aol.com Any - II [04]

(*) James D Kemmerling

(West TX A&M University), 7413 Dreyfuss, Amarillo TX 79121 651-2814 / 2799-wk 806/355-8091-hm, FAX 806/651-2818, jKemmerling@mail.wtamu.edu Any - I [03]

(*) Silas Kennemer (L.D. Bell HS), 3420 Bird St, Fort Worth TX 76111-4810 817/838-2061-hm 282-2551 x 7356-wk FAX 817/285-3200, steach@hotmail.com Any, - II [04]

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

(1) W Scott Lancaster, (A&M Commerce) 3772 Farm Road 128, Pecan Gap TX 75469 903/325-4241, scottlan@byu.net Any, CM, - II [04]

(2) James (Jason) Lee (Texas Tech Univ.), 4320 42nd St, Lubbock TX 79413 806/795-5132, jason.lee@ttu.edu / jamesjasonlee@netscape.net Any, - I [03]

(*) Richard Leslie (McLennan Comm. College), 3416 Live Oak, Waco TX 76708 254/299-8104-wk 754-8514-hm, FAX 254/299-8242, rnl@mcc.cc.tx.us Any - II [02]

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

(*) Susan Loughran (St. Edward's University), 3621 Leadville Dr, Austin TX 78749 512/448-8490-wk 282-9936-hm, FAX 512/448-8492, susanl@admin.stedwards.edu Any, - IV [04]

(2) Jerry MacLaughlin (McLennan Comm. Coll/Baylor Un), 4704 Edmond, Waco TX 76710 254/776-3896-hm 299-8173-wk, FAX 254/299-8242, jrm@mcc.cc.tx.us II [05]

(2) Dennis Maganza, (Mesa State College), 235 S. Selig, Montrose CO 81401 970/240-8494-hm dmaganza@fred.colosys.net Any, - I [05]

(*) Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78212 210/733-2715-wk 491-9969-hm, FAX 210/785-6484, jmmammare@accd.edu - IV [04]

(2) Jonathan Marks (Texas Tech University), 4012 92nd St, Lubbock TX 79423-2928 806/742-3611-wk 798-7599-hm, FAX 806/742-1338, jonathan.marks@ttu.edu Any, - I [04]

(*) Lou-Ida Marsh (Theatre Consultant), 607 W Fox, Caldwell TX 77836 979/567-4388, lmarsh@tca.net - II [04]

(3) Dennis L McCord (Pasadena High School), 5001 Lamonte Ln, Unit 114, Houston TX 77092 713/477-1501-wk 290/0284-hm FAX-713/920-8237 Any, - III [04]

Tragedy offers all a sense of appreciation

Emily in Thornton Wilder's, *Our Town* expresses sadness that human beings never really live in the moment. Instead we rush from one activity to another and spend our lives ticking off the day's responsibilities.

If anything good can emerge from the ashes of Sept. 11, perhaps it will be a heightened sense of appreciation for the ordinary things, which in the past we've taken for granted.

It is a privilege to live in a nation in which an education is guaranteed. Certainly the sun does not rise or set on elementary and junior high academic competition, but perhaps this is a year in which those who have not done so in the past may celebrate the small and large successes of all students regardless of district affiliation. Maybe we can maintain an attitude of appreciation even as we return to daily routines. And in the spirit of that...



Rhonda Alves
Assistant Academic Director

The last fall UIL workshop will take place at Sam Houston State University on Saturday, Nov. 11, from 9 a.m. until 1:30 p.m. No registration or fee is required. Elementary and junior high sessions will cover the following topics: serving as coordinator, running the district meet, music memory, art, math events, dictionary skills, spelling, listening, impromptu speaking and modern oratory. Information for the workshop along with the schedule and location information is posted at <http://www.uil.utexas.edu/aca/sac/shsu.html>.

All elementary and junior high sessions are for adults only. If you have not already attended a workshop, I strongly urge you to attend this one or to send a campus representative.

This year begins a new two-year cycle for the art contest. The official list is included in this publication. By the time you read this, the Legislative Council will have met and considered a proposal to extend the art contest to grades 6-8. If passed, this will be effective for the 2003-2004 school year. Separate tests will be created for the two divisions: grades 4-5 and grades 6-8.

A large number of fall/winter district meets are occur-

ring this year. Please remember that fall/winter contest materials are the same ones used for spring invitational meets. Students who compete in fall/winter district meets should not compete in spring invitational tournaments in which UIL-supplied materials are used. My goal for next year is to add a third set of materials in order to eliminate this problem. This is not a "done deal," though.

The UIL web site contains a lot of valuable information. The address for the elementary and junior high page is <http://www.uil.utexas.edu/aca/ejh/ejhindex.html>. Another useful cyber tool is the elementary and junior high listserve. This bulletin board allows statewide communication. If you do not presently subscribe to the list, you may do so by following the directions included in this publication. Requests for information about invitational tournaments, ideas for running a meet and the search for a UIL district in which to compete are all great topics for the listserve.

No profound insights are included in this column, but it is my hope that all people can approach the task at hand with renewed passion. I am grateful for the opportunity to do so.



"Being involved in UIL academics has shown me a higher level of competitiveness and professionalism. It was probably the single largest influence on my success in school and society. I hope that all participants can have as positive and enriching an experience as I have had."

Michael
Warren
Tolar HS

Official List for the Elementary/Middle School Music Memory Contest 2001-2002

Titles for all competitors

- | | |
|----------------------------|------------------------------------------------------------------------------|
| 1. Chopin | Etude for Piano #12 in c minor, "Revolutionary" |
| 2. Copland | "Fanfare for the Common Man" |
| 3. Grieg | Peer Gynt: "Anitra's Dance" |
| 4. Stravinsky | The Firebird: "The Infernal Dance" |
| 5. Verdi | Il Trovatore: "The Anvil Chorus" |
| 6. Rossini | The Barber of Seville: "Largo al Factotum" |
| 7. Basie | "Jumpin' At The Woodside" |
| 8. Falla | El Amor Brujo: "Ritual Firedance" |
| 9. Bremer | "Early Light" |
| 10. Tower | "Fanfare for the Uncommon Woman, #1" |
| 11. Victoria Motet: | "O magnum mysterium" |
| 12. Vivaldi | The Four Seasons: Spring 1 st Movement |
| Titles for 3/4 ONLY | |
| 13. Mozart | Piano Sonata #11 in A Major:
3 rd Movement, "Rondo alla Turca" |
| 14. Haydn | Trumpet Concerto in E-flat Major: 3 rd Movement |
| 15. Rimsky-Korsakov | The Tale of Tsar Saltan:
"The Flight of the Bumblebee" |

- | | |
|----------------------------|--------------------------------------------------------------|
| 16. Rodgers & Hammerstein | The Sound of Music: "My Favorite Things" |
| Titles for 5/6 ONLY | |
| 13. Bach | "Toccat and Fugue in d minor", BWV 565 |
| 14. Mozart | Symphony #40 in g minor: 1 st Movement |
| 15. Beethoven | Symphony #3 in E-flat Major, Eroica 3 rd Movement |
| 16. Kern & Hammerstein | Showboat: "Ol' Man River" |

Official List for the Elementary/Middle School Art Contest 2001-2003

- | | |
|-------------------------------------|----------------------------------------------|
| Angrand | The Harvesters |
| Bassano | The Miraculous Draught of Fishes |
| Bellotto | Entrance to a Palace |
| Bosch | Death and the Miser |
| Bosschaert | Bouquet of Flowers in a Glass Vase |
| Bourdon | The Finding of Moses |
| Carracci | River Landscape |
| Chardin | Fruit, Jug, and a Glass |
| Church | The Icebergs |
| David | The Rest on the Flight into Egypt |
| Degas | The Dance Lesson |
| Derain | Mountains at Collioure |
| Edmonds | The Bashful Cousin |
| Florentine 16 th Century | Allegorical Portrait of Dante |
| Gentileschi | The Lute Player |
| Guardi | Santa Maria della Salute |
| Hassam | Allies Day, May 1917 |
| Hogarth | A Scene from The Beggar's Opera |
| de Hooch | The Bedroom |
| Hull | The Farmer |
| Lane | Lumber Schooners at Evening on Penobscot Bay |
| Lawrence | Daybreak - A Time to Rest |
| Matisse | Still Life with Pineapple |
| Meléndez | Still Life with Figs and Bread |
| Monet | The Artist's Garden at Vétheuil |
| Moran | The Mtrage |
| Ostade | The Halt at the Inn |
| Peale | Rubens Peale with a Geranium |
| Picasso | Portrait of Sylvette |
| Ranney | Veterans of 1776 Returning from the War |
| Rembrandt | The Mill |
| Rubens | Decius Mus Addressing the Legions |
| Ruiz | El Corrido del Mocho Eugenio |
| Sassetta and Workshop | The Meeting of Saint Anthony and Saint Cakes |
| Paul Thiebaud | A View of El Paso |
| Trousset | Mortlake Terrace |
| Turner | The Marquise de Pezé and the Marquise de |
| Vigée-Lebrun | Rouget with Her Two Children |
| Vuillard | Théodore Duret |
| Weyden | Portrait of a Lady |

E/JH listserve easy to subscribe

The UIL Elementary/Junior High listserve provides subscribers with an easy way to share questions, insights and issues with other coordinators around the state. Information from the UIL office is also periodically posted to the list, giving subscribers quick access to new information. It is highly recommended that all elementary and junior high coordinators subscribe to the list.

How to subscribe: send an e-mail to listproc@lists.cc.utexas.edu. In the message type ONLY "subscribe ejhcoordinators <your name>."

This message must be placed in the text of the e-mail, not in the subject

portion. Text must be written exactly as printed above, with no extra words or questions. You must send this e-mail from the e-mail address you wish to register for the list. You will receive confirmation.

How to post - Send any messages you wish to have posted on the listserve to: ejhcoordinators@lists.cc.utexas.edu.

This will send your outgoing message to all recipients on the list. By subscribing, you agree not to send (1) jokes; (2) attack someone personally; (3) advertise.

To get off the list, send an e-mail to listproc@lists.cc.utexas.edu with the following request: "unsubscribe ejhcoordinators."

Academic Invitational Meets

Oct. 20, 2001
Denton High School
Contests: all academic events except speaking events
Contact: Carol Hyatt
phone: 940-369-2000
fax: 940-369-4953
e-mail: chyatt@dentonisd.org

Oct. 20, 2001
Brackenridge High School, San Antonio
Contests: All UIL events, including CX and LD Debate. No Computer App. Original contest material used. Additional contests include video contests and Spanish I-IV
Contact: Cindy Grauke
phone: (210) 533-8144 X3054
fax: (210) 534-9770
e-mail: cindygrauke@yahoo.com

Oct. 20, 2001
Lago Vista High School
Contests: Debate only (novice and varsity)
Contact: Tim Cook
phone: (512) 267-8315
fax:
e-mail: lvdebate@hotmail.com

Oct. 20, 2001
Diboll High School
Contests: all UIL speech events, CX and LD debate plus Student Congress
Contact: Gerry Wilbanks
phone: (93) 829-5626
fax: (936) 826-5708
e-mail: gwilbanks@diboll.esc7.net

Oct. 26-27, 2001
Memorial High School, Victoria
Contests: All Speech, Drama, and Debate Events including Novice and Senior Extemp, LD, CX, Prose, and Poetry. Plus, performing arts events like Impromptu, Improv, Oratory, Acting Events: (Solo, Duet, Ensemble), Rec Mime, Music Interp, Dance Storytelling, Reader's Theatre, Bible Reading, and more
Contact: Barbara Skipper, Glen Robinson, Kay Freyer, Woodrow Wagner
phone: (361) 575-7451
fax: (361) 788-9701
e-mail: ww54274@swt.edu

Oct. 26-27, 2001
Del Valle High School
Contests: L/D, CX, Extemp OI, HI, DI, Prose, Poetry, Duet, and video entries: PSA 30-60 sec, Commercials, Dramatic, Readers Theater, Humorous Video, Music Video
Contact: Michael Cunningham
phone: (512) 386-3200
fax: (512) 386-3217
e-mail: mcunningham@delvalle.k12.tx.us

Oct. 27, 2001
Lockney High School
Contests: All academic and speech contests (limited to A and 2A schools only)
Contact: Sherri Neff
phone: (806) 652-3325
fax: (806) 652-4945
e-mail: sneff@lockney.isd.tenet.edu

Nov. 2-3, 2001
Bryan High School
Contests: All academic contests. Speech/debate contests will begin Friday
Contact: Debbie Diss or James Lee
phone: (979) 731-7372
fax: (979) 731-7422
e-mail: gemodiss@bryanisd.org
James_Lee@bryanisd.org

Nov. 3, 2001
La Vernia High School
Contests: All speaking events (1A-3A; 4A and 5A please contact before sending entries)
Contact: Steven Verm
phone: (830) 779-2181
fax: (830) 779-3218
e-mail: Steven.Verm@la-vernia.k12.tx.us

Nov. 3, 2001
La Joya High School
Contests: All UIL events
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail: g.reyes@ljsd.esc1.net

Nov. 3, 2001
Pflugerville High School
Contests: all UIL contests
Contact: Sandra Greene
phone: (512) 251-2238x126
fax: (512) 251-9091
e-mail: SANDRA_GREENE@hs.pflugerville.k12.tx.us or sgreene@hotmail.com

Nov. 10, 2001
Medina Valley High School, Castroville
Contests: current events, math, calculator, number sense, science, spelling
Contact: Tamra Westberry
phone: (830) 931-2514 #152
fax: (830) 931-3258
e-mail: tamra.westberry@mvisd.com

Nov. 10, 2001
Giddings High School
Contests: all UIL academic events
Contact: Debbie Winkler
phone: (979) 542-3351
fax: (979) 542-5312
e-mail: debate4lif@giddings.txd.net

Nov. 17, 2001
Valley View High School
Contests: Junior High Math/Science contests
Contact: Patti Wilson
phone: (940) 726-3522
fax: (940) 726-3614
e-mail: pwilson@esc11.net

Nov. 17, 2001
Lindsay High School
Contests: all speech events
Contact: Craig Hertel
phone: (940) 668-8474
fax:
e-mail: chertel@esc11.net

Nov. 30-Dec. 1, 2001
Bay City High School
Contests: All UIL speech events, plus acting events — solo, duet, ensemble, rec mime, music interp., auditioning, speech-impromptu, oratory; reading-storytelling, reader's theatre.
Contact: Andy Berkovsky
phone: (979) 323-1387
fax: (979) 245-1220
e-mail: dungeoneers@yahoo.com

Dec. 1, 2001
Burk Burnett High School
Contests: CX, LD, Prose, Poetry, and Extemp
Contact: Jerrie Sowards
phone: (940) 569-1411, X27
fax:
e-mail: jerrie.sowards@esc9.net

Dec. 7-8, 2001
Sul Ross State University
Contests: all UIL academic contests
Contact: Greg Schwab or Esther Rumsey
phone: (915) 837-8211
fax: (915) 837-8376
e-mail: erumsey@sulross.edu

Dec. 8, 2001
Karnes City High School
Contests: Poetry, Prose, Informative Speaking, Persuasive Speaking, C-X & L-D Debate
Contact: Grace Soliz
phone: (830) 780-2437 (or) (830) 780-3070
fax: (830) 780-2437
e-mail: gsoliz@karnesec.net

Dec. 8, 2001
Carroll High School
Contests: Computer Programming contest only (held to help teams practice for the hands-on part of the REGIONAL and STATE Computer Science Contest)
Contact: Stacey Armstrong
e-mail: jrr9000@hotmail.com or sarmsto@cisdmail.com

Jan. 11-12, 2002
Denison High School
Contests: All UIL events
Contact: John Terry
phone: (903) 462-7125
fax: (903) 462-7217
voice mail: (903) 462-7183
e-mail: jterry@denisonisd.net

Jan. 12, 2002
Pine Tree High School, Longview
Contests: all events except debate
Contact: Margaret Rhodes
phone: (903) 295-5031
fax: (903) 295-5029
e-mail: mrhodes@pinetree.esc7.net

Jan. 18-19, 2002
Hamshire-Fannett High School
Contests: all events except CX and LD debate (set A tests)
Contact: Sheila Sachitano
phone: (409) 243-2131 ext. 330
fax: (409) 243-2518

Jan. 18-19, 2001
Mount Pleasant High School
Contest: all events (CX, LD and Ready Writing will be held Jan. 18)
Contact: Louie Barton
phone: (903) 575-2020 ext. 44
fax: (903) 575-2036
e-mail: louiebarton@hotmail.com

Jan. 18-19, 2002
Hamshire-Fannett High School
Contests: all events except CX and LD Debate (set A tests will be used)
Contact: Sheila Sachitano
phone: (409) 243-2131 x330
fax: (409) 243-2518

Jan. 18-19, 2002
El Campo High School
Contests: all UIL Speech & Debate events in senior and novice divisions and wide variety of other speaking, acting, and interp events
Contact: Katrese Skinner
phone: (979) 543-6341
fax:
e-mail: kskinner@ecisd.org

Jan. 18-19, 2002
Princeton High School
Contests: Friday - CX, LD debate; Saturday - All other UIL events; plus student congress —will follow Academic Conflict Pattern
Contact: Jimmy Smith
phone:
fax:
e-mail: jlsmith_theatre@yahoo.com

Jan. 19, 2002
Brackenridge High School, San Antonio
Contests: All UIL events, including CX and LD Debate. No Computer App. Original contest material used. Additional contests include video contests and Spanish I-IV
Contact: Cindy Grauke
phone: (210) 533-8144 X3054
fax: (210) 534-9770
e-mail: cindygrauke@yahoo.com

Jan. 19, 2002
Blanco High School
Contests: All UIL speaking contests. Open to all A, 2A and 3A schools; 4A and 5A novices only
Contact: Russell Kirkscey
phone: (830) 833-4337
e-mail: kirkscey@moment.net

Jan. 25-26, 2001
Mount Pleasant High School
Contest: all events (CX, LD and Ready Writing will be held Jan. 25)
Contact: Louie Barton
phone: (903) 575-2020 ext. 44
fax: (903) 575-2036
e-mail: louiebarton@hotmail.com

Jan. 26, 2002
Brownwood High School
Contests: all UIL Academic, Speech and Debate Events
Contact: Larry Mathis
phone: (915) 646-9549
fax: (915) 641-9810
e-mail: larry.mathis@netxv.net

Jan. 26, 2002
Texas Tech University, Lubbock
Contests: all academic events except hands-on computer science, speech and debate
Contact: Lynn Elms
phone: (806) 742-2350
fax: (806) 742-1660
e-mail: lynn.elms@ttu.edu

Jan. 26, 2002
Cedar Creek Middle School, Bastrop
Contests: all events 5th-8th grade
Contact: Debbie Burkham
phone: (512) 332-2626
fax:
e-mail: kstevens@bastrop.isd.tenet.edu

Jan. 26, 2002
Southwest High School, San Antonio
Contests: all UIL contests
Contact: Mr. Castaneda
phone:
fax: (210) 622 - 3095
e-mail: MATHOZZ@aol.com

Feb. 1-2, 2002
Angleton High School
Contests: UIL extemp, interp, LD & CX also solo & duet acting, storytelling, impromptu speaking, storytelling, and many other
Contact: Karen Matt
phone: (979) 849-8206
fax: (979) 864-8675
e-mail: kmatt@angleton.isd.tenet.edu

Feb. 1-2, 2002
Lindale High School
Contests: All UIL contests (CX and LD prelims held on Feb. 1)
Contact: Janice Caldwell
phone: (903) 882-6138
fax: (903) 882-2813
e-mail: jcaldwell@lind.sprnet.org

Feb. 2, 2002
Bishop High School
Contests: all academic - no speech or debate/open only to A, AA, or AAA schools
Contact: Joe Trevino
phone: (361) 584-3591 ext. 206
fax: (361) 584-2549
e-mail: jtrevino@bishopcisd.esc2.net

Feb. 2, 2002
Valley View High School
Contests: Match/Science meet plus computer science
Contact: Patti Wilson
phone: (940) 726-3522
fax: (940) 726-3614
e-mail: pwilson@esc11.net

Feb. 2, 2002
Del Valle HS
Contests: all, including social studies pilot
Contact: Donna Woodard or Cynthia Miller
phone: (512) 386-3219
fax: (512) 386-3271
e-mail: dwoodard@del-valle.k12.tx.us or cmiller@del.valle.k12.tx.us

Feb. 8-9, 2002
Ryan High School, Denton
Contests: all except CX Debate
Contact: Karen Guenther
phone: (940) 369-3000
fax: (940) 369-4960
e-mail: kguenther@dentonisd.org

Feb. 8-9, 2002
Robert E. Lee High School, Tyler
Contests: all academic events
Contact: Lisa C. Ryan
phone: (903) 531-3955
fax: (903) 533-5112
e-mail: ryanl@tyler.sprnet.org

Feb. 9, 2002
Wylie High School, Abilene
Contests: All UIL academic and speech events including L/D and C/X Debate
Contact: Amy White
phone: 915-690-1181
fax: 915-690-0320
e-mail: awhite@wylie.esc14.net

Feb. 9, 2002
Grandview High School
Contests: All UIL events (1st release date for set B contests)
Contact: Marilyn Rollins
phone: (817) 866-3320
fax: (817) 866-3351
e-mail: mrollins@gvisd.org

Feb. 9, 2002
Alexander High School - Laredo
Contests: All contests except CX debate
Contact: Mario Rosales
phone: (956) 718-9064
fax: (956) 718-9064
e-mail: mrosales@surfus.net

Feb. 9, 2002
Livingston High School
Contests: All Events Except C-X
Contact: Luanna Price
phone: (936) 328-2278
fax: (936) 328-2278
e-mail: lprice@esc6.net

Feb. 9, 2002
Monterrey High School, Lubbock
Contests: all except speech events
Contact: Matthew C. Hill
phone: (806) 766-0700
fax:
e-mail: mchill@lubbock.k12.tx.us

Feb. 9, 2002
Yoakum High School
Contests: All events except ready writing, informative, persuasive, and debate
Contact: John Chandler
phone:
fax:
e-mail: jchandler@yoakumisd.net

Feb. 9, 2002
Lufkin High School and Middle School combined meet
Contests: all high school academic events including CX and LD (4 rounds prelims); MS academic contests on same campus with HS (set B materials)
Contact: Leann Solice
phone: (936) 630-4299

Feb. 9, 2002
Belton High School
Contests: all UIL events will be offered
Contact: Alisha Dudley
phone:
fax:
e-mail: adudley@bisd.net

Feb. 9, 2002
Kennedy HS, San Antonio
Contests: all UIL contests (Set B/spelling ASW) except CX Debate
Contact: Abel Martinez
phone: (210) 444-8040 x3205
fax: (210) 444-8020

Feb. 16, 2002
Tarkington High School
Contests: all academic events except debate (all materials from outside sources)
Contact: Dorothy McCreight
phone: 592-7739
fax: (281) 592-0693
e-mail: dmccreight@tarkington.isd.esc4.net

Feb. 22-23, 2002
A&M Consolidated High School
Contests: all academic and speech plus CX, LD, Humorous, Dramatic, Duet, Impromptu, Group Improv and Parliamentary Debate. New materials will be used in all academic events.
Contact: Lisa Birth
phone: (979) 764 - 5500
fax: (979) 693-0212
e-mail: flingamo@yahoo.com

Feb. 22-23, 2002
Diboll High School
Contests: all UIL speech events, CX and LD debate and all other academic contests
Contact: Gerry Wilbanks
phone: (93) 829-5626
fax: (936) 826-5708
e-mail: gwilbanks@diboll.esc7.net

Feb. 23, 2002
Cooper High School, Abilene
Contests: All academic events except speech/debate
Contact: Sharron McClellan
phone: (915) 690-3430
fax: (915) 690-3402
e-mail: mcclellans@aisd.org

Feb. 23, 2002
Westwood High School, Austin
Contests: All academic, speaking, and debate events will be offered
Contact: Susan Seale or Mary Welch
phone: (512) 428-4167
fax: (512) 464-4020
e-mail: Susan_Seale@roundrockisd.org or Mary_Welch@roundrockisd.org

Feb. 23, 2002
Memorial High School, Victoria
Contests: All academic events except speaking events
Contact: Rhonda Wilson
phone: 361-575-7451
fax: 361-788-9701
e-mail: rhonda.wilson@visd.com

Feb. 23, 2002
Ana Richards Middle School-La Joya
Middle School UIL Meet
Contests: Middle School UIL Meet
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail: g.reyes@ljsd.esc1.net

Feb. 23, 2002
McCollum High School, San Antonio
Contests: all academic events except C-X
Contact: Gilbert Casas
phone: (210) 977-1659
fax: (210) 921-9673

March 2, 2002
La Joya High School
Contests: All UIL events
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail: g.reyes@ljsd.esc1.net

March 9, 2002
Memorial Middle School-La Joya
Contests: Middle School UIL Meet
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail: g.reyes@ljsd.esc1.net

One-act play judges set for school year

continued from page 7

(4) **Michael McKelvey** (Austin: St. Stephen's Episcopal School) 1930 W Rundberg, Apt. 114, Austin, TX 78758 512/339-4934-hm 512/327-1213-wk 512/339-1205-hm FAX bigbari@mail.utexas.edu Any, - IV [04]
(1) **Andra Allen McLarty** (Angelina College-Adjunct), Rt 12 Box 1140, Lufkin TX 75904 409/637-6021, andreg@inu.net Any, - II [03]
(2) **Greg McLarty**, (Angelina College), Rt. 12, Box 1140, Lufkin TX 75904 936/637-6021-hm andreg@inu.net Any, - III [05]
(1) **Connie McMillan** (Retired), 602-B Texas Ave, Austin TX 78705 512/482-8253, mcdymphna@hotmail.com Any - IV [03]
(*) **Nancy McVean**, Weatherford College, 225 College Park Dr., Weatherford TX 76086 817/598-6307-wk 596-5209-hm, FAX 817/598-6415, mcvean@wc.edu Any, CM, - I [05]
(*) **Joseph Daniel Mendoza**, Lee College, PO Box 818, Baytown TX 77521 281/425-6538/6355-wk 421-4580-hm, FAX 281/425-6228, DMENDOZA@lee.edu F/S - III [04]
(*) **Katy Meaker Menges**,

Corsicana TX 75110 903/875-7632-wk 641-0961-hm sonea@nav.cc.tx.us Any, - II [04]
(*) **John E Ore** (Southwestern Univ), 601 5th St, Pflugerville TX 78660 512/863-1364-wk 251-1281-hm, FAX 863-1422, orej@southwestern.edu - IV [05]
(*) **Allen H Oster**, S F Austin State Univ, SFA Box 9090, Dept. of Theatre Nacogdoches TX 75962-9090 936/468-4003-wk 936/564-8821-hm, FAX 936/468-1168, aoster@sfasu.edu - II [05]
(*) **Allana L Patterson** (Paschal High School), 2806 Manchester Ln, Grapevine TX 76051 922-6610-wk 817/329-2172-hm, FAX 817/329-2173, allanap@aol.com, - II [04]
(*) **Krin Brooks Perry**, 4312 Eskew Dr, Austin TX 78749 512/280-7577, FAX 512/280-5746, krinbrooksp@aol.com Any - IV [04]
(1) **Mildred Peveto**, 1607 Steenson Dr, Carrollton TX 75007 972/492-6504-hm swmap@swbell.net Any, - I [05]
(*) **Adonia Placette**, Lamar University, PO Box 10044-LUS, Beaumont TX 77710 409/880-8037-wk 866-5878-hm, FAX 409/880-8091, placetread@hal.lamar.edu Any - III [04]
(2) **Tim Poertner**, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8118-wk 759-2468-hm, FAX 254/299-8112, tjp@mcc.cc.tx.us - II [03]
(1) **Angela Porter**, 19197 Valley Dr, Flint TX 75762 903/825-3933-wk 894-8314-hm, FAX 903-825-7467, Any, CM, - II [03]
(*) **Jim Rambo** (McLennan Community College), 4101 Grim, Waco TX 76710 254/299-8177-wk 756-2837-hm, FAX 254/299-8112, jrr@mcc.cc.tx.us Any - II [04]
(2) **Elizabeth C Ramirez**, St. Philip's College, 1801 Martin Luther King Dr, San Antonio TX 78212 210/531-3321 or 3322-wk 734-4890-hm FAX-210/531-4768 eramirez@accd.edu Any, - IV [04]
(1) **Nicki R Roberson** (Nick's Bar None Ranch & Virtual Campground), 254 Cicero Dr, San Antonio TX 78218-2531 210/654-0745-wk 885-3405-hm skroop@aol.com Any, - IV [04]
(*) **Robin Robinson** (Grayson County College), 1208 N Woods, Sherman TX 75092 903/463-8609-wk 870-1642-hm FAX 903/463-5284, robinsonr@grayson.edu Any - II [03]
(2) **Rick Roemer**, Southwestern University, Blinn College, 902 College Ave, Brenham TX 77833 409/830-4269-wk 836-1165-hm, FAX 409/830-4030 (attn: Brad Nies), Any, - III [03]
(3) **Kerri O'Connor** (Commerce ISD), 2616 Sterling Hart Dr, Commerce TX 75428 903/886-3755-wk 886-8760-hm FAX-903/886-6025 kkocono@ednet10.net Any, - II [04]
(2) **Shellie O'Neal**, Navarro College, 3200 W 7th Ave.,

7743-hm, aross@accdvm.accd.edu - IV [04]
(*) **Marti Runnels**, Wayland University, 1900 W 7th St, Plainview TX 79072 806/291-1086-wk 296-2997-hm FAX 806/296-4718, runnels@mail.wbu.edu Any, - I [02]
(1) **Frankie Schexnayder** (retired), 2738 Ruth Ln, Port Neches TX 77651 409/727-1555, FLCS01@aol.com Any, CM, - III [04]
(*) **Stacy Schronk** (Retired), 1410 El Camino Real, Euless TX 76040 267-8674-hm, sschrokn@sbcglobal.net Any - II [04]
(*) **Roger Schultz**, TX A&M University-Theatre, TAMU, College Station TX 77843 979/845-2526-wk 693-7757-hm, FAX 979/862-1744r-schultz@tamu.edu Any, - II [04]
(3) **W. E. Schuetz** (Gregory Portland), P. O. Box 885, Ingleside, TX 78362 361/643-2538x282-wk, 775-2026-hm, FAX 361/775-1039schuetz@mail.earthlink.net IV [02]
(*) **Gregory M Schwab**, Sul Ross State University, PO Box C-29, Alpine TX 79832 915/837-8220-wk 837-1068-hm, FAX 915/837-8376, gschwab@sulross.edu Any, CM, - I [04]
(*) **Diana Gural Searcy** (Kingwood College), 3606 Oak Gardens, Kingwood TX 77339 281/359-1616-wk 358-7454-hm, diana.searcy@nhmccd.edu Any, - III [04]
(*) **Chuck Sheffield**, Richland College, 12800 Abrams Rd, Dallas TX 75243-2199 972/238-6255-wk 214/827-7526-hm, FAX 972/238-3799, css8430@dcccd.edu - II [03]
(1) **William Sheffield**, 11442 Ptarmigan, Apt 4, Austin TX 78758 512/873-8909 willshef@aol.com Any, - IV [04]
(3) **Roxy Sherwood** (Cleburne High School), 3558 S Nolan River Rd, Cleburne TX 76031 817/641-5020-hm, 817/556-5700 x 1816-wk sherwood@hpnc.com Any, - I [05]
(1) **Linda Lucretia Shuler** (Theatre Consultant), 11809 Mill Pond St, San Antonio TX 78230-2112 210/690-3994, FAX 210/690-7955, lshuler@stic.net Any, - III [04]
(*) **Victor L Siller**, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2203-wk 566-2176-hm, 800/687-5680 x.2203 m-f 8-5, FAX 903/510-2800, vsil@tjc.tyler.cc.tx.us Any, - II [04]
(*) **Robert Singleton**, High School for the Performing & Visual Arts, 4001 Stanford, Houston TX 77006-4948 713/942-1966-wk 937-3310-hm, FAX 713/942-1968, rsingleton@houstonisd.org Any, CM, - III [04]
(*) **Lawrence Ray Smith** (Theatre Consultant), 522 East Ln, Kerrville TX 78028 830/895-5936, FAX 830/895-5936, asnglfr@ktrc.com - IV [04]
(1) **Melanie Smith**, 8518 Fathom Circle #103, Austin, TX 78750 512/331-8231-hm Any, - III [05]
(*) **Vicki Smith** (Rosenberg:

George Jr. HS), 4531 Topaz Trail Dr, Sugarland TX 77479 281/341-3399-wk 980-1210-hm, FAX 281/341-3400, - III [03]
(2) **Thomas F Soare**, Sam Houston State Univ, PO Box 2297-SHSU, Huntsville TX 77341 409/294-1338-wk 295-4018-hm, FAX 409/294-3898, drmf@shsu.edu - III [04]
(*) **Cynthia M SoRelle**, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8903-wk 754-0603-hm, FAX 254/299-8935, cms@mcc.cc.tx.us Any - II [04]
(2) **Tracy (Lyons) Spencer** (Lamar Institute of Technology), 6812 25th Street Groves, TX 77619 962-6246-hm, 409/839-2912-wk michellefoxx94@yahoo.com Any, - III [04]
(3) **Barbara Stafford** (Denton: Calhoun Middle School), 5916 Sandhill Circle, The Colony TX 75056 940/387-8566-wk 972/6256782-hm babs_shakespeare@hotmail.com Any, - II [04]
(2) **Clarence Strickland**, Tyler Jr College, PO Box 9020, Tyler TX 75702 903/510-2211-wk 533-9369-hm, cstr@tjc.tyler.cc.tx.us - II [04]
(3) **Bronwyn Sullenberger**, Fossil Hill Middle School, 3821 Staghorn Cir. S, Ft. Worth TX 76137 817/847-1046-wk 817/847-6990-FAX 817/306-4547-hm bsullenberger@kellerisd.net Any, - II [04]
(1) **Billie Thompson**, 1310 East James Ave, Baytown TX 77520 281/427-2682 Any, - III [04]
(*) **Wayne I Toone** (Temple College), 514 E 6th Ave, Belton TX 76513 254/298-8282 x.8550-wk 939-2743-hm, - IV [02]
(2) **Richard Tuman**, 601 Stillmeadow Dr, Richardson TX 75081 972-671-9344-hm 972-238-6010-wk rickyt@wt.net Any, - II [03]
(*) **C Lee Turner**, Theatre Arts, Prairie View A&M Univ, PO Box 747, Prairie View TX 77446 409/857-2356-wk 281-890-0773-hm, FAX 409/857-4544, cleet7@yahoo.com - III [04]
(2) **Richard Turner**, (University of Houston-Central), PO Box 204, Raciliff TX 77518 281/738-1782 -hm Any, - III [05]
(3) **Erin Vinger** (Leander: Cypress Elementary), 2805 Buckeye Trail, Cedar Park TX 78613 (hm & FAX) 512/996-8248 vinger@swbell.net Any, - IV [04]
(*) **Ray von Rosenberg** (Central Texas College), 3301 Buffalo Trail, Temple TX 76504 254/773-4372, rrv@vvm.com Any - IV [05]
(1) **Matthew C Wagner**, 602 County Rd 151, George West TX 78022-3415 361/449-9427, mcw@fmbnet.net IV [04]
(2) **Shari Watterston** (Stephen F. Austin State University), 405 Meadowbrook Dr., Nacogdoches TX 75964 936/560-1183-hm 936/468-4003-wk shariw@netdot.com Any, - III [05]
(2) **Keith West**, Sul Ross State University, Box C-43 SRSU,

Alpine TX 79832 915/837-8416-wk, 837-9161-hm, FAX 915/837-8376 kwest@sulross.edu Any - I [02]
(2) **David Williams**, Texas Tech University, Dept. of Theatre & Dance, MS 2061, Lubbock TX 79409 806/742-1990-wk 806/784-0696-hm 806/742-1338-fax david.williams@ttu.edu Any, - I [05]
(*) **E Don Williams**, Lubbock Christian University, 5601 19th St, Lubbock TX 79407 806/796-8800 x.357-wk 795-1479-hm, FAX 806/796-8917, Don.Williams@LCU.EDU - I [03]
(2) **Linda Williamson** (UT-Dallas), 16826 Hunters Point, Dallas TX 75248 972/883-2786-wk 732-7321-hm, FAX 972/883-2989, llwill@utdallas.edu - II [03]
(2) **James Worley** (Angelo State Univ), 2216 Live Oak, San Angelo TX 76901 915/942-2343 x.241-wk 944-8867-

hm, FAX 915/942-2033, james.worley@angelo.edu - I [03]
(2) **John Presley Wright** (Paris Jr College), 525 N E 42nd St, Paris TX 75462 903/782-0327 / 0242-wk 784-4558-hm, FAX 903/782-0370, jwright@paris.cc.tx.us Any, CM, - II [04]
(2) **Mary Ellen Wright** (University of Texas-Tyler), 5404 Briar Cove, Tyler TX 75703 903/566-7289-wk 581-1835-hm, FAX 903/566-7491 MaryEllen_Wright@mail.uttyl.edu II [02]
(3) **Barry Davis Yandell** (Keller ISD), 1500 Pacific Pl, Fort Worth TX 76112 817/337-3500-wk 654-3020-hm, FAX 817/337-3500, byandell@kellerisd.net Any, - I [04]

INELIGIBLE CRITIC JUDGES

(as of October 15, 2001)

Accredited Judges that have not paid and/or updated their profile to be eligible, have retired from judging or that are directing UIL OAP: Karri Anderson, Mildred Austin, Jim Bush, Terry Castleberry, Reed Cochran, Kim Collins, Lisa Devine, Vicki Ellis, Elisabeth Hostetter, Heather Huggins, Ina Jensen, Pat Jurek, Joseph Kaoug, Jerry Knight, Connie Lambert, Jim Miller, Michael Moore, Patrick Muscanere, Lynette Perkins, Chuck Pullium, Beulah Pruett, Troy Reynolds, Alma Slawinski, Patrick Vaughn.

11234 Shelterwood Cir, Dallas TX 75229-2450 214/987-3778-hm, FAX 214/987-4911, jkmenges@prodigy.net Any, - II [03]
(*) **Mary Jane Mingus** (Freelance Designer), 2021 Woodland Dr, Stephenville TX 76401 254/968-2207, mingus@tarleton.edu Any, - I [05]
(1) **Richard Montgomery**, 5218 Vickery, Dallas TX 75206 214/824-0124-hm, 876-1096-cel/pager rich_montgomery@yahoo.com Any, - II [04]
(*) **Luis Muñoz** (Summit Productions), 308 Lark Ave, McAllen TX 78504 956/686-8170-wk 631-0753-hm, FAX 956/686-8415, lmunoz@summitprod.com Any, CM, - IV [03]
(2) **Ray Newburg**, Amarillo College, PO Box 447, Amarillo TX 79178 806/371-5987-wk 806/345-5572-Fax newburgs6@msn.com or newburg-ar@actx.edu Any, - I [05]
(2) **Bradley A. Nies**, Blinn College, 902 College Ave, Brenham TX 77833 409/830-4269-wk 836-1165-hm, FAX 409/830-4030 (attn: Brad Nies), Any, - III [03]
(3) **Kerri O'Connor** (Commerce ISD), 2616 Sterling Hart Dr, Commerce TX 75428 903/886-3755-wk 886-8760-hm FAX-903/886-6025 kkocono@ednet10.net Any, - II [04]
(2) **Shellie O'Neal**, Navarro College, 3200 W 7th Ave.,

7743-hm, aross@accdvm.accd.edu - IV [04]
(*) **Marti Runnels**, Wayland University, 1900 W 7th St, Plainview TX 79072 806/291-1086-wk 296-2997-hm FAX 806/296-4718, runnels@mail.wbu.edu Any, - I [02]
(1) **Frankie Schexnayder** (retired), 2738 Ruth Ln, Port Neches TX 77651 409/727-1555, FLCS01@aol.com Any, CM, - III [04]
(*) **Stacy Schronk** (Retired), 1410 El Camino Real, Euless TX 76040 267-8674-hm, sschrokn@sbcglobal.net Any - II [04]
(*) **Roger Schultz**, TX A&M University-Theatre, TAMU, College Station TX 77843 979/845-2526-wk 693-7757-hm, FAX 979/862-1744r-schultz@tamu.edu Any, - II [04]
(3) **W. E. Schuetz** (Gregory Portland), P. O. Box 885, Ingleside, TX 78362 361/643-2538x282-wk, 775-2026-hm, FAX 361/775-1039schuetz@mail.earthlink.net IV [02]
(*) **Gregory M Schwab**, Sul Ross State University, PO Box C-29, Alpine TX 79832 915/837-8220-wk 837-1068-hm, FAX 915/837-8376, gschwab@sulross.edu Any, CM, - I [04]
(*) **Diana Gural Searcy** (Kingwood College), 3606 Oak Gardens, Kingwood TX 77339 281/359-1616-wk 358-7454-hm, diana.searcy@nhmccd.edu Any, - III [04]
(*) **Chuck Sheffield**, Richland College, 12800 Abrams Rd, Dallas TX 75243-2199 972/238-6255-wk 214/827-7526-hm, FAX 972/238-3799, css8430@dcccd.edu - II [03]
(1) **William Sheffield**, 11442 Ptarmigan, Apt 4, Austin TX 78758 512/873-8909 willshef@aol.com Any, - IV [04]
(3) **Roxy Sherwood** (Cleburne High School), 3558 S Nolan River Rd, Cleburne TX 76031 817/641-5020-hm, 817/556-5700 x 1816-wk sherwood@hpnc.com Any, - I [05]
(1) **Linda Lucretia Shuler** (Theatre Consultant), 11809 Mill Pond St, San Antonio TX 78230-2112 210/690-3994, FAX 210/690-7955, lshuler@stic.net Any, - III [04]
(*) **Victor L Siller**, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2203-wk 566-2176-hm, 800/687-5680 x.2203 m-f 8-5, FAX 903/510-2800, vsil@tjc.tyler.cc.tx.us Any, - II [04]
(*) **Robert Singleton**, High School for the Performing & Visual Arts, 4001 Stanford, Houston TX 77006-4948 713/942-1966-wk 937-3310-hm, FAX 713/942-1968, rsingleton@houstonisd.org Any, CM, - III [04]
(*) **Lawrence Ray Smith** (Theatre Consultant), 522 East Ln, Kerrville TX 78028 830/895-5936, FAX 830/895-5936, asnglfr@ktrc.com - IV [04]
(1) **Melanie Smith**, 8518 Fathom Circle #103, Austin, TX 78750 512/331-8231-hm Any, - III [05]
(*) **Vicki Smith** (Rosenberg:

George Jr. HS), 4531 Topaz Trail Dr, Sugarland TX 77479 281/341-3399-wk 980-1210-hm, FAX 281/341-3400, - III [03]
(2) **Thomas F Soare**, Sam Houston State Univ, PO Box 2297-SHSU, Huntsville TX 77341 409/294-1338-wk 295-4018-hm, FAX 409/294-3898, drmf@shsu.edu - III [04]
(*) **Cynthia M SoRelle**, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8903-wk 754-0603-hm, FAX 254/299-8935, cms@mcc.cc.tx.us Any - II [04]
(2) **Tracy (Lyons) Spencer** (Lamar Institute of Technology), 6812 25th Street Groves, TX 77619 962-6246-hm, 409/839-2912-wk michellefoxx94@yahoo.com Any, - III [04]
(3) **Barbara Stafford** (Denton: Calhoun Middle School), 5916 Sandhill Circle, The Colony TX 75056 940/387-8566-wk 972/6256782-hm babs_shakespeare@hotmail.com Any, - II [04]
(2) **Clarence Strickland**, Tyler Jr College, PO Box 9020, Tyler TX 75702 903/510-2211-wk 533-9369-hm, cstr@tjc.tyler.cc.tx.us - II [04]
(3) **Bronwyn Sullenberger**, Fossil Hill Middle School, 3821 Staghorn Cir. S, Ft. Worth TX 76137 817/847-1046-wk 817/847-6990-FAX 817/306-4547-hm bsullenberger@kellerisd.net Any, - II [04]
(1) **Billie Thompson**, 1310 East James Ave, Baytown TX 77520 281/427-2682 Any, - III [04]
(*) **Wayne I Toone** (Temple College), 514 E 6th Ave, Belton TX 76513 254/298-8282 x.8550-wk 939-2743-hm, - IV [02]
(2) **Richard Tuman**, 601 Stillmeadow Dr, Richardson TX 75081 972-671-9344-hm 972-238-6010-wk rickyt@wt.net Any, - II [03]
(*) **C Lee Turner**, Theatre Arts, Prairie View A&M Univ, PO Box 747, Prairie View TX 77446 409/857-2356-wk 281-890-0773-hm, FAX 409/857-4544, cleet7@yahoo.com - III [04]
(2) **Richard Turner**, (University of Houston-Central), PO Box 204, Raciliff TX 77518 281/738-1782 -hm Any, - III [05]
(3) **Erin Vinger** (Leander: Cypress Elementary), 2805 Buckeye Trail, Cedar Park TX 78613 (hm & FAX) 512/996-8248 vinger@swbell.net Any, - IV [04]
(*) **Ray von Rosenberg** (Central Texas College), 3301 Buffalo Trail, Temple TX 76504 254/773-4372, rrv@vvm.com Any - IV [05]
(1) **Matthew C Wagner**, 602 County Rd 151, George West TX 78022-3415 361/449-9427, mcw@fmbnet.net IV [04]
(2) **Shari Watterston** (Stephen F. Austin State University), 405 Meadowbrook Dr., Nacogdoches TX 75964 936/560-1183-hm 936/468-4003-wk shariw@netdot.com Any, - III [05]
(2) **Keith West**, Sul Ross State University, Box C-43 SRSU,

Alpine TX 79832 915/837-8416-wk, 837-9161-hm, FAX 915/837-8376 kwest@sulross.edu Any - I [02]
(2) **David Williams**, Texas Tech University, Dept. of Theatre & Dance, MS 2061, Lubbock TX 79409 806/742-1990-wk 806/784-0696-hm 806/742-1338-fax david.williams@ttu.edu Any, - I [05]
(*) **E Don Williams**, Lubbock Christian University, 5601 19th St, Lubbock TX 79407 806/796-8800 x.357-wk 795-1479-hm, FAX 806/796-8917, Don.Williams@LCU.EDU - I [03]
(2) **Linda Williamson** (UT-Dallas), 16826 Hunters Point, Dallas TX 75248 972/883-2786-wk 732-7321-hm, FAX 972/883-2989, llwill@utdallas.edu - II [03]
(2) **James Worley** (Angelo State Univ), 2216 Live Oak, San Angelo TX 76901 915/942-2343 x.241-wk 944-8867-

Current events contest gets surge of information

continued from page 5

of each of the suspected hijackers or the names of Taliban functionaries.

• Expect the media to dish up endless warm-and-fuzzy feature stories reminding us to keep our eyes and ears open. The media is currently stuffed with stories about heroic New York firemen, of Christians, Jews, Hindus, Muslims and Sikhs gathering together in churches and mosques to sing, *All You Need is Love*. That is all well and good. These are comforting stories that remind us how special it is to be American, but they provide scant information, at least in terms of the Cl&E contest.

• Know where the governments in the countries surrounding Afghanistan stood. How did the NATO allies, Russia, China and India respond to the air-strikes? What were the reactions in Lebanon, Iran and Iraq?

• Hone your news judgment. That a story doesn't appear on page one does not mean it is unimportant. A story regarding government clashes between Philippine troops and Muslim rebels appeared on page 26A of the Oct. 8 *Dallas Morning News*. Fifteen rebels were killed as part of a massive offensive against the Abu Sayyaf rebels. On any other day, the story might have been page one stuff. But in this case, the first 25 pages were dedicated to the U.S. and British air-strikes in Afghanistan.

• Don't overlook Texas politics. Despite everything that's taking place internationally, we're still in the throes of a statewide election. What has happened with the Legislative re-districting case? Who are the major statewide office candidates and where did they come from? What's up with Dewhurst, Rylander, Cornyn and Perry?

In closing, it's going to be a strange year, even more so than last year. The last time the nation experienced something like this, the elder George Bush was in the White House, and the current issues & events contest was in its infancy. So 2001-02 is going to be a unique experience. I feel fairly certain I won't have to eat those words come this time next month.

State wind ensemble offers positive experiences

The State Wind Ensemble Contest (SWEC) was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed it gradually evolved into the format that was used throughout the past decade.

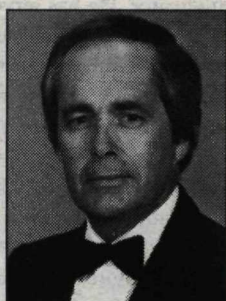
The SWEC is viewed as an educationally rewarding and positive experience for all participants. Thus, each year over 20 bands exercise the option to apply for one of the 18 available performance slots. This year this prestigious event is scheduled for May 4, 2002.

Much of the success of this event has been attributed to the Clinician/Commentator component of the format. This feature allows each performing group to have a 30-minute post concert clinic/critique with a nationally recognized conductor/educator.

The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Music Advisory Committee and the UIL Legislative Council the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEC, which cultivate the positive aspects of making music for music's sake rather than the attainment of an objective rating. In addition a listening component has been added to emphasize the important value of becoming good audience members as well as accomplished performers.

Participants in the 2002 State Wind Ensemble Festi-



Richard Floyd
Music Director

val can anticipate experiencing the following:

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

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

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

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

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

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

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

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

Reports indicate that some of the most successful and

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

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2002 State Wind Festival should be aware of the fact that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed.

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

- (2) Letters will be accepted as postmarked.

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

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

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

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

The traditional adjudication panel for the 2002 Wind Ensemble Contest will be:

BOBBY ADAMS — Dr. Adams is Director of Bands at Stetson University in Florida. He studied at Florida State University under the supervision of Jim Croft. Prior to his appointment at Stetson he enjoyed a distin-

continued on page 12

Legend brings to life musical experience

by Bill Watson

TMAA Marching Band Vice-President

Many parents, administrators, and highly respected individuals in our profession have expressed concerns about the role of marching band in our music programs. I had the privilege of meeting an advocate of the marching activity this past August — Dr. Frederick Fennell.

Dr. Fennell was asked to conduct the opening ceremonies of the 2001 Drum Corps International (DCI) World Championships. DCI asked the Santa Clara Vanguard if they would mind playing the arrangement of *America/O Canada* with Dr. Fennell on Tuesday afternoon. After a moment of stunned silence, we accepted the invitation.

The music staff was uncertain as to what to expect. A DCI official brought Dr. Fennell by our site in time for dinner straight from the corps food truck. As we sat in the cafeteria with him, our apprehension was quickly relieved as Dr. Fennell told us of his own participation in the marching band activity for 12 years. He did express his feeling that many directors were afraid of the activity but only because of their own insecurity.

After dinner came the moment of truth. Dr. Fennell requested that we play our entire show for him before we rehearsed *America/O Canada* with him. He began smiling from the first note (or was he wincing) during our renditions of the show. He spoke to the horn line about *Variants on a Medieval Tune*, one of our arrangements, relating his personal experiences with the composer, Norman Dello Joio.

After conducting the horn line we felt that Dr.

Dr. Fennell was gracious in his evaluation of the performance he had just viewed, observing what a joy it is to see fine music brought to life both musically and visually. His most important observations dealt with life issues.

Fennell, at 87 years young, may be ready to leave. Instead he walked to the practice field and watched full ensemble rehearsal for two hours.

After a spirited run through at around 9 p.m., Dr. Fennell asked to speak to the corps. The things he spoke of after being with the corps for only four hours helped remind all of the students and educators why they put up with all the heat, sweat and hard work of the marching activity.

Dr. Fennell was gracious in his evaluation of the performance he had just viewed, observing what a joy it is to see fine music brought to life both musically and visually. His most important observations dealt with life issues.

Dr. Fennell spoke of the amount of sacrifice, selflessness, dedication, and self-discipline required in a marching organization. He spoke softly but surely as he finished with a memorable statement for the members, "take what you have learned here and share it with someone."

The rest of the DCI week seemed insignificant after that Tuesday evening visit. What a great testimony to marching band!

At the same time, the events of the past month and the ongoing uncertainty surrounding our future may make marching band seem insignificant for many of us as well. However, many bands have responded to our

national tragedy by giving to our fellow countrymen with thoughts, prayers, blood, financial aid, and through inspirational music at public performances. These experiences give credence to the value of the marching band experience.

Even so all directors in Texas have their own personal view regarding the role of marching band in their program. Schools and communities differ throughout the state. Because of this diversity we will continue to be challenged by issues directly related to marching band in Texas.

New August school calendars and their impact on summer band rehearsal time, copyright infringement with our shows, and other issues dealing with equity and legality will need to be addressed. There may be other proposals that arise from inadequacies in our current system.

The important issue is that we remain open and sensitive to the many philosophies and views that guide marching band programs in all communities across our state. We must continue to evaluate our contest programs to make sure that they best serve the needs and expectations of all band students in Texas.

It is a pleasure to serve TMAA. Thank you for all your input relating to the judging workshops. I wish all of you great success and rewards through music.

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

Music clinicians bring 'best of the best'

continued from page 11

guished career as one of the most successful high school band directors in Florida. Currently he serves as Southern Division President of the College Band Directors National Association.

STEVE PETERSON – Steve Peterson is Director of Bands at Ithaca College in New York. Before going to Ithaca he served as Associate Director of Bands at Northwestern University where he worked closely with the late John Paynter. Steve is a master teacher and talented conductor. He is recognized nationally for his work at both the high school and collegiate level.

SARAH MCKOIN – Dr. McKoin is no stranger to Texas. She taught public school in here and then earned her doctorate at the University of Texas at Austin. She now holds the post of Director of Bands at the University

of Missouri in the Kansas City Conservatory of Music. Sarah's professional activities attest to her dedication to music education and school band programs.

Two exceptional conductors have been engaged to serve as clinician/commentators for the 2002 State Wind Ensemble Festival.

JERRY JUNKIN – Professor Junkin will be a familiar face to any who have participated in the State Wind Ensemble Festival in the past. As University of Texas Director of Bands he routinely serves as a clinician/commentator for this event. Jerry is one of the most active band conductors in the nation and is recognized internationally for his exceptional musicianship and inspirational teaching.

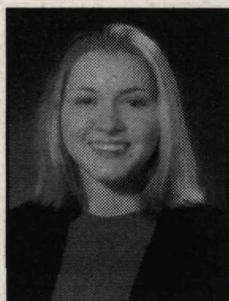
DON WILCOX – Don Wilcox is a frequent visitor to Texas often appearing as a clinician, conductor and

adjudicator. He has served in similar roles throughout the United States, Europe, Japan and the Pacific Rim. At present he holds the position of Director of Bands at the University of West Virginia and is President-Elect of the American Band Masters Association. Don's caring manner and love of students make him uniquely qualified to serve as one of this year's clinician/commentators.

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

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.
- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.
- Taped critiques are provided by the judging panel

continued on page 13



Participating in UIL means learning to win and lose gracefully. In these many years, I've found our events, from Science to Editorial Writing, are all special crafts bettered by competition. UIL is about relationships with our competitors, sponsors, schools, state, and the winner in all of us. I've enjoyed this immensely.

**Amanda
Green
Odem HS**

Coaches should provide help in finding officials

continued from page 2

1. START SENDING US YOUR EX-PLAYERS TO BECOME NEW OFFICIALS. If you want a really lasting influence and legacy, help us keep your kids in the game throughout their adult lives. We'll provide them an opportunity to stay in the game they love and to earn some pocket change while they're doing it.

We need about two ex-players annually from every football, basketball, volleyball, soccer, swimming, softball and baseball team in the state. If we get those numbers from you (we certainly have room for more), we could staff your games at every level, and keep the pipeline full of well-trained, qualified officials for your varsity games.

Speech too overworked to accommodate more contests for academic UIL competition

continued from page 3

percent — of the academic program would be speech/debate.

In the recommended high school graduation plan, students are required to pass a single half-credit of speech in order to graduate. Meanwhile, they're required to pass four credits of English, three credits of math, three years of science, three-and-a-half credits of social studies, two credits of foreign language, one fine arts credit and one technology applications credit. They complete the remainder of their course work with physical education classes and electives.

Granted, the League academic program needs to be expanded. We need a history contest. We need to finish the current social studies pilot. We need a foreign language contest. We might benefit from another technology applications contest. But we don't need another public speaking contest.

First, who will coach it? How many speech teachers does the typical high school employ?

Second, who will compete? Will it be the same students who are already competing in one-act play, CX, LD, interp or extemp?

Additionally, what will be the impact on the district, region and state meet championships?

And finally, who will direct it? Jana Riggins is directing six contests already, none of which are considered low maintenance. Her current schedule between mid-February and the first week of May is murderous. I can no more imagine assigning her additional duties than I can envisioning the League hiring a second speech and debate director.

I have no philosophical differences with Student Congress or Storytelling. I'm convinced both are outstanding competitions that deeply and richly benefit

If you want to help us, don't make some half-hearted announcement about "anyone interested in officiating should call..." Respect your ex-players enough to encourage them individually and tell them how important it is to your sport that people like them become interested and involved in officiating.

Follow up with both your local officiating chapter and your ex-players to check their commitment and progress. You have to be an aggressive part of this solution or you will remain a major part of the problem.

Invite us to speak to your kids and your booster clubs about what we do. TASO (Texas Association of Sports Officials) would jump to develop PowerPoint presentations to provide to chapters for this purpose (although I can't speak for TASO, that sounds like something Tim

Crowley would take on). Many of our members have advanced presentation skills, and we'd welcome the opportunity to do some PR work.

It will clearly demonstrate to your players and parents that we are on the same team and working toward the same goals of developing competitive athletes into productive adults.

2. REDUCE THE LEVEL OF CONFLICT YOU CREATE WITH OFFICIALS. The contentiousness, animosity, sarcasm, insults, intimidation and abusive language has to stop. It dishonors sport and teaches the wrong lessons. It also costs us our newest members and our best source of new officials — your former players.

The result in many chapters is that we have a significant number of very senior and very new officials. The mid-range is empty. While officiating is tremendously enjoyable, many of our members decide every year there is not enough enjoyment to offset the conflict — it takes the joy right out of the activity.

If you have a complaint, certainly you should address it, but we'll hear you whether you're polite or abusive. An abusive coach loses his credibility with the officiating crew almost immediately. They hear only the abuse, not the content. If you'll work with us, we'll work with you. If you voice your complaints constructively, we'll listen and respond.

I hope you will receive this message in the spirit it is intended. I've been watching you for a long time. I understand the frustration of working hard and those of your assistants and players to prepare to play a game, only to have to turn a good portion of it over to the officiating crew. The message we need you to receive is that we're working hard to train officials in every sport.

The quality of your games depends in large part on the quality of our officials, and we're absolutely getting better. However, ours is an impossible task without your aggressive and proactive support.

Because of you and your kids, Texas is the best place in America to officiate high school athletics. Trust me, we understand and appreciate that fact. Please don't ruin that for yourselves and us.

You've trusted us with your games, now trust us with your kids as they grow into mature men and women. This is a shared need to keep your profession and our avocation growing and viable. You send 'em to us. We'll teach 'em to officiate, and keep 'em in the game. And we'll all win.

John Milstead has officiated football for 36 years and basketball for 37. He has officiated in the Houston Football and Basketball Chapters since 1983. He is District Director from the Houston Chapter on the TASO State Basketball Board of Directors. He has officiated numerous high school and NCAA Division II football and basketball playoffs, as well as the UIL state basketball tournament. He lives in Nassau Bay with his wife Ellen and daughter Sarah.

students. But at this time, we have a full and vital public speaking program. I am reminded of a conversation I had with my daughter, Sarah, many years ago. She came home from a friend's house with a black kitten.

"Dad, Jenny's cat had kittens. Can I have this one? Please."

And I told her, "Sure. But we'll have to get rid of one." At the time, we had three yellow cats, and I didn't want a fourth.

"So here's the deal, if you want a new kitten, we have to get rid of one, and Woody is my cat so he stays. So who do you want to get rid of, Ellie or Max?"

She thought about it for a while, and then we took the kitten back to Jenny.

Fix activity conflicts now

continued from page 3

unnecessary conflicts and grief. We recommend the following policy: Priority is given to contests that count toward League standing. Thus, the district academic meet will have priority over a concert band festival. The district track meet will have priority over an invitational math tournament. The regional academic meet will have priority over an invitational track qualifiers meet.

It is critical that coaches, directors and sponsors communicate regularly. This won't eliminate all conflicts. Occasionally, a student will have to decide whether to attend the area one-act play or play center field in a district baseball or softball game.

But a general policy that, as the UIL Spring Meet Code mandates, "insures that UIL academic district, region and state meets receive precedence over non-qualifying contests or meets" will alleviate some confusion and potential hard feelings. — Bobby Hawthorne

C-X debate topic brings real-life situation to forefront

continued from page 4

commands our national attention. Journalists are now talking about little other than matters related to the terrorist threat. It would be unthinkable for broadcast journalists or newspaper columnists to decide the Sept. 11 attacks are out of bounds for news analysis.

Psychologists say that students should be encouraged to openly discuss the causes and possible solutions for the terrorist attacks. Dr. Richard Bromfield, a clinical psychologist at Harvard University, explains that open discussion can help students "take the hurt and channel it into a productive place to see themselves as agents who can make the world a better place" (*Boston Globe*, Sept. 23, 2001, p. 3).

From an educational perspective, the terrorist attacks provide what has been called "the ultimate teachable moment." Crystal River (Florida) high school principal Stephen Myers said that now, more than ever, students "need to be able to have these open discussions and formulate their own opinions" (*St. Petersburg Times*, Sept. 23, 2001, p. 3).

One of the greatest strengths of policy debate is to stimulate student thinking and research concerning contemporary news events. The American commitment to freedom of speech is certainly vibrant enough to allow students to express a variety of views concerning the U.S.-led fight against international terrorism. However, students will also be challenged to think about the importance of speaking responsibly.

Consider, for example, the argument that terrorism is justified as a tool to draw attention to the problems of disaffected peoples. In the past, debaters may have made such an argument without really thinking about the pain and suffering which terrorists visit upon innocent civilians.

After Sept. 11, it becomes powerfully clear that Americans can no longer discuss terrorism in a hypothetical or unattached way. International terrorism has come to America and only the most callous of individuals would describe the attacks of Sept. 11 as anything less than unequivocally evil.

Thoughtful debaters cannot use "devil's advocacy" as a cover for the expression of views that are morally repugnant in the aftermath of the attacks. Furthermore, judges do a disservice to students if they choose to overlook remarks, even though given in a debate context, which are morally bankrupt.

Yet if it is inappropriate for debaters to advocate or defend terrorism, how can debaters proceed in an activity which involves switching of sides and full exploration of political viewpoints? In actuality, the problem is less serious than it might first seem. The topic calls upon affirmative teams to advocate a U.S. foreign policy that will significantly limit the use of weapons of mass destruction. Accordingly, the events of Sept. 11 do not really eliminate any of the affirmative cases that might have been designed before the attacks. Typical affirmative cases propose to strengthen the Biological Weapons

Convention, strengthen the Chemical Weapons Convention, strengthen civil defense measures against chemical or biological attacks, build a ballistic missile defense system, approve the Comprehensive Test Ban Treaty (CTBT), or pledge that the U.S. will not be the first to use nuclear weapons (among others). All of these cases remain relevant in the post-Sept. 11 world.

The real concern is about negative positions; how can negative teams oppose greater measures to limit the use of weapons of mass destruction?

Negative positions actually remain as viable as they were a few months ago. Even before the attacks, negative teams would not likely have attempted to defend the use of weapons of mass destruction. Instead, they would be arguing that the particular measures proposed by the affirmative team are unwise. Opponents of a stronger enforcement mechanism for the Biological Weapons Convention typically argue, for example, that terrorists and the states supporting terrorism would be able to easily avoid the proposed inspection regime. The only impact, opponents would claim, of shutting down all research on Biological Weapons would be to disable the defensive preparations for Anthrax and other biological weapons. In addition, the on-challenge inspection regime would (arguably) violate existing Constitutional limits on search and seizure in the United States. International inspectors, rather than U.S. courts, would be making decisions about which individuals or companies could be searched and which materials could be seized.

These negative positions are not made any less persuasive by the recent terrorist attacks.

Some negative positions are actually strengthened by the Sept. 11 attacks.

Consider, for example, an affirmative plan proposing to move to early deployment of a ballistic missile defense (BMD) system. A negative team could oppose this program with a powerful disadvantage claiming that pushing ahead now with a BMD system would be unwise because it would fracture the international coalition assembled to fight terrorism. Russia and China, both opponents of the proposed BMD system, could express their displeasure by limiting their cooperation with the current push against terrorism.

Another negative position made stronger by the attacks is the bipartisanship disadvantage. President Bush is now operating in a bipartisan way, trying to maintain strong Congressional support for the fight against terrorism. He has said this fight will now be the focus of his presidency. By advocating the approval of the CTBT or adoption of a no-first-use pledge, the bipartisan consensus in Congress could be shattered, impairing the fight against terrorism.

Debaters will, of course, need to adjust some of the arguments that they would have made before the attacks. Many of the briefs that were developed in the summer debate workshops or in handbooks claimed, for example, that international terrorism has had minimal impact upon the United States. While such arguments might have been credible two months ago, they can no

longer be defended. Similarly, evidence dealing with the potential for bipartisanship in Congress or the level of political support for President Bush must now come from the post-Sept. 11 period in order to be relevant.

A final issue is whether the topic should now be broadened to include commercial airliners as "weapons of mass destruction" (WMD). In the aftermath of the attacks some journalistic accounts applied the WMD term to airplanes. Such matters of topicality will properly be left to discussion in actual rounds of debate. Negative debaters certainly have many tools to oppose the topicality of cases that would increase the number of sky marshals or strengthen cockpit doors. Most definitions of WMD indicate that the terms includes only nuclear, chemical, and biological weapons (indeed the explanatory paragraph included on the topic selection ballot included this definition).

The post-Sept. 11 journalistic accounts often warn that future terrorist attacks could be with WMD unless immediate action is taken to head off such attacks. These accounts clearly imply that the Sept. 11 attacks, while horribly destructive, did not involve weapons of mass destruction.

In summary, the weapons of mass destruction topic remains viable in the wake of the Sept. 11, 2001 terrorist attacks. Policy debaters will remember for the rest of their lives the experience of debating such a vital topic at this critical point in our nation's history.

Cross country rules re-defined

continued from page 14

meet. Why? It makes more sense since the meet is in the fall, thus it should be counted as a cross-country meet. What if a school has a cross-country coach and the coach in the spring for the track and field team is a different individual. Is it realistic for them to know you ran in what meet in the fall?

These types of meets are not going away. Matter of fact, more are popping up each year. Who cares if a kid only runs one mile as opposed to two or three miles? That is why they call you coach.

Truth of the matter is that we have to be constantly be looking for ways to keep kids interested in our activities. Maybe this is one way we do that.

State Cross Country Information

For better or worse, nothing will change much at the 2001 State Cross-Country Championships this year. No doubt it is for the better. The course will stay basically the same. Those of you who ran at the Round Rock McNeil Invitational in early October got a sneak preview.

Teams will be allowed to park inside Old Settlers Park. Spectators will be parked at Dell Diamond and then bused into the park. This move relieves congestion. Schools are reminded that they enter the park from the back entrance while spectators enter from the front at the Dell Diamond. If schools enter from the back of the park, traffic will not be an issue in getting your kids inside the park and ready to run.

Team packages can be picked beginning at 2:30 p.m. on Friday, Nov. 9 and schools may walk the course at that time.

2001 State Cross Country Meet Schedule

Saturday, Nov. 10
Old Settlers Park, Round Rock

10:00 a.m.	4A Girls
10:20 a.m.	4A Boys
10:50 a.m.	5A Girls
11:10 a.m.	5A Boys
11:40 a.m.	1A Girls
Noon	1A Boys
12:30 p.m.	2A Girls
12:50 p.m.	2A Boys
1:20 p.m.	3A Girls
1:40 p.m.	3A Boys

Music clinic offers positive feedback

continued from page 12

for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.
- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.
- A complimentary, professional-quality tape recording of each performance is provided at no cost.

- The entry fee is \$225 per ensemble.
- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area (see our website www.utexas.edu/admin/UIL for hotel/motel recommendations).
- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol are within walking distance or a short drive away.
- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

Losing weight should not be goal of wrestlers

PUBLIC REPRIMANDS

BASKETBALL

Donald McIntyre,
Whitesboro
Jeremy Vanley,
El Paso Parkland
Mike Fountain,
Spurger

BASEBALL

Ashby Porter,
Paradise
Greg Blanchard,
Lorena

SOCCER

Carl Wiersma,
Wichita Falls Rider

SOFTBALL

Robert Merritt,
Red Oak

A new school year brings new beginnings in many areas. One such area is rule changes for UIL activities, in this case, wrestling. Over the last several years, the National Federation of State High School Associations (NFHS) Wrestling Rules Committee has adopted rules that attempt to discourage wrestlers from losing extreme amounts of weight. In continuation of this mission, the rules committee altered the weigh-in rules for wrestling dual meets and tournaments.



Mark Cousins
Assistant Athletic
Director

The new rule on weighing in for dual meets states: Contestants shall have the opportunity to weigh in, shoulder-to-shoulder, a maximum of one hour and a minimum of one half hour before the time a dual meet is scheduled to begin. The weigh-in shall proceed through the weight classes beginning with the lowest weight class. A contestant who, for whatever reason, cannot step on the scale(s) at the time of his weight class shall weigh-in immediately upon the completion of the 275 lbs. class. At this time, weigh-ins are concluded for the team(s). A contestant may step on and off the scale(s) three times to allow for mechanical inconsistencies in the scales. During this brief time off the scales, activities that promote dehydration are prohibited. When a preliminary meet is followed by a varsity meet, the 30-minute weigh-in period for the second meet may, by mutual consent, precede the preliminary meet. The weigh-in period shall extend no longer than 30 minutes and shall be conducted at the dual meet site.

For tournaments the rule now states: contestants shall weigh in at the tournament site a maximum of two hours and a minimum of one half hour before the first session of the day. The weigh-in shall proceed through the weight classes beginning at the lowest weight class. If a contestant fails to make weight on one of the designated scales, the contestant may step on each available scale one time in an attempt to make weight immediately following the 275 lb. class. The contestant may not leave the designated weigh-in area. During the time off the scale, activities that promote dehydration are prohibited. The weigh-in procedure for subsequent days may be established by the state association. The tournament manager shall establish the weigh-in time within the maximum and minimum time period.

Following in an excerpt from an article written by Sam Crosby of New Jersey, who is the chairman of the National Federation Wrestling Rules Committee.

With the new weigh-in procedures, it is hoped that everyone connected with wrestling will begin to move away from an emphasis on the sport of cutting weight to concentrate on the sport of wrestling.

Wrestling is a wonderful activity with many advantages for the student-athlete. It is a sport that is highly competitive, exciting and satisfying. It is a sport that provides for individual and team competition. It is and should be fun.

Unfortunately, the practice of losing weight by not eating, restricting fluid intake and over-exercising reduces the sport's fun. For too long, the wrestling community has unthinkingly accepted the myth that to be a good wrestler, you must cut weight. The generally accepted thinking is something like this: if your natural weight is 135 pounds, you may be a good wrestler at 135 pounds. But if you wrestle at 130 pounds, you'll be a better wrestler. And if you can make it down to 125, you'll be a state champion. No facts support that widely held view, yet wrestlers and parents subscribe to that faulty reasoning.

I suggest that losing excessive weight is, in fact, detrimental

to an athlete's performance. A wrestler who cuts excessive weight decreases strength, diminishes agility, reduces quickness and promotes the development of a negative attitude for the sport of wrestling. The wrestler's sole focus becomes one of losing weight. His every waking moment turns to thoughts of food and drink. All his practice time is spent not on improving wrestling skills but on using methods to lose weight. Interest in the sport of wrestling wanes; interest in the sport of losing weight becomes paramount.

Why then do we in the wrestling community persist in supporting, and even encouraging, wrestlers to lose weight? Do wrestlers really believe that after losing 10 pounds during the week they are stronger, faster and more agile than their opponent? Whatever the rationale, somehow losing weight has become the acceptable norm in the wrestling culture, accepted not only by the wrestlers but by coaches and parents, too.

If you talk to a non-wrestling person about the sport, their first thought about wrestling is one of cutting weight. The non-initiated usually will share bizarre stories about some wrestler they know who had to lose weight to wrestle. Those stories are not endearing and soon the term wrestling becomes synonymous with losing weight.

To improve the great sport of wrestling, we have to make a cultural shift to begin to disabuse those who think that wrestling and losing weight are inseparable companions. We have to make a cultural shift so young athletes can wrestle at their proper weight to enjoy the competition, to have fun wrestling with someone of equal, natural weight. But changing culture is difficult. How do we change the culture of wrestling, to change the myth that losing weight is an expected practice?

First we need rules. I believe the rules are in place now, especially with the current revisions in the weigh-in procedure. Once the rules are in place, everyone in the wrestling

community needs to follow them. If we are to succeed in eliminating the sport of cutting weight from wrestling, we need the support of the coaches.

Coaches are extremely important in establishing standards of behavior for their wrestlers. We need coaches who read the research and share important information with their team; coaches who will stand up both in public and private to endorse the importance of developing good nutritional habits for the health and safety of their student-wrestlers.

We need athletic trainers willing and able to monitor body fat and hydration levels to assist coaches in controlling the amount of weight a wrestler can safely lose. We need wrestlers who are responsive to their coaches; wrestlers who realize the dangers inherent in rapid weight loss; wrestlers who work in practice, not to lose weight, but to improve their skills.

Furthermore, we need parents more knowledgeable as to what is a reasonable weight loss. Parents who will step forward and demand those severe weight-loss practices should be eliminated from their school's wrestling

program. We need administrators to monitor their wrestling program and to implement in their school a wellness curriculum that stresses the importance of nutrition in the normal growth and development of high school athletes. And we need officials who accept the rules as written and enforce their implementation in a fair and reasonable manner.

Finally, we need the continued guidance and support from the NFHS Sports Medicine Advisory Committee, a group that has been instrumental in our efforts to eliminate unhealthy practices of severe weight loss in wrestling.

Changing culture will not be easy, but if we truly care about the sport of wrestling and the young athletes we guide, we all need to work together to implement fair, reasonable and safe weight-cutting practices in our schools. Remember that wrestling is a sport and it ought to be fun.

Unfortunately, the practice of losing weight by not eating, restricting fluid intake and over-exercising reduces the sport's fun. For too long, the wrestling community has unthinkingly accepted the myth that to be a good wrestler, you must cut weight.

Cross country rules change to accommodate more teams

Perception a lot of times is reality. Have you ever heard that before? The perception at times about the UIL is that we change our minds (i.e. answers) all the time. The reality is that we do. Well, not all the time, but we do change answers.

The majority of time it is because the question the second time around is "asked" different. One minor detail was left out of the first question. When the second person calls, thinking he or she is asking the same question, that one "minor detail" alters the answer.

Sometimes the harsh reality is that we do change an answer or previous interpretation. Why? Trends or patterns lend to a different answer or way of thinking several years later.

For example, cross country teams over the years have participated in meets in the fall that are not considered



Peter Contreras
Athletic Coordinator

a traditional cross-country meet. Several schools, some of them private schools, host meets like a 4X1 (one mile) relay meet where a school enters only four runners instead of the customary seven runners and a distance of 2 or 3 miles.

In this column last year I gave the opinion that because the distance was not a "common" cross country distance and not a full squad was entered, schools that participated in a 4X1 (one mile) relay meet had to count the meet as one of their eight allowable track and field meets. Schools that called and asked how to count the meet or if the meet was legal were told to count it as a track meet. To their credit, few if any, argued the answer.

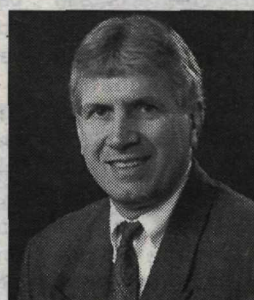
While some coaches were concerned if everyone would count the meet the same way they were instructed to, they were told to make sure they were doing things correctly and not worry so much about the other schools. Again, to their credit, they accepted the answer and carried on.

In this column this month and this year, I'm changing our answer. Count those meets as a cross-country

There's a folder for everything

Terrorist acts cause consternation concerning athletic event scheduling

As I work at my desk I find myself continually attracted to a folder. It is a new folder, without a fancy typed label. As I glance at others entitled Officiating, Football Playoffs, Litigation, State Basketball Tournament or State Executive Committee I can't help but be attracted to the newest folder. It is labeled terrorism. It is a folder that I never imagined would adorn my desk.



Charles Breithaupt
Athletic Director

The folder was created shortly after the horrific acts of Sept. 11, 2001. On this day as we were jolted from our comfort zones. Every athlete, official, coach, parent and administrator was affected by the terrorist attacks. The UIL staff was no exception.

This new folder is evidence of this fact, it being filled with memos, suggestions, news releases, etc.

As the events unfolded many questions were asked of our staff. The inevitable questions surrounding Friday night games on Sept. 14 topped the list.

Our agonizing decision to allow schools to continue play was made after gathering input from a variety of sources.

As early as Wednesday, Sept. 12 we decided to allow schools to make the decision for themselves whether or not to hold activities. After determining that further attacks were not imminent and Texas did not seem to be a target, most schools determined that it would be safe to continue.

The message from President Bush telling Americans to return to normalcy as quickly as possible fortified our decision. Further encouragement from Governor Perry also strengthened our resolve to return to activity.

The American Psychological Association also provided valuable information. Their recommendation for adolescents was to keep them busy, keep them moving, and keep them occupied. These experts agreed that it was best for people who are grieving to be together rather than alone.

Additionally, we adhered to a basic philosophy concerning high school sports. We believe these activities to be community experiences. This was a prime opportunity for students, parents, relatives, friends and neighbors to gather together to grieve, pay tribute to our country and to those dead or missing.

Collaborating with other state associations confirmed our decision to allow games. Forty-eight states, including New York, chose to play football on the Friday after the attacks. These states also believed activity was best for students and community.

This collection of information did little good upon hearing the announcement on Thursday that all professional and collegiate activities would be canceled. The NFL led the way and a domino effect caused the cancellation of Major League Baseball, NHL, NASCAR, PGA, and NCAA, among others.

However, our resolve to allow our schools to continue with their activities was fortified even after professional and collegiate games were cancelled. It was fortified upon the realization that professional activities are basically considered entertainment, while our activities are educational in nature.

Friday, Sept. 14 brought a few critical telephone calls to our office. Some claimed we had no respect for those who died.

That was far from the truth, but after carefully expressing our rationale most callers understood our stance even if they didn't initially agree.

Friday night brought out the best efforts of patriotism imaginable. Crowds bathed in red, white and blue enveloped most stadiums. Bands played stirring renditions of the National Anthem and God Bless America. Trumpeters performed solo versions of *Taps* and *Amazing Grace*. Teams stood side by side across the 50-yard line holding American flags as compatriots rather than competitors. Prayers were offered, not in defiance of the Supreme Court, but in search of solace and peace.

Criticism comes and goes but allowing our game to continue brought out the true spirit of America in our state. It proved the value of extracurricular activities. Certainly it proved we could move forward in a positive manner while not forgetting the past. Surely it proved that while extracurricular activities are not necessary they certainly have value.

The brief respite our games provided from the constant television documentaries and never ending coverage gave relief to many. It actually brought to light the proper perspective athletics should have in our society. At times we place too much emphasis on athletics. The actions of Sept. 11, bring that point to bear. However, athletics can and do serve a valuable role in our society and in our educational system.

It was sobering to realize that if America gets involved in a prolonged war, many of the young men and women participating in our activities could be competing in battles much more serious than those fought on Friday night. Eighteen year-old boys wearing football equipment in the autumn could be transplanted in battle

gear to Afghanistan next summer.

Heywood Hale Broun said, "Sport does not build character, it reveals it."

I would add that war does the same. I have great faith in the foundation given to our soldiers through their participation in extracurricular activities. Our student-athletes know the value of pursuing victory with honor. They know how to set goals and pursue them. They know how and are willing to fight through adversity. They can take instruction and follow orders.

These students represent the best our country has to offer. They can and will be ready for the task if called. And participation in high school sports has helped prepare them if the eventuality occurs.

We all hope and pray this will end soon. However, even the optimists are predicting a protracted war. If so, we must endure. We will endure if we continue to support the decisions of our leadership and the valiant efforts of our military, police, fire fighting, emergency, and medical groups. We will endure if we keep our perspective and continue to embrace those around us, particularly our youth.

Just as I have in my possession a folder on terrorism, so too do many of you. If not a folder at least a mental note that things will never be the same in our country. We have changed as a country and as a people. We have had to make decisions on what is best for our individual and sometimes collective needs. We vaguely remember how comfortable we were before Sept. 11.

Let us never forget the challenge we have to make every day a safer day for democracy. We can do our part by providing quality education and training for our student-athletes through high school activities.

Coaches can use Internet to submit information to League

by Kim Rogers
UIL Public Information Officer

Reporting playoff game results and next round game information just got easier. "Volleyball Playoff Reporting Forms" may now be submitted via the UIL web-site at: <http://www.uil.utexas.edu/forms/vbplay.html>. Forms can also be found through the UIL Athletics page under the volleyball section. Simply type in the requested information, and click the SEND THIS FORM button, and your team's playoff information is instantly sent to UIL.

If coaches do not have access to the UIL web-site, they may still fax the playoff reporting form to either (512) 471-6589 or (512) 471-5908.

Coaches are urged to report results promptly, win or lose, to ensure the UIL has most accurate up-to-date information.

Fall State Tournament Team Information Sheets and Pictures

This year marks the first year that team information sheets and team photos to be used in State Tournament Programs can be submitted online.

Team rosters, school information, and regular season schedules with scores should be submitted online through the UIL web-site at <http://www.uil.utexas.edu>. Coaches are urged to proofread entries carefully—the way a coach enters the information is the way it will appear in the state tournament program. Coaches should not to use the caps lock key as that may cause additional problems.

Team photos may be submitted via e-mail to: blinder@mail.utexas.edu. Photos can be either color or black and white, but they must have a resolution of no less than 300 dots per inch (dpi). All photos must be in TIFF format. Team photos should be sized to approximately 3x5 to keep file sizes down. If you do not understand these specifications, please mail an actual photo.

Do not send out-of-focus, low-quality photos. If coaches are unable to e-mail a photo, please overnight a quality photo to the address listed in your manuals.

Team Tennis photos and team information sheets must be received through either method at the UIL office no later than 4 p.m. on Oct. 25.

Volleyball photos and team information sheets must be received via either method no later than 4 p.m. on Nov. 8.

With post-season football season approaching, the UIL wants coaches to know their scores are posted in the UIL website. Football coaches and athletic directors are urged to report game scores to the UIL office as soon as possible after the game. Please e-mail playoff scores to vjbryant@mail.utexas.edu.

Coaches can submit team photos, scores and playoff reports to the UIL through e-mail and the UIL's new web-site:
www.uil.utexas.edu

SECTION 409 (A)

Promotion means that a student has been academically promoted from the previous grade level by officials in an accredited public or private school. Students who are enrolling in a UIL member school from home school or an unaccredited private school must pass all courses for the applicable grade evaluation period before they become eligible seven calendar days later.

CORRECTION TO THE ACCOUNTING CONTEST IN REGARDS TO APPROVED CALCULATORS

The following calculators may NOT be used for the Accounting Contest: Hewlett-Packard 11C, 15C, 20S, 20SII, 32S, 32SII. These calculators are incorrectly included in the list of approved Accounting Contest calculators in the 2001-2002 C&CR, Section 920(h)(3). Section 920(h)(1) clearly states: Non-Programmable Calculators only. These HP calculators are programmable and, therefore, disallowed for the Accounting Contest.

CORRECTION TO THE 2001-2002 SPELLING LIST FOR GRADES 7-8

#441 "kolanut" should read "kola nut."

SECOND PLACE TEAM POINTS

addition to 902(m) Schedule of Points — it is not noted in the C&CR on the scoring for speech and journalism dealing with second place overall points. Second place most overall points should receive five (5) points added onto the total score of these two contests. These points, approved by the Legislative Council, are noted in the additional notes, but not on the scoring schedule as noted on page 57 of

the *Constitution and Contest Rules*.

HIGH SCHOOL 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.

ELEMENTARY/JUNIOR HIGH SPELLING AND VOCABULARY

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.

HOUSTON MILBY HS

The District 18-A AAAA Executive Committee placed all boys' athletic programs at Houston Milby High School on probation through March 23, 2002.

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.

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.

CORPUS CHRISTI MILLER HS

The State Executive Committee placed Mr. Kevin Wall on probation through August 2,

2002, for violations involving the boys' basketball program.

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.

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).

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.

NAZARETH HS

The State Executive Committee issued a public reprimand to Mr. Ralph Albracht with probation through August 21, 2002 for violation of the baseball pitching limitation.

FORT WORTH EAGLE CHARTER SCHOOL

The State Executive Committee issued a public reprimand to Eagle Charter School, with probation through August 21, 2002 for failure to participate in spring meet activities during the 2000-2001 school year.

BROWNSVILLE LOPEZ HS

The State Executive Committee issued a public reprimand to Mr. J. J. Garcia with probation through August 21, 2002 for being ejected from a contest while on probation (Section 1208 [j] [3]).

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee suspended Prepared Table Charter School from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

DALLAS JEFFERSON HS

The State Executive Committee issued a public reprimand to Jefferson High School with probation through August 21, 2002 for failure to participate in one-act play during the 2000-2001 school year.

DALLAS SPRUCE HS

The State Executive Committee suspended Dallas Spruce High School from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

DALLAS SCHOOL OF EDUCATION AND SOCIAL SERVICES

The State Executive Committee suspended Dallas School of Education and Social Services from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

Distribution rights

The UIL mails 15 copies of each issue of the *Leaguer* to every public high school in Texas as well as copies to elementary and junior high schools that have returned their Participation Cards. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Also, visit our web site (<http://www.uil.utexas.edu>). We recommend you distribute copies of the *Leaguer* to the following.

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