

# Leaguer

## HEALTHY CHOICE Legislative Council approves permanent Medical Advisory Committee

**T**he health of student athletes brought the most attention to members of the Legislative Council, who met Oct. 21-22 in Austin. Members of the council formally approved the formation of the Medical Advisory Committee as a permanent advisory committee to the Legislative Council. Up to now, the committee had not been designated as permanent.

"This is an important step in making sure our students are as healthy as they can possibly be when they step into the sports arena," said Bill Farney, UIL Director.

The UIL Medical History form will be required annually and all UIL member schools must use the standardized UIL Pre-Participation Physical and Medical History forms authorized by the Medical Advisory Committee.

"This is one way we can make sure the athletes around the state receive the same kind of physical check-up," said Charles Breithaupt, UIL Athletic Director. "With this new form, each player in the state will have to pass the same requirements all the other athletes in the state pass."

Presently, a student-athlete is required

to receive a physical examination the first year in junior high athletics, and upon entering high school, with a medical history form to be filled out each year after. Also, schools are currently given the option of using the standardized UIL physical examination forms, or forms of their own.

"We have been a supporter of a medical advisory committee for years, and this change culminates those years of working toward this," Breithaupt said.

The Legislative Council also voted to place a number of items on a referendum ballot to be sent to every UIL superintendent in the state, the results of which, will be binding. This year's referendum ballot will include: adding either the 4x200 relay or sprint medley relay to boys' track and field events; allowing local schools to determine whether to allow student-athletes to accept small goodie bags from classmates; making the Amateur Rule sport-specific, so that a violation in one sport would render the student ineligible only in that sport; allowing local schools to determine whether to let student-athletes wear their school jerseys or game shirts to school on game day.



Items rejected by the Legislative Council include: reinstating the State Marching Band contest as an every year event for all classifications; adding bowling as a UIL sanctioned event; adding gymnastics as a

UIL sanctioned event; allowing the top three finishers in track and field to advance to regionals; adding mixed doubles in spring tennis.

The Legislative Council also advised the UIL staff to study and monitor changing the state volleyball tournament to a three-day format, moving the state basketball tournaments from the Frank Erwin Center, and having 4A regional tournaments for soccer.

The Council also directed the creation of an ad-hoc committee to study allowing coaches to conduct conditioning and weight training sessions with the students from their attendance zone during the summer.

Don Gibson, superintendent of Wall ISD, was elected as chairman of the Legislative Council for the 2002-2003 school year. Don Hendrix, superintendent of Crosby ISD, was elected as first vice chair, and Tony Daugherty, superintendent of Pottsville ISD, was selected to serve as second chair.

All UIL rule changes must be approved by the Commissioner of Education before going into effect.

### Why?

In an attempt to explain the preliminary findings of the Medical Advisory Committee, UIL Athletic Director Charles Breithaupt and Athletic Committee chair Don Hendrix, superintendent of Crosby ISD, answer questions from the rest of the Legislative Council. The council approved the concept of a permanent Medical Advisory Board.

### Other Legislative Council Action

The following items were approved:

#### Academics —

- limit sound/music effects for one-act play to a cumulative of 10 minutes;
- change scoring system in Computer Science from one that awards 5 points for a correct answer and deducts one point for an incorrect answer to a system that awards 6 points and deducts two;
- require impromptu speaking ballots to be returned to the contest director at the end of the verification period;
- require UIL districts to use the official Music Memory contest tapes provided by the UIL;
- establish more consistency in rules between elementary/junior high number sense contest and high school number sense contest as well as rules in the ready writing contest between the two entities;
- reduce number of words included on

the elementary/junior high spelling test at each grade level by 10;

- expand Art contest to grades 6-8;
  - change scoring system for hands-on programming portion of the computer science contest to allow each problem to be assigned the same point value;
  - establish reasonable return times for elementary/junior high district and invitational contests;
  - allow all four members of each academic team to advance from district to region to state;
- #### Music —
- increase maximum honorarium paid each judge at a UIL concert and sight reading or solo/ensemble contest;
  - clarify procedures that a choral director is to follow prior to the first reading of the sight-reading music selection;
- #### Athletics —

- eliminate the exception currently given for soccer and softball to play non-participant schools;
  - allow junior high soccer programs to play a matched game in the same calendar week as a tournament;
  - remove restriction on schools or school coaches providing transportation to college tryouts and visits for students who have no remaining eligibility in that sport;
  - eliminate baseball and softball coaching exception for non-school activities;
  - permit student-athletes to accept funds that are administered by the U. S. Olympic Committee pursuant to its Operation Gold Program;
  - allow pay raises for officials.
- All changes must be approved by the Commissioner of Education before they go into effect.

# UIL rules updated with societal changes



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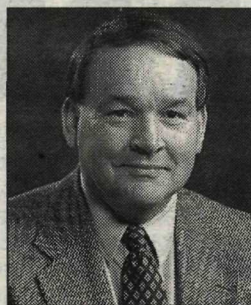
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In the early years of the UIL and continuing until the early 1980s, any infraction of rules in athletics brought swift resolution with a stiff penalty. Schools that were found guilty of violations were disqualified from that year's playoffs and often from any opportunity for championships the following year.



**Bill Farney**  
UIL Director

The price of abridging a rule was significant. District and State Executive Committees both had jurisdictional authority to assess sanctions. If it was determined after a team's season that an ineligible player participated, the titles won (if any) were erased. Teams judged guilty during the playoffs were disqualified and the team last defeated took its place in the ensuing round.

The pattern usually involved these key areas: over-age, bona fide residence, amateur regulations and academic failures. When a student, regardless of circumstance, failed to comply with any of these rules, that student was ineligible. If the student had participated in a game or contest, the minimum penalty was forfeiture of that contest.

The accumulation of these forfeitures would more than likely remove the team from any possibility of the state playoffs — especially in those years when only one team from each district went to the playoffs.

The public relations aspect of all these cases was negative for the UIL. At times the legislature had bills introduced by angered constituents whose teams were disqualified. Parents and fans took the League to court, and in some cases, were able to allow their teams to be reinstated.

This led to a backlash from schools who had followed the rules in a sense that "cheating has no penalty." Sometimes there would be a second restraining order to reinstate the team that had taken the place of the team who was disqualified but got back in with the first temporary restraining order.

The difficulty with the legal system was that by the time a full hearing on the merits could be held, the playoffs were over and the matter became moot. The cases were dismissed. But the damage had been done.

Schools that abided by the rules felt betrayed and helpless. Anger was everywhere. Who really wins when courts of law become involved in school eligibility disputes?

In the 1980s some changes were made to permit exceptions to some rules. Waiver options for residence,

## Why have rules?

*To keep everyone competing for championships on an equitable basis. If I can do it, you can. If I cannot, you can't either. One school should not have an advantage over another by stretching or breaking rules.*

## How are rules communicated?

*By rulebook, manuals, Internet, orientation sessions, acknowledgment documents signed by students, parents and coaches.*

## Where do schools go wrong?

*By relying on unauthorized opinions, guesswork and by not adequately training personnel.*

## Who makes the rules?

*The schools in that they go through a process that includes elected representatives to the Legislative Council, referendum ballots on all significant rule changes and by final approval by the Commissioner of Education.*

## How can we get rid of bad rules?

*Enforce them. Through their enforcement they will prove to be useful or outdated.*

## Do all rule violators get caught?

*No, but the District Executive Committees do a fantastic job of dealing with eligibility in 1,282 high schools.*

## Could we operate without rules?

*Yes, but would activities ultimately retain any educational value? Would students get a well-rounded extra-curricular offering if there were no limits on the number of contests? Even colleges and professional sports have rules and enforcement.*

*Rules are not made to be broken but to be followed — both in letter and spirit. The determination of who is best, most creative, most accomplished should be made under a lattice-work of standards that apply to all.*

*Penalties are necessary to prevent advantage, assure fairness and convince the community and school of their obligation to comply. Without penalties there would be no implications to any school that chooses to ignore rules, unmindful of the responsibility and privilege of interscholastic performance and competition.*

the four-year rule, and previous semester credit requirement permitted students in inadvertent circumstances beyond their control to apply for a waiver. The process allowed numerous students to regain eligibility, but did not erase the penalty of forfeiture when an ineligible player participated.

Still schools found themselves accidentally playing students who were ineligible but surrounded by circumstances whereby they could have received a waiver had they applied for one prior to the season. Thus was born the retroactive waiver which would allow schools caught in this dilemma to ask for a retroactive waiver on the basis that one would have been granted, had they initially applied.

Understandably these hearings were emotional because they were after-the-fact. They did, however, prove to be useful in overcoming disqualifications for school teams in situations where schools had been negligent in obtaining necessary approval for eligibility prior to the season.

Throughout the history of the UIL there were a number of situations whereby schools did a good job investigating eligibility and found the youngster to be eligible. Then, later in the season discovered that the incomplete information had been given by the sending school, parents had falsified birth dates, or relatives had posed as parents. With the forfeiture rule in place, committees had no option but to penalize these schools.

The State Executive Committee, in a landmark decision, recommended to the Legislative Council that schools caught in these situations be offered a reprieve. If the District Executive Committee had previously approved the eligibility and the school had used sufficient diligence in investigating the status of the student, the option was open for the SEC to remove the student from the team, but let the team go forward in the playoffs. No game forfeitures would be assessed.

This procedure has proven to be effective, but sometimes frustrating. It is difficult to determine "sufficient diligence" and the ascertaining of facts to prove cases one way or another is clouded with digging into records four or five years old. Often school personnel have moved on to other jobs and verification of diligence becomes an inexact pursuit.

There are exceptions or waivers to all UIL eligibility rules except no pass, no play. Academic passing standards are state law dating from 1984's House Bill 72. If a student does not comply and participates while in non-compliance, there is no option. The games are forfeited and the team suffers. Everyone loses. Fans and parents are bitter and the UIL is usually blamed. The public has forgotten the League is enforcing a state law. They see the enforcement of this regulation as too punitive.

## 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.

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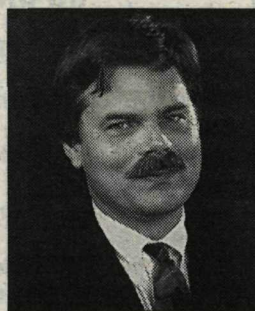
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## Competition good for both athletics and academics

For decades, UIL academic contest directors criss-crossed the state, conducting nine or 10 student activities conferences each fall. Each conference would begin at 9 a.m., end at noon, and then directors would undertake the long trek home, loaded into the League's old Chevrolets.



Bobby Hawthorne  
Academics Director

It was brutal, but you got to know your colleagues pretty well. I remember spending 12 hours in an Impala, crammed between Max Haddick and Milo Weaver, two funny coots who argued politics, religion and mathematics all the way from Austin to Wichita Falls and back. Max would argue physics with Einstein, and Milo, a UT math professor and the League's number sense contest director, wasn't short on ego or opinion himself. It made for a long, long trip. To make it worse, Max reeked of tobacco smoke and Milo smelled of old man.

Those were good days that ended, thankfully, in 1987 when, upon the insistence of two or three spouses, girlfriends and assorted significant others, UIL academic director Janet Wiman consolidated the nine conferences into four "Super Conferences," held at Texas Tech, the University of North Texas, Sam Houston State University and The University of Texas at Austin. Conferences began at 9 a.m. and ended at 3 or 4 p.m., depending on the particular program attended. One-act play typically ended at 4. Everyone else finished at 3. No one ever understood exactly why the discrepancy, but no one had the courage to seek an explanation from Lynn Murray. He wasn't the teddy bear then that he is today.

The League has since followed this general format. Last fall, we further compressed the schedule by dropping the 90-minute lunch break and conducting sessions straight through: 9 a.m. to 1:30 p.m. Those who need a carbo or sugar rush were invited to bring a power bar or Baby Ruth.

Next year, we're taking another step in the evolutionary process. In an effort to reach more students, we will conduct conferences at Texas Tech (Sept. 14), Tyler Junior College (Sept. 21), UT-Austin (Oct. 19) and UT-Pan American (Nov. 9). Then, in 2003, we'll visit four other campuses: UT-San Antonio, the University of North Texas, Sam Houston State and either UT-Permian Basin in Midland or West Texas A&M in Canyon.

We think by going to a rotating schedule, more students and coaches will have a chance to attend a SAC. We figure that over a 4-year period, students and coaches so inclined will have had a chance to attend at least two conferences. At least, that's the idea. We realize that some areas remain under-served. We need to get to El Paso occasionally. It would be nice to go farther east into the Golden Triangle now and then, or down to Laredo. I'd love to return to the Corpus Christi/Kingsville area, if for no other reason than to gorge myself at King's Inn. These may come in time.

Attendance at the 2001 conferences was satisfactory, though not as high as we'd like. I prefer to speak to standing-room-only crowds, but I understand the conflicts: Friday night football, cross country, volleyball, college entrance exams, speech tournaments, marching band festivals, sleep-overs, you name it.

We figure we could jack the attendance by having more culturally-appropriate or professionally-useful sessions such as body art for the kids and Prozac management for the coaches. But we refuse to compromise our integrity. If numbers drop next fall, we'll reconsider for 2003.

As it is, I doubt the League has a more valuable extension service than the student activities conferences. Even as a survivor of the old 10-straight-week SAC tours, I still enjoy attending the conferences, traveling with Dave, LaVerne, Pete and Karen and Marcia and the others, meeting coaches and teaching sessions for kids. And I believe the student activities conferences are the best way for coaches and students to get to know one another, to adopt common goals and strategies, to bond personally, and to begin the long campaign toward district and state.

If you've never attended one, we hope you will next fall.

### Shared values...

Not long ago, Dr. Farney, Rhonda Alves and I were meeting with a group of middle school principals and coordinators in an effort to drum up support for academic competitions in an urban school district. It was a typical administrative meeting: a few of the attendees were gung-ho, a few were tepid at best in their enthusiasm, a few were not so subtly antagonistic to the idea of contests for academic kids.

One administrator asked, "Why would we want to go to the trouble of having these academic contests? What's the point?"

I realize that administrators have more problems than they'll ever solve. Not only are they expected to see that no child is left behind, they have to make sure no one gets shot in the process. Principals have an impossible job. I'm the first to admit it.

But the question really rubbed me the wrong way. So I replied, "It's odd that no one questions why schools go to the trouble of having athletic contests. It's accepted as a matter of fact that football and basketball are good for students, schools and communities, whether their team is winning or losing. Perhaps they don't articulate it each time a kid scores a touchdown or nails a 3-pointer, but people understand that, win, lose or draw, young people who play sports learn sportsmanship, self-discipline, leadership, teamwork, self-motivation and all the other values they'll need later in life."

All things being equal, participation is better than non-participation. Young people — all of them — need to be involved in school activities. They need to take risks, set high goals, work hard, compete fairly and honestly, and accept winning or losing with grace.

So, I find it hard to understand why an educator would assume that competition is good for athletes but bad or of no particular consequence for academicians. Sure, it takes discipline to survive summer two-a-days. But it takes as much discipline if not perspiration to prepare for the mentally exhausting Literary Criticism contest. This year, they're required to memorize the *Handbook to Literature*, read *Sister Carrie* by Theodore Dreiser, understand the poetry of Gerald Manley Hopkins and memorize the better parts of Jean Anouilh's *Becket*. If you think shooting 100 free throws is tough, try reading Hopkins' "The Habit of Perfection."

Academic participants derive the same intrinsic values from competition as do the athletes, the musicians and the future farmers. By competing in academic contests, students are better prepared for college entrance exams, for freshman college courses and for jobs that require something more than basic literacy skills. That's according to the National Association of Colleges and Employers, which reports that the number one quality employers seek is communication skills, verbal and written. Honesty and integrity are number two. Computer skills are number nine, behind flexibility and adaptability.

In the wake of the events of Sept. 11, I've heard several people talking about how they wanted athletes serving in the armed services. I do too. They're disciplined. They know how to take and execute orders.

They're physically up to the challenges of the task. But I'd like to think that those athletes also competed in number sense or computer science or Lincoln-Douglas debate because if they did, they'd be able to think more critically, clearly and quickly. In the week following the attack on the World Trade Center, the *Austin American-Statesman* ran a lengthy news analysis which stated that in order to win this war, the U.S. needs more brain than brawn.

I don't assume that these are mutually exclusive. They're not. So why don't more schools participate more widely and more deeply in academic contests? Given that the argument in favor of intellectual competition appears to be irrefutable, why don't more schools value academic competition?

It's often argued that schools refrain from academic competition because their teachers won't participate. Of course, it's not hard to blame them if the administration treats academic competition as a thankless burden that brings little status and no stipend. The job satisfaction rates among athletic coaches might drop too if schools stopped paying stipends, refused to provide equipment, refused to pay for transportation to and from games, offered few or no perks such as letter jackets and patches, declined to so much as congratulate winning kids or their coaches via the public address system on the Monday morning following their contests. If they knew their kids could work a thousand hours and win a hundred medals and not a word of it would appear in their local newspaper, they might grouse at being asked to coach softball in addition to teaching six or seven preps per day. Sure, many of them would continue to coach because they love coaching, love the kids, and love the game. But a lot of them wouldn't.

Typically, schools that offer a modicum of support for academic contests have few problems finding willing, even enthusiastic student and adult participants. Teachers understand that UIL contests provide an opportunity to develop powerful relationships with bright, motivated, dedicated young people, and not just the National Merit Scholars. Every veteran UIL coach has a story or two of how this activity or that saved a kid, challenged her, kept him from dropping out of school, gave her a reason to have a positive attitude, taught her not only what to learn but how to learn it, allowed him to experience a degree of success that then propelled him past the high school diploma and into college, more efficient, more confident, more motivated, more disciplined.

What with the today's "teach to the test" miasma, UIL academic contests offer teachers a venue to practice the kind of rigorous teaching that they've always wanted to do, the kind of rich experience for which they entered education in the first place. It's an opportunity to share the joy of learning with young people who genuinely want to learn. Sure, all teachers need more time and more money, but no one coaches UIL anything for the fat paychecks. They do so because they love competition, they love what it means in kids' lives.

This is as true for academics as it is for sports or band or drill team or Chinese checkers or anything else.

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# Lowering standards fail to help curriculum, other activities

While researching for extemporaneous speaking topics, I ran across a news article entitled, "Now, even D students can play." Intrigued, I read on. It seems that, according to the article, school districts in some states are lowering their standards on eligibility for extra-curricular activities.

Driven by concern that fewer students are participating in after-school activities than in the past (Milwaukee is down 10,000 participants from 30 years ago), schools have begun to reexamine their "no pass, no play" eligibility policies. Arkansas has retained its eligibility law but allowed students at risk of not meeting the no-pass, no-play requirement to maintain their eligibility in exchange for attending two hours of tutoring per week.



Jana Riggins  
Assistant Academic Director

on-line to do so no later than Jan. 4. Remember — all ballots must be signed by the debate coach as well as a designated school administrator in order to be counted. Results of the nation-wide balloting will be released mid-January.

## CX District Contest Materials

If you are hosting the district CX contest, look for your contest materials to arrive before the Christmas holidays. The League will ship these materials the week of Dec. 17.

## State Debate Deadlines Critical

Schools that qualify a CX debate team for state will not be entered into the state tournament unless their official paperwork arrives in the State Office by the deadline. This includes the required judging forms that all qualifying coaches must submit 10 calendar days after the district contest, or no later than Feb. 21. Since the deadline week falls during TAAS testing, districts are urged not to wait until the final weekend of the CX window to hold their contests.

## Speech tournaments challenging for coaches as well as students

by Russell Kirkscey  
Guest writer

New speech and debate coaches often think they have completed their jobs when they successfully prepare their students for competition. All that's left is herding the students on the bus in the wee hours of morning, and then unloading them at the door of the tournament.

Many do not realize the biggest challenge may be lurking for them within the confines of the tournament itself — that decisive moment when it is time to locate someone who can answer a question.

To the uninitiated, finding an answer usually leads to searching for an adult with that eagle-eyed look of a leader who shapes young minds. However, where is that adult when you are in need at a tournament? In fact, where is any adult?

Most of those adults can, and will, be found in the tabulation room, the place where people, computers, and cards digest the ballots from the rounds into wins and losses. Invariably, if you need to find said tab room there are usually some very basic directions to follow.

As a rule, the tab room is usually just down the hall, the one in the next building over. That would be the building past the cypress tree, to the left behind the water tower and on the other side of the train tracks. It will also be the building directly to the right of the bus parking lot. No, you are not getting off that easy, wrong parking lot. The parking lot I refer to is the one two miles from the actual tournament surrounded by the moat full of angry alligators tired of new coaches trying to swim across their home to find out tournament information. Once you get to the building just remember, from there it is easy—first door in the center.

No, the tournament hosts do not put up direction signs, but it is not because they are plotting against you. Very simply it is just they usually do not want to be overly bothered in the tabulation room as they try to keep the hectic tournament schedule on track.

I am relatively new to speech and debate coaching, but in the last eight years I have attended about 100

Certainly the results of studies indicating that interscholastic participation increases attendance, decreases negative behavior and enhances academics cannot be denied. However, if we achieve more participation by lowering our standards, we are sending the wrong message about priorities. We are in great danger if we declare activities more important than curriculum.

The philosophy that academic curriculum comes first navigates the League as staff evaluates UIL contests within the framework of state-defined curriculum. A key focus of our mission statement is to complement class work with practice and performance.

As we continually evaluate the possibilities of new UIL speech events and determine needed changes in our current program, learning objectives for curriculum and contests must go hand in hand.

Do we wish all students would invest after-school hours in UIL activities? Absolutely! Should we compromise our eligibility standards for participation sake? Unequivocally no!

Activities serve a great purpose if they provide incentive for students to achieve more in the classroom. If we allow them to be used as the catalyst for lowering the bar and misplacing priorities, we do a disservice to students.

## Legislative Council Decisions

The Council heard testimony regarding the idea of adding two new high school speaking events, storytelling and student congress. Survey results from the coaches survey were also presented. Council determined that staff should continue to study these proposals.

## Final CX Debate Ballot

Public Health and Poverty are the topic areas that made the final ballot for next season's CX topic. Be sure to access the links on our web site to the topic reports that generated these resolutions at the summer topic meeting. Then submit the ballot we mailed to you or go

## 2001-02 Prose/Poetry Categories

**Q. Can I get the author to write a letter verifying his/her work is non-fiction?**

**A. Hand-written letters should not be submitted for documentation. It is better to request the letter on formal letterhead from the publisher.**

**Q. Can I use an autobiography written collaboratively?**

**A. No. If a book lists more than one author, it is not eligible for either prose category.**

**Q. For Category A, Prose I am interested in reading a letter. The problem is that the letter is really short. Can I use more than one letter in my performance?**

**A. You may use more than one letter, provided the letters are written by the same person. This fulfills the requirement that the prose be from a single author. You may not use both a letter from a soldier and the answer from his sweetheart, since two different individuals would have written the letters.**

**Note: If your documentation only contains the Dewey Decimal or Library of Congress cataloging number itself, you will also be responsible for providing the contest director with a copy of the published guide that designates that number is either fiction or non-fiction.**

## EXTEMP TOPICS

### INFORMATIVE

1. Why is the Philadelphia school system singing the blues?
2. A new Afghan government: what are the options?
3. How is the nation dealing with recent national disasters?
4. Why has the Red Cross come under fire recently?
5. What are the details of Cuba's efforts to purchase goods from the United States?
6. The universal health care debate: what are the issues?
7. The Irish "tiger": what are the impacts of the expanding economy?
8. What actions are being taken to jump-start Israeli-Palestinian peace negotiations?
9. The economic stimulus bill: what is the fine print?
10. What are the grievances between Cyprus' Greek and Turkish communities?
11. How is the economic downturn impacting education in the United States?
12. Yugoslavia's "war crimes" policy: what is the controversy?
13. How do Arab counties view the Sept. 11 attacks?
14. What "war time" policies has the Bush Administration enacted?
15. The Philippines' struggle to contain terrorism: what is happening?
16. How is Zimbabwe's President Mugabe handling the struggle for land?
17. What roles do Malaysia and Indonesia play in the global effort against terrorism?
18. How is Jamaica dealing with violence among gangs?

### PERSUASIVE

1. Is an oil price war inevitable due to recent OPEC decisions not to cut production?
2. How long will the current U.S.-Russian alliance last?
3. What is in store for Afghanistan in a post-Taliban world?
4. How can we provide enough qualified teachers for America's schools?
5. Is the SAT an effective measurement of academic abilities?
6. Can Texas maintain the homestead exemption?
7. Can the Democratic League of Kosovo bring stability to the province?
8. Is Laura Bush assuming a more prominent role in her husband's administration?
9. How will Japanese military participation in the war against terrorism impact regional stability?
10. Will federal security personnel improve the safety of air travel?
11. Has the Nigerian-brokered September pact resolved Zimbabwe's land war?
12. What should be done to prepare the U.S. for potential bio-terrorist attacks?
13. Will the executive order to alter the release process for presidential papers withstand a court challenge?
14. How would the proposed merger between Phillips Petroleum and Conoco, Inc. affect the energy market?
15. Is Saudi Arabia in danger of a fundamentalist coup?
16. How will the fall of the Taliban affect the lives of women?
17. What changes need to be made in U.S. immigration and visitation laws?
18. Is it time for the U. S. to adopt a more even-handed diplomatic policy in the Middle East?

continued on page 7

# Journalism participants have chance to use AP stylebook in contest

**O**kay, I'll admit it — like Linus, I have a security blanket. Well, it's not really a blanket, but I feel more secure if I have a "secret" \$20 bill tucked deep inside my wallet. That way I'll always know I'll always have some cash if needed.

Many students, too, have security blankets when it comes to taking the UIL journalism contests. They like to be prepared with their own personal dictionary and thesaurus. In years past, they had to leave their AP stylebook at home. Not any more. Beginning this year, I am going to allow students to bring an AP stylebook to the contest. The book must be bound on its own. By this I mean someone cannot bring a textbook with the stylebook inside. The stylebook must be similar to the dictionary and thesaurus — bound or electronic on its own. Also, do not copy an abridged one out of a textbook or other book. To repeat myself, it must be bound or electronic. If you don't know where to find one, the best places are college bookstores or the JEA bookstore ([jea.org](http://jea.org)).

Why did I decide to allow this? Actually, I have been hearing from advisers for years (even when I was a teacher) that students should be allowed to bring stylebooks into the contest. I asked the previous journalism director (Bobby Hawthorne) why that had not been done and his response, "I don't know. I guess Max



Randy Vonderheid  
Assistant Academic Director

(Haddick) didn't want them to bring them."

Bringing up Max's name evokes some need for a history lesson. When the journalism contests were created, students were not allowed to bring dictionaries or thesauruses to the contest. That change was made approximately 10 years ago when computers were allowed to be used in the contest. Since word processing programs had spell checks bound dictionaries and thesauruses were allowed to make the stage even for all students — those who used computers and those who did not. Because there is now an opportunity to have the stylebook on the computer, I felt it only fair to allow others to bring a traditional stylebook into the contest. This is just another step in the evolutionary process.

That said, I recommend students not bring their stylebooks to the contest. The journalism contest has been created for students to show skills they have practiced writing for their school publications. If a student is successful in writing for his or her school publications, that student has a good grasp of a certain style. It may not be traditional AP style, but it is style indeed. For students to spend valuable minutes in a 45- or 60-minute contest checking to see whether they should use "Mr.," "Miss," or "Mrs." is a waste of time. Judges aren't going to be concentrating on checking to make sure every little style rule has been followed.

Judges will check to see if obvious style errors are not mastered. If a student writes out 14 rather than put the number, the judge will notice. But the student should already know the basic rule about writing out numbers zero through nine and putting the number above nine (unless, of course, the sentence starts with a number. And in that case it is always spelled out).

Judges will be looking for basic style rules; not the more sophisticated ones. And I'm not going to construct a prompt that demands a thorough knowledge of style. In fact, if there is a reason to include some long forgotten style demand, I will write it in the prompt the way it should be addressed. That is why I don't think a stylebook is necessary in the contest. Yes, we do say that secondary consideration should be given to style, and that is why I am allowing the stylebook to be brought in. In contests I have judged (and that numbers in the hundreds) I have never eliminated an entry for not following AP style. There is always something else that makes the entry weak rather than style.

Am I an advocate of following AP style? Of course. A good journalist must have a working knowledge of the AP stylebook. Am I a stickler for style? Not really. AP style was created for a better and easier understanding of the communication process and an easier approach to journalistic writing. If a staff has created a style so its audience has an easy understanding of the information written, the staff has accomplished its goal. AP style was created for the Associated Press. Everyone else saw that this professional organization had a good grasp on what was needed, so most people copied them. In the meantime, many staffs have taken the ideas of AP and created their own style. As an adviser, I wanted my kids to create their own style based on AP style. Staff members said it was easier for our audience to understand our own style rather than someone else's.

As I've said, when I construct a prompt, I construct it in a way not to place too much emphasis on style. In the UIL journalism contest, we are more interested in seeing whether a participant can take the information given (much like an interview) take out the important information and get it down on paper. We try to fashion it in deadline fashion to emulate the importance of deadlines in newspaper work.

One major area of style I do want to emphasize is not to use "Leaguetown" unless it's necessary to separate the school from something else. Too many times I have heard complaints that judges (especially those outside the high school educational field) think it's necessary to use Leaguetown, copying the idea of a local or metro paper. My retort is that the community, in this case the student body, knows the name of its community, the school, therefore it's not necessary to repeat that already known information.

In another style situation, if a student has learned to use titles in front of an adult's name, by all means use those titles. If a student has been instructed to follow AP style religiously, that student won't put the titles in the story. Many major newspapers do not follow AP style this strictly.

Last spring I had a colorful discussion with a regional journalism director about judging. That person asked whether we were still asking students to follow AP style. I said most definitely, but style is a form of consistency, not always strictly AP. AP style calls for no titles after first reference. *The Dallas Morning News* addresses everyone on second and subsequent references using a courtesy title (Mr., Mrs., etc). I asked the college professor whether *The Dallas Morning News* was wrong. She didn't answer.

If your students (and you) need that security blanket called an AP stylebook, by all means get some copies for your team and take them into the contest. Understand though, that I will not be emphasizing the use of style in the prompts. I have other things on my mind — like where to spend that \$20 if I ever find it in the bottom of my billfold.

## ILPC Deadlines

Please note the following deadlines:

Yearbook IAAs were due Dec. 1

Newspapers for critique and Newspaper IAAs are due Feb. 1

Nominations for the Edith Fox King award and the Max Haddick Teacher of the Year award are due March 1

All forms for newspaper entries and awards will be mailed to members in December.

## Haltom HS plans 'mail-in' UIL journalism contest

The Haltom High School journalism department is trying something new in preparing for the UIL journalism contests. It will be hosting a "mail-in" contest.

When someone registers and sends in the entry forms, they will be mailed the appropriate number of fact sheets. The individual teacher can decide when and where the contests will be administered.

Contest entries must be returned before Christmas.

Over Christmas break and the first part of January, entries will be judged, then returned by mid- to late-January with comments on papers, tip sheets and a sample story.

If enough entries are received, the contest will be broken down into small school (A-3A) and large school (4A-5A) categories for judging. Cost is \$4 per entry with no limit on the number of entries. Winners will be recognized with ribbons.

Interested persons can contact Ann Hale at (817) 547-6283 or by e-mail at [Ann\\_Hale@yahoo.com](mailto:Ann_Hale@yahoo.com).

## Radio/TV contest gives students chance to create ad

"And Now...a Word from Our Planet," sponsored by ZPG's Teachers' PET Project, offers students in grades 6-12 a chance to write a script for a 30-second radio commercial.

The commercial should creatively show the connection between human population pressures and one of four environmental issues: global warming, habitat

loss, pollution, or resource shortages.

The contest has three categories: 6-8th grades, 9-10th grades, and 11-12th grades. Each category has a first prize of \$1,000 and runner-up prizes of \$500. Winning entries will be professionally produced to air on radio stations.

All entries must be postmarked by Feb. 15, 2002, and should be sent to: A Word from Our Planet Contest, Teachers' PET Project, 1400 16th Street, NW, Suite 320, Washington, DC 20036.

Full details of the contest are available online at [www.awordfromourplanet.org](http://www.awordfromourplanet.org).

## ILPC set to celebrate 75th anniversary at convention

The Interscholastic League Press Conference is planning its 75th anniversary convention April 6-7 at The University of Texas in Austin.

"We are kicking off the celebration with keynote speaker Kathy Daly, a former Dow Jones Newspaper Fund Journalism Teacher of the Year," said Randy Vonderheid, director of ILPC. "And we are going to recognize 75 top Texas Journalism Legends."

In addition to these special activities, other parts of the convention will remain as is.

"We will have over 100 sessions dealing with all kinds of scholastic journalism," Vonderheid said. "We will culminate the convention with the naming of the Star winners for each publication and naming the Texas Journalism Teacher of the Year."

Registration materials should be sent to member schools in December. Those who are not ILPC members should contact Vonderheid at [rvonderheid@mail.utexas.edu](mailto:rvonderheid@mail.utexas.edu).

# Censorship

## Community standards sometimes contradict desires of department to enlighten students

One of the more fun experiences of being the UIL Drama Director for the past 30 years is working with outstanding minds in an attempt to find solutions to OAP problems that will satisfy everybody, or at least some of the people, some of the time.

The UIL Advisory Committee is one such group. Perhaps it is a little early to thank all those who have served, but I'm going to anyway. Thank you all! You've made a real difference. Without this group we might not have the Unit Set, 15 characters and four crew, two advancing plays, approved long plays, accredited critic judges, alternates, planning meetings, the ethics code and 1033(c)(2)(F) Additions to the Basic Set Not Requiring Approval. This committee is a balanced representation from each conference, and region, critic judges and contest managers rotating in three-year staggered terms. Because of this balance we lose good people, but we are fortunate to find others equally talented and willing to serve.

This year we will lose Myrna Bass, Michael Endy, Barre Gonzalez and Kevin Hahn, but will gain Denise Green, Craig Hertel, Tal Lostracco and Linda Ward. Thanks to both groups and thanks again to all that continue to serve.

The third annual "open to all" UIL OAP 2002 Contest Manager sessions without registration or membership is scheduled for the first two time slots Friday morning at the Texas Educational Theatre Association (TETA) annual convention. I will join Royal Brantley, Charlie Hukill and Jenny Nichols to help train managers. Brantley has been involved since his days in high school and Hukill is the current chair of TETA AO. This is a rare opportunity for training inexperienced people. Free materials will be provided up to room capacity. The double session is 9 a.m. - 11:45 a.m. Friday, Jan. 25, at the Hyatt Regency at DFW Airport in Constellation 10.

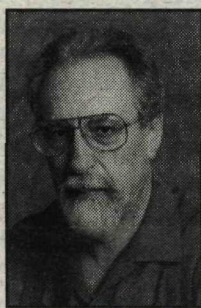
OAP directors that have never been to the TETA clambake have missed one of the largest theatre program celebrations in the U.S. and three full days with more UIL focus than our own Student Activities Conferences. From Wednesday night Jan. 23 through Saturday Jan. 26, there will be approximately 250 meetings, programs and performances at the Hyatt Regency DFW Airport.

Even if you missed the early registration deadline, the registration fee is a bargain, and there are programs for every level of theatre experience. There is truly something for everybody, including how to cut a play for UIL.

Theatrefest 2002 headliners have varied educational and professional backgrounds. Those headliners include: **Richard Brestoff** is a writer, teacher, radio, television, film and stage actor and director with credits from 1972 to date. He has stage credits for 25 plays, seven feature films, and more than 20 television shows (many recurring) including *The Fugitive*, *Murder, She Wrote*, *Northern Exposure*, *The Twilight Zone*, *Hill Street Blues*, and others equally recognizable.

**Pavlov's Dogs** is an improvisational comedy group from Dallas.

**Dave Clemmons**, a new casting director (Broadway's *The Civil War*) and performed in *Les Mis* (Valjean), *Jekyll*



Lynn Murray  
Drama Director

and *Hyde* and *The Scarlet Pimpernel*. He is also associated with the Alley Theatre in Houston.

**Ed Linderman** began his career at Chicago's Second City Company, performed in the original company of *Fiddler on the Roof* on Broadway and appeared in the New York Shakespeare Festival's rock opera of *Two Gentlemen of Verona*. He also served as Musical Director for *Godspell* (NY and National Tour) and composer for *Something's Afoot*. He is a composer and conducts the "Joy of Singing" workshop for Manhattan Tour and Travel.

**Sandy Levitt** was recently honored by being inducted into the Educational Theatre Association Hall of Fame. He has worked in professional theatre as a performer, stage manager, general manager and teacher. He is heavily involved in Educational Theatre Association and Thespian festivals at state, national and international levels.

**Mike Rock** has been teaching and performing improvisation 16 years. He has presented workshops at numerous universities, high schools and Just for Laughs Montreal Comedy Festivals. He is the founder of the New York Comedy Sportz and co-creator of "The Bert Fershners" sketch comedy group seen on Comedy Central, MTV, UPN and Off-Off Broadway. His TV acting credits include *Law and Order*, *Conan O'Brien*, *The Guiding Light* and several pilots.

**Jeff Hudkins** has been teaching 23 years and is Chair of Fine Arts at Webster County High School in Cowen, West Virginia. He has directed and/or choreographed over 100 musicals and choral reviews. He also acts with the Landmark Players of Sutton, West Virginia.

**Terry Gipson** is senior designer for MTV Networks Special Events in New York. His credits include the post-show events for Nickelodeon's Kids Choice Awards, Rugrats Movie Premier and MTV Video Music Awards. He designed the themes for over 30 Planet Hollywood restaurants and scenery and lighting for Actor's Theatre of Louisville, Kentucky Shakespeare Festival, Studio Arena in Buffalo and the set for the 2001 Drama Desk Awards in New York City.

Updates to the 2002 Theatrefest program can be seen at [www.tetatx.com](http://www.tetatx.com).

This is my last opportunity to promote the Dec. 21 deadline for play and set approval. By the time you read this column, it will be well into December and past time for finding a quality OAP script for your students. If you wait any longer, you will be trying to make the approved list play fit the students or looking for a colleague with a successful cut.

We can tell you if a particular script has had a previous approval and sometimes the name(s) of directors willing to share approved list cuts. It is tough to tell you what play to use because we don't know your students and may not be aware of your directorial strengths or personal preferences. There is no substitute for reading scripts, but for most theatre directors that is an exclusively summer activity. Call before you submit a cut if there is a question. It may save time.

OAP directors are urged to review carefully pages 47-51 in the *Handbook for One-Act Play*, 14th Edition. Play selection is the most difficult task of the director in the One-Act Play Contest. This task is being made even more complex by community pressures or administrative action. Long term directors should remember this subject from my columns of September 1990, and October 1995. We seem to be in another five or six-year cycle and this one has been radical to the point that three Texas teachers were terminated (allowed to resign) even though plays were approved in advance and eligibility notices signed.

In past years Texas administrators or communities have refused to allow productions of *Dark of the Moon*, *The Crucible*, *To Kill A Mockingbird*, *Inherit the Wind*, *The Elephant Man*, *The Prime of Miss Jean Brodie*, *The*

*Children's Hour*, *The Shadow Box*, *One Flew Over the Cuckoo's Nest*, *On Borrowed Time*, *I'm Not Rappaport*, *Ghosts*, *A Flea In Her Ear*, *Volpone*, *Tartuffe*, *Noises Off*, *The Runner Stumbles*, *The Foreigner*, *Black Comedy*, *Crimes of the Heart*, *Blood Wedding*, *Vanities*, *Children of a Lesser God*, *The*

*River Niger*, *The Amen Corner*, *A Raisin in the Sun*, *Holy Ghosts*, *Death of a Salesman*, *A Lie of the Mind* and numerous other scripts that have long been produced in Texas. Most are on the UIL Approved Lists.

Theatre educators are discovering that censorship exists in unusual places and takes many forms, direct and indirect. Having been accused of promoting smoking, drinking, Satanism, violence, premarital sex, or whatever, directors edit from a script anything that might be considered controversial by anyone. Such action can be a violation of international copyright law, but it is important to understand that it may destroy the artistic integrity of the play and relegate theatre to meaningless entertainment, destroying the very reason why theatre arts is included in our K-12 curriculum.

Most of you are no longer surprised that the person responsible for UIL censorship for 25 years dares to write on this subject again. I still support the local director's right to select quality material and produce it as written, but intelligent directors will know of the prevailing community and administrative standards and seek to educate without shocking or attempting to stuff the literature between clenched jaws.

You should now read the pages in the *Handbook* referred to above again. We should all recognize that smoking actual cigarettes or drinking liquor by high school students is a violation of Texas law, but the playing of characters who do these actions does not necessarily promote smoking or drinking. At the same time you might also like to re-introduce yourself to the OAP eligibility notice administrative certification: "This play has been carefully examined and the script and production are approved for presentation by the students of our school and are acceptable in our community." The principal or superintendent of each school must sign this form to officially enter the UIL play contest. The administra-

**Theatre educators are discovering that censorship exists in unusual places and takes many forms, direct and indirect.**

UIL Approved TETA Adjudicator Organization's OAP Critic Judges 2001-2002 Additions/Deletions/Corrections as of 11/15/01 to initial list published in October.

ADD:  
(2) **Jim Bush** (Texas Tech Univ.),

2706 22nd,  
Lubbock TX 79410  
806/744-3457-hm  
806/742-3601-wk,  
FAX 806/742-1338,

[jim-bush@msn.com-1](mailto:jim-bush@msn.com-1) [03]  
(1) **Floyd E. "Skip" Hughes**,

Rt. 1, Box 120,  
Mt. Pleasant TX 75455  
903/572-2793  
[difdrumr@txk.net](mailto:difdrumr@txk.net)

Any, - III [05]  
(1) **Pat Jurek**,  
1154 Royal Rd,  
Port Lavaca TX 77979  
361/552-2255,  
Any, - III [05]

DELETE:  
Richard Leslie, Vicki Smith.

CORRECTION:  
Stacy Schronk - Phone  
817/267-8674

# Speech tournaments a time of learning for new and experienced teachers

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speech tournaments, ranging in size from an eight-debater round-robin tournament to NFL Nationals. I have assisted or directed in some of these tab rooms and watched the action in many others. In some, I have felt comfortable from the first moment I arrived. In others, even tournaments I attend yearly, I always feel out of place. Nevertheless, I do seem to learn something in each one.

I trust that both new and old coaches can draw something from my observations.

1. Realize that, many times, students themselves can and do have a lot of empowerment and knowledge in running the tournament. In fact, tournaments cannot run without a few well-informed kids. New coaches will soon discover those students from the host school who can make a copy of the ballot where the judge wrote too lightly. Clue: look for nametags. Usually, hierarchy exists with older students who know the actual tournament routine and younger students who are good for directions and a smile.

2. Tab Room accessibility ranges from completely closed (with a student standing guard at the door) to

completely open with judges, coaches, and host-school students wandering about freely. Each director has developed a system that works for him or her. Respect that system, and do not be disheartened by closed doors and a teenager who seems to enjoy telling coaches they cannot enter the room. Remember that the student may actually be able to answer a question. If you do enter the tab room, ask permission before picking up anything. What looks like randomly scattered papers may actually be the sections for the next prose interpretation round or ballots that no one has had time to tabulate yet.

3. In open tab rooms, directors do not mind curious new coaches, but few directors have extra time to ask novices if they understand the wily ways of tabulation. What a neophyte may see, as rudeness is stress associated with taking in and sending out gobs of information in a short time span. Clue: running a tournament promotes a hurry-up-and-wait existence, so find some down time to ask questions about tournament procedures. No magic occurs. It is all rational and (usually) well planned. Also, be forewarned: because of time restraints, the judging pool, or the simple fact the invitational tournament is

meant for practice, all conditions may not exactly follow the UIL's *Constitution and Contest Rules*.

4. I believe more eyes are always better, especially in the heat of tabulating. If you are in the tab room, volunteer any information you notice that may lead to clarification. A quick "I think that's 118 not 119 speaker points," or "Is that Linda instead of Lisa Jones?" will probably save everyone stress later.

5. Read the UIL *Constitution and Contest Rules* for speech and debate events. The sections are relatively short, and they always amaze me with what they say and what they do not say.

No, your task is not over when you get your students to their first tournament. Ask questions, volunteer assistance and approach tournaments as a learning experience for not only the kids, but you, too! Good luck!

Russell Kirkscey is the UIL coordinator and speech and debate coach at Blanco High School. He has coached state finalists in all four individual events and policy debate as well as state participants in Lincoln-Douglas debate. He coached the class AA state champion and second place policy debate teams in 2000.

## ACADEMIC NOTES:

• The League will conduct its wild-card pilot statewide this year. All schools will participate, district to region, region to state. It is essential that team scores be provided on the district and region meet results forms. Failure to provide information in a timely matter will disqualify teams from consideration for the wild card berth.

• For reasons too complicated to explain, the conflict pattern does not appear in the Spring Meet Handbook. It has something to do with Pagemaker and eps files. At any rate, the conflict pattern is available on the League's web site. Download and follow it. Note that the pilot social studies contest should be scheduled during the one-hour prior to the math contest.

# Censorship causes problems with some OAP casts, directors

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tive signature on the contest play official Eligibility Notice should settle the "morals" issue, Section 1033 (c) (1) (H) *Standards*, in the current UIL C&CR. This includes the costuming used in the production. It should also settle the "language" issue.

It is especially disturbing when I hear of directors confronting contest managers, attempting disqualification over dialogue which I do not consider a violation of this rule or even the more archaic old "profanity" version. The inequity of interpretation is astounding! Conversations with and letters from contest managers, administrators, directors, parents, and OAP State Meet patrons clearly indicate that people listening to the same line or watching the same scene do not hear or see the same thing. It seems to me that local directors and administrators are in a much better position to determine what is acceptable for their students than a contest manager from a competing school or an administrator from Austin.

This conservative administrator from a conservative background is still finding it very difficult to understand the latest wave that seems to be affecting educational theatre decisions.

I consider it radical when a religious group prays for the failure of a high school play that has been produced in UIL contests for 25 years. It seems "radical" to me that *Inherit the Wind* or *To Kill A Mockingbird* cannot be produced by a Texas school. It is unacceptable to me that a school administrator makes a decision about the suitability of a script for the community because a bond issue might not pass, somebody threatens to sue, or one school board member or PTO parent objects. Any play has the potential to be controversial from some view. Plays are about conflict. Conflict is about disagreement. Plays often evoke different views from audience members. A controversial high school play is potentially any play. If anybody thinks it should not be produced with high school students, it is automatically controversial. Most objections are raised without having read the play or seen the production being questioned.

If these two classics, found in most high school

English curricula, are to be banned, the same censors would object to *Sparkin'*. This evil play produced in UIL since 1928 promotes the use of chewing tobacco. I discovered this complaint researching the history of OAP from an anti-tobacco letter written in the 30's. The chewing tobacco used by actors in each production of this play I have seen was the classic Tootsie Roll.

We must be objective enough to recognize that play selection, like textbook selection, is a potential problem for administrators. An astute director will be sensitive to that potential and script value will be clearly communicated to the administration. This won't provide protection from attack. Someone will find evil in the most innocent script and Satanism seems to be a popular vehicle.

I rather object to *Hansel and Gretel*. This is a story of a no-good father deserting his children to die in the woods. They survive exposure by trespassing and are about to be eaten by a cannibal witch when they trick her to death. "Do unto others what they are trying to do to you" or "kill the other guy first" seems to be a central theme. This is a little absurd, but no more so than some concepts of what is seen at State Meet OAP. Horror tales for children have a violence level far exceeding anything allowed in OAP. Do you watch Saturday morning cartoons or know the latest rage in video games? Secondary school students are exposed by parental permission to movies and television that would result in sure execution of a theatre teacher who proposed providing similar materials.

Despite our attempts to produce absolutely "clean" plays in UIL, good theatre, like life it imitates, doesn't always translate neatly. The power of theatre does not emit from the ability to produce facts, but in its ability to project images and metaphors. Our students understand, like Pinocchio, that there is something outside the textbook and theatre must provide "windows to that bigger world." Windows, unlike lessons, will never be observed alike by all who look. This is the strength and danger of the art of theatre.

It has been said that "Good teaching is dangerous." Mediocre lessons seldom get teachers in trouble. The challenge of the provocative and stimulating lesson is

that it is not safe or pleasing to everybody. It is difficult to straddle the fence of mediocrity in a time of fast change when society is in dire need of creative answers and solutions.

I would remind you that permission must be obtained from the publisher or playwright to modify, edit, cut, or tamper in any way with protected works. In most instances, you can perform the play the way it is written, cut to time. Perhaps you should choose not to produce a play for UIL that can't be produced as written, within OAP constraints.

You may find the following list (a sample list of the plays on the approved lists in the *Handbook*) to be dangerous. Somebody has objected in some way to most all of these titles, but they meet the test of "A Play for All Seasons" and the "Suggested Criteria for Play Selection" and the test of time: *Anne of Green Gables*; *Black Angel*; *Daddy's Dyin' (Who's Got the Will?)*; *Dancing at Lughnasa*; *Edith Stein*; *The King Stag*; *The Marriage of Bette and Boo*; *Marvin's Room*; *The Nerd*; *The Secret Garden*; *Tell Me That You Love Me*; *Junie Moon*; *The Wake of Jamey Foster*; and *The Traveling Lady*. They are not of the historical significance of the plays of William Shakespeare, but they do pass muster.

If we are to censor, ban or burn plays of violence, controversy, strong language, devil worship, evil and infidelity, the fire should be kindled by the works of William Shakespeare. And what do we do with all the books in our school and public libraries? Have you listened to any pop music lately?

Note the critic judge list corrections. The latest version is on the web. New judges will be listed after the TETA Convention on the web and in the February *Leaguer*. If you don't always get your *Leaguer*, remember that it appears on the web before the hard copy is delivered.

This is the time of the year when districts that are organizing late look for judges. We can help if we know critics already contracted. Please send a copy of your judge contract(s) ASAP, meaning now! The least you can do is an e-mail with the date, site, conference, district number, contest level and the name of the judge. This will help us help others.

# Success stories inspire all teachers

I don't get to hear the success stories very often so when I received a letter from Anne Payne of Royse City High School about her mother, Carolyn Blackmon of DeKalb ISD, I was thrilled! My job is to help you and that usually translates into problem solving, which is as it should be. I do like to hear the good things, too, though.



Rhonda Alves  
Assistant Academic Director

Carolyn Blackmon, an academic jack-of-all-trades like many of you, has been the music memory coach at DeKalb Middle School for 15 years, during which time her students placed first 13 times. During DeKalb's 2-year hiatus from middle school competition, she directed the high school one-act play.

I met Carolyn like I meet most of you — on the phone. She told me some of the things she and her students do in preparation for the contest, and I knew those children must have a great time. A few days after talking with her, I received the letter from Anne.

Her description of Carolyn producing community shows, which have included a superintendent (no names here) dressed in a mini-skirt and go-go boots singing "Harper Valley PTA" and a state representative costumed in a white suit and cowboy hat singing and dancing to "I Want To Do A Little Side Step" make me want to attend this year's show. When I was in high school, I would have loved to see my superintendent dressed as a woman (knowing he wasn't one). Who wouldn't? I guess maybe the superintendent.

Anne concluded the letter with, "she has not only touched the lives of all four of her daughters by teaching them to sing and play the piano, but she has fostered a love for music and the stage in hundreds of people in a small east Texas town."

Thank you Anne Payne for sharing this success story, and thank you Carolyn Blackmon for being the amazing person that you are.

A member of the UIL music memory committee and a frequent presenter at UIL workshops, Nancy Garza from Bluebonnet Trail Elementary in Manor ISD, brought students Lindsey Keys and Stephanie Smith to perform as story tellers at a UIL personnel training workshop in October. Nancy never fails to answer the call when I ask for help. Manor ISD is fortunate to have her as a campus UIL coordinator and music teacher. Thanks Nancy, Lindsey and Stephanie!

Music memory is a contest rarely far from my memory. The Legislative Council passed a rule requiring that the official UIL contest tape be used at district meets beginning with the 2002-2003 school year. Currently districts are allowed to use contest tapes made by anyone. The Council also directed the League to study the implementation of a multi-year list in the music memory contest.

To use the same list for two years or more would require that the list contain more selections. The UIL music memory committee and the elementary and junior high academic advisory committee will work on this issue. Please e-mail or fax (512/232-7311) suggestions to me and I will see that committee members receive them. If you want to be part of the process, this is your chance.

Criteria for spelling errors in the art contest need to be developed. I know the lack of such criteria is a source of confusion and conflict in many districts. I need something specific to take to the Legislative Council academic committee meeting in June. Jan Nimmo, UIL's art consultant, is working on the issue, and I will forward your suggestions to her and the academic advisory committee.

Beginning with the 2003-2004 school year, the art contest will include grades 6-8. Separate tests will be created for the 4-5 and 6-8 divisions. The list of paintings will be the same for both levels of the contest. If the art teacher on your campus does not receive this publication, please give him or her a copy of this article.

Other issues on which the academic advisory committee will work are the development of an elementary and junior high social studies contest and criteria for the Science I and II contests. Again, specific suggestions from you are a necessary component of the process. Do you want a social studies contest? Which grades should be included? Should the contest be divided by grade level with tests specific to each? Should maps, graphs & charts be part of this contest? What should be included in a social studies contest and on the science tests?

I consistently receive calls regarding the release date to participants of district meet materials. Currently tests, etc. may not be returned to schools until May 1. This is true for fall/winter district, invitational and spring district meets. I know it is a problem for students who compete in November not to receive the tests and ballots until May 1. This rule exists because fall/winter district meet materials double as spring invitational materials.

This will change next school year. 2002-2003 Fall/winter district meet materials may be returned as early as Jan. 31; invitational materials may be returned March 31; spring district materials may be returned May 31. It is impossible to create a rule allowing alternate release dates in May because many schools want to hold meets through the end of May. In order to allow districts to release materials earlier in May, we would have to continue requiring that all district meets conclude by

May 1. It's a balancing act, and it is never going to be perfect. In the end, it all comes down to the honor code: school personnel and students must not share tests and topics until all districts meets have taken place. UIL trusts that administrators and sponsors will preserve the security of contest materials.

Other rule changes for 2002-2003 allow the use of a standard dictionary and thesaurus in the ready writing contest, prohibit mark-overs in number sense, reduce the number of words on the spelling tests by 10 in each division and require that impromptu ballots be released at the same time as all other contest materials. If you are interested in proposing a rule change, you may do so by filling out the form posted at <http://www.uil.utexas.edu/forms/newrule.html>. Every rule change for elementary and junior high came directly from administrator and teacher suggestions.\*

It is time to revise the ready writing manual, and I need student essays and ideas from sponsors. If you are interested in having your contestants' work or some of your ideas included in the manual, contact me by the end of January. I look forward to hearing from you.

I appreciate greatly the contributions of the following individuals, who served as presenters at UIL fall workshops: Sharon Brauer (Wharton ISD), Roberta Brieden (Palacios ISD), Judy Brodigan (Lewisville ISD), Michelle Carter (Lamar CISD), Nancy Garza (Manor ISD), Amanda Johnson (Chillicothe ISD), Linda Lee (Hamilton ISD), Betsy Nanny (Haskell ISD), Jan Nimmo (Tune In, Inc.), Faye Parrish (Bridge City ISD), Doug Ray (Lake Travis ISD), and Frances Ziegenhals (Wharton ISD).

Please send me success stories, and I hope your holidays are full of joy.



"My UIL experience has taught me that hard work and studies do pay off and give me a sense of self-satisfaction. I love the fact that UIL was involved in my high school career. The idea of learning beyond the normal — that is terrific."

Evelyn  
Olivier,  
Callisburg  
HS,  
Gainesville

## Regarding the High School Social Studies Pilot Contest

**Q: How long is the contest?**

**A:** 40 minutes

**Q: What's the format?**

**A:** Multiple choice. 50 questions: 25 on government (the executive branch of the U.S. government), 25 on geography (Afghanistan and the countries that border it)

**Q: How do we order the pilot social studies contest if we wish to conduct it at district?**

**A:** You won't need to order it. The UIL will send copies of the test to every district with the other contest materials.

**Q: What resources do you recommend students use in preparing for the contest?**

**A:** For the government portion, students will be required to know constitutional and statutory information about the executive branch. Any basic government textbook will serve. We also recommend that students visit government web sites that provide information about the current administration. One of the best web sites is [www.govspot.com](http://www.govspot.com). (<http://www.govspot.com/>) As for the geography portion of the contest, information from web sites such as the CIA's World Factbook 2001 (<http://www.odci.gov/cia/publications/factbook/>) and from atlases will suffice.

**Q: Will the League provide sample questions on its web site?**

**A:** Yes. We will post sample questions soon.

**Q: Where in the conflict pattern should the pilot social studies contest be placed?**

**A:** We recommend that it be placed into the first hour of the third session on the conflict pattern. That's the hour prior to the mathematics contest. We recommend that you not conflict this pilot contest with current events or informative/per-

suasive speaking.

**Q: What about awards?**

**A:** You may present winners of the pilot social studies contest the same awards — ribbons, medals, whatever — that you'd present to any other UIL academic contest. This is a local decision.

**Q: Will schools receive points from the social studies contest?**

**A:** No. While students may receive awards for placing in the pilot contest, no points will count toward the academic district championship.

**Q: Will students who win first, second or third at district advance to region?**

**A:** No. This is strictly a district pilot contest. No students will advance.

**Q: What has happened to the pilot economics contest?**

**A:** We are replacing it with this pilot social studies contest. We want to see if this year's pilot will be more attractive to students and coaches than the pilot economics contest. Based on coaches and participants' feedback this spring and on the suggestions from the UIL Academic Advisory Committee, League officials will decide whether to reintegrate economics into the social studies contest.

**Q: What else do we need to do?**

**A:** Remember this is a pilot. Feedback is essential. We're trying to get an idea of the type of contest — the format and content — that will be most compelling and beneficial to students. This pilot may last two or three years. If you wish to assist in the development of the contest or if you have suggestions as per the direction the contest should take, please contact Bobby Hawthorne ([bhawthorne@mail.utexas.edu](mailto:bhawthorne@mail.utexas.edu)).



# Academic Invitational Meets

**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**  
Burkburnett High School  
Contests: CX, LD, Prose, Poetry, and Extemp  
Contact: Jerrie Sowards  
phone: (940) 569-1411, X27  
fax: (940) 569-1411  
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

**Dec. 15, 2001**  
Mathis High School  
Contests: Math and Science only  
Contact: Jeff Holland or Gwynetta Hoelscher  
phone: 361-547-3322  
e-mail: jholland2@mathisid.esc2.net ghoelscher@mathisid.esc2.net

**Dec. 29, 2001**  
Grand Prairie High School, Grand Prairie  
Contests: Current Issues & Events and Social Studies Pilot only  
Contact: Jonathan Head  
phone: (972) 809-5711  
fax: (972) 809-5775  
e-mail: jonathan.head@gpsid.org

**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@denisonid.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. 12, 2002**  
Hightower High School, Missouri City  
Contests: Release A Number Sense, Calculator, Math, Science and Computer Science grades 9-12; Middle School (6-8) Number Sense, Calculator, Math, Science (\$4 per contest)  
Contact: Erminie B. Minard  
phone: (281) 634-5240  
fax: (281) 634-5245  
e-mail: erminie.minard@fortbend.k12.tx.us

**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: (979) 543-6341  
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: (972) 809-5711  
fax: (972) 809-5775  
e-mail: jsmith\_theatre@yahoo.com

**Jan. 18-19, 2002**  
Wichita Falls High School  
Contests: all UIL contests — Ready Writing and L-D Debate on Jan 18. All other academic events on Jan 19  
Contact: Annetta Reusch  
phone: (940) 720-3189  
e-mail: areusch@wfsid.net irislovr@cst.net

**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. 19, 2002**  
Andrews High School  
Contests: all academic and speech events  
Contact: Jim Leach  
phone: (915) 524-1910

**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: (512) 332-2626  
e-mail: kstevens@bastrop.isd.tenet.edu

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

**Jan. 26, 2002**  
Premont High School  
Contests: All events except CX, LD, Extemp, Comp. Science  
Contact: Irma M. Johnson  
phone: (361) 348-3587, ext. 29  
fax: (361) 348-2914  
e-mail: ijohnson@premontisd.esc2.net

**Jan. 26, 2002**  
Andrews High School  
Contests: Number Sense, Calculator, Math, Science, Computer Science  
Contact: Tommy Dittberner  
phone: (915) 523-3640 x150  
e-mail: tdittberner@andrews.esc18.net

**Jan. 26, 2002**  
Brock High School  
Contests: All events except Cross-X, for 1A, 2A, 3A and novices from 4A and 5A (\$25 per student but allow unlimited entries for that student with a max of \$350 per school)  
Contact: Carmyn Thom  
phone: (817) 594-3492  
fax: (817) 594-2509  
e-mail: ccoleman@brockisd.net

**Feb. 1-2, 2002**  
Angleton High School  
Contests: UIL extemp, interp, LD & CX also solo & duet acting, storytelling, impromptu speaking, 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. 1-2, 2002**  
San Elizario High School  
Contests: all academic events  
Contact: Cooke Laffler  
phone: (915) 872-3939 x.3711  
fax: (915) 872-3971  
e-mail: claffler@saneelizario.k12.tx.us

**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@bishopcid.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. 2, 2002**  
South Plains College, Levelland  
Contests: Number sense, calculator, math, science  
Contact: Pat Foard  
phone: (806) 894-9611 x 2797  
fax: (806) 897-5622  
e-mail: pfoard@spc.cc.tx.us

**Feb. 2, 2002**  
Falls City High School  
Contest: CX debate only  
Contact: Debbie Wiatrek  
phone: (830) 254-3551  
fax: (830) 254-3354  
e-mail: wiatrekd@fcisd.net

**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@gvvisd.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: (806) 766-0700  
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: (903) 439-6116  
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) 630-4399

**Feb. 9, 2002**  
Belton High School  
Contests: all UIL events will be offered  
Contact: Alisha Dudley  
phone: (817) 398-3000  
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. 9, 2002**  
Falls City High School  
Contest: All academic events except CX debate  
Contact: Debbie Wiatrek  
phone: (830) 254-3551  
fax: (830) 254-3354  
e-mail: wiatrekd@fcisd.net

**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. 22-23, 2002**  
Sulphur Springs High School  
Contests: all academic except CX debate  
Contact: LeAnne Verner  
phone: (903) 885-2158  
fax: (903) 439-6116

**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: (210) 977-1659  
fax: (956) 580-5185  
e-mail: g.reyes@ljsid.esc1.net

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

**Feb. 23, 2002**  
Fabens High School  
Contests: all contests except CX Debate  
Contact: Penny Jones  
phone: (915) 764-2246  
fax: (915) 764-4953  
e-mail: pjones@hs.fabens.k12.tx.us

**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@ljsid.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@ljsid.esc1.net

**March 14, 2002**  
Grand Prairie High School, Grand Prairie  
Contests: Current Issues & Events only  
Contact: Jonathan Head  
phone: (972) 809-5711  
fax: (972) 809-5775  
e-mail: jonathan.head@gpsid.org

## Committee set to create new Prescribed Music List

It's hard to believe. The current Prescribed Music List has been in use for two years. Thus we are less than 24 months away from the publication of a new edition.

The production of such a document requires countless hours of work and the contributions of a multitude of public school music educators, university professors and studio faculty throughout Texas. By the time the project is complete the various committees will have perused some 3,000 titles and reevaluated the 17,000 selections in our current edition. No small task!

As strategies for the project are developed the primary question becomes, "What philosophy should drive this process?" Other points to contemplate include: Is the goal simply to provide lots of choices? Is it possible to have too many options? Is the PML actually utilized to its maxi-

mum potential, or do directors return time and again to those titles that are proven favorites? Should the con-

tent of the PML make a powerful statement about what we believe to be the importance of quality repertoire as a part of our academic music curriculum or should the list be ever expanded to accommodate the "comfort zone" of all directors' personal tastes and preferences?

Frank Battisti from the New England Conservatory of Music and recent clinician at our TMEA Convention said, "The kind of music you perform truly matters. While the music students' study will help them develop musicianship and technical skills, only the best music will allow students to fully appreciate music for the true art form it is. In musical terms, we become what we experience. Works of excellent composers, works that creatively integrate and develop musical material - that is what is required."

The words of Kodaly might also serve as a guide.

"Children should be taught with only the most musically valuable material. For the young only the best is good enough!" he said.

Who can argue with that statement?

We must guard against being content simply teaching technique, tone quality and performance skills if we are to aspire to the expectations that are central to the powerful statements of these two musical minds. They suggest that through our bands, choirs and orchestras we have the potential to define musical taste and build expectations for a life-long "love affair" with music of the highest quality. That must be one of our principal goals.

Clearly the primary element required to develop this potential is quality repertoire. Nothing less will do. Now

temper this simple truth with the reality that the music of the PML serves as a basis for the vast majority of our units of study. There can be only one conclusion. It is essential that the content of the list represent the very best repertoire available for every discipline and every performance level. This is the challenge that is before us.

The process has begun. Primary committees have been appointed in the areas of band, choir and orchestra. The members of the committees are as follows:

Choir: Barbara Perkins - Cooper High School - Abilene; Jeff Rice - Midway High School, Waco; Keith Dixon, Kingwood High School - Houston; Kathy Lawler - Nimitz Junior High School, Odessa; Barbara Murphy - Driscoll Middle School, San Antonio.

Band: Trent Cooper - McNeil High School, Round Rock; Matthew McInturf - Sam Houston State University, Huntsville; Benny Davis - Waxahachie High School, Waxahachie; Cindy Lansford - North Ridge Middle School, Birdville; Fred Pankratz - Canadian High School, Canadian; Tye Ann Payne - Cook Middle School, Houston.

Orchestra: Kathy Logan - Holmes High School, San Antonio; Martha Stone - Odessa High School, Odessa; Ruth Curtis - Berkner High School, Richardson; Ray Winkler - Ted Polk Middle School, Carrollton/Farmers Branch; Ellen Townley - Dulles Middle School, Fort Bend ISD

There will be ample opportunities for suggestions, recommendations and other input. Watch *The Leaguer* and check the UIL website at [www.uil.utexas.edu](http://www.uil.utexas.edu) for additional information and updates in the months ahead.

### TRUE MUSIC - FALSE MUSIC

Music can be true or false.

This is true of the simplest and most complex music.

False music can be interesting, even fascinating, and is often trendy.

False music can be entertaining

When it is shocking, it is like a hairdo or clothes.

False music is all about style.

True music is balanced, eternal.

True music does not need to entertain, but may

If it is shocking, it is like seeing a beating heart.

True music transcends style.

False music displays.

True music reveals.

Any kind of music may be invented.

True music sounds discovered.

.....

from: *What To LISTEN For In The WORLD* By Bruce Adolphe published by Limelight Editions

## Band Sight Reading: Level VI music to see six-eight signature; level I generates special consideration

by Richard Floyd  
UIL Director of Music

The time of the year is upon us when we turn our thoughts to solo and ensemble music, concert preparation and, oh yes, sight-reading contest.

### Current events contest essay should have analysis, not opinion

continued from page 13

• Open the essay with a statement that declares a fact, and then support the fact with concrete examples. The following is a well-written essay.

Though he won the presidency by the narrowest of margins, George W. Bush has held firm on issues he campaigned on. He has stood firm on his \$1.6 trillion tax cut, education reform, strengthening the military and allowing faith-based groups to assume a greater social-services role.

However, it is Bush's lurch to the right that has surprised most pundits. He began his thrust toward the right by naming strong conservatives to key posts in his administration, particularly Cold Warrior Donald Rumsfeld as Defense Secretary, John Ashcroft as Attorney General and Gail Norton as Interior Secretary. His first choice for Labor Secretary, Linda Chavez, was seen as highly conservative and anti-Labor.

Another early move was to reinstate his father's ban on federal aid to international groups that include abortion in their family planning programs.

In a series of moves that outraged environmentalists, Bush:

• reversed a campaign promise to require all power plants to meet clean air standards in order to reduce

The sight-reading music selection committees have done their work and all sight-reading music for 2002 has been selected and is available for the region executive secretaries to order.

The practice of having sight-reading music written for band continues. While there are those who find fault

with this process there is more and more feedback that suggests the concept enjoys general acceptance. Each year steps are taken to refine the process.

Two specific considerations relating to this year's music are worth noting.

The first issue has to do with the Level VI selection that will be read by AAAAA varsity bands. Included in the criteria for the Level VI piece is the six-eight time signature. This time signature has not appeared in any AAAAA sight-reading music since the inception of the new system. This was because there was a conscious choice on the part of the committee who developed the new format to avoid six-eight during the early years of its use. However the system is now well established. This year the composer of the Level 6 piece chose to use six-eight and the committee felt it was appropriate at this time to reintroduce this time signature. Thus AAAAA varsity band directors should be advised that there will be a section of the their band's sight-reading music in six-eight time. It is marked Allegro and is intended to be counted and performed in two with the dotted quarter note receiving the beat.

The second item has to do with the Level I piece. Let it quickly be said that perhaps this is the most difficult sight-reading music to write. There is no doubt the music at this level continues to generate the highest level of concern.

While there can be no system that is foolproof or no music that is satisfactory to all, steps have been taken to address recent inadequacies with the Level I music.

This year the committee made a special effort to concentrate on this work and secure from the composer a piece intended to clearly be in the "mainstream of expectations" for this performance level. The composer of the level I composition has Grade I works published and also has first hand teaching experience at this level.

It is hoped the finished product will provide an appropriate challenge for those bands that read at this level.

carbon dioxide emissions;

- countermanded tougher standards for arsenic in drinking water supplies;
- and announced plans to abandon the 1997 Kyoto Protocol that would have regulated greenhouse gases.

He took on big labor by halting a potential strike by Northwest Airlines and pledging to stop any airline strike this year. He also repealed a midnight Clinton executive order that established guidelines to protect workers from repetitive stress injuries.

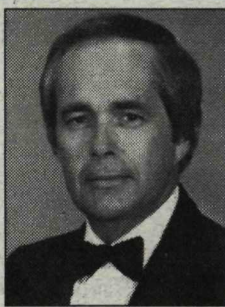
He also eliminated restrictions that prevent labor-law violators from obtaining federal contracts, and he issued an executive order aimed to cut into union power by reducing the amount Big Labor collects for political activities.

Finally, Bush announced that he wants legislation to make it harder for people to declare bankruptcy and wipe out debts, and ended the tradition of having the liberal-leaning American Bar Association review judicial appointees.

Voters who expected a moderate, "compassionate conservative" might feel hoodwinked, but Bush's record in Texas shows that he is a classic old-school Republican with an unwavering pro-business, anti-labor agenda. Despite his lack of an election-day mandate, that's the agenda he is pursuing in the infancy of his presidency.

# Military band exemplifies contest's goals

**T**hursday, Nov. 15 was a great day for me. At 6 a.m. I got in the car and drove from Austin to Overton to attend an assembly being held to honor the members of the Overton High School Band who had recently been crowned the Conference A State Marching Band Champions. What fun!



Richard Floyd  
Music Director

Three newspapers and one television station were present. The auditorium was filled with students, parents and teachers. There were glowing tributes and each member of the band had the opportunity to walk across the stage and be "draped" with a state champion medal. One of the best quotes of the day went something like this, "We like for our students to be in band, that is where all the good students are"! What a great testimony for music in our schools.

But why the big deal and why the nearly five hour drive for a 30-minute gathering in a small East Texas town? This was an historic event. For the first time in the history of the UIL State Marching Band Contest a traditional, military six-to-five band was selected as state champion. Yes, six-to-five bands have made it to the finals in the past and have done well, but this is the first time a band that subscribes to this beautiful marching style has been selected the best of the best.

This achievement spotlights two important factors. The first perhaps is understood. The winning of a state championship takes hard work, dedicated students and caring, inspiring teachers. This is true whether we are talking about Cedar Park High School in AAAA, Holliday in AA or Overton in Conference A. In this case it was easy to see evidence that all ingredients were present.

The 64 members of the band representing grades seven through twelve had met every challenge that the directors had placed before them. It was clear the students loved their directors Glen Wells and Ronnie Page. These dedicated teachers had done an exemplary job in preparing the band. During the assembly there was little doubt the Overton band members were the pride of the community and proud ambassadors of excellence for their school. It was a great day and worth every minute of the travel time.

As I drove back to Austin I begin to think about the fact that this achievement was significant for another reason. When the scoring system for the state marching band contest was revised several years ago there were several objectives. First and foremost it was the intent of the revision committee to develop a scoring system that rewarded exceptional teaching in music and marching. In particular it was the intent of the committee to develop a point basis that placed a high degree of emphasis on music. Hence we now have three music judges and two marching judges.

However, the committee had one other specific goal. That was to create a scoring system that recognized

excellence in all styles of marching. No longer should a band be expected to utilize corp style marching with a broad array of visual adornment and props in order to be successful at the State Marching Band Contest. Regardless of the style of marching or music performed a band should enter the event with the expectation that its members could be contenders for top honors.

The achievement of the Overton band validates that the committee was successful. There is a place for all styles of bands at the State Marching Band Contest and the bottom line expectation for success focuses on the fundamentals of music performance and marching execution. As it should be!



photo by Randy Vonderheid

## State Champs

Members of the Overton band go through their marching sequence during the state marching contest, held in Waco, Nov. 5. The Overton band was the first band in the state to win the state championship in traditional marching military style.

# Adjudicators are teachers as well as judges

Charlotte Moellering, B.M.E., M.Ed.  
TMAA Orchestra Vice President

**W**hat makes a superintendent effective? What makes a principal, a teacher, or a UIL music adjudicator effective? There is no question we have met the criteria to earn these titles and we know how to determine specific problems in our areas of expertise. Yet how adept are we at communicating the resolution of those problems?

As music adjudicators we evaluate secondary school music performances. We are adept at pointing out the faults and recognizing the positives in a performance. For example, we may comment that the eighth notes lacked clarity, even revealing which section or individuals are involved.

Yet students and directors often read that comment and never give it another thought. The next year the same students perform another piece and once again, in addition to positive comments, receive similar com-

ments regarding lack of clarity.

Neither adjudicator was very effective because while their comments readily identified the faults within the performance, they did not provide the students and directors with the necessary tools to fix the problems.

Effective judges must look at an adjudication experience as an opportunity to give students and directors skills to improve and grow musically. We can't just tell them their performance should be improved; we are obliged to tell them **how** and **why**!

First and foremost, we are teachers. We don't just judge, we should teach through our comments. We are not just referees who point out violations; we are coaches for the students and mentors to the directors.

If a Baroque piece is performed in the wrong style, communicate what is wrong with the style and how to perform it correctly. But don't stop there! Teach them why it is important to know the correct style. Give them something to take with them.

So much of our focus is concentrated on the ratings

we receive that the comments are overshadowed and sometimes completely overlooked. Just as the quality of schools and principals is evaluated by the public according to standardized test scores, UIL scores often determine the quality of performing groups and their directors. As directors we can't change that public evaluation process, but we can change the way we respond by utilizing the judges' comments. Who are those comment sheets really for? As judges, we must give the performers something to take with them not only into the classroom but into future performances as well. Are we preparing our groups to get sweepstakes, or are we teaching students to become better musicians?

A UIL comment sheet should be notes of guidance. So next spring when you hold a blank form-4 in your hands, ask yourself what is your intent? Are you there to merely critique a performance or are you there to offer a continued learning experience to those whom you judge?

**TMAA**  
**Constructive**  
**Comments**

Texas Music  
Adjudicators Association

**ADDRESS TMAA**  
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Executive Secretary  
Texas Music  
Adjudicators  
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# Capital Conference set for June 28-29

The UIL's annual Capital Conference will be held June 28-29 at The University of Texas at Austin. Think of it as coaching school for academic sponsors and coordinators, speech teachers and elementary/junior high academic directors.

Like the athletic coaching schools, this conference is the best way to have UIL academic coaches learn from the top educators in the business. More than 400 teachers and academic coordinators attended the 2001 conference, and the program this year promises to be the best ever.

Sessions will begin at 9 a.m. Friday, June 28 and will go until 4:50 that afternoon. Coaches will return on Saturday for sessions from 9 a.m. - 1:30 p.m. Last year's program included the following sessions:

- For beginners only: how to build a winning UIL academic program
- Tips on raising funds, building morale, and recruiting students
- Organizing the district one-act play
- Building a winning math/science program and integrating it into your math curriculum

Information will be available via the UIL web site at <http://www.uil.texas.edu>. Information and applications will be mailed to academic coordinators in January.

**Like the athletic coaching schools, this conference is the best way to have UIL academic coaches learn from the top educators in the business.**

- The language arts matrix: integrating literary criticism, ready writing and spelling and vocabulary into your language arts program
- Q&A about TEA. Questions and answers about UIL and TEA rules
- Integrating Maps, Graphs and Charts into regular social studies curriculum
- Building a speech program and tradition.
- Finding scholarships for your academic students
- Curriculum ideas for the state's required speech course
- Making CX debate user-friendly
- The basics of Lincoln-Douglas debate
- Cross Examination Debate Topic Analysis
- Using the Art Contest to teach art elements and art history

Information will be available via the UIL web site at <http://www.uil.texas.edu>. Information and applications will be mailed to academic coordinators in January.

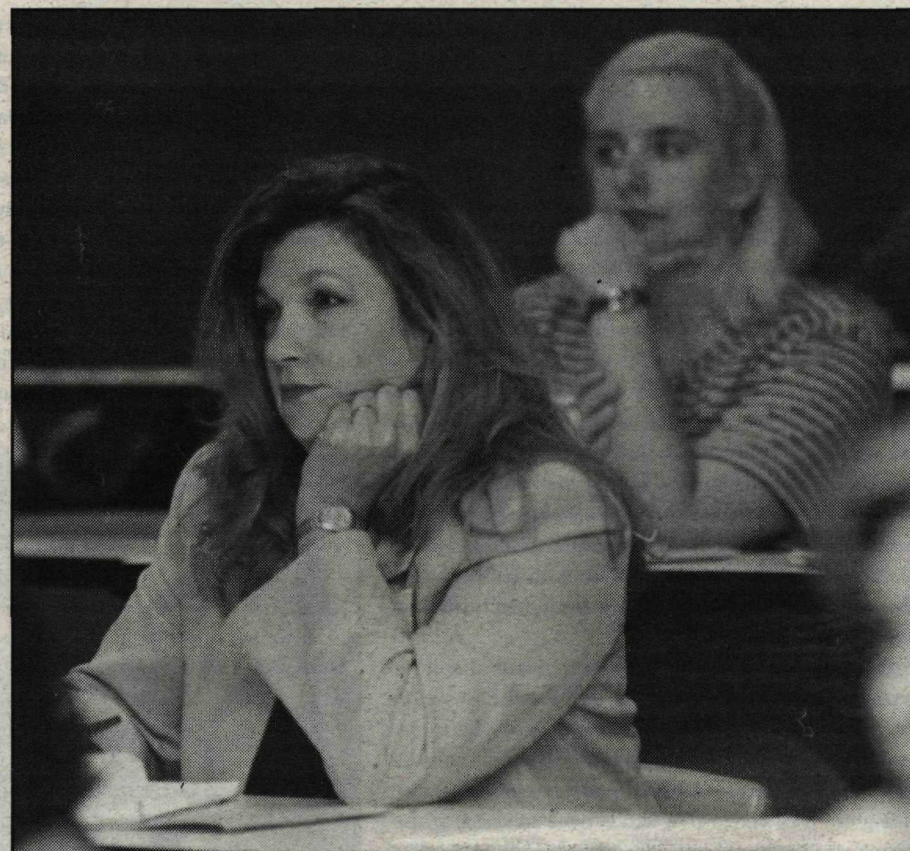


photo by Randy Vonderheid

## Using Your Curriculum

Two participants from the 2001 Capital Conference listen to a speaker explain how to incorporate the language arts contests into the regular curriculum. The Capital Conference, held each year in June, teaches campus coordinators how to prepare for the district, regional and state contests as well as how to host an invitational tournament and bring more recognition to academic UIL contestants. The 2002 Capital Conference will be held June 28-29 at The University of Texas in Austin.

## iHigh.com still available to help with school websites

With the demise of Highwired.com, many schools are looking for help in establishing a web site. UIL's corporate sponsor, iHigh.com continues to maintain that opportunity. If a school has not signed up to be part of the iHigh.com community visit "join.ihigh.com" and fill out the form. The following commonly asked questions can help a school establish their web site through iHigh.com.

Q: I forgot my login and password. How can I get it?

A: Email [ronald@ihigh.com](mailto:ronald@ihigh.com) or call Ronald Wigglesworth at 859-244-9336. You can call Granger Huntress at 512-452-5275.

Q: Are you going to change the software again like last year and confuse us?

A: NO. We'll make some minor tweaks to make some things easier - things you have asked us to make more simple or with more options, but we are NOT going to have any major changes to the system.

Q: We want to make our page more useful for our students, parents and community. What else can we do with this site?

A: Lots of things! You can add a FREEPAGE (the link to how to make a freepage is on the first screen you see when you login)

- Directions to your regular opponents, as well as to your school and notes on if you play any sports off-campus;
- Booster club info - how to sign up, meetings, fundraisers;
- Where are they now? Updates on former players and coaches;
- School schedule & the bell schedule;
- School camp info - does your school host any camps?;
- Tournaments/Jamborees - does your school host tournaments?

Q: I've got my iHigh site. What's new this year?

• Conference standings and statewide stats for football and other sports.

• We hope to have an automated 800 number that you can call to enter final scores after games.

• Opportunities to add audio and video to your site.

Q: Will you have the SID (Sports Information Director) program again?

A: Yes! We even hope to expand it - if you've got some budding sportswriters and sportscasters out there, we want to help foster that. We will have opportunities for student SIDs to cover championship events, conduct interviews with professional and college athletes, and maybe even try their hand at doing some play-by-play radio from games.

The three most common things you will do on your ihigh site is add schedules, rosters and news. Here is a quick how-to on all three!

### Add a Schedule

- From the CONTENT TAB, click "Schedules/Scores/Stats".
- Click "Create".
- Type in Team name in the Description box. Ex. "Boys Basketball"
- Use the drop down menu to input the start date of the season.
- Select the sport for this schedule using the drop down menu.
- Enter a Description (Regular Season, Tournament or Meet)
- Enter the Opponents name. Type in "tournament" or "meet" for multiple team events.
- Enter date, location, and comments.
- Repeat for all events, and then click "Next".
- Verify that School Toolz has the correct opponents. For multiple team events, choose "tournament" and "meet" as appropriate.
- Click "Save" and "All Done!"

### Create a Roster

- ✓ From CONTENT TAB, click "rosters".
- ✓ Click "New Team".
- ✓ Fill in Team Information.
- ✓ Choose an existing schedule from the drop down menu. Click "Save".
- ✓ Highlight the players listed from your Student Records. (Hold down the "Ctrl" key to add more than one student at a time.)
- ✓ Click "Add Students".
- ✓ Enter team member info, including jersey number and any other info under the "custom" column.
- ✓ Be sure the "Save" box next to each name is checked.
- ✓ Click "Save All".
- ✓ Click "All Done!"
- ✓ Click "Done" from the Team Information page.

### Create a News Story

- From the CONTENT TAB, click on "Stories".
- Choose the "New Story" button to get a blank story template.
- Type your headline, teaser, and full story in the appropriate boxes. Be sure to type in <P> whenever you want a paragraph break.
- Click on "Preview" to see how your story looks. If you are happy with it, click "Save". If not, click the "Back" button to edit your story.

Remember, you **cannot** use stories from a newspaper unless you have express permission from them. If the story is on the state iHigh site that is fine because iHigh has permission already. Many papers have been willing to let schools use their stories, so just politely email or call and ask, or even better, incorporate your school's journalism department to help report the school year on the web.

# Changes on Computer Science test this year do not include moving to new language

by David Trussell  
Computer Science Director

First, an important clarification for anyone who might still be uncertain. The programming language for this year's UIL Computer Science contests will continue to be C++, and C++ will also be the language for the 2002-2003 school year. The contest will be moving to Java, but not until 2003-2004. More on that later.

At present, UIL Computer Science is probably the healthiest it's ever been. We experienced no significant problems at any level of competition last spring, from invitationals all the way through to a near-perfect state contest.

There are a number of people who deserve credit for that success, including our wonderful team of consultants and test writers, the dedicated and hard-working folks who run our district and regional contests, and the coaches who have provided such invaluable input through our Computer Science Advisory Committee.

But success will be short-lived if it is not accompanied by a desire for continued improvement. With that in mind, we've made a number of small but important changes that we hope will make this year's contests even better. All of these changes are products of the discussions at this year's advisory committee meeting, which took place in August. Special thanks again to the coaches who were involved with that committee.

The topic list for this year's written tests is very much the same as last year's, with a couple of exceptions. The only new topic on the list is Abstract Data Types, which includes the apstack and apqueue classes. Also, the

Pointers topic has been expanded and is now listed as Linked Lists, Binary Search Trees, Pointers and Dynamic Allocation. Finally, this year's list is fully combined, eliminating the previous distinction between Invitational/District topics and Regional/State topics. (Visit the UIL web site for the complete topic list and other important information.)

The objective of combining the topic list is to allow our test writers an opportunity to introduce as many of the topics as possible at the invitational level — including the more advanced topics — and thus better prepare contestants for district, regional and state competition.

Contestants should not be discouraged if they struggle a bit more on this year's invitational contests than they have in the past. Because of the effort to introduce more topics, this year's invitational tests may actually be harder than the district tests. But remember that the primary purposes of invitational meets are practice and preparation for the meets that really count, at district and beyond.

The hands-on part of the contest will also see some changes this year. The number of problems on each problem set will be increased from eight to 10, and the range of point values will be decreased dramatically. The problems will continue to range in difficulty from basic to hard, but the point values will be limited to only four, five or six points per problem (four points for basic problems, five for medium difficulty and six for the most challenging problems).

The reason for this change in scoring is to encourage contestants to focus on solving more problems rather than problems of certain point value, as well as to prevent a single hands-on problem from having a dispro-

portionate impact on the overall team standings.

We'll also be implementing an important procedural change for the hands-on contest this year. In the past, teams have included only source code when submitting their solutions. This year, teams will submit both the source code AND an executable file on their disks. Judges will be able to look at the executable first and then refer to the source code as needed.

We tried this procedure at the state contest last May, and it proved extremely effective, particularly in eliminating some of the problems that can occur due to compiler variations.

These and the other adjustments we've made are intended to carry us through our last two years with C++. Beginning with next summer's advisory committee meeting, we'll be shifting our focus toward preparing for the transition to Java. At that meeting, we'll make preliminary decisions on test content, reference books, compilers, etc. That information will then be disseminated at next fall's Student Activities Conferences and through the UIL web site, so that everyone will have a full year to get ready. (Refer to the Contest Update currently posted on the web site to find information on how to begin preparing for Java now.)

As a final note, I'd like to welcome the newest member of our Computer Science team: Mike Scott, who is a member of the computer science faculty at The University of Texas. He joins Dr. Dennis Carroll of IBM-Houston, Jeff Ford of UT-Austin and Dr. Twila Lehmann of Angelo State University to complete an incredibly talented team of consultants and test writers. We're very excited to have Mike on board.

Best of luck as you prepare for this year's contests.

## Current events essay proves to be tough point of contest

by Bobby Hawthorne  
Current Issues & Events Director

While it's absurd to reduce essay writing to a 10-point list, I'll do it anyway. Here goes...

1. Think first. What is your main position? List supporting points.
2. Outline. Distill the essay to its essential points.
3. See both sides of any situation, particularly if the prompt deals with politics.
4. Begin writing. Open with a paragraph or sentence that declares a statement.
5. Provide supporting statements, facts. Make certain your facts are correct.
6. Work on transitional or directional words. The essay should have a clear, organized, logical order, and information should flow from one idea to the next.
7. Analyze. Don't editorialize.
8. Don't repeat yourself. Make a point once and move on.
9. Paraphrase. If you use direct quotes, they must be "hot fragments."
10. End crisply with a strong conclusion or kicker.

### • Get right to the point.

Don't regurgitate the prompt, and don't try to hoodwink the judges with meaningless blather. The best essays are concise and packed with facts. For example, consider the essay prompt for last year's State Meet contest.

Ken Herman of the *Austin American-Statesman* wrote, "A month out from the 100-day mark when he will get his first reviews, President Bush has made it clear through actions and appointments that he means business." As

in pro-business.

Karen Tumulty of *Newsweek* wrote, "...for all the energy he (Bush) has put into convincing the country that he is a compassionate conservative, he is also a classic old-school Republican with an unwavering pro-business, anti-labor agenda."

Adam Clymer of *The New York Times* wrote of the new Bush administration's move toward the right rather than from the political center, "Those who had been lulled into the expectation of a centrist administration had, arguably, only themselves to blame, having ignored several clear indications of Bush's real thinking."

Explain the ways in which the Bush administration has embraced a pro-business agenda and moved farther to the right than either his opponents or supporters expected.

• Provide new information. This one doesn't.

The Bush administration has embraced a pro-business agenda and moved farther to the right than either his opponents or supporters expected. A month out from the 100-day mark when he will get his first reviews, President Bush has made it clear through actions and appointments that he means business. As in pro-business.

As Karen Tumulty of *Newsweek* wrote, "...for all the energy he (Bush) has put into convincing the country that he is a compassionate conservative, he is also a classic old-school Republican with an unwavering pro-business, anti-labor agenda."

Adam Clymer of *The New York Times* wrote of the new Bush administration's move toward the right rather than from the political center, "Those who had been lulled into the expectation of a centrist administration had, arguably, only themselves to blame, having ignored several clear indications of Bush's real thinking."

• This section is blatantly editorial.

Despite the howls of liberals, the Bush administration has done exactly what it was elected to do: dump all the pro-Socialist, anti-business, secular-humanist, tree-hugging rules by the corrupt Clinton administration. People who say that Bush ought to subscribe to a middle-of-the-road philosophy just because Gore got more popular votes ought to remember that the only thing in the middle of the road are yellow stripes and dead armadillos. Gore lost, so get over it and let Bush get on with his presidency.

At least, we can look forward to real progress in the next four years rather than an endless stream of "who did he sleep with this week" stories.

• It's okay to analyze or interpret, but don't editorialize

(Opinion) Bill Clinton was the victim of a shameless right-wing conspiracy that even today, weeks after he left office, continues to hound him.

(Analysis) Bill Clinton, whom conservatives hounded throughout his eight years in office and beyond, provided his enemies with plenty of ammunition to use against him.

• (Opinion) George Bush is a moron who is exploiting Clinton's personal problems for his own political advantage. Let he who is without sin cast the first stone.

• (Analysis) George Bush has never claimed to be an intellectual, but he says he understands America's need to return to family values and principles of decency. And he says the nation is exhausted from the endless Clinton scandals.



*In retrospect, I can truly say my life is better because of my UIL involvement. I've received journalism scholarships and am seriously considering a journalism career.*

**Brian Guerra,  
Floresville HS,  
Floresville**

# Weather may throw make-up games a curve

The smell of turkey is in the air. Across the airwaves, disc jockeys are constantly reminding listeners how many shopping days are left until Christmas. There is a slight chill in the air as the first cold front makes its way across the state. All of this can only mean one thing — basketball season is in full swing.

With the holidays quickly approaching, this is a good time to review some of the restrictions and rule changes that affect basketball coaches.

Schools cannot conduct contests or practices, use school facilities, personnel or equipment during five consecutive days in December. Any organized or required practice is considered a violation of this regulation. Schools may choose any five consecutive days, which include Dec. 24, 25 and 26, with the following exceptions:

- (1) When Dec. 26 falls on a Thursday schools may participate in a tournament game on Dec. 26.
- (2) When Dec. 26 falls on a Thursday, schools must still follow a five consecutive day restriction, including Dec. 24 and 25.
- (3) No practice shall be permitted on any of the five consecutive days.
- (4) Travel will not be permitted on Dec. 25.
- (5) Travel is permitted on the 26 if a tournament game is scheduled on Dec. 27; however, no practice shall be permitted on the 26.
- (6) A team that has a game on Dec. 23 could travel home on Dec. 24 and still be in compliance with the holiday restriction.

I've received numerous calls from coaches wanting to know if the calendar week limitation is in effect during the holidays. The answer is yes! The only time students and teams may play in three matched games per calendar week is when the games are being substituted for a tournament. In this case, students and teams may play in three matched games per calendar week under the fol-



Rachel Seewald  
Athletic Coordinator

lowing conditions:

(1) Two of the three games are being played instead of a tournament; and

(2) Two of the three games are on a Friday and a Saturday, or on a night prior to a school holiday and a non-school day.

If games are not being substituted for a tournament, students and teams are limited to two matched games per calendar week, and one matched game during the calendar week of an invitational tournament.

District ties are always an issue as the season is winding down. If not previously scheduled, the district executive committee may authorize a single elimination game or single elimination tournament to resolve district ties. A one-game playoff could break a two-way tie.

Keep in mind that a one game playoff cannot be played as an exception to the school week limitation (district games played in order to break a tie are not considered post-district competition). A single elimination tournament could resolve a tie between three or more schools. These games must be completed by the district certification deadline. In addition, they do not count toward the 21 game limit.

A rule change for the 2001-2002 school year requires that varsity district games postponed because of weather or public disaster, and not made up on the next available date, be scheduled and played on a date determined by the district executive committee in the team sports of baseball, basketball, soccer, softball and volleyball.

This rule was approved last year by the UIL Legislative Council because many times schools could not agree on when to reschedule games that had been postponed by weather. One school may wish to wait for a day when its players are rested. Others may want to wait until the end of the season to wait for the playoff picture to develop.

The UIL staff does not recommend waiting until the season is over to make up these games. Having the district executive committee make this decision eases the confusion about when to play the game.

Many coaches have called wanting to know what is meant by "next available date." The next available date is the next day, other than Sunday, on which another

district game is not scheduled.

Finally, in light of the tragic events that took place Sept. 11, many coaches have inquired about wearing American flags and memorial patches on their jerseys. According to National Federation rules:

"An American flag, not to exceed 2 x 3 inches, and either a commemorative or memorial patch, not to exceed four square inches and with written state association approval, may be worn on the jersey, provided neither the flag nor the patch interferes with the visibility of the number."

Other than the 4-square-inch maximum limitation, no other restrictions exist on the memorial patch, except for basketball. National Federation rules permit a commemorative/memorial patch to be worn on the jersey, provided it is not a number and it is worn above the neckline or in the side insert.

Best of luck as you enter district play. I hope this holiday season finds you happy, healthy and safe.

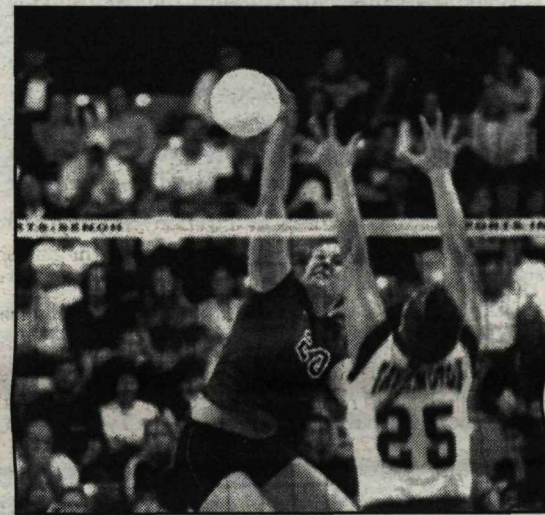


photo by Randy Vonderheid

## Winning Spike

In the 3A championship game, a Wimberley player spikes the ball against Tarkington to help win the second game of the match. After losing the first game, Wimberley came back to win the second two and the state 3A championship, held at Southwest Texas State University.

# No rain 'reigns' success for fall team tennis tournament

Success can be measured in many ways. Following a week-long rain-out of last year's state team tennis tournament, the measure of success from this year's tournament included no rain. The tournament was a tremendous success.

Congratulations are in order for all of this year's competitors from the 4A and 5A conferences. The schools advancing to the state championships from the 4A conference were Wichita Falls, Highland Park (the eventual state champs), Conroe Oak Ridge and Alamo Heights. In the 5A conference, the schools vying for the championship were Plano West (the eventual state champs), El Paso Coronado, Katy Taylor and Corpus Christi Carroll.

The match-ups definitely showed the best eight teams had battled their way to Austin and the tournament for bragging rights would be no different. The semi-finals and finals proved to be a test for all teams involved with most of the matches ending with scores of 10-9.

Finals Saturday were more of the same. The 4A and



Jane Teixeira  
Assistant to the  
Athletic Director

5A championship matches were hard fought battles. In the 4A division Highland Park took home the hardware defeating the defending 4A champions Alamo Heights. The 2000 5A champions were also dethroned when El Paso Coronado was defeated by Plano West. The 2001 Team Tennis Championships was a Dallas area sweep.

The crowd at the tournament was great. There was a lot to cheer about with the awesome athleticism shown. At times, the enthusiasm of the spectators was borderline unsportsmanlike, which brings up the subject of this column — sportsmanship.

It is the coach's and school's responsibility to make sure the fans show good sportsmanship at all athletic events. Administrators and others should be available to calm any over-zealous fans.

The following guidelines from the UIL Sportsmanship manual are a good reminder of the appropriate conduct at a UIL sponsored event:

- Remember that you are at the contest to support and yell for your team, and to enjoy the skill and competition — not to intimidate or ridicule the other team or its fans.

- Remember that school athletics are a learning experience for students and mistakes are sometimes made. Praise student-athletes in their attempt to improve themselves as students, as athletes, and as people, just as you would praise a student working in the class-

room.

- A ticket is a privilege to observe the contest, not a license to verbally assault others or be generally obnoxious.

- Learn the rules of the game so that you may understand and appreciate why certain situations take place.

- Show respect for the opposing players, coaches, spectators and support groups. They earned the opportunity to be there just as much as your student athletes did.

- Respect the integrity and judgement of game officials. Understand they are doing their best to help promote the student-athlete, and admire their willingness to participate in full view of the public.

- Recognize and show appreciation for an outstanding play by either team.

- Refrain from the use of any controlled substances (alcohol, drugs, etc.) before, during and after the game on or near the site of the event (i.e. tailgating).

- Use only cheers that support and uplift the teams involved.

Be a positive role model at events through your own actions and by censuring those around you whose behavior is unbecoming.

Whether you are attending the event as a coach,

# Realignment

## Creating districts, conferences includes attendance, travel factors

The bi-annual UIL reclassification and realignment process has begun. This stressful time has many schools on edge as they await the Feb. 4 release date.

On Oct. 26, every high school was responsible for submitting membership figures. These numbers have been collected and verified.

Following this data collection and verification UIL staff began to input information into the computer for further analysis.

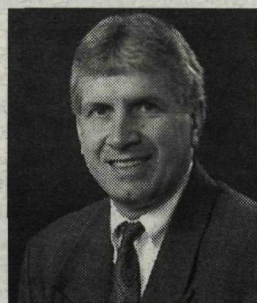
Beverly Linder, UIL athletic administrative associate, is responsible for this integral step. Programming the information for approximately 1,270 high schools in a short time span is an enormous task and Beverly's experience is invaluable.

Following this input of data, all information must again be verified so we can be assured it matches information provided on the reclassification and realignment forms submitted by schools. From this point further analysis begins.

The first step is to run a print-out of a chronological listing of school enrollments in descending order. This print out is done initially by enrollments without corresponding school names. In essence we are working with a listing of numbers in rank order without knowing which enrollments belong to which schools.

At this stage it is important to remember that policies developed by the UIL Legislative Council are implemented. Policies for the 2002-2004 reclassification and realignment process dictate a range of 210-225 schools shall be assigned to Conference 5A to establish 32 districts.

Another important step takes place at this time as the UIL staff simply counts down the chronological listing of



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numbers until it reaches the established range. At this stage schools names are reassigned to the numbers they have submitted.

Once the cutoff has been established schools with enrollment figures below the 5A line, which have requested to play in a higher conference are moved into the 5A conference. Any school may request to be elevated one conference for extreme travel or in multiple high school districts of eight or more schools, provided notification is submitted to the League office simultaneously with enrollment figures.

At this time the corresponding number of schools are moved into 4A so no more than the required 225 schools remain in Conference 4A.

This same process takes place within Conference 4A. The number of schools needed for 32 districts has been established between 210-225. Counting down, again in descending order, the cutoff for 4A will be established in this range. Schools falling below the 4A cut-off which opt to play in a higher conference are assigned to the conference.

Very simply, the range of 4A - 5A schools will total between 420-450 schools. This latitude is important so proper balance can be afforded within a conference. A finite number with no flexibility could cause improbable geographic difficulties to occur in the realignment process.

The format continues with the establishment of the 3A and 2A conference lines. The number of schools needed to establish 32 districts in each of these two conferences is normally between 210 - 225. In essence there will be between 420 - 450 2A - 3A schools. Again, the range is necessary to enable staff to establish proper gaps in enrollments and to balance the conference alignments.

This is important because Conference A consists of all schools which fall below the Conference 2A enrollment. The number of districts assigned in Conference A is determined by the number of schools participating in an activity.

In Conference 1A, schools with an enrollment of 94.5 or lower may choose to participate in six-man football. Schools with an enrollment between 94.6 and 99.5 are allowed one realignment period as a grace period to continue to participate in six-man while preparing for the change to eleven-man if the enrollment of the next alignment period is also above 94.5.

After determining the enrollment cut-off figures, Conference A schools are further divided by membership figures for spring meet activities and basketball. In Conference A, basketball schools will be divided into large schools (Division I) and small schools (Division II), through the first round games of the state basketball tournament, with 32 districts in each division. The first round games of the state tournament will determine a Division I champion and a Division II champion. The final game, between these two winners will determine the overall conference 1A champion.

Following these divisions by conference, map pins are placed on a Texas map to represent all schools in a conference. Schools are placed into districts keeping the following criteria in mind:

a. Group geographically contiguous schools in groups of no more than 10 and place in districts with even number of schools, except when that action causes an extreme hardship. Schools in a district in urban areas may not always be contiguous.

b. Except in Conference A there will be 32 districts to facilitate playoff procedures (except in activities that do not have enough schools).

### Realignment

Q) What will the cutoff number be for a particular conference?

A) As described earlier there is no way of knowing the exact number until all schools have been listed and the staff counts down the rank order by policy. Counting the number of schools in descending order of enrollment established the cut-off line.

Q) Can a school be the smallest school in a conference by only one student?

A) We try our best to avoid this scenario. It is more likely to happen in the lower classification because the gap in enrollment decreases.

Q) Why the secrecy? What harm is there in obtaining this information before Feb. 4?

A) The UIL prides itself in being a public servant with open meetings, public forums, readily available information, and interpretations. However, when it comes to the reclassification and realignment process confidentiality is paramount because of the scheduling issued in football. Releasing the information only after it has been completed and proofed keeps schools and coaches from spending an inordinate amount of time and money on scheduling. It also gives all schools a fair chance in the scheduling process.

Q) Why isn't there a 6A conference?

A) The Legislative Council has studied this issue. The conclusion was increased travel created by a 6A alignment would not be cost effective. Travel would be limited for schools in metropolitan areas which would generally be assigned to 5A and 6A. However, schools below 5A would have significant travel problems. Essentially in the current format six conferences have been created with the advent of two divisions in Conference 1A basketball.

Q) What can one do to change the reclassification and realignment process?

A) Submit a proposal and/or make a presentation to the Policy Committee of the Legislative Council in June. Any action taken by this committee would have to be approved by the fall Council in October.

Q) Why aren't the volleyball, team tennis and cross country alignments released first since they are fall sports?

A) Football is released early because it is the only sport in which contracts are signed. Basketball is released earlier than the other activities simply because all schools choose to participate in basketball. Thus we can assemble the alignment knowing that the effect of appeals would not force us to change alignments in the other activities since significantly fewer school participate.

c. Multiple high school districts with more than one school in the same conference will have those schools assigned to one district.

After these assignments have been made, UIL staff checks and rechecks the maps and alphabetized and rank order listings of the schools to assure each school has been assigned. A computer program will assist League staff in assigning districts. The program takes into consideration all Reclassification and Realignment policies and parameters and bases its alignments simply in total mileage for all schools within a conference. A sample run using 50 parameters could result in over two billion combinations of districts. This objective data will aid UIL staff in determining final district assignments.

On Feb. 4, at 9 a.m. (Austin time) the final results will be released through each of the 20 Educational Service Centers. At that time it will also be released via the UIL website. League staff is again working with Fox Sports Southwest to release information during a live television show.

A school dissatisfied with its assignment may change districts only with unanimous consent of all schools in both districts. Schools may appeal their district assignment to the State Conference and District Assignment Review Board. The deadline for this appeal is Feb. 13. Appeals will be heard on Feb. 20.

Finally, it is important to remember the UIL staff has to see the entire picture during reclassification and realignment. Individual schools may claim dissatisfaction with their assignment because often times they see only one small portion of the state. Trying to fit nearly 1,275 schools into 32 districts in each of five conferences in a state encompassing approximately 254,000 square miles is a daunting task. Our commitment is to be fair to all of our schools. Best of luck in the process.

## Fans' exuberance often goes too far in support of team

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administrator, or even a parent, remember the actions you display are often reflected in the actions of the student-athletes on and off their chosen field of play. Your actions not only reflect on yourself, but on the school you are representing and the community the school is from.

The Spring Tennis meet is right around the corner. There are changes in store for it so stay abreast of anything written in the Leaguer or in other UIL publications.

The big issue now is the parking situation at the World of Tennis facility in Lakeway. Please plan now and inform your parents there will be no on-site parking available at the World of Tennis. The UIL is working diligently to find a solution to the growth in Lakeway and will do our best to continue the tradition of excellence at League events.

Also, conferences 1A, 4A and 5A are tentatively scheduled to be at World of Tennis in Lakeway and the 2A and 3A conferences are scheduled to take place on the University of Texas — Austin's Pennick-Allison tennis facility.

## ELEMENTARY/JUNIOR HIGH

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

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

### EDITORIAL WRITING

Editorial Writing is a new contest for the 2001-2002 school year for students in grades 7-8. A 45-minute contest, test materials will consist of a fact sheet from which participants develop an editorial.

### DICTIONARY

This is the first year that only the *Merriam Webster's Intermediate Dictionary*, 1994 and subsequent editions will be the official dictionary for elementary and junior high academic contests.

### ART CONTEST

*A View of El Paso* and *View of El Paso* both count as correct titles for the painting by Trouset.

### HIGH SCHOOL

#### 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.

### 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.

### HOUSTON MILBY HS

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

### 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.

### HUMBLE HS

The State Executive Committee issued a public reprimand to Mr. Lupe Cantu, with probation through November 6, 2002, for violation of Section 400 (c) and Section 1205 (b) and (c).

## 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.texas.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	