

Leaguer



BRIEFS AND NOTES

CALENDAR OF UPCOMING EVENTS

- Oct. 19-20..... UIL
Legislative Council meeting
- Oct. 23..... Last day for
Regional Marching
Contests (1-3A)
- Oct. 25..... Student
Activities Conference —
University of Texas (Austin)
- Oct. 27..... first day for
basketball practice
- Oct. 28..... team tennis
district certification/4A volleyball
district certification
- Oct 30..... Marching
band area contest deadline
- Oct. 30-Nov. 1..... Team tennis
regional tournaments/volleyball
bi-district 4A
- Oct. 31..... CX debate
deadline to hold planning
meetings
- Nov.1..... E/JH 1st day
for fall-winter district meets/
deadline to order invitational
meet materials/ILPC membership
due-yearbooks due for critique/
cross country district certification
deadline/volleyball district
certification for 2A, 3A, and 5A/
Marching Band regional contest
deadline
- Nov. 3-8..... volleyball bi-
district 2, 3, 5A/Area and
Regional for 4A/district and bi-
district 1A
- Nov. 3-4..... Marching
Band State contest 1, 2, 4A
- Nov. 7-8..... State Team
Tennis tournament (Lakeway
World of Tennis - Austin)
- Nov. 8..... football
district certification - all districts
except 1A w/bye/cross country
regional meets/Student Activities
Conference in Huntsville
- Nov. 10-15..... volleyball
Regionals -all conferences/one-
act play representation due/cross
country state meet/football district
certification deadline/1A w/bye/
Music corrections to eligible
schools list due
- Nov. 17..... 1st day for
basketball interschool games - all
conferences
- Nov. 20..... CX debate-
district director name and
information forms due
- Nov. 20-22..... state
volleyball tournament (San
Marcos)

The UIL web page is:
www.uil.utexas.edu

Becoming paperless

Academic department pilots new registration system; athletics to follow soon

When academic coordinators prepare to enter their students in contests this spring, they'll begin by sitting down at their computers.

In 2004, UIL will pilot a new spring meet entry and management system allowing high schools to enter students in academic contests via the Internet. No more paper. No more traditional mail. And hopefully, no more confusion.

Welcome to the 21st century.

High schools will be able to access the new entry system via the UIL web-site.

"It'll be faster and more accurate," UIL Director of Academics Bobby Hawthorne said. "It'll save time, energy and countless errors." Each school in each district in each conference will be able to enter contestants' names and school information. The program will instantly produce an invoice for billing. Once the process is complete, each district coordinator will receive an e-mail of confirmation. And it's done.

The UIL hopes to reduce mistakes such as misspelled names and misplaced students in the different academic contests.

"Once a student's name is typed into the system, it will stay there through district, region and state," Hawthorne said. "We hope to offer more continuity from district all the way through state."

In the past, entries were typed into a database or with a typewriter about seven times during the course of spring competition. With the new system, entries will be typed into the

system by each high school and that entry will transfer directly to district meet coordinators and so on, limiting room for error.

Senior systems analyst Larry Woods is building the system.

"The biggest challenge with building a program for academics is that there are so many events with so many different rules," he said. "It's very complicated, but we're testing it as we go along so, it'll work."

Woods built a similar program for the Texas State Solo and Ensemble Contest four years ago. UIL Music Director Dick Floyd said the system works better than he ever imagined.

"We had a vision, and Larry really worked with us," he said. "The net result was great."

Floyd said when they implemented the program for music, they were expecting 40 percent of entries to come in over the Internet. Instead, 80 percent of music contestants chose to utilize the new system. Floyd said the program has cut preparation time for the contest by 75 percent.

"I couldn't believe how many people wanted to do it," he said. "It's so user-friendly. And it's really amazing to see how much faster things can be done."

The solo and ensemble contest involves 10,000 events and more than 20,000 contestants, making scheduling the biggest issue. With the web system, a good schedule is made automatically.

"It used to take two weeks to create a decent schedule," Floyd said. "But once the program was in place, we could get a schedule in five minutes. This gives us more time to improve our schedule and get other things done. The program still amazes

me even though I've been watching it happen for four years."

Woods said the most complicated part of building an academics system has been the one-act play contest because there are more levels of competition than with the other events. He's been working on one-act since August.

The task of building this system is complicated already, Woods added. After setting up the database, he built a program to relay information from a school's computer screen to the database.

Despite the intricate building pro-

All on the web

As a pilot project, the UIL academic department will ask schools in all conferences to register their district competition through the new UIL Spring Meet registration form on-line. Through this new registration, the UIL will be able to see the most popular events as well as complete paperwork and other responsibilities quicker for the regional and state competition.

story by UIL
journalism intern
Alyssa Armentrout

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Be careful because they are listening

Coaches make bigger impressions on their players than they imagine

As the school year begins, I am constantly reminded of the awesome responsibilities that are heaped upon the strong shoulders of our junior high and high school coaches.

It is a responsibility that never much entered into my consciousness as I began my coaching career, but, as the years passed and my level of maturity increased, the magnitude of the position entrusted to me began to grow.

When you put on that shirt that says "coach" you are thrust into a position that is much more than just teaching the fundamentals of sport to a group of youngsters. These young athletes are placing their very lives into your hands and under your control.

The "twists and turns" of their lives as they develop and mature are controlled more so by their coaches than by any other factor in the educational process.

They look to you for guidance in making important decisions, for help when they are in need, for love and care, for concern about their development, for just listening to them, for consolation when they lose and for admiration when they win.

Through competition they learn that hard work and dedication are requisites for success, and it is your responsibility to provide them with the opportunities for learning. They must learn, also, that hard work and dedication does not guarantee success but merely sets the foundation, for during competition, your opponent will be working with dedication, too.

You will teach them that it is no disgrace to lose but that they must always offer their best efforts.

Children are impressionable and you, as coaches, impress them terrifically. There are times when you are trying to impress upon them ideas, instruction, and information, but there are times when you unknowingly make lasting impressions upon their lives. So be careful in your conduct, your language, and your



Sam Harper
Waiver Officer

habits because they are watching and listening to everything that you say and do.

An example of my experience in this area is "Joe." Joe was one of my players. He played linebacker and, trying to teach him good technique, I would line up directly behind him in practice and not let him "back up" when the ball was snapped.

It took many days of practice and getting my toes stepped on but he finally got the hang of it. Before each game I would walk up behind Joe and softly tell him, "Remember, Joe, I am right behind you out there on that field!" He did well and at our annual football banquet near the end of his senior year he taught me a lesson.

As the seniors were summing up their careers with the usual comments about their experiences, Joe told everyone about his experience with taking the ACT test. He was nervous and could not focus. He had a mental block and was ready to just get up and walk out of the testing center when he said he heard me say, "remember, Joe, I am right behind you." At that point he focused and completed the test successfully. What a story! It affected my life and I was always more careful about what I said to my athletes after that.

So, coaches, accept the challenges of your profes-

sion with the knowledge that you must be concerned with more than winning and teaching technique, but you must be aware of the responsibilities that fall on your shoulders.

This poem has a "special" place in my heart as it was presented to me by my daughter when she was a teenager.

By This You're Bound

You are not bound to win each game
But you are bound to be
The kind of soul who leaves the field
Head high and conscience-free.
You are not bound to earn each game
The victor's golden crown,
But in defeat you must stand tall;
By this you're always bound.
And you're not bound to win if it
Means win at any cost,
But you are bound to keep the rules
Though every game is lost.
Nor are you bound to win at all
If in the victory earned,
Your self-respect and honor leave
To nevermore return.

Author unknown

New registration system should keep paperwork to minimum

continued from page 1

cess, he said the program would be extremely easy for high schools to use.

"There will be a learning curve," he said. "But I was a band director once. Most of the teachers at my school were just as web savvy as I was before I was trained on these programs. And I'm trying to make this as user-friendly as possible."

Floyd said they've had no complaints. And he said the program has been a benefit to schools.

"In the past someone would sit down at a school

and do a pile of paperwork," he said. "With this program, consider that for every hour less spent doing paperwork, that will be one more hour spent in the classroom with the students."

In addition to helping schools, Hawthorne said the program would lend a hand to the UIL staff as well because less time will be spent entering the names of winners and organizing contests.

"If we're half as happy as Dick [Floyd] it'll be a success," he said. "It's going to revolutionize how we do things."

Leaguer

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Add 'Em Up

Point schedule set to be reviewed, revised following complaints

This summer, the Texas Educational Theatre Association presented to the Legislative Council Academic Committee a proposal that would, if approved, increase the number of points awarded at district, region and State Meet for one-act play.



Bobby Hawthorne
Academics Director

It wasn't. But the committee did approve empanneling an ad hoc committee to study the Spring Meet Schedule of Points later in the winter. This gives all interested parties time to sharpen their blades.

No doubt, the present point system is a patchwork of compromises and spurious assumptions. Why do the 2-hour Ready Writing contest and the 10-minute Number Sense contest receive the same points? Why is CX limited to 48 points at district? Why doesn't a school that wins first, second and third place individual also receive the additional 10 team points?

I don't know. These decisions were being made back when my biggest headache here was whether some student journalist in the ILPC summer workshop was going to torch Jester Dorm.

Presently, a one-act play troupe may earn no more than 48 points, even if it wins first place, takes home both best acting awards and has three or four all-star cast members and a couple of honorable mention all-star performers to boot. This strikes the theatre folks as unfair.

Meanwhile, the math and science people can't understand why they're limited to 37 points if they place first, second, third and fourth in number sense. Does the winning team, they want to know, receive 10 points or not? Six students may enter science, but the maximum number of points a school can earn there is 42, which means that if you placed first, second and third, and have the top scorer in Chemistry, Biology and Physics, you'd receive 42 points rather than the 56 you earned.

Journalism and speech have team points but don't have teams.

Ready writing doesn't have teams or team points. Computer applications doesn't have teams, but they want them. I'm sure they'll want the extra points too.

Frankly, the piecemeal mess makes congressional redistricting appear logical and fair.

The point schedule has always had its peculiarities. For example, in 1978, the number sense champion received 15 points but the editorial writing champ received only 10. The golf medalist received 10 points, the district tennis champion five. The winning one-act play received 30 points, but points were not awarded for individual awards such as best actor or all-star cast.

In 1982-83, the two winning unranked one-act plays split 70 points and received points for individual awards. First, second and third place winners in the other academic contests received 15, 10 and 5 points each except for Debate, which received 20, 15 and 10.

In 1988-89, the academic team concept was introduced into the UIL program, the brainchild of former director Dr. Bailey Marshall and academic director Janet Wiman, with the intention of building camaraderie and a greater sense of community identity. For the better part, it has worked well.

Point limitations were not enacted until 1992-93. One-act play was limited to 48 points, everything else 37. Precisely how this was decided is a mystery, but I'm sure it's based on the reluctance to award points twice to the same students. In time, points have been awarded to second place teams, to team journalism and team speech, so today, we have a hodgepodge of points, some of which correlates to medals, some to number of participants, some to the amount of effort and time required to win a medal. But if there's any strict linear logic to the Schedule of Points, it eludes me.

And there well may never be. Again, who's to say which is harder: science or headline writing? Which is more intellectually demanding, reciting four lines in the one-act play or a long, first-person narrative in the interpretive speaking contest? Apples and oranges.

The ad hoc committee's task will be to examine all the quirks and peculiarities of the "a Band-Aid for every sore" point schedule and return to the Academic Committee in June with a proposal that will, I'm sure, satisfy few but will be at least reasonably defensible.

Conflict pattern

We've had requests to revise the academic conflict pattern also. The particular complaint comes from those who want to compete in Literary Criticism and Spelling and Vocabulary, which currently conflict. We could move one or the other to the third strand, but it would then conflict with Prose and Poetry. I haven't heard a lot of support for that idea.

We could move one or the other to the fourth strand, but that means judging would end around midnight.

The conflict pattern is a giant Rubik's cube. You can't move one contest without impacting two or three others. Until there's a consensus for change, it'll most likely remain as is.

Calculator lists

The list of approved calculators for Math, Science and Accounting are also hopelessly outdated. Radio Shack doesn't even make calculators any more, except for the basic 4-function, \$6.99 ones. Most of the calculators on the list are commercially unavailable except as collector's items on e-Bay.

This past year, calculator applications director Dr.

David Bourell met with an advisory committee to revise and update the contest. David and his committee tried to minimize the emphasis on any particular brand of calculator.

"The goal is for contest success to be as independent as possible of the specific brand of calculator used," he stated.

The revised format of the Calculator Applications contest will be inaugurated at the 2005 spring meet.

Similar changes in the Mathematics and Science contests are inevitable. Before we know it, handheld computers will flood the market, making calculators obsolete. Mike Lorion, head of Palm's educational sales, told *The Dallas Morning News*, "It's a matter of how many devices a student can really have. You can't use a graphing calculator in English class. You can adapt the calculator, but you're not going to read *War and Peace* on it. You can on a Palm."

I realize that opinion is mixed and emotional. At last year's State Meet, Larry White asked how many coaches and participants wanted to change the list? About a third of the hands went up. How many wanted to keep the list without change? About a third of the hands went up. How many wanted to scrap the list and make math strictly a mental contest. About a third of the hands went up.

It doesn't take a math major to realize that change will be difficult and contentious. But it's necessary, and it's long overdue.

One-act festivals good to get cast organized

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uled over a four and a half hour period. Workshops on movement, voice, combat, characterization, makeup, lighting and more are scheduled.

Judges List

The current TETAAO judges list is published in this issue. This includes judges whose dues had been paid as of Oct. 8. Please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 2004. It is also important we receive copies of all contracts. We try to keep an accurate record of judging assignments so we can find judges in emergency situations.

Larry Hovis

Texas State University faculty member Larry Hovis died of cancer last month in San Marcos at 67.

"He was one of the most personable and popular teachers on the faculty," said Fred March, former chairman of the theatre department. March hired Hovis in 1990. Hovis was best known for his role as Sgt. Carter on the 1960's sitcom "Hogan's Heroes." He also appeared in 10 episodes of "Gomer Pyle, USMC" and was a writer for Rowan and Martin's "Laugh-in."

Do state laws requiring athletic coaches, band directors and cheerleader sponsors to have CPR training apply to academic coaches? No.

Winning speech teams include more than just speakers, coach

My mom is a wise woman. She was an educational administrative assistant for 32 years, as long as she was employed there was no doubt who ran the school district. After all, she outlasted seven superintendents.

She was known among the school employees and around town for “holding the fort down,” and keeping the school moving forward when her district was without a superintendent for over half of one school year.

Her jewels of wisdom had a great influence on my teaching career.

She taught me there were three people who were key to my success as a teacher and coach.

The first was the school custodian. Believe me, if you wanted your blackboards wiped clean each afternoon and the trash taken out on a regular basis, as well as extra favors now and then, it was critical to get to know your custodian on a first-name basis. Not just a “Hi, how are you?” kind of relationship but a genuine effort to get to know them as a person. Then, on any given day when your debaters had hole-punched briefs for hours and the look of a New Year’s Eve party pervaded your classroom floor from all the confetti scattered about, your loyal custodian friend would only smile and take great pride in making your room presentable again.

Wanda was my custodian, and she often surprised me with homemade tamales from her kitchen. I was grateful for her gentle smile whenever she saw my room turned topsy-turvy because of a Readers Theatre rehearsal we’d had late the night before and magazine subscription cards strewn all over the place because the extempers had been cutting and filing magazines in preparation for a tournament.

Just as important to your survival at school is making friends with the principal’s secretary. If the truth were known, she runs the place. There will be countless times you have excused lists for tournaments, speech students are late coming back from community performances, or you just had to finish listening to an oratory during lunch, and those students will need passes to class. It’s the school secretary who can make life much easier on you and your kids.

Who better to alert you to activities on the school calendar that conflict with your tournament schedule? Send her flowers from time to time. Have your competitors write thank-you notes “just because.”

The other school person critical to your program is your librarian. Just because librarians insist on chairs being strategically placed back under tables at the end of each class period, books turned in by the due date,



Jana Riggins
Assistant Academic Director

and, heaven forbid, a teenager entering through those hallowed doors with gum in their mouth doesn’t mean they don’t want students to use the resources available in the media center. The truth is they actually love getting to work with students who are heavily involved in sophisticated research for debate, reading great literature for oral interpretation performances, and exploring journals such as *Foreign Affairs* to hone their extemporaneous speaking knowledge.

I got lucky. The librarian at each of the schools I was employed was a God-send to me. At my last school, Pat Johnson Bratcher was my librarian. She was a former English teacher and I was fortunate to have her daughter in my speech program.

She saw first-hand why speech and debate competitors needed to be in the library a great deal of the school day. She knew the results of their labor. She came to believe in our endeavors so much that she often used a portion of her library budget to supplement when mine fell short providing materials for the squad.

Phyllis Tucker, librarian at Aubrey High School, formerly from Lindsay, is one of those people who plays a key role in the success of the UIL academic teams at her school. She’s taken an avid role in helping coaches and students prepare for UIL contests and even become a coach of speaking events herself. She’s served as district contest manager, presenter at our Capital Conference and currently serves as a State Meet judge.

Because I often hear from frustrated librarians who have had the task of finding appropriate documentation for competitors dumped in their lap at the very last minute before district competition, I asked her to share with speech coaches important things to consider when seeking assistance.

Phyllis writes, “I had the privilege of checking prose and poetry documentation for three district meets this past year. It is heartbreaking to disqualify contestants.”

She offers this advice. First, and foremost, start early in the year looking for contest material and documentation. Coaches, approach your librarian soon after the school year begins. Have a copy of the UIL contest rules and documentation regulations necessary for both interpretation divisions. Show your media specialist the UIL web page because it provides much clarity on the documentation requirements. Give them the big picture of oral interpretation events. Explain that the categories generally run for three years.

Next, be clear about your particular request. If you want the librarian to locate selections, let him or her know if you only want prose works written in first-person point of view, even though Category B also allows third-person to be performed. Often, a librarian will pour their heart and soul into finding a particular piece, only for the teacher to never use what he or she requested.

Coaches, share the burden. Make yourself aware of what is available in the library and expect your students to read, read, read to find their selections. That should not be responsibility of the librarian. Besides, it’s one of the benefits of the oral interpretation contests.

Finally, explain to your librarian the importance of documentation. Without it, your student cannot compete in prose or poetry. Let the librarian know that you and your students will be going through a lot of reading material before finding the perfect match. What is a wonderful piece to one contestant doesn’t fit another.

When it comes to documentation, it is the coach’s responsibility to know the rules, understand how critical appropriate documentation is and to take no chances when the documentation secured is not clear. Contact the State Office for a ruling several weeks in advance of district.

Having the original source of the literature with you at contest, although not mandated by the rules, is highly recommended as a safeguard if your student’s piece is called into question. Responsibility for proper documentation should not lie with the librarian but with the coach.

Documentation that does not clearly meet the requirements is a risk. Just because it passes inspection at an invitational meet doesn’t mean it will pass at district. Do not wait until the day before district to pounce on your librarian, demanding that he or she provide proof that the piece your star reader loves to read truly fits the required category!

Librarians, the best help you can be to coaches and students is to read the guidelines yourself. Sometimes, coaches have incorrectly interpreted the rules. Your clear understanding of the rules and their published clarification may help to prevent a disqualification of your school’s competitor.

Realize that different students have different literary tastes.

Patrons will read a lot of works before settling in on the two competition pieces they wish to use in contest. Help students search for the unique, the unusual, the obscure. They will be grateful for your guidance when the judges praise them on their ballot because they didn’t use a well-worn selection.

Students, coaches, and librarians alike — visit the UIL web-site for the latest rulings in oral interpretation. Read the *Leaguer* and be sure to have reviewed a copy of the 2003-04 UIL Prose and Poetry handbook. Doing your homework ahead of time prevents disappointing disqualifications later.

Thank you, Phyllis, for sharing from a librarian’s perspective. And thanks, mom. Your advice was some of the best I ever got. Teaching isn’t a solo act. Coaches, learn who the key individuals are in your school setting and show tremendous respect and gratitude for them. They can help open the doors of success for your speech classroom and forensic program.

Prose and Poetry coaches, please complete the online survey concerning new categories and rule changes at your earliest convenience.

Debate planning meetings must be held no later than Oct. 31. See our web page for important agenda items.

Don't Be Afraid to go Inverted

Basic writing style still being used in daily newspapers; will still be expected in News Writing contest

People have preached it for years — “the demise of the inverted pyramid is upon us!” Quit teaching it! Quit expecting your students to learn it! Quit creating contests where participants are expected to follow it! QUIT! QUIT! QUIT!

After earning a degree in journalism then teaching it for 20 years, I found it difficult to accept that the one thing I felt really confident in teaching was going the way of the eight-track tape. I almost accepted the inverted pyramid's demise.

Then one day I was surfing the web and, lo and behold, came upon *The Dallas Morning News* web-site. I saw a teaser for a story that interested me, clicked to open it and amazingly I read a story written in near-perfect inverted pyramid style.

I thought, “Randy, this is just an anomaly. I'll try another one.”

Again, I found a story written in perfect (well, almost perfect) inverted pyramid, then another, and another!

What has happened? Have all these journalism gurus who have preached the death of one of the basic tenets of journalism made a mistake? Is the inverted pyramid really not dead? NEVER!

The inverted pyramid, which was on its last leg falling to the feature approach to news writing, is recovering and making a comeback.

After years of looking for ways to interest readers and build readership for newspapers, the journalism world was about ready to eliminate the inverted pyramid from its vocabulary. The formula for a basic news story was just too boring. And anyway, with all the different news outlets available people already knew the story. They watch television — they listen to the radio. Why use precious and expensive space to tell people what they already knew? Real journalists needed to grab the reader's attention — hook them, then reel them into the story. Find a new way to tell the story. Don't tell people facts because they already know them. Just give them the meat of the story. The argument raged on.

Just in time, newspapers caught up with the dissemination of news and built their own web-sites. Now, with a touch of a button, newspapers can be up-to-date with news, just as quickly as television and radio.

And how do they get the story to reader in a timely and easily read style — by using inverted pyramid.

Which really brings me to the point of this tirade.



Randy Vonderheid
Assistant Academic Director

Many people have attacked the formulaic idea of the inverted pyramid and suggested we at UIL ease up on the expectations of the news writing story and allow feature leads. The point, people have said, is that it is no longer in use.

As for writing for a student newspaper, I will agree. Unless a school publishes a daily newspaper, there should rarely be a reason to write a story in inverted pyramid style.

But there is a time and place for the inverted pyramid, and it's necessary to teach students the formula for writing an inverted pyramid. New reporters must learn the basics of news writing before they venture out and try other things. A baby must learn to crawl before it can walk — a journalist must learn to write in inverted pyramid style before that person should go to a more featury style. Okay, so bad example, but the idea is still there.

Beginning (and sometimes advanced) reporters must learn what the basics are before they move on to advanced writing. There are times people find an inverted pyramid story and summary lead in the newspaper. I always advocated for my students to try to find a feature approach to their stories. If, after hours and

hours of sweat and not being able to produce one, they could fall back to the inverted pyramid.

Writing in inverted pyramid gives the reporter experience in organizing the story around the more important items. Once that person has experience and has mastered the basics, then it is okay to move on to writing news features in place of a regular news story written in inverted pyramid style.

Why all this explanation? When students come to a Student Activities Conference, state or national convention or other journalism gathering, a lot of discussion (well, some discussion — possibly) centers around students not having to learn the inverted pyramid. I catch a few glares because I expect a student to be able to write that way in the news writing contest.

Mastering the inverted pyramid is necessary for a student to learn standard reporting skills. By doing this, students will learn how to identify the most important parts of the story and learn how to tell the story from that point. If a student cannot identify what the who is of a story, what the when is, the where, the why, the how, and even the key to the story, the what, that person won't make a good journalist.

Journalism contests making changes with use of computers

UIL journalism contests are taking a different approach this year with the use of computers.

Participants may use computers from district through state. The change, though, is that each school must furnish its own computers and printers. The district executive committee will not make the decision concerning the use of computers for that district, and the host school will not be responsible for furnishing computers.

According to rules approved at last October's Legislative Council meeting, schools may use laptops and portable printers for use in the journalism contests. Schools are not required to use computers. Students may participate by completing their contests in long-hand. Should students want to use computers, individual schools must furnish their own computers, which must be laptops, and their own printers, which also must be portable in nature.

Computers will be able to be used in all competitions through state contest. Host schools will be asked to have available electrical extension cords and power strips, but it is recommended that individual schools using computers bring their own in case the host school does not have that additional equipment.

One question concerns the advantage of those using computers over those not using the computers, UIL journalism director Randy Vonderheid said.

“There has always been a secondary consideration

given to neatness,” he said. “This will still be secondary consideration, but judges will be and have always been instructed to judge on content well before anything else.”

Vonderheid said many teachers mentally judge on neatness.

“A person whose writing is neat is many times given more consideration than a person who writes messy,” he said. “That's not the way it's supposed to be, but if most teachers admit it, they will say that neatness does count in a lot of their assignments.”

Instructions will be given to monitors dealing with the end of the time period for each contest.

“When the monitor says, ‘time's up, please stop writing,’ the contestant must have already hit the print command,” Vonderheid said. “If there is a malfunction, the contestant will be instructed to call the monitor so that person can re-send the print command. If the monitor sees someone on their keyboard, they are in danger of being disqualified.”

Vonderheid also said that each school can tie three computers (for the three participants from an individual school) into one printer, but multiple schools cannot use the same printer.

Computers will not be used for headline writing. These same regulations will govern the Ready Writing contest.

Congratulations to *The Statesman*, San Antonio John Jay High School's student newspaper, and *The Liberator*, Austin LBJ High School's student newspaper, for being named as finalists to the National Scholastic Press Association's Pacemaker competition. Also congratulations to Allen High School's *KGLE 3 Teen News* and San Antonio's Southwest High School's *Dragon News* as broadcast Pacemaker finalists.

Entries for the Lone Star writing contest are due Nov. 19. The awards ceremony will be held at TPA's annual mid-winter convention in Houston Jan. 20-22. Contact Randy Vonderheid for more information. The contest is open to all students.

10-minute rule leads questions to state office

Last year the majority of calls to us involved questions regarding the incidental sound and music rule. Questions ranged from timing off-stage voices to the sound of bread popping out of a toaster.

The intent of the changes to 1033(c)(1)(G) in 2001 was two-fold. First, it was designed to maintain the integrity of the contest as one where the focus is on acting and directing. Second, it created a standard by which to define where a play becomes "predominantly musical."



Luis Muñoz
Director of Theatre

Incidental sounds (sound effects) that are the product of the natural manipulation of a property necessary for the action of a play, that are dialogue-driven or are prescribed by the playwright do not count towards the 10 minutes allowed.

Over the last two years we have been able to observe the use, abuse and administration of this rule. The biggest complaint has been timing the short sound effects created by using props and those with

short durations. Timekeepers complained of having to soak their thumbs from starting, stopping and restarting stopwatches. Incidental sounds (sound effects) that are the product of the natural manipulation of a property necessary for the action of a play, that are dialogue-driven or are prescribed by the playwright do not count towards the 10 minutes allowed.

Some examples would be the toaster popping toast, the whip cracking in *Strider*, doors slamming in *Noises Off*, gun-shots in *The Seagull* or *Hedda Gabbler*, fireworks in *You Can't Take It With You*, rain in *Night of the Iguana*, and an exploding car in *The Foreigner*.

Sound or music (live, recorded, on-stage and off-stage) used to open, close or underscore scenes and transitions in a play is considered incidental. The function of this sound or music is to enhance mood, time or location and is not dialogue-driven or prescribed by the playwright. These sound/music selections count toward the 10 minutes allowed.

The music rule, in part, is there to keep our performances honest by letting the student play the moment and not put it into the hands or voice of Grammy Award-winning singers or instrumentalists.

Some directors have tried to argue that the use of live "organically created" sound is not music. That type of musical composition is the essence of the Off-Broadway hits *Tap Dogs* and *Stomp*. When objects are used as percussion instruments, then those sounds they produce become music. That type of underscoring and use for open, close and transitions counts towards the 10 minutes allotted.

Many times we get requests for the use of live musicians or singers onstage. Unless their appearance on-stage is dialogue-driven or prescribed by the playwright, they are not permissible. If they are dialogue-driven or prescribed by the playwright, they may be

used but count towards the 10 minutes allowed.

Off-stage voices prescribed by the playwright do not count towards the 10 minute allotment. These may include a mob heard from off-stage or the sound of a crowd at a political rally. As long as the playwright has indicated that these voices are part of the story or have been assigned actual lines, they are an integral part of the story being told and are not incidental.

In the gray area and tied very strongly to script integrity is the issue of "vocal reactions." The all-too-familiar setting of the party or the courtroom where a "mumbling" is heard has inspired many questions. Are those sound effects or not? If the script says "they react," what can we say?

The key to legitimizing these reactions in the context of UIL rules is whether these strong "vocal" reactions become predominantly "verbal" reactions. To teach a student of acting not to react with mind, body, voice and soul is against all modern acting theory. If a student gets hit on the thumb with a hammer, do we stop that actor/character from saying "OW!" because it is not written into the text of the script? These reactions, utilizing words or sounds that are a logical reaction, based on style, are appropriate. If you have doubts, call and ask.

Festivals and Clinics

The number of OAP clinics, festivals and workshops has seen tremendous growth over the last 27 years. In the late 70's, you could count the workshops and clinics in the state on two hands. These days there are multiple gatherings almost every weekend from February to April. This is a great opportunity to provide casts with additional exposure and critiques. For many companies it is the only opportunity they have to work on a stage with lights and a unit set. They are popular and can be an extremely positive tool.

There is a danger in this. The experience should be a learning experience for students, director and even the clinician. The experience should be one where the company receives an extended critique and not one where directors are taking their entries to be staged, designed and directed for them. To sit back and relax while a clinician/critic judge gets on stage and does your job for you is not right. You can't learn to drive a car from the back seat with a chauffeur at the wheel.

There's the question of ethics — it's against the rules. Then there's the question of professional growth for the director. Finally, there's the question of equity. Many of the workshops and clinics charge several hundred dollars for each session. In a contest that tries to provide a level playing field, the ability of one school to get "hired guns" to direct their shows puts the poorer school at a tremendous disadvantage. That was the reasoning behind 1033(b)(5)(C) decades ago.

Note that (C) now reads "directors shall not accept nor solicit aid in the preparation of the play, or in coaching the actors, designing props, makeup, costumes, scenery, lighting or in directing the contest play." It no longer limits it to college or university faculty members and ex-professional or professional theatre artists.

There is no question that some directors and clinicians may be putting the children entrusted to them in

harm's way and could be in violation of 1033(b)(5)(A) and 1033(b)(5)(C). This is not meant to restrict a clinician from demonstrating a principle of staging or an approach to directing the actor.

If you are hosting a OAP clinic or festival this year, let us know. We would like to publish a calendar of festivals/clinics in the next issue of *The Leaguer*. The League encourages these programs and receives many calls requesting information on these. Call, mail or e-mail your information as soon as possible. Make sure you include the site, dates and contact info. If you don't have any clinics in your area, you might consider hosting one. Remember that you must have at least three schools at the same site and on the same day in order to comply with Section 1033 (a) (5) (C).

Dramatists Play Service

Dramatists Play Service has informed us that schools producing their plays for UIL competition may substitute acceptable language for profane references to the deity and vulgar language. This applies ONLY TO Dramatists Play Service and they have asked that directors not contact them to make these requests.

Since the substitutions must be a reflection of community standards, such changes will need to be reviewed and approved by the administrator signing the title card and eligibility form.

Enrollment Cards

A reminder that your official One-Act Play Enrollment Card is due in this office Nov. 1. The first mailing, sent to principals in 4A and 5A and to superintendents in 1A through 3A, was sent in late August. The second mailing, addressed to the "Theatre Director," went out Oct. 1 and was sent to those schools whose cards we had not received at that time. All of you should have received the second mailing by now. If you get it and have already sent the card in, play it safe and send it again. Better safe than sorry.

Play and Set Approval

It may seem a little early to begin asking you to make play selections, but the Dec. 21 deadline will soon be here. The reading committee has been reading and evaluating the last two months. The sooner you submit, the faster the League office can respond. Remember, anyone wishing to produce a play not on the approved lists, adapt a play or request an addition to the basic set must do so by the December deadline.

Drama Loan Library

A great place to start the selection process is to request reading copies of scripts from our Drama Loan Library. With over 36,000 scripts on the shelves, it is an incredible resource. You may request up to 10 titles at a time and keep them for up to three weeks. The cost is a \$3 for postage and handling. Contact the approved publishers and request their catalogs. Most of them also have web sites. The publishers are listed on page 51 of the 15th Edition of the OAP Handbook.

SAC – Austin and Huntsville

We've been to Denton and Lubbock and the caravan continues. League staff will conduct Student Activities Workshops in Austin Oct. 25 and Huntsville Nov. 8. The Austin Student Activities Conference has over 50 workshops and performances sched-

OAP judges certified to adjudicate plays

The following list is being published to show the 2003-2004 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges as of Sept. 15.

The 2003-2004 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current Constitution and Contest Rules.

The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i). * = TETAOO recommended Area/Region Judge
(1) = Independent
(2) = College/University Employee
(3) = Public School Employee
(4) = Private School Employee
() = Institution affiliation
N = new judge
F = Full, already has 6 assignments

Available to judge: M-F = Monday to Friday only, F/S = weekends only, Any = all
I, II, III, IV = Approximate Region of Residence
[] = Year Re-certification Required

The State Meet Judges for 2003-2004 are as follows:

Rod Crafters - A,
Perry Crapton - AA,
David Crawford - AAA,
Susan Loughran - AAAA,
Charles Jeffries - AAAAA

(2) **Aaron Adair**
Paris Jr. College,
2400 Clarksville St.,
Paris TX 75460
903/782-0242-wk / 217-3086-
hm, FAX 903/782-0370
aadair@paris.cc.tx.us
Any, - I [07]

(*) **David R Allen**
Midland College,
3600 N Garfield,
Midland TX 79705 432/686-
4205-wk 432/697-3186-hm,
FAX 432/685-4769,
drallen@midland.edu
Any, - I [08]

(3) **R. Scott Allen**
(Jenkins Elementary),
5611 Pinaster Pointe Lane
Spring TX 77379
281/376-3502-hm 281/355-
3180-wk 832/249-2305-FAX
scotta@springisd.org or
R4ScottA@aol.com
Any, - III [05]

(*) **Larry Arnhold**
(Deer Park HS),
1911 Wendy Hill Way
Houston TX 77058
832/668-7200-wk 281/486-
7052-hm, FAX 281/930-4894,
larnhold@dpisd.org
Any, - III [05]

(3) **Mildred Austin** (Retired),
1485 Co Rd 2011,
Walnut Springs TX 76690
254/897-7563-hm
tesoros44@htcomp.net

- I [08]
(*) **Jerry Ayers**
(Clear Blue Theatricals),
311 1/2 S. Rogers
Waxahachie TX 75165
972/938-0316wk/ 972-938-
0316hm, FAX 972/938-0316,
jerayers@flash.net
Any, CM, - II [08]

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

(1) **Cynthia R Baker**,
3287 Whitley Rd,
Wylie TX 75098
972/412-3670-hm, 972/494-
8492-wk
bakersbarbq@yahoo.com
Any, - II [08]

(2) **Raymond Bailey**
McLennan Comm. College,
1400 College Dr,
Waco, TX 76708
254/366-0652 cell
raymond@seventhandedjames.org
- II [08]

(1) **David C. Barnes**
1733 Windmire,
Mesquite TX 75181
972-222-8512 hm
barnesarcher@attbi.com
- II [08]

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

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

(2) **Craig Brashers**,
Del Mar College,
101 Baldwin Blvd.,
Corpus Christi TX 78404 361/
698-1039 wk
cbrashea@delmar.edu
IV [08]

(*) **Joe A Brown**
(Texas Wesleyan Univ),
5600 Shadow Creek Ct.,
Fort Worth TX 76112-3819
817/531-4976-wk / 817/457-
1651-h
brownj@txwes.edu or
joeabrown@sbcglobal.net - II
[05]

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

(*) **Rod Caspers**,
8004 Epping Lane,
Austin TX 78745
512/326-5233-hm
rdcaspers@aol.com -
IV [08]

(*) **Marion Castleberry**,
Baylor Univ,
PO Box 97262,
Waco TX 76798
254/710-1861-
Drmd93@aol.com wk
Any - II [05]

(*) **Donna Clevinger**,
Hardin-Simmons U.-Theatre,
PO Box 15495,
Abilene TX 79698-4864
325/670-1404-wk,
676-1737-hm,
didrama@hsutx.edu
Any, I [05]†

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

(*) **Kay A. Coleman** (Retired)
1877 Stone Oak Pkwy. # 631,
San Antonio TX 78229
210/402-0416-hm
kayral854@aol.com
Any, - IV [07]

(*) **Bill G Cook**
(Baylor University),
265 Barker Lane,
Waco TX 76705
254/829-2193-hm 710-1861-
wk, FAX 254/710-1765,
Bill_Cook@baylor.edu
- II [08]

(*) **Jerry Cotton**
(Cedar Valley College),
714 Sherwood Court,
Cedar Hill TX 75104
972/860-8157-wk 291-5449-
hm, FAX 972/860-8207,
jdc3420@dcccd.edu
Any, - II [07]

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

(*) **Philip Craik**
(McMurry University),
933 Grand Ave,
Abilene TX 79605
325/793-3840-wk 676-7405-
hm, FAX 325/793-4662, (wk)
craikp@mcmmurryadm.mcm.edu
- I [04]

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

(2) **Scott Crew**,
(Texas Tech. University),
5614 Amherst,
Lubbock TX 79416
806/785-8149-hm, 806/742-
3601-wk,
jcrew@ttu.edu
Any - I [07]

(2) **LaDonna Davis**,
Trinity Valley Com. College
100 Cardinal Drive,
Athens 5751 903/675-6384
ldavis@tvcc.edu - III [04]

(2) **Chris Day**,
(Baylor University),
3009 Summer Ave.,
Waco TX 76708
254/296-0979 hm
chris_day@baylor.edu II [08]

(2) **Steven Day**
(Baylor University),
3009 Summer Ave.,
Waco TX 76708
254/296-0979 hm
steven_day@baylor.edu II [08]

(1) **Lisa C Denman**,
(Baylor Univ.)
466 Dal Paso,

Waco TX 76706
254/662-6359 hm, 254/710-
6480 wk
Lisa_Denman@baylor.edu
- II [03]

(*) **Stan C Denman**,
Baylor University,
PO Box 97262,
Waco TX 76798
254/710-1861-wk 662-6359-
hm, FAX 254-710-1765,
Stan_Denman@baylor.edu
Any - II [07]

(*) **Tom A Dickson**
(Thea. Consultant),
404 Cumberland Dr,
Hurst TX 76054
817/498-0870,
chetad@flash.net - II [07]

(*) **Ron L. Dodson** (Retired),
4301 Red River,
Austin TX 78751
512/454-6240
dodsontheman@mailstation.com
Any, - IV [05]

(*) **Bill Doll**,
Angelo State University,
Dept. of Comm., Drama, & Journ.
PO Box 10895,
ASU Station,
San Angelo TX 76909
325/942-2146-wk 223-1409-
hm FAX 325/942-2033,
bill.doll@angelo.edu
All, - I [04]

(*) **Lucien Douglas**
(University of Texas-Austin)
4711 Spicewood Springs# 110
Austin TX 78759
512/232-5307-wk 342-9787-
hm, FAX 512/471-0824,
ldouglas@mail.utexas.edu
F/S - IV [07]

(*) **Eleanor Dryden**,
3298 Gary Brewer Rd.,
Snyder TX 79549-0814,
325/573-9739
elied@nwool.net Any - I [08]

(2) **Kate Ellis**
(UT Pan American),
1405 N. 15th St. #9,
McAllen TX 78501
956/683-9555-hm, 956/318-
5373-wk
tkellis1@yahoo.com
F/S - IV [07]

(*) **Michael Endy**
Weatherford College,
225 College Park Dr.
Weatherford TX 76086
817/594-5471 x 211-wk 817/
594-2280-hm, FAX 817/598-
6415,
endy@wc.edu Any - I [07]

(*) **Charles Falcon**
(San Antonio College),
222 W Craig Pl.,
San Antonio TX 78212-4299
210/733-2726-wk 735-6933-
hm, FAX 210/785-6484,
cfalcon@accdvm.accd.edu -
IV [08]

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

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

(*) **Michael Kim Frederick**,
Del Mar College,
101 Baldwin,
Corpus Christi TX 78404
361/698-1507/1509-wk 853-

6350-hm, FAX 361/698-1511,
kfredre@delmar.edu - IV [04]
(2) **Alex Garza**,
716 Patterson,
Austin TX 78703
512/619-5327
starlex60@hotmail.com
- IV [04]

(*) **Dennis Gilmore**,
(Henderson Co. Perf. Arts)
PO Box 102,
Athens TX 75751
903/675-3908, 903/677-1592-
hm, FAX 903/675-3968,
hcpacalt@tvcc.net
Any - II [08]

(3) **David Grantham**
(Deer Park HS),
2250 Holly Hall Apt. 150,
Houston TX 77054
281/804-1598 cell 832/668-
7300 wk
dgrantham@dpisd.org III [08]

(2) **Chad Greenough**,
13202 Lynn Ln,
Santa Fe TX 77510
409/925-3480-hm
dramadr@aol.com - I [07]

(2) **Clay Grizzle**
(Howard College),
1506 Vines,
Big Spring TX 79720
325/264-5068-wk 268-9400-hm,
cgrizzle@hc.cc.tx.us - I [07]

(2) **Eric Harrell**,
Abilene Christian University,
ACU Box 27843,
Abilene TX 79699
325/674-2065 wk
eric.harrell@acu.edu - I [08]

(3) **Kathy Love Harvey**,
(West Foundation Elem.),
1603 Archer City Hwy.,
Wichita Falls TX 76302
940/720-3080-wk, 940/716-
0049-hm
kharvey375@aol.com or
kharvey@esc9.net
Any, - I [05]

F(*) **Maria Saenz Hascall**
(Theatre Consultant),
1704 Hartford Rd,
Austin TX 78703
hm 512/482-9222 cell: 576-
8718,
mhascall@austin.rr.com Any,
- IV [07]

(*) **James A Hatfield**
(Univ of Texas-Tyler),
PO Box 130607,
Tyler TX 75713
903/566-7425-wk 566-7494-
hm, FAX 903/566-7491,
James_Hatfield@mail.uttyl.edu
- II [07]

(2) **Harold J Haynes**
(Houston Comm. College-
Central),
2016 Main Street #1615,
Houston TX 77002-8848 713/
571-8091-hm 718-6665-wk, -
III [04]

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

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

(2) **James Henderson**,
(McNeese State Univ),
102 West Oak Lane,

Lake Charles LA 70605
(337) 475-5049-wk 475-0555-
hm, FAX (337) 475-5922,
jhenders@mail.mcneese.edu-
II [03]

(*) **Robert Hodde**
(Victoria College),
PO Box 3972,
Victoria TX 77903-3972
361/572-6448, wk 580-3020-
hm, FAX 361/572-3850,
rhodde@cox-internet.com or
rhodde@victoriacollege.edu
Any - IV [07]

(*) **Phil Hoke**,
Wharton County JC
911 Boling Highway,
Wharton TX 77488
979-532-6397 wk
phoke@wcjc.edu III [08]

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

(2) **Cleo House, Jr.**,
(Texas Tech University),
805 Justice Ave,
Lubbock TX 79416
806/724-2172-hm, FAX 806/
742-1388
cleohousejr@yahoo.com
Any, I [07]

(3) **Michelle Howard-Schwind**
(Coppell Middle School West)
Brook Hollow Ln,
Trophy Club 76262
214/496-8604-wk, 817/455-
1456-hm, 214/496-8606-fax
mhowardschwind@
academicplanet.com
Any-I [05]

(*) **Don Howell**,
1508 Southport Dr #353,
Austin TX 78704,
512/916-9493
Howell-Don@austin.rr.com
Any, II [08]

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

(2) **Jami Hughes**,
Lon Morris College,
800 College Ave.,
Jacksonville TX 77384
903/589-4087-wk, 903/589-
4421-hm, FAX 903/586-8562
jhughes@lonmorris.edu
Any - III [04]

(*) **Betty Hukill**
(Young Audiences of Abilene),
1933 Highland,
Abilene TX 79605
325/677-1161-wk 698-1399-
hm, FAX 325/676-1630,
bettyh@abilene.com
Any - I [08]

(*) **Charles Hukill**
(McMurry University),
1933 Highland Ave.,
Abilene TX 79605
325/793-3839-wk 698-1399-
hm, FAX 325/793-4662,
chukill@abilene.com
Any - I [04]

(*) **Nancy Jo Humfeld**,
Howard Payne University
1000 Fisk,
Brownwood TX 76801
325/649-8515-wk, 643-1204-
hm, FAX 325/649-8902
nhumfeld@hputx.edu
Any-I [07]

(*) **Paul Hutchins** (retired),

2401 Westview Trail,
Denton TX 76207
940/566-3254-hm 668-7731
x 349-wk, FAX 940/566-3234,
phutchins@nctc.cc.tx.us
Any - II [08]

(*) **Cathy Huvar**,
(Kingwood HS)
2611 Bens Branch Dr. #2415,
Kingwood TX 77339
281/641-6996-wk 281/641-
7257-fax 281/360-6302-hm
swtutk@netscape.net - III [08]

(*) **Jerry R Ivins**,
San Jacinto College-Central,
8060 Spencer Hwy,
Box 2007,
Pasadena TX 77504
281/542-2039-wk, FAX 281/
542-2040,
jerry.ivins@sjcd.edu
Any, - III [08]

(2) **Lynae Latham Jacob**,
Amarillo College,
PO Box 447,
Amarillo TX 79178
806/371-5343 wk
jacob-11@actx.edu I [08]

(*) **Charles R Jeffries**,
(Texas Tech University),
St. Phillips College,
1801 Martin Luther King Dr.,
San Antonio TX 78203
210/531-4704, FAX 210/531-
4768,
TTCJeff@aol.com Any, - IV
[08]

(*) **Ina Wilder Jensen**
(Texas A & M Univ.-Corpus),
622 Grant,
Corpus Christi TX 78411
361/825-2362-wk FAX 361/
825-6097,
ina.jensen@mail.tamcc.edu -
IV [07]

(*) **Jan Jones** (Retired),
3716 Driftwood,
Tyler TX 75701
903/561-3736-hm 903/579-
6000 ext. 3114-wk, 903/561-
3736 FAX,
yoda@cox-internet.com
- II [07]

(3) **Mariana Jones**,
(Georgetown HS)
1707 S. Main,
Georgetown TX 78626
512/293-6693 hm
mariana_jones@hotmail.com
IV [08]

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

(1) **Cecil Jordan**
(Blue Sky Solutions),
413 Highland Dr.,
Athens TX 75751
903/675-3463 hm
cjordan1357@aol.com II [08]

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

(*) **Ray E Karrer** (Retired)
2346 Hubbard,
Paris TX 75460
903/784-3885-hm, FAX 903/
782-0370
rkarrer@paris.cc.tx.us
Any, - II [08]

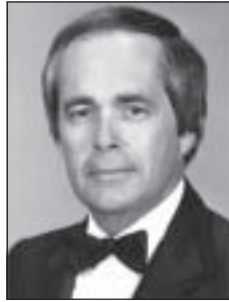
State Wind Ensemble contest provides arena to showcase talents without competition

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

The SWEC is viewed as an educationally rewarding and positive experience for all participants. This year this prestigious event is scheduled for May 8.

Much of the success of this event has been attributed to the *Clinician/Commentator* component of the format. This feature allows each performing group to have a 30-minute post concert clinic/critique with a nationally recognized conductor/educator. The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Music Advisory Committee and the UIL Legislative Council, the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEC, which cultivate the positive aspects of making music for music's sake rather than the attainment of an



Richard Floyd
Music Director

objective rating.

In addition a listening component has been added to emphasize the important value of becoming good audience members as well as accomplished performers.

Participants in the 2003 State Wind Ensemble Festival can anticipate experiencing the following:

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

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

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

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

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

ing:

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

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

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

Reports indicate that some of the most successful and competitive band programs in the nation have found this format to be challenging, rewarding and educational. Many say their students "try harder" in this setting than they do at a traditional contest.

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2004 State Wind Festival should be aware of the fact that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed.

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

(2) Letters will be accepted as postmarked.

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

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

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

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

The traditional adjudication panel for the 2004 Wind Ensemble Contest will be:

MARK CAMHOUSE — Mark Camhouse is internationally recognized as a composer, conductor and music educator. His music appears on the UIL contest list and has been performed throughout the world. This will be his second engagement as an evaluator for the State Wind Ensemble Festival. His comments will be positive, motivating and beautifully stated.

JOHN LYNCH — Dr. Lynch is the new Director of Bands at the University of Kansas. Prior to his appointment to this position he served on the faculty

TMAA to recognize charter members at convention

by James Edwards
TMAA President

Vision has been the trademark of Texas music educators for decades. In particular, it was vision by the charter members of the Texas Music Adjudicators Association to establish a judging organization which would work hand-in-hand with the UIL to instill integrity, insure high standards and codify the training process of an approved list of music judges.

On Feb. 13, 2004, TMAA will be honoring these charter members at its annual business meeting held in conjunction with the Texas Music Educators Association convention in San Antonio. It is my sincere hope that all TMAA members can be present on this important occasion to help celebrate these pioneers of our profession.

UIL and TMAA have long worked together to establish what many consider the finest public school music programs in the country.

It is an undeniable fact that music contests have added strength to our various music programs. As quality music educators, it is important that each of us

be willing to give back to our profession by serving as judges and becoming a part of the professional system which has given so much to so many, both teachers and students alike.

In following a tradition of excellence, the executive board of TMAA continues to work diligently to improve all aspects of our organization. Recent changes have been made which will streamline membership requirements.

Both workshop and general meeting requirements are now on a four-year cycle, which will allow members to satisfy both in the same year.

In addition, due to a very crowded convention schedule, the general meeting will be moved at the TMEA convention, in February 2005, to an early morning time to avoid clinic and concert conflicts.

I would like to thank once again the leadership of TMEA for allowing the Texas Music Adjudicators Association to meet and conduct workshops during the annual convention. It is truly this spirit of cooperation and vision among all the music organizations, which keeps music in Texas strong.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
TO:

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

Elementary/Junior High fine tunes some contests over summer

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junior high speech contests is prohibited.

- A minimum number of graders was established in Art, Calculator Applications, Dictionary Skills, Listening, Maps, Graphs and Charts, Mathematics, Music Memory, Number Sense, Science I, Science II and Spelling. Also, test papers in the above contests must be scored twice to prevent errors, and those contending for a place should be scored three times.

The UIL Academic Committee has approved developing a pilot social studies contest for grades 5-6 and grades 7-8. We are currently working with test writers, teachers in the field, and the TEKS and TAKS guidelines to develop the content and format and will provide additional information in the near future.

The contest will be available for districts that wish to offer it as a pilot contest in UIL district meets in the spring but will not be mandated and will not earn points in the meet. Information for requesting the Social Studies contest material will be sent to all district directors hosting a spring meet, since the pilot contest is not included on the District Meet Requisition Form.

Register early for state contest to have place in presentation

continued from page 8

at Northwestern University in Evanston, Illinois. He has also worked extensively with the Northshore Community Band. John has a passion for students and teaching that he will eagerly share with all performers.

RAY LICHTENWALTER — Ray is no stranger to the band directors of Texas. His many years of leadership at the University of Texas at Arlington and as conductor of the Texas Wind Symphony have earned him the respect of music educators throughout our state and the nation. He has been a part of the Wind Ensemble Festival on many occasions and is distinctively qualified to serve as an evaluator for this event.

Two exceptional conductors have been engaged to serve as clinician/commentators for the 2004 State Wind Ensemble Festival:

JERRY JUNKIN — Maestro Junkin is in his 15th year as Director of Bands at the University of Texas. He has served on a routine basis as a clinician for the Wind Ensemble Festival since its inception. He is very much a part of the Texas band tradition and has the unique ability to challenge and inspire students in a meaningful and musically focused fashion. He is a master teacher and conductor.

ALLAN MCMURRAY — Allan McMurray serves as Director of Bands at the University of Colorado. He is a past president of the College Band Directors National Association and has served as a conductor/clinician throughout the world including engagements in the United States, Europe, Canada, Japan and Australia. He possesses a global view of music for the wind band and has the ability to share his perspective in a meaningful and inspirational way.

Frequently Asked Questions

Since I've recently returned to the UIL staff after a six-year absence, I'm in the process of learning all the changes implemented in that time and re-orientating myself with correct deadlines, contest materials and other information (such as the idiosyncrasies of the phone system, copiers and fax machine, or how to find an envelope or search the data base, etc.). In the hopes of saving time and effort, some of the most frequently asked questions are answered below.

- **If we missed the Oct. 1 deadline to submit our participation card, can our students still compete?**

Yes, but you need to submit the card immediately. This will reduce the time you wait to receive your free *A+ Handbook* and forms, and ensure that when we begin checking District Organization forms, you will be registered. If your campus is listed as participating in a district and we haven't received your participation registration, we'll be contacting your principal. Campuses that have no UIL-member high school must also pay a UIL membership to participate.

- **How do I submit the participation form?** The fastest and easiest way — and the method we urge you to use — is to register on-line at www.uil.utexas.edu/

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

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary, professional-quality tape recording of each performance is provided at no cost.

- The entry fee is \$225 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area (see our web-site www.utexas.edu/admin/uil for hotel/motel recommendations).

- Educational opportunities, including the LBJ Museum, the Bob Bullock Texas State History Museum (www.thestoryoftexas.com/) and the State Capitol are within walking distance or a short drive away.

- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

forms/ejhpart.html. Other options are to download the print version of the card and fax it to us or return the card that was mailed to every campus by U.S. mail.

- **How do I know the participation card has been received by UIL?** Once the card is received, we send the A+ packet. We receive more than 100 registrations a day so please allow at least two weeks for delivery. We cannot verify receipt for every participating school, so check with your campus coordinator or principal to see if the card or form has been submitted. You'll also find on our web-site most of the information contained in the *A+ Handbook*, including the forms for ordering practice material.

- **Has the atlas used for Maps, Graphs and Charts changed?** No, the *Nystrom Desk Atlas* is still used. This year students may use either the 2002 edition (teal blue cover) or the 2003 edition (red and purple cover). Beginning with the 2004-05 school year, contest writers will use only the 2003 edition. If you order atlases using the UIL Study Materials Order Form, you will receive the 2003 edition.

- **Has the dictionary used for the Dictionary Contest changed?** No, all grade levels use the *Merriam Webster's Intermediate Dictionary*.

- **How do I order the current lists for the Spelling contest?** Use the Academic Study Materials order form. Each booklet contains the lists for grades 3-4, 5-6 and 7-8. Tests provided by UIL for district and invitational contests include approximately 20 percent of words selected from other sources, such as textbooks, literature, media and common usage.

- **Have the prints changed for the Art contest?** Yes. This is the first year for the Art contest prints, which will be used again next year. The list changes every other year. You may purchase the *Art Smart Bulletin* from UIL using the Study Materials order form, but you must purchase the actual prints (or slides, etc.) from other vendors. Some vendors have negotiated contracts with the National Gallery of Art and several Texas art museums for permission to reproduce the prints. See our web-site for their web address, toll-free number and other information.

- **Do contestants have to provide the artist's full name on the test?** No, contestants must only provide what is included on the Official Art contest list. This is usually the artist's last name, but not always, as in the case of Rembrandt or Lorraine, for example. The Official List is posted on our web and included in the *Art Smart Bulletin*.

- **Is the official list of selections for the Music Memory contest new?** Yes, the list changes every year. There are 16 selections on the official list, and no alternates, used for both the grades 3-4 division and grades 5-6 division. The official list and vendors who provide practice materials are listed on our web.

- **Is there a required reading list for Oral Reading?** No. We provide a literature list both on the web and in the *A+ Handbook*, but these are for informational purposes only to help schools get started. Students in grade 3-6 may choose to read any published poem, cutting from a poem or combination of poems. The author may be anonymous. Contestants in grades 7-9 rotate between prose and poetry, and in 2003-04 must read poetry.

Following the rainout of the 5A state marching band competition finals last year, a committee of band directors, administrators and others interested in the state music program investigated and voted to move the A, 2A and 4A state marching band competition to the San Antonio Alamodome this year, Nov. 3-4.

While there is some concern regarding the quality of acoustics in a domed facility, the move has received significant support. These facilities will offer many benefits. However, participants and fans should understand the Alamodome is a professionally managed facility and priced accordingly. The UIL has worked diligently with Alamodome officials to control expenses. All participants and spectators should keep in mind that there will be an increase in costs such as entry fee, ticket pricing, concessions and parking.

This year's event will be evaluated and input from directors, judges and school officials will weigh heavily in the decision-making process of selecting sites for future contests. Details concerning the event, ticket availability and other specifics can be found at: www.uil.utexas.edu

Preparations should begin for current events contest

by Bobby Hawthorne
Current Issues & Events Director

Looks like an interesting year for current issues and events. The California recall election. Texas re-districting. Iraq. Israel bombing Syria. And, of course, the big news out of Waco: Baylor won a Big XII football game.

Last year, frankly, was a dud. The invasion of Iraq dominated the news, and there's only so many questions you can ask about Tommy Franks and the collapse of Saddam Hussein's regime.

As is typically the case, the most interesting news took place between April and September. Bob Hope, Gregory Peck and Katherine Hepburn died. Uday and Qusay did too. The Episcopalians elected a gay bishop, and the Texas Democrats skipped town in an effort to thwart Tom DeLay. Toss in Arnold, Kobe and the massive East Coast blackout, and it made for an interesting summer.

Things you need to know to prepare for the 2004 contests:

- When to start collecting information? Sept. 1, 2003.
- What kind of issues are covered? War and conflict, politics, health, the economy, crime, education, the environment, science/technology and major awards that don't involve celebrities or athletes.
- Ratios of Texas, national and international questions? No. The media set the agenda. The contests reflect it.
- Where does the contest writer get his information? A good daily metropolitan newspaper, first and fore-

most. I also have access to the *Christian Science Monitor*, the *Sunday New York Times* and to *USA Today* occasionally. I peruse *Time*, *Newsweek* and *U.S. News & World Report*. I surf various media web sites when necessary.

• What do you need to know? Who. What. Where. Why. How. I will never ask a "when" question, and I will rarely ask a "number" question. Topics you absolutely must know something about:

- ✓ the Bush presidency and cabinet
- ✓ Democratic presidential hopefuls
- ✓ the U.S. Congress
- ✓ Iraq
- ✓ Afghanistan
- ✓ Israel/Palestine ... Middle East in general
- ✓ China ... Far East
- ✓ the general meltdown in Africa
- ✓ Russia and Vladimir Putin
- ✓ Texas politics and government
- ✓ the expansion of NATO and European Union
- ✓ the U.S. economy
- ✓ major Supreme Court decisions

When is the cut-off for questions?

District 1: Feb. 27, 2004

District 2: March 3, 2004

Region: March 24.

State Meet: April 24.

Anything else? Yes. Subscribe to one of the study materials services. Form a team and meet regularly. Attend a student activities conference (if you haven't already) and one or two invitational meets. Read voraciously and practice, practice, practice.

Two UIL employees pass away in one month

Two UIL staff members passed away within a month of each other this fall. Bob Miller, 80, who draped many students with medals during his years with UIL, and Fred Russ, 84, who was responsible for many of the mailings from UIL, passed away in late August and early September.

Russ died Aug. 23 after being diagnosed with cancer earlier this year. Miller died of a heart attack Sept. 15.

Both men served high school sports throughout their years as officials before becoming part of the UIL.

Russ retired from the State Comptroller of Public Accounts office as director of the Sales Tax Division and from the City National Bank as

director of the Mail Room and Distribution. Following retirement from those two positions he worked in the UIL mail room and retired in July. He earned a bachelor's degree from The University of Texas and served as a baseball/softball umpire, basketball official and football official.

Russ held numerous leadership positions in the Southwest Baseball Umpires Association (SBUA), Southwest Basketball Officials Association (SBOA), Southwest Football Officials Association (SFOA), and Amateur Softball Association (ASA).

Miller worked as an optician and, after retiring from that career, worked in the UIL athletic department taking care of statistics. He had a 35-year officiating career. He officiated in six different sports and covered more than 350 baseball games, 750 football games and 1,800 basketball games. He finished his officiating career in each sport by officiating a UIL state championship game.

Miller held lifetime memberships in the Southwest Basketball and Football Officials' Associations. He served as president of the Corpus Christi Southwest Officials' Association in football and basketball, and was president of the Texas Track and Field Officials' Association. He was inducted into the National High School Sports Hall of Fame in 1998.



photo courtesy of Bob Miller family

In Honor Of...

During Maureen Loth's (center) retirement party in 2002, Fred Russ (left) and Bob Miller (right) kid Loth about her English accent. Russ and Miller, who both came to work at UIL after retiring from successful careers as high school sports officials, passed away within a month of each other.

Softball FLEX player change explained

continued from page 15

6. The person listed in the 10 position in the lineup will play defense only (FLEX player). The DP and the FLEX can play defense simultaneously. A substitute can enter the game for either the DP or the FLEX. The substitute can enter on defense, as a pinch hitter or as a pinch runner.

7. If the starting DP plays defense for the FLEX, the FLEX player has left the game and team continues with nine players. Should the starter re-enter, the substitute must leave: the starter and the substitute cannot be in the game at the same time.

REMINDEES:

- 1) The DP can never be on defense only.
- 2) The FLEX player can never be on offense only.
- 3) The DP and FLEX player can never be on offense at the same time.

Editors Note: Some information reprinted with written permission from REFEREE magazine. For subscription information contact REFEREE magazine, PO Box 161, Franksville, Wis. 53216; phone 262/632-8855; e-mail: referee@referee.com.

One-act play judges receive certification

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432/837-8416-wk, 432/837-9161-hm, FAX 432/837-8376
kwest@sulross.edu

Any - I [07]

(2) **Randall Wheatley**

(Lamar University),
3895 Holland Dr.,
Beaumont TX 7707
409/835-8816-hm, 409/880-8154-wk,
rlw44@aol.com Any - III [07]

(2) **Tisa Whitfill**

(Wayland Baptist University)
215 S. Itasca,
Plainview TX 79072
806/296-7013-hm

tisaqotu@hotmail.com II [08]

(3) **Dale Whitzel**

(Weslaco ISD),
11406 Fifth Street,
La Feria TX 78559
956/797-4213-hm, 956/969-6950-wk, 956/968-8693-FAX
dwhitzel@aol.com Any - IV [07]

(*2) **E Don Williams**,

Lubbock Christian University,
5601 19th St,
Lubbock TX 79407
806/720-7726-wk 795-1479-hm, FAX 806/720-7255,
don.williams@lcu.edu - I [04]

(2) **James Worley**

(Angelo State Univ),
2216 Live Oak,
San Angelo TX 76901
325/942-2343 x.241-wk 944-8867-hm, FAX 325/942-2033,
james.worley@angelo.edu - I [08]

(2) **John Presley Wright**

(Paris Jr College),
525 N E 42nd St,
Paris TX 75462
903/782-0327 / 0242-wk 903/784-4558-hm, FAX 903/782-0370,
jwright@paris.cc.tx.us Any, - II [07]

(2) **Mary Ellen Wright**

(University of Texas-Tyler),
5404 Briar Cove,
Tyler TX 75703
903/566-7289-wk 903/581-1835-hm, FAX 903/566-7491
MaryEllen.Wright@mail.utty.edu II [07]

(3) **Barry Davis Yandell**

(Keller ISD),
1500 Pacific Pl,
Fort Worth TX 76112
817/337-3500-wk 654-3020-hm, FAX 817/337-3500,
byandell@kellersd.net Any, - I [08]

Grading should be consistent in all math contests

by Larry White
Number Sense and Mathematics Contest Director

Grading Number Sense is not always an easy task. Whether something is right or wrong is sometimes in the eye of the beholder. Several things need to be kept in one's mind as a number sense coach/grader.

First, all coaches/graders need to understand that there are three types of competitions available to them and their students: invitational competitions sponsored by host schools, Texas Math and Science Coaches Association competitions, and UIL competitions. It is important to remember that TMSCA sanctions two contests, the high school state meet and the middle school state meet, both currently held in San Antonio.

UIL contests are district meets, regional meets, and state meet. All other meets are invitational meets. In many cases, the invitational meets use TMSCA practice tests or UIL practice tests. However, since the competitions are hosted by local schools and done by invitation, then the local schools hosting the meet have the right to set whatever grading rules they choose to use. It is important that the local school provide grading procedures to their graders and the contestants.

Likewise, TMSCA has the right to set its rules which are normally aligned fairly close to the UIL rules for their two state meets.

And, of course, UIL has its grading rules in the *UIL Constitution and Contest Rules* for its contests. Many times coaches contact UIL or TMSCA for a rule interpretation for a local invitational contest. UIL and/or TMSCA have no control over what rules the local school chooses to set. Likewise, UIL has no control over the grading procedures that TMSCA chooses for its meets.

Second, competitions are usually set to provide practice for the UIL district, regional and state meets. If various competitions use different rules at different competitions, students will have a greater chance of being confused as to what rules apply.

We must be careful to avoid hurting students' success because of too many varying rules. However, each invitational meet has the right to do what they wish. Caution may be the key word and coaches need to be sure to keep their students informed as to which rules apply.

Third, we must recognize that we are here for students to succeed. We should avoid doing anything that destroys the desire for students to compete and progress forward toward success. Some invitational meets have set up certain rules that disqualify a student's test. Instead of grading a paper, a big "DQ" is written on the paper, and the student tends to feel like they did something bad.

My personal thoughts about this is to not use the DQ but grade the paper and record a -9 if the grade is negative.

Also, it would be a great thing if the grader wrote something on the top of the paper such as, "working on the test is prohibited, see Rule #XXX." I know this will take a little extra time, but I think our students are worth it.

Number Sense: Part 2 – UIL GRADING RULES

According to the *C&CR* the rules are spelled out and apply to district, regional, and state meets. Using any other rules at UIL competitions is forbidden.

If any of the rules are unclear, the local contest director may want to contact the UIL or the state contest director for clarification. The following clarifications might be of some help concerning certain confusing issues:

Scoring problems. Problems containing erasures, mark-overs, mark-outs, any extraneous marks will be counted incorrect. The rule does not allow for disqualification.

Symbols. Answers require only the writing of numerals. Writing symbols or leaving off symbols are not graded. Commas are not a required part of the answer, hence are not graded, even if they are put in the wrong place. It is strongly recommended that students not spend time putting in commas. Also, if the comma is written in such a way that it may look like a decimal or a number, the local contest director can make the determination that it is an illegible number or a decimal. Thus the problem can be counted incorrect.

Special Notes:

- Sometimes the rules we have for the classroom are different than the ones in the *C&CR*, such as the comma. However, the UIL contests must be graded by all graders using the same rules, hence the *C&CR*. If coaches feel some rules need tweaking, they need to contact UIL and make the recommendations for change.

- The use of the "wild card" team puts a great deal of emphasis on all graders to grade according to the *C&CR* rules. If graders at district or regional competitions decide to alter the rules according to their district or region the "wild card" concept loses its validity.

It is crucial site contest directors and their graders become very familiar with the rules as stated in the *C&CR* and seek clarification when a situation warrants rule clarification.

Future articles concerning Number Sense and/or Mathematics tests will address how to handle bad problems and/or incorrect answers at UIL competitions, and, ethics, before, during, and after UIL competitions.

If coaches, graders, or contest directors wish to share comments or suggestions, I would be happy to hear from you. You can e-mail me at texasmath@aol.com.

I hope you all have a great year. See you at one of the SACs or somewhere down the line.

We must be careful to avoid hurting students' success because of too many varying rules.

UIL Mathematics Contest

Graphing Calculators/Approved Calculator List Survey

- Would you like students to be allowed to use graphing calculators on the Mathematics Contest?

YES NO

If YES, which ones would you like to be on the approved calculator list?

All TI83 TI92 others

If NO, please list a few of the major reasons why you would not.

As you may or may not know, the current UIL Math/Science Approved Calculator List is nearly obsolete. The HP32SII, one of the most popular calculators, will not be made by HP any more. With this in mind, respond to the following:

- Would you like to see the approved list discontinued and allow all calculators that meet the same criteria as the Calculator Contest?

YES NO

If NO, list the calculator(s) that you would like to be on the approved list.

Coach's name: _____

School: _____

District (i.e. 7AA) _____

Please fax completed surveys to: Bobby Hawthorne, (512) 232-7311. This information will not be used for any reason other than gathering statistics and information and will be published in the near future. From this information a decision will be made concerning the direction of the UIL Mathematics contest. A committee of coaches will be gathered to view the information and discuss appropriate direction. It is important each Mathematics contest coach participate by filling out this form. If you have other comments you would like to make, then add other sheets to this survey or e-mail me. Thank you.

Larry White, UIL Mathematics Contest Director
texasmath@aol.com

One-act play judges now ready to begin selection process

(3) **Diane M Kaste**
(Humble Kingwood 9th grade campus)
2219 Friarwood Trl,
Kingwood TX 77339
281/641-6655-wk 359-2626-
hm, dkaste@aol.com
Any, - I [08]

(*2) **James D Kemmerling**
(West TX A&M University)
7413 Dreyfuss,
Amarillo TX 79121
806/651-2814 or 2799-wk 806/
355-8091-hm, FAX 806/651-
2818
j.kemmerling@mail.wtamu.edu
Any, - I [07]

(*2) **Jay P. Kyle**,
Hill College,
PO Box 619,
Hillsboro TX 76645
254/582-2555 x.2711, Cell
phone-817/845-7601, FAX
254-582-7591, - II [08]

(2) **Joan Lazarus**,
University of Texas at Austin,
Dept. of Theatre and Dance,
Austin TX 78712
512/232-5326 wk
j.lazarus.td@mail.utexas.edu
IV [08]

(2) **James Lile**,
Texas A & M Univ.-Commerce,
Performing Arts Center,
Commerce TX 75429
903/468-3141-wk, 903/886-
6980-hm
james_lile@tamuc-
commerce.edu Any, III [07]

(3) **Amy K. Lopez**,
(Randall H.S.),
5312 Rockwell Rd.
Amarillo TX 79118
806/345-6912
amylk@adrian@hotmail.com
Any, I [08]

(*2) **Tal Lostracco**,
Trinity Valley Com. College,
100 Cardinal Lane,
Athens TX 75751
903/675-6384-wk, 903/526-
5311-hm
talbaby1@hotmail.com or
tal@tvcc.edu Any, - III [05]

(*2) **Susan Loughran**
(St. Edward's University),
3621 Leadville Dr,
Austin TX 78749
512/448-8490-wk 282-9936-
hm, FAX 512/448-8492,
susanl@admin.stedwards.edu
Any, - IV [03]

(2) **J. Don Luna**,
Texas A & M - Corpus Christi,
6300 Ocean Dr,
Corpus Christi TX 78411
361/825-5988-wk 361/854-
0778-hm, FAX 361/825-6097,
donald.luna@mail.tamucc.edu
- III [07]

(1) **B.J. Machalicek** (Retired)
703 Golden Oaks Rd,
Georgetown TX 78628
512/930-5084
bjm_2@msn.com - IV [07]

(2) **Jerry MacLauchlin**
(McLennan Comm. Coll/
Baylor Un),
4704 Edmond,
Waco TX 76710
254/776-3896-hm 299-8173-
wk, FAX 254/299-8242,
jmaclauchlin@mcclennan.edu -
II [05]

(*2) **Jim Mammarella**,
San Antonio College,
1300 San Pedro Ave,
San Antonio TX 78212
210/733-2715-wk 491-9969-
hm, FAX 210/785-6484,
jmammare@acctd.edu -IV [05]

(2) **Jonathan Marks**

(Texas Tech University),
4012 92nd St,
Lubbock TX 79423-2928
806/742-3601 x 229-wk 806/
798-7599-hm, FAX 806/742-
1338,
jonathan.marks@ttu.edu
Any, - I [04]

(*1) **Lou-Ida Marsh**
(Theatre Consultant),
607 W Fox,
Caldwell TX 77836
979/567-4388,
mmarsh@tca.net - II [07]

(*2) **Maureen McIntyre**,
Sam Houston State University,
Dept. of Theatre,
PO Box 2297,
Huntsville TX 77341
936/294-1337-wk 936/295-
0580-hm FAX-936/294-3898
drm_mvmm@shsu.edu -III [07]

(4) **Michael McKelvey**
(Austin: St. Stephen's
Episcopal School)
1930 W Rundberg, Apt. 1411,
Austin, TX 78758
512/339-4934-hm 512/327-
1213-wk 512/339-1205-FAX
bigbari@mail.utexas.edu Any,
- IV [04]

(1) **Andra Allen McLarty**
(Angelina College-Adjunct),
208 Morrison Ave,
Lufkin TX 75904
936/637-6021,
andreg@inu.net Any, - II [08]

(2) **Greg McLarty**,
(Angelina College),
208 Morrison Ave,
Lufkin TX 75904
936/637-6021-hm
andreg@inu.net Any, -III [05]

(*1) **Connie McMillan** (Retired),
amyk@adrian@hotmail.com
Any, I [08]

(*2) **Tal Lostracco**,
Trinity Valley Com. College,
100 Cardinal Lane,
Athens TX 75751
903/675-6384-wk, 903/526-
5311-hm
talbaby1@hotmail.com or
tal@tvcc.edu Any, - III [05]

(*2) **Susan Loughran**
(St. Edward's University),
3621 Leadville Dr,
Austin TX 78749
512/448-8490-wk 282-9936-
hm, FAX 512/448-8492,
susanl@admin.stedwards.edu
Any, - IV [03]

(2) **J. Don Luna**,
Texas A & M - Corpus Christi,
6300 Ocean Dr,
Corpus Christi TX 78411
361/825-5988-wk 361/854-
0778-hm, FAX 361/825-6097,
donald.luna@mail.tamucc.edu
- III [07]

(*1) **Katy Meaker Menges**
11234 Shelterwood Cir,
Dallas TX 75229-2450
214/987-3778-hm, FAX 214/
987-4911,
jkmenges@prodigy.net
Any, - II [08]

(*1) **Richard Montgomery**,
5218 Vickery,
Dallas TX 75206
214/497-6726-hm, 214/876-
1096-cell/pager
rich_montgomery@yahoo.com
Any, - II [08]

(1) **Kerry Moore** (Retired),
811 W. 3rd Street,
Muleshoe TX 79347
806/272-3297, Any, - I [07]

F(*1) **Lynn Murray** (Retired),
7524 Glenhill Rd,
Austin, TX 78752
512/454-5505, Any, - IV [08]

(1) **Kay Newberry** (Retired)
440 Parkview Ct.,
Burlinson, TX 76028
817/295-8314 hm - II [08]

(2) **Ray Newburg**,
Amarillo College,
PO Box 447,
Amarillo TX 79178.
806/371-5987-wk 806/345-
5572-Fax
newburgs6@arn.net or
newburg-ar@actx.edu
Any, - I [05]

(2) **Teresa Klattenhoff-Newton**
(Western Texas College),
2706 28th Street,
Snyder TX 79549
325/573-0038 hm
teresanewton@hotmail.com
I [08]

(2) **Ray Newton**,
(Western Texas College),
2706 28th Street,
Snyder TX 79549
325/573-0038 hm
newton@wtc.cc.tx.us - I [08]

(*2) **Bradley A. Nies**,
Blinn College,
902 College Ave,
Brenham TX 77833
979/830-4269-wk 836-1165-
hm, FAX 979/830-4030 (attn:
Brad Nies),
bnies@blinn.edu Any, - III [08]

(3) **Kerri O'Connor**
(Boles ISD),
4106 Fox Run Dr,
Caddo Mills TX 75135
903/883-4464 x 173-wk 903/
527-4348-hm FAX-903/883-
4329
kerrio@hotmail.com
Any, - II [04]

John Ore
(*2) **Allen H Oster**,
S F Austin State Univ.,
SFA Box 9090,
Dept. of Theatre,
Nacogdoches TX 75962-9090
936/468-4003-wk 936/564-
8821-hm, FAX 936/468-1168,
aoster@sfasu.edu - II [05]

(1) **Kelly Parker**,
4630 55th Drive, Apt. #154,
Lubbock, TX 79414
806/793-2866-hm
genekellyp@msn.com -
IV [08]

(*3) **Allana L Patterson**
(Paschal High School),
2806 Manchester Ln,
Grapevine TX 76051
922-6610-wk 817/329-2172-
hm, FAX 817/329-2173,
allanapat@msn.com, - II [08]

(*1) **Krin Brooks Perry**,
4312 Eskew Dr,
Austin TX 78749
512/280-7577, FAX 512/280-
5746,
krinbrooksp@aol.com
Any - IV [07]

(*1) **Mildred Peveto**,
5104 Streamwood Lane,
Plano TX 75093-5034
972/818-0131 hm, 972/818-
0181 fax
cwmap@swbell.net Any, - I [05]

(4) **Jimmy Phillips**
(Annunciation Orthodox School)
2001 W. 14 1/2 Street,
Houston TX 77008
713/880-5363 hm
jphillips@aoshouston.org
III [08]

(1) **Rebecca Phillips**,
1026 N. San Marcos,
Seguin TX 78155
830/379-5521-hm
rphillips@tempestdigital.com
Any, - IV [07]

(*2) **Adonia Placette**,
Lamar University,
PO Box 10044-LUS,
Beaumont TX 77710

409/880-8037-wk 409/866-
5878-hm, FAX 409/880-8091,
placettead@hal.lamar.edu
Any, - III [03]

(1) **Angela Porter**,
19197 Valley Dr,
Flint TX 75762
903/825-3933-wk 894-8314-
hm, FAX 903-825-7467,
aporter@goquest.com
Any, - II [07]

F(*2) **Jim Rambo**
(McLennan Com.College),
4101 Grim,
Waco TX 76710
254/299-8177-wk 756-2837-
hm, FAX 254/299-8112,
jrambo@mcclennan.edu
Any - II [08]

(1) **Elizabeth C Ramirez**,
435 W.Woodlawn Ave,
San Antonio TX 78212
210/316-5954-hm
ecramirez7@yahoo.com
Any, - IV [04]

(1) **Nicki R Roberson**
(Nick's Bar None Ranch &
Virtual Campground),
254 Cicero Dr,
San Antonio TX 78218-2531
210/654-0745-wk 885-3405-
hm skroop@msn.com
Any, - IV [08]

(1) **Carter Robinson**
(Stage Combat & More),
2300 Stonegate,
Mission TX 78574
956/519-1610 hm
papac2000@aol.com IV [08]

(*2) **Robin Robinson**
(Grayson County College),
1208 N Woods,
Sherman TX 75092
903/463-8609-wk 870-1642-
hm FAX 903/463-5284,
robinsonr@grayson.edu
Any - II [07]

Rick Roemer
(2) **Dona W Roman**,
Sul Ross State Univ.-Theatre
Box C-43 SRSU,
Alpine TX 79832
432/837-8219-wk
432/426-3658-hm, FAX 432/
837-8376,
droman@sulross.edu - I [03]

(*2) **Allan Ross**
(San Antonio College),
135 Seford Dr,
San Antonio TX 78209
210/733-2745-wk & FAX, 210/
828-7743-hm
aross@acctdvm.acctd.edu -
IV [03]

(*2) **Marti Runnels**,
Wayland University,
1900 W 7th St,
Plainview TX 79072
806/291-1086-wk 296-2997-
hm FAX 806/291-1980,
runnels@wbu.edu Any, - I [04]

(2) **Kelly Russell**
(Baylor University),
1725 N. Lake Brazos Pkwy.
#1904,
Waco TX 76704
254/867-1026 hm
kelly_russell@baylor.edu
IV [08]

(*2) **Stacy Schronk** (Retired),
1410 El Camino Real,
Euleuss TX 76040
817/267-8674-hm,
sschronk@sbcglobal.net
Any - II [08]

(*2) **Roger Schultz**,
TX A&M Univ.-Theatre, TAMU,
College Station TX 77843
979/845-2526-wk 979/693-
7757-hm, FAX 979/862-1744,
r-schultz@neo.tamu.edu
Any, - II [04]

(1) **William Sheffield**,
11442 Ptarmigan, Apt 4,
Austin TX 78758
512/873-8909
willshef@aol.com
Any, - IV [04]

(3) **Roxy Sherwood**
(Cleburne High School),
3558 S Nolan River Rd,
Cleburne TX 76033
817/641-5020-hm, 817/202-
1816-wk
rsherwood@cleburne.k12.tx.us
Any, - I [05]

(1) **Linda Lucretia Shuler**
(Theatre Consultant),
11809 Mill Pond St,
San Antonio TX 78230-2112
210/690-3994, FAX 210/690-
7955,
lshuler@stic.net
Any, - III [04]

(*2) **Victor L Siller**,
Tyler Junior College,
PO Box 9020,
Tyler TX 75711 903/510-2203-
wk 903/566-2176-hm, 800/
687-5680 x.2203 m-f-8-5, FAX
903/510-2800,
vsil@tjc.edu Any, - II [08]

(*3) **Robert Singleton**,
High School for the Performing
& Visual Arts,
4001 Stanford,
Houston TX 77006-4948
713/942-1966-wk 937-3310-
hm, FAX 713/942-1968
rsinglet@houstonisd.org
Any, - III [08]

(*1) **Lawrence Ray Smith**
(Theatre Consultant),
522 East Ln,
Kerrville TX 78028
830/895-5936, FAX 830/895-
5936,
asnglft@kfc.com - IV [04]

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

(*1) **Thomas F Soare**,
PO Box 544,
Trinity TX 75862-0544
936/594-9671-hm, FAX 936/
594-9672,
drm_tfs@shsu.edu - III [04]

(2) **R. Carson Soelberg**
(Texas Tech University)
1808 Fourteenth Street Apt. 1,
Lubbock TX 79401
806/749-1664 hm
carson.soelberg@ttu.edu I [08]

(*2) **Cynthia M SoRelle**,
McLennan College,
1400 College Dr,
Waco TX 76708
254/299-8903-wk 754-0603-
hm, FAX 254/299-8935,
csorelle@mcclennan.edu
Any - II [08]

(1) **George Sorensen**
(Retired-UT Austin)
2 Brentwood Circle,
Lubbock TX 79407
806/797-5502 I [08]

(2) **Tracy (Lyons) Spencer**
(Lamar Inst. of Technology),
6812 25th Street
Groves, TX 77619
962-6246-hm, 409/839-2912-
wk, 409/839-2919 FAX
spencer@liit-mail.lamar.edu
Any, - III [04]

(3) **Travis Springfield**
(Kingwood HS),
1121 G Post Oak Park Dr,
Houston TX 77027
713/249-5516 hm
travis818S@aol.com III [08]

(3) **David Stevens**,

Keller ISD,
350 Keller Pkwy,
Keller TX 76248
817/744-1029-wk
dtstevens@kellerisd.net II [08]

(1) **Lory Brassfield Stewart**
(Actors Anonymous Theatre
Company),
2233 Oak Grove Cir.
Garland TX 75040
972/495-6603-hm
loryalison@attbi.com II [08]

(2) **Clarence Strickland**,
Tyler Jr College,
PO Box 9020,
Tyler TX 75701
903/510-2484-wk 533-9369-
hm,
cstr@tjc.edu - II [04]

(3) **Bronwyn Sullenberger**,
Fossil Hill Middle School,
3821 Staghorn Cir. S,
Ft. Worth TX 76137
817/847-1046-wk 817/847-
6990-FAX 817/306-4547-hm
bsullenberger@kellerisd.net
Any, - II [04]

(2) **Kenneth J. Tate**
(Howard Payne University)
RR 4, Box 109D,
Early TX 76802
325/649-8518 wk
ktate@hputx.edu I [08]

(1) **Billie Thompson**,
1310 East James Ave. #26,
Baytown TX 77520
281/427-2682 Any, - III [04]

(2) **Richard Tuman**,
601 Stillmeadow Dr,
Richardson TX 75081
972-671-9344-hm 972-860-
4678-wk 972/860-4610 fax,
txr2704@dccc.edu
Any, - II [08]

(*2) **C Lee Turner**,
Theatre Arts, Prairie View A&M
PO Box 747,
Prairie View TX 77446
936/857-2356-wk 281-890-
0773-hm, FAX 936/857-4544,
cleet7@yahoo.com - III [08]

(2) **Richard Turner**,
(San Jacinto College-Central),
PO Box 204,
Bacliff TX 77518
281/476-1828 -wk 281/559-
2474 - hm
richard.turner@sjcd.edu
Any, - III [05]

(2) **Patrick Vaughn**
(Angelina College)
810 Wells,
Diboll TX 75941 9
36/829-3865 III [08]

(1) **Matthew C Wagner**,
602 County Rd 151,
George West TX 78022-3415
361/449-9427,
mcw@mbnet.net - IV [08]

(2) **Brian J. Warren**
(UT-Pan American)
1209 Daffodil Ave.,
McAllen TX 78501
956/631-6359-hm
bjwarren@panam.edu IV [08]

(2) **Shari Watterston**
(SFA State Univ.),
405 Meadowbrook,
Nacogdoches TX 75964
936/560-1183-hm 936/468-
4003-wk
shariw@netdot.com
Any, - III [05]

(2) **Keith West**,
Sul Ross State University,
Box C-43 SRSU,
Alpine TX 79832

The following judges names are not listed because they have not paid their dues for the 03-04 season: Jim Bush, Kathleen Cochran, John Dement, John Evarts, Jim Hackett, Penelope Hasekoester, Scott Lancaster, Lauren Lane, Richard Leslie, Sherrae Lott, Dennis McCord, Curt Meyer, Martha Patino, Steven Pounders, Julia Schmitt, Melissa Snyder, Franklin Speed, Barbara Stafford, Todd Swink, Erin Vinger.

Elementary/junior high program grows

Another busy year for elementary and junior high academics is under way with many schools participating for the first time.

Even those campuses with long experience in UIL activities have questions concerning this year's contests, rules changes, materials and forms, so phone calls, faxes and e-mails have been flooding in.

We make every effort to respond to questions promptly but we urge you to first check our web-site at www.uil.utexas.edu/aca/ejh/ejhindex.html for information since all necessary forms can be found there, as well as the current rules for each contest, contact information for vendors of practice material and the



Treva Dayton
Assistant Academic Director

Art contest, and a list of schools that registered before Oct. 1 to participate in 2003-04.

Schools starting UIL competition can use this list to contact other area schools to find competition or join an established elementary or junior high district.

I've provided below the elementary and junior high rules changes approved by the Legislative Council for the 2003-04 academic year. While several other rules change proposals have been discussed in the recent past, none were adopted for the 2003-04 school year except those listed below.

Elementary/Junior High Rule Changes for 2003-04

- The Art Contest has been expanded from a single fourth and fifth grade division to include two divisions: one for grades 4-6 and one for grades 7-8. All levels use the same 40 prints and the *Art Smart Bulletin*. Grades 4-6 will have one set of contest questions for Part B, and grades 7-8 will have another.

- District executive committees may create separate divisions for each grade level in the junior high Editorial Writing contest, rather than offering only

one division for grades 7 and 8.

- The script reader for the Listening contest is prohibited from being the coach of any competitor in the event.

- Students in both divisions of the Maps, Graphs and Charts contest (5-6 and 7-8) will have 45 minutes for the contest.

- Points in the Music Memory contest are deducted for incorrectly spelled titles and composer names. The total number of points awarded in the contest remains the same. The third and fourth grade division continues to be a matching test, except for the tie-breaker portion.

- Storytelling contestants are required to tell the story that is read in the contest room in their performances. Judges are provided a list of basic story elements of the story that was told, and instructed to consider the absence of at least one of those elements when they rank contestants.

- The use of costumes or props in elementary and

continued on page 9

She's Back!

Dayton returns from National Federation to assume elementary/junior high director duties

by Alyssa Armentrout
UIL Journalism Intern

It's been six years, but Treva Dayton is back.

After leaving UIL in 1997 to work as assistant director at the National Federation of State High School Associations, she has returned to the UIL and assumed the position of director of elementary and junior high that opened when Rhonda Alves moved to Pennsylvania.

"I liked working at the National Federation," Dayton said. "But when I got the opportunity to come back to a job I love and a place I love, I felt very fortunate."

Dayton, who worked as director of speech and debate and elementary and junior high from 1990 to 1997, actually began her career at UIL when she was a speller for Lorena Elementary School.

But this was only the beginning. Her involvement continued at Robinson High School in Waco as she participated in speech, debate, marching, solo and ensemble, basketball, volleyball and track and was honored as a state champion in extemporaneous speech as well as basketball.

After high school she played point guard for the University of Texas Longhorns basketball team and graduated with a degree in speech communications. From there, Dayton became certified to teach.

She taught speech, theater and English for the next nine years in Pflugerville and Georgetown. Dayton said her favorite thing about teaching was seeing the kids get better and better at what they do.

"Each class always had its own personality," she said. "The competitive speech students were very passionate kids, always striving to be better. Real thinkers. That's just a fun kind of person to be around."

After teaching, Dayton owned a company that produced educational materials and worked as a consultant for Texas school districts for four years.

But she couldn't stay away from the UIL for too long.

In 1990, Dayton came to the UIL full-time as the director of speech and debate and elementary and junior high, but she and her husband Randy would leave for Kansas City and the National Federation in 1997 only to return to Texas recently.

"I love the UIL elementary and junior high program," Dayton said. "It's especially a wonderful experience for the students and has so much educational value. The variety of topics we cover appeals to so many interests."

Dayton said that as director, one of her goals is to continue encouraging additional participation, especially in urban schools.

"We have good participation in small, rural schools and in some cities like San Antonio and Fort Worth," she said. "But in the schools that participate less, I think we have a lot of work to do."

She also plans to help pilot a new history contest to be ready by spring.

Dayton said she is looking forward to working with the students and teachers of Texas once again.

"I've been gone for six years and I've been doing a lot of listening out in the field," she said. "I know UIL coaches really want to do a good job and I really want to be helpful to them. It's so good to be back."



Welcome Back

Returning after working six years at the National Federation of High School Associations, elementary/middle school director Treva Dayton catches up on some last minute deadlines for the middle school science contest. Dayton replaces Rhonda Alves who moved out-of-state and returned to the classroom.

Separations cause problems in translation of rules

PUBLIC REPRIMANDS

VOLLEYBALL

Brian Funk,
Smithson Valley HS

FOOTBALL

Mike Stitt,
Hillwood MS (Keller)

UIL, like schools, seldom has a slow time of the year — especially in sports. This time of the year brings phone calls upon phone calls. Based on those calls, there are a lot of questions to answer and explanations to give.

The separated parents rule has brought a lot of phone calls. According to the varsity athletic parent residence rule, 'separated' parents come under the following eligibility requirements:

If a student's parents separate (and are not divorced), and if one parent remains in the attendance zone where the student has been attending school, the student's residence is presumed to be that of the parent who did not move.

If a student transfers to a new school with a separated (but not divorced) parent, the student is ineligible for one calendar year, but may apply for a waiver.

According to the dictionary 'separated' means: to come apart, to withdraw, to part company; disperse, to stop living together as spouses, to become divided into components or parts. Nowhere in that definition does it speculate as to whether the individuals involved actually like each other any more.

Why is this important? As with many things in life, rules are made because someone has abused a situation for their own benefit. For purposes of varsity



Mark Cousins
Assistant Athletic
Director

athletic eligibility, there is no difference between parents who are living separately because they no longer wish to be married and those who are living apart for other reasons, such as a job transfer. If parents are married and are not living together (for any reason), the provision of the separated parents rule will apply in determining eligibility status of the student for varsity athletics.

While this is not new, there have been multiple occasions where questions have arisen this school year: so I thought it appropriate to address it here.

The new Previous Athletic Participation Form (PAPF). Beverly (one of many hard-working assistants in our office who never gets enough credit or praise) has been in touch with many of you regarding the new PAPF and potential 'red flags' she has noticed on the form. Already her hard work has prevented a number of schools from allowing an ineligible student to participate.

While it may take time to get everyone on the same page and make sure we can all identify these potential eligibility 'red flags', I appreciate the work and dedication of the schools in helping us make a smooth switch to the new process.

As with anything new, it takes time to adjust. However the staff feels these changes will make it easier for school coaches and administrators to determine eligibility status for new students to their school.

By the time you read this, the 2003 UIL Legislative Council meeting will have concluded and rule changes for the 2004-2005 school year will be in process. I am continually amazed at the expertise and dedication of Texas school administrators, teachers and coaches

when it comes to the student participants in Texas schools and the rules by which they participate. If you have never had the chance to see this grass roots process in action, you are missing out. While it may not be much for excitement, the openness of the process and the ability for any and all individuals to be a part of the rule-making process is something rarely seen in today's political climates.

Have I mentioned that this is a reclassification year? Check out Dr. Breithaupt's article for more information on this always exciting time!

I admit it, my name is Mark and I lurk on high school sports message boards. I am not proud of it and know it might not be healthy, but I cannot resist. What better way to keep up on the climate of sports than to go where the coaches go and read what coaches say?

Finally, TAKS tests and athletic regional meets are conflicting this year. The State TAKS tests are scheduled April 26-May 1. At this time UIL and TEA are working together to provide schools information on how this conflict can be managed for the 2003-2004 school year. Additionally, we are working with regional sites on this issue. All entities are keenly aware of the importance of the TAKS test to local school districts. Because of this we will attempt to provide a solution that allows students to be successful not only in the testing arena but also in the athletic arena. We will provide information on this as soon as it comes available. Last year the TAKS test fell during the Academic state meet. I know we will be able to come up with solutions much like academics did last year.

Softball to allow designated hitter and FLEX player

Even though many disagree, we at the UIL are as interested in students participating as schools are, and the new designated player/FLEX (DP/FLEX) rule in softball does just that — increases participation. Coaches can choose not to use the rule or use it like the old designated hitter rule.

The change to Rule 3-1-5 replaces the designated hitter (DH) rule with the designated player (DP)/FLEX rule. Under the rule change, the role of the offensive player is never terminated. It is now possible for a team to go from 10 to nine players and back to 10 players any number of times during the game. The DP and the FLEX (defensive player for whom the DP is batting) now also have the option of playing defense at the same time. The DH rule did not allow for the offensive player, the DH, and the player for whom she was batting, to play defense simultaneously.

Arizona, Indiana, Minnesota, New Mexico and Pennsylvania experimented with the DP/FLEX rule last year and gave the committee good feedback.

The main feature of the DP/FLEX rule is that the



Peter Contreras
Athletic Coordinator

role of the DP (offensive player) is never terminated, making it possible for a team to go from 10 to nine players and back to 10 players any number of times during the course of a game. Also, the DP (offensive player) and the FLEX (defensive players for whom she is batting) can play defense at the same time.

A team desiring to use the DP must make the umpire (and the other team) aware of that fact at the pre-game conference when they meet with the other team and the umpires. The DP is the offensive player and must remain in the same batting position for the entire game. The name of the player for whom the DP is batting, the FLEX, will be placed in the 10th position in the lineup. The DP may be replaced by a pinch runner or FLEX and is permitted one re-entry. When the DP, or her substitute, leaves the game, the lineup is reduced to nine players.

One additional bonus to this new rule is that the DP, unlike the old Designated Hitter (DH), may also play defense at any position. If the DP plays defense for a player other than the FLEX, that player still bats and has not left the game. The DP and the FLEX could be in the game playing defense at the same time. That was not allowed under the old DH rule.

PLAY SITUATIONS

Play 1: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and is properly listed 10th. Brown is also pitching. Team A's

coach wants Baker, an eligible substitute, to replace Cooper. Ruling 1: Legal. That is a simple substitution; Baker replaces Cooper in the batting order. Team A still has 10 players in the lineup. Cooper has left the game.

Play 2: Referring to play 1, may Cooper re-enter later in the game? Ruling 2: Yes, if Cooper has an entry remaining, but she is locked into the seventh spot of the batting order.

Play 3: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and is properly listed 10th. Team A's coach wants Brown to bat. For whom may Brown bat? Ruling 3: The FLEX may only bat for the DP. Therefore, Brown must bat for Cooper in the seventh spot and Cooper leaves the game. The lineup is reduced to nine players.

Play 4: Referring to play 3, may Cooper re-enter later in the game? Ruling 4: Yes, if Cooper has an entry remaining, but she is locked into the seventh spot of the batting order. Brown returns to the 10th spot and plays defense only. Team A has a 10-player lineup once again.

Play 6: Team A's coach did not list a FLEX player on the lineup card. In the fourth inning, the coach tells the umpire that legal substitute Green will enter the game in the 10th position as the FLEX player. Ruling 6: The umpire must deny the request. If no

Re-classification not as easy as stopping at Wal-Mart, McDonalds or Dairy Queen

Every two years the reclassification and realignment of all UIL member schools occurs. A proposal to improve this process was submitted by an interested party earlier this year.

The proposal suggested that all schools located in suburban areas within five minutes

of a Super Wal-Mart, McDonalds, Pizza Hut, Burger King, Whataburger or a bowling alley shall be considered 5A. A school located in a town with a Super Wal Mart and/or Tractor Supply Company shall be considered 4A. Any school in a town with a Wal Mart or a McDonalds must be considered 3A. A school with a Dairy Queen or a Sonic, but not both, will be assigned to Conference 2A. Any school in a town without a fast food restaurant shall be placed in Conference A.

While this plan makes a great deal of sense, the UIL policies regarding reclassification and realignment, as developed by the member schools, are slightly more complicated and are based on school size and geography. A review of the real policies and procedures are as follows.

Schools will be mailed a reclassification and realignment form in early October. All schools are required to submit enrollment figures for Friday, Oct. 31, 2003 on the reclassification and realignment form. This form must be faxed to the UIL office no later than Nov. 4, 2003. This form may not be filled out prior to Oct. 31. This is the snapshot date used for all schools in the state. Believe it or not, the staff receives several forms earlier than the date required. Please make certain the enrollment figure for Oct. 31, 2003, is



Charles Breithaupt
Athletic Director

submitted. This figure is matched against the PEIMS data submitted to TEA.

Along with the reclassification and realignment form, the UIL includes copies of current UIL policies governing the process. Major changes in the policies include an increase in the number of schools in Conference 5A and a change in the cap for six-man football.

Previous policies required between 210-225 schools to be placed in each of the largest four conferences, with the remainder grouped in Conference A. In many cases a large disparity between the smallest and largest schools in a conference caused great concern. New procedures allow staff to take as many as 245 schools into 5A.

Conferences in 2A-4A shall consist of a number of schools with an enrollment ratio between the largest and smallest school of approximately 2.0. In theory, this means the largest school in a conference would generally be no more than twice the size of the smallest school in the conference. There will be approximately 200 schools in each of these conferences.

Schools with an enrollment of 99.9 or lower may choose to participate in 6-man football or may opt to play 11-man football. Schools at or below this line who choose to participate in 6-man football will be assigned to the smaller division in basketball.

Any school may request to be elevated to a larger conference for extreme travel or in multiple-high school districts of eight or more schools. This option, once selected, may not be changed after submission. The option is not available after the Nov. 4 deadline.

After the collection and verification of information submitted on the reclassification and realignment form, the UIL staff will divide schools into conferences using the procedures described earlier. In football there will be six conferences, including 6-man. In basketball there will also be six conferences

with Conference A divided into two divisions. Following this procedure, schools will be grouped into 32 districts in each of the conferences.

Remember that only the football and basketball alignments will be released on Monday, Feb. 2, 2004. All other alignments will be released later in the spring.

Football is released at this early date because it is a fall sport and is the only sport that schedules with contracts on a two-year basis. Basketball is released early because it is the activity in which the most schools participate. With this information, appeals can be heard with a rational basis of knowledge, as it would apply to all other alignments.

Fall sports such as volleyball, cross country and team tennis will be released as soon as possible following the final hearings of the District Assignment Appeals Committee. All other activities will be assigned prior to the end of the school year.

Concerns are always expressed regarding district assignments. Placing 1,283 schools into districts will create controversy. The placement of schools in districts does not allow for the perpetuation of rivalries or strength of particular teams. It would be impossible for any group to compose district assignments based on competition and the relative strength of teams. To do so would be subjective and unfair. Grouping schools entirely on geography has been the fairest system for all schools involved.

There have been many rumors that have sparked letters, e-mails and phone calls regarding the reclassification and realignment process. Those concerns have been noted. However, changes to the procedures and policies occur during even numbered years. The policies and procedures for the 2004-2006 realignment period were developed and passed in 2002 so the process could go into effect this fall.

As the Legislative Council meets this month, it will consider a proposal from the Policy Committee for an in-depth study of reclassification and realignment. This study could include topics such as an additional conference, more or less schools in each conference, smaller disparity rates in each conference, fewer teams in each district and changing demographics. However, if approved, the results of the study would not impact the current alignment process. Any changes to the reclassification and realignment policies would be approved by the Council in October of 2004 and would impact the 2006-2008 alignment.

Regardless of the action of the Council, the UIL staff will continue to study issues that are important to this critical process. Being a school with one of the largest enrollments in a conference continues to be important to schools. No school likes to be at the opposite end of the spectrum. Of course, no matter how many conferences are established, someone has to be the smallest. Therein lies the ultimate problem with reclassification and realignment.

With that thought in mind, many of you may be thinking, "Where is the nearest Dairy Queen?"



"My involvement in UIL has been both an enjoyable and rewarding experience. From volleyball games to computer science competitions to marathon debate tournaments, the lessons I learned in UIL activities will serve as building blocks for my future."

**Garlyn
Schwarzlose
Blanco HS**

Softball change gets explanation

continued on page 14

FLEX player is listed on team A's lineup card presented to the umpire at the pregame conference, team A may not use a FLEX player in the game.

Play 7: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and is properly listed 10th. Brown is also pitching. Team A's coach wants Cooper to pitch. Is that legal? Ruling 7: Yes. If the DP takes the FLEX player's defensive position, the lineup is reduced to nine players. Cooper will continue to bat seventh. Brown has left the game.

NFHS

DP/FLEX RULE EXPLANATION

1. A DP does not have to be used.
2. If used, it must be noted on the starting lineup. The FLEX player can bat, or run, but only for the original DP, therefore, the FLEX and the DP can never be on offense simultaneously.
3. A team using the DP starts the game with 10, but

could end with 9 or 10. When the FLEX player bats for the DP, the FLEX is moved from the 10 spot in the lineup to the batting order position of the DP. The DP is considered to have left the game, but the FLEX has not.

4. The starting DP can play defense for any of the other nine players in the lineup. Both the starting DP and the starting FLEX player can re-enter the game one time.

5. If the starting DP plays defense for a player listed within the first nine places in the lineup, the other player serves as a temporary DP during the period, as she bats only. If the DP re-enters the game, she must do so in her original batting-order position and the FLEX could (a) move back to the 10 position; or (b) leave the game. If the FLEX moves back to the 10 position, the team resumes the game with 10 players and the FLEX has never left the game.

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HIGH SCHOOL

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

CALCULATOR APPLICATIONS

"The ratio of A to B" and the "ratio between A and B" are each defined to be the result of the division, A/B.

ONE-ACT PLAY CONTEST

c. CONTEST PLAY SELECTION AND ELIGIBILITY.

Section 1033:

F. Additions to the Basic Set Not Requiring Approval. The following (i) through (v) shall be used upstage of the house curtain/proscenium unless architectural necessity dictates otherwise. If architectural necessity dictates using downstage of the house curtain/proscenium for unit set or any other scenic device, except hand held flags/banners, an addition to the basic set shall be required.

According to Subchapter H, Rules and Amendments Section 305, OAP director Luis Muñoz is authorized to issue the following interpretation, which constitutes binding action until SEC issues an official interpretation.

Conclusion:

A Contest Manager may submit a request to the State Theatre Director for permission to use the area downstage of the house curtain/proscenium for

unit set or any other scenic device due to architectural necessity. This request shall serve as a blanket approval for all schools competing at that site.

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2002-03 school year:

DALLAS SPRUCE HS - Suspension for the 2003-04 school year;

HOUSTON JORDAN HS - Public reprimand and probation through May 27, 2004;

LA MARQUE HS - Public reprimand and probation through May 27, 2004.

SOCIAL STUDIES

The maximum number of points a school may receive in Social Studies is 37.

EVENT PAIRING CHECKLIST

Science conflicts with Lincoln-Douglas Debate and Literary Criticism. Science does not conflict with Poetry Interpretation. Science and Computer Science do not conflict.

ACCOUNTING

The list of approved calculators in the C&CR is correct. The Hewlett-Packard calculators are not on the accounting list of approved calculators.

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.

ARLINGTON MARTIN HS

The State Executive Committee issued a public reprimand to Mr. Terry King and placed

him on probation through January 16, 2005, for violation of Sections 441, 481, 1201, 1202 and Booster Club Guidelines.

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee suspended Prepared Table Charter School from all UIL activities until a school administrator appears before the Committee to answer allegations involving misconduct by coach and players.

BIG SANDY HARMONY HS

The State Executive Committee issued a public reprimand to Coach Joe Koesel, Big Sandy Harmony High School, with probation through September 3, 2004, for violation of the Athletic Code and state law (selling dietary supplements to athletes).

LIBERTY HS

The State Executive Committee issued a public reprimand to Coach Robert Munson and Coach Richard Hale, Liberty High School, with probation through September 3, 2005, for violation of the Athletic Code and state law (providing dietary supplements to athletes).

IRVING UNIVERSAL ACADEMY

The State Executive Committee suspended Irving Universal Academy from participation in football for the 2003-04 school year and placed the school on probation in all activities through September 16, 2003 for failure to participate during the 2002 season. As a condition of the probation, the school will be required to attend district executive committee meetings and to fulfill its obligations for all district schedules or be suspended from all UIL activities.

GALVESTON BALL HS

The District 24-5A Executive Committee issued a public reprimand to Galveston Ball High School and placed the school on probation for the 2002-03 and 2003-04 school years for violation of Section 1202, Employment of Coaches.

CHRISTOVAL HS

The District 16-A Executive Committee issued a public reprimand to Christoval High School, with probation through the 2003 football season, for violation of Section 1202 (a) (1). In addition, the State Executive Committee issued a public reprimand with probation through January 15, 2004, to Coach Robert Wills.

ELKHART SLOCUM HS

The District 24-1A Executive Committee issued a public reprimand to Elkhart Slocum High School and placed the school on probation through January 10, 2004 for lack of fan control during an athletic contest.

EL PASO PARKLAND HS

The State Executive Committee suspended Coach Humberto Ornelas, El Paso Parkland High School, from coaching any UIL activities until he appears before the State Executive Committee for a hearing on allegations that he allowed ineligible students to participate.

ORANGE

LITTLE CYPRESS-MAURICEVILLE HS

The State Executive Committee issued a public reprimand with probation through March 18, 2004 to the baseball program at Little Cypress-Mauriceville High School and to Assistant Baseball Coach Wayne Stephenson for verbal abuse and physical contact with game officials. The committee also

commended the school for the prompt action taken and stated that the penalty given to the school was based on the fact that the district had banned the fans involved from all activities for the remainder of the school year.

HOUSTON REAGAN HS

The State Executive Committee issued a public reprimand to Coach Rolando Treviño with probation through April 22, 2004, for inappropriate interaction with game officials. In addition, Coach Treviño and a student representative were suspended from the first home soccer game of the 2003-04 school.

HOUSTON WESTBURY HS

The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through April 22, 2003 and suspended him from one game for verbal and physical abuse of a game official.

ARLINGTON HOUSTON HS

The State Executive Committee suspended Coach Tommy Bonds for the 2003-04 school year and placed him on probation through the 2004-05 school year for allowing an ineligible student to participate.

BAYTOWN LEE HS

The State Executive Committee issued a public reprimand to Coach Dick Olin for violation of practice limitations.

WOODVILLE HS

The State Executive Committee issued a public reprimand to Coach Neil Hennigan for inappropriate interaction with game officials.

COMO-PICKTON HS

The State Executive Committee issued a public reprimand to Coach Josh Luttrall and Coach

Sam Walker with probation through April 22, 2004, for violation of Section 1202 (a), Employment of Coaches.

GRANBURY HS

The State Executive Committee issued a public reprimand to Coach Pat Watson, with probation through May 27, 2004, and suspended him from one game for making physical contact with a game official.

LAMPASAS HS

The State Executive Committee issued a public reprimand to Coach Tommy Waters, with probation through May 27, 2004, for selling dietary supplements to student athletes.

Please note the following correction to the UIL Constitution and Contest Rules. Section 1250 (i) (3): FOOTBALL PLAN should be amended as follows:

(i) SITE AND DAY OF GAME.

(3) *Playoff Games.* Unless mutually agreeable otherwise, the place for playing a playoff game shall be determined on a "home and home" basis for the past two football seasons (2001-2002). The team that was the visiting team the last time the two teams met on a home field in a post-district playoff game may require the game be played at its home field. In case of disagreement between two teams who have not played a post-district playoff game during the past two football seasons, the game site shall be decided by a coin toss.

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

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One-Act Play Director	