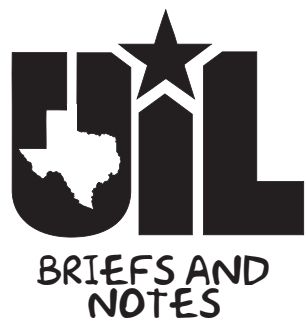


Leaguer



CALENDAR OF UPCOMING EVENTS

- Feb. 17**CX Debate deadline to submit required judging information and certification forms
- Feb. 19** Boys' basketball district certification deadline
- Feb. 21** First day for interschool baseball games
- Feb. 23** OAP title entry cards due
- Feb. 25-26** State Wrestling Meet
- Feb. 25-26** State Swimming and Diving Meet
- March 1** Deadline to submit nominations for Max Haddick Teacher of the Year and Edith Fox King Awards
- March 1** First day for online registration for Solo & Ensemble
- March 3-5** Girls' Basketball State Tournament
- March 10-12** Boys' Basketball State Tournament
- March 14-15**CX Debate State Tournament for 1A, 2A, 3A
- March 18-19**CX Debate State Tournament for 4A, 5A
- March 21** Begins first week of Academic District meets
- March 28** Begins second week of Academic District meets

Playing ^{by} the Rules

Over the past 30 years, Bonnie Northcutt has become the league expert on rules

By Alyssa Armentrout

UIL Intern

When Bonnie Northcutt started working at UIL in 1971, some schools were reluctant to talk to a woman about athletic rules and policies. But when she was the only one available, they quickly discovered that Northcutt knew her stuff.

Now, 30 years later, the reluctance to speak to a woman is long gone, and schools are begging to talk to her. Over the past three decades, Northcutt has become an expert on UIL rules. Since 1995, she has been the director of policy, serving as the resident rule master at the league.

"It's funny," she said. "I've cited the rules from the [UIL] Constitution for so long that the page numbers and section numbers are all in my head. But I learned on good advice from Rodney Kidd to always cite chapter and verse so the person on the other end gets the information they need. So even if I know I know it, I tend to open the book."

When Northcutt started at UIL, she was the first woman hired in an administrative position at the UIL.

Then UIL Director Dr. Rhea Williams and Athletic Director Bailey Marshall thought it was time they added a woman to the staff since more and more young women were competing in athletics.

"Dr. Marshall knew it would be an uphill battle; so he made sure I traveled around the state at superintendents' conferences and summer coaches meetings," she said. "It made the transition pretty smooth."

Northcutt's first experiences with UIL came long before she was hired in 1971. As a young girl, she played ball with her mother, father and five siblings.

Then, in the seventh grade, Northcutt began playing organized sports — basketball and tennis in school.

"I thought I'd died and gone to heaven," she said. "It was really wonderful for a youngster who grew up with no plumbing, no phone and no travel experience."

Libero player approved for 2005 volleyball season

Use of the libero player in high school volleyball was recently approved by the National Federation Volleyball Rules Committee at its annual meeting in Indianapolis. While the committee made the libero position effective with the 2006-07 season, they did stipulate that it could be implemented as early as the 2005-06 season by state association adoption.

"The majority of volleyball coaches in Texas had indicated that they were in favor of using

the libero player in interscholastic competition," said UIL Athletic Coordinator Rachel Harrison. "Now that the National Federation has given us the green light to start using the libero next season, there's really no reason to put it off a year."

Both junior high and high school teams will be allowed to implement the libero position next year. Keep in mind, however, that use of the defensive specialist will be an option and

not a requirement for an individual team's coaching staff. Since the use of the libero is a coaching strategy, its use in a particular game is optional.

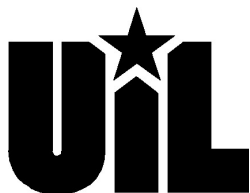
The libero is a back-row player and is not allowed to complete an attack from anywhere if the ball, at the moment of contact, is entirely above the height of the net. The libero wears a uniform in contrast to other members of the

See rule change, page 14



At the Capitol, Northcutt serves as a resource when elected officials have questions concerning UIL matters. Photo by Alyssa Armentrout

Northcutt graduated from Nueces Canyon High School in Barksdale, Texas in 1961, where she lettered four years in basketball, volleyball, track and tennis and competed in UIL academics. She attended South
See Northcutt, page 12



Remember, it's just a game

Young athletes grow from encouragement, not from embarrassment

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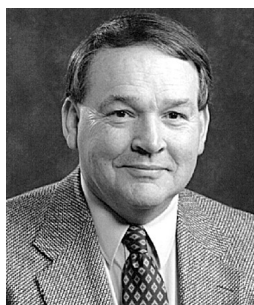
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Bill Farney
UIL Director

One of the most difficult tasks for parents is to gradually remove themselves from different areas of their children's lives. Certainly, parental influence is necessary and even demanded as part of the nurturing process.

So many "traps" await youth — physical danger, substance abuse, personal choices, character education, safety and health and social choices.

Parents must nurture and guide, cajole and plead, reward and punish, discipline and encourage throughout the formative years. Parents are necessary beyond adolescence for love and encouragement, empathy and sustenance — and even for financial assistance.

These are natural parent-child relationships that, when absent, often surface as inadequacies and problems in a child's later adulthood.

There are areas, like athletic competition, that parents need to pay less attention to than they often do. In youth sports it is easy to find a demanding parent placing unnecessary burdens on children.

As early as tee ball games, some parents show anger and impatience toward kids who supposedly are trying to have fun in a sport — a game. Driving this parent is a competitive desire for their child to succeed. It is difficult for adults to realize several important factors about growth and development:

- All children are not interested in baseball.
- All children do not develop physical skills

at the same rate.

- Some children may never learn how to catch and throw a baseball.

- The worth of an individual is not related in any way to an athletic skill.

- Your neighbor's child is not valued any more than your child because he/she performs athletic skills more proficiently.

- Yelling and screaming, showing outward disappointment in your child's performance, is not a positive motivator.

- Motivation for any individual must come from within.

But what I do remember is that my coach missed a great opportunity to embarrass me, yell at me or make me feel like a fool. That experience kept me interested in sports and kept a special uncle even more special in my memory.

Somehow the worth of many adults — by their own self-evaluation — comes from how well their children do in sports.

This attitude is both self-destructive and potentially negative for the child. More appropriate adult responses should be less caustic and more encouraging.

That doesn't mean parents and coaches should accept lack of effort, but it does mean that direction and correction should be done with the realization that what we are doing here is a game, not a life and death struggle.

At age 12, I was a baseball player. Not a very good one, but nevertheless a participating one. My Uncle James, fresh back from WWII duty on the Naval Carrier USS Sagginaw Bay, was my mentor.

He believed that I could be better than I was. He hit fungos, played catch and watched me swing with a firm view of where I needed to be as a player.

However, just as his experience in the Pacific Theater was an often disappointing campaign, so was his mission to make me a ball player.

That summer we played and practiced two or three times a week — several of us packed into the back of his old Plymouth on top of balls, bats, shoes, jugs of water, gloves and coolers of beer. (We didn't get any beer, but it must have been good because Uncle James sure liked it.)

We culminated our summer season with a final game. I remember it well because in the fifth inning I got on first base as the potential winning run.

However, that inning ended with me in a frenzy of excitement, stealing (or attempting to steal) second base.

The problem was, there was already a runner on second! Looking more surprised and shocked than I was, he started for third just as I reversed directions and returned to first. They got us both out. And that summer ended my baseball days because the small rural high school I attended did not play baseball.

When I went to the dugout after my stupid steal attempt, I was expecting the worst. I wasn't crying yet, but I was tuning up for it. Instead, Uncle James put his hands on my shoulders, gave me a pat on the back and said, "Always look over at second to make sure it's open. Way to hustle!"

See Game, page 10

Leaguer

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Miscalculated

Throwing calculator list out the window caused much confusion, angst



Bobby Hawthorne
Academic Director

We get mail. I'm confused and frustrated to no end. Last year, the UIL provided a list of approved calculators for math, science, calculator applications and accounting. It was written in black and white on paper. It was in the UIL Constitution. You could hold it in your hands, draw on it, wad it

up and toss it in the waste can. Not anymore.

Now, the C&CR states that calculators need only be silent, hand-held and battery-driven, but that's all it says. There's no list.

What if God had told Moses, "Forget the stone tablets, just tell people to behave themselves."

How is this any different? So now, we're supposed to police this ourselves? Like we're supposed to know the difference between a four-function calculator and a hand-held computer. Do you realize the kind of confusion this has created? Do you even care?

Also, the rules are inconsistent. Math contest: clear memories. Science contest: don't bother. OK, which is it?

And what about graphing calculators. They've always been prohibited. That's how we've always done it. Why change now? I'll retire in 20 years. Change then. But not now.

And what about the children? Some students can't afford calculators. Did you ever once think of that? Poor kids don't have money for iPods and cell phones and graphing calculators. What are they supposed to do? Use an abacus? You know much a good abacus costs? And which version? The Japanese abacus or the Chinese abacus? Can we get a list of approved abacuses?

I hope you're satisfied. You've really made a mess of things.

We respond:

The UIL abandoned its list of approved calculators, effective for the 2004-05 school year. The list was an embarrassment.

Several of the calculators on the list were no longer commercially available. At least one of the companies listed no longer manufactured calculators. They've gone exclusively into aluminum siding or something.

The decision to toss the lists wasn't made lightly. We consulted with coaches, contest directors and representatives of the Texas Math/Science Coaches Association.

Since any list would be out-dated upon delivery,

given the rapid progress in technology, we opted to compile general guidelines for calculator use. We asked ourselves, "What's reasonable?"

Here's what we concluded: calculators must be:

- big enough to hold in the average hand. We didn't define "average." It falls somewhere between Shaquille O'Neal and Reese Witherspoon.
- silent. If it clanks like a Ford 250 engine on 79 cent a gallon gas, it's prohibited.
- battery-operated. That is, it can't rely on auxiliary power. That is, if you have to plug it in, you can't use it.

We assumed anyone smart enough to coach a pre-engineering contest is intelligent enough to know the difference between a calculator and a hand-held computer.

It was a reach, though.

So, to clarify the issue: hand-held computers such as iPAQs and Palms are not calculators. They are computers and are, as such, prohibited. In other words, if the device plays MP3 files, DVDs and computer games, downloads daily stock prices via wireless Internet, replicates life and can, in a pinch, serve as a digital camera and/or telephone, then it's not a calculator.

Common sense must prevail here.

As for the matter of fairness, we have received no telephone calls from rich or poor schools challenging this decision. I would predict that the students most likely to participate in a UIL math or science contest would already possess a suitable calculator.

Graphing calculators are a reality in every science and math classroom. They're required for most standardized and college entrance exams. They give them away in boxes of raisin bran. It's not that tough to get your hands on one.

In addition, schools generally require students participating in all UIL contests — athletic, fine arts and academics — to purchase certain equipment. Musical instruments. Books. Athletic shoes.

A pair of Nike Air Garnet III basketball shoes. Now, they're expensive, but I bet a bunch of kids whose families didn't attend the Bush inauguration wear them. They find a way.

In the UIL Literary Criticism contest, either the student or the school must purchase a copy of the *Handbook to Literature* as well as the primary reading selections. Students competing in Social Studies need a copy of David Halberstam's *The Fifties*.

Extempers need six or eight of those huge Rubbedmaid tubs to lug around their files of articles on civil war in Africa and Social Security reform, and they ain't cheap except at

Wal-Mart.

We've made strenuous efforts to keep costs low, low, low, but it's unreasonable to think we can operate this program at zero cost.

And, of course, we'll always grapple with specific subject-area dilemmas that are way over the head of the typical liberal arts major like myself. For example, clearing calculator memory.

I don't know what a graphing calculator remembers. I have no idea how to make it forget something. But I'm smart enough to know who does.

"In Calculator Applications, we have made a major move from last year by putting the burden of calculator clearing onto the shoulder of the contestant rather than the calculator clearer," says Dave Bourell, our calculator applications contest director.

"Coaches I talk to seem to know the Texas Instruments calculators, where the potential for misuse in pre-programming seems to be greatest. We will disqualify violating calculators this year, and if both calculators are disqualified, then the contestant is disqualified."

As for the Mathematics contest, director Larry White says, "On the math test, the calculators will not be cleared at all. It was the consensus of the committee and the coaches involved across the state that there would be no clearing. We will re-examine this at the end of the year to see if the rule needs tweaking.

"As for handing off or sharing calculators, students should not be allowed to share or hand off calculators during the contests," White added. "Each student is allowed two calculators in both Math and Calculator contests that are placed on their workspace before the contest. So, sharing or handing off is not permissible."

So, there it is.

I'd like to think the issue of calculator lists serves as a metaphor for our fundamental philosophy of empowerment, that coaches and contest directors should use common sense within the spirit of the rules to answer questions or resolve less-than-black-and-white conflicts arising during competitions.

Short of that, my suggestion: just behave yourself.

So, to clarify the issue: hand-held computers such as iPAQs and Palms are not calculators. They are computers and are, as such, prohibited. In other words, if the device plays MP3 files, DVDs and computer games, downloads daily stock prices via wireless Internet, replicates life and can, in a pinch, serve as a digital camera and/or telephone, then it's not a calculator.

It's the journey that counts

Don't take shortcuts just to win a competition, give students your best teaching



Jana Riggins
Speech Director

It's the journey we undertake, not just the outcome. Therein lies the beauty of it.

Larry Bradley is an amazing administrator. At his first faculty meeting each fall, he introduces a theme for the school year via a popular song, a book, or recent film. One year, he played LeeAnn Womack's hit single, "I Hope You Dance." Another time he chose the best seller,

Who Moved My Cheese? Seattle's Pike Place Fish Market became a vivid illustration when, to the surprise of the staff, he threw a fresh salmon at one of his teachers! Encouraging his faculty to take risks, make work play, or whatever the theme—the focus is on the journey.

Speech coaches have the opportunity to guide students on a significant journey through UIL competition and it's critical we remember that winning isn't everything. Your coaching efforts aren't negated if you don't advance students to the State Meet. Maybe your academic team doesn't win the district championship. So what? It's the journey that counts.

What kind of journey are your students taking? With all that is demanded of teachers' time, it is tempting to seek the easiest, fastest road to get students prepared for competition. But if we choose that pathway, will the contest intended by design to provide the student with educational enrichment provide anything lasting?

Are we challenging our debaters to conduct their own research, or do they think that cutting cards from handbooks is primary research? Have we instilled in our extemporaneous speakers a craving to read a newspaper a

day, or do they hit the Internet the night before a tournament to cram on the top stories of the day?

Are we encouraging our performers to embrace the oral interpretation categories with excitement of discovering new literature, or are we falling prey to those who would sell ready-made introductions and even poems and stories written for the competitive categories? "Give a man a fish and he eats for a day. Teach a man to fish and he eats for a lifetime." Are we teaching our performers to fish for great literature by reading books for themselves? Sure, maybe they will read a lot of poems that don't work for competition but how much richer they will have become through these literary encounters! Remember: it's the journey that counts.

Choose resources wisely. Avoid the trap of buying materials that do the work for the student. Use the ones you do purchase as supplements not substitutes for the real thing—what the student does for himself. Otherwise, your students won't walk away from the contest with anything other than a medal or a trophy.

In an interview, renowned athlete Jim Brown discussed the importance not of winning but of participating. He spoke of what he had learned from sports: how to work hard, concentrate, how to get up after losing and how to cope with the fact that he wasn't always going to win.

"These lessons," he explained, "helped me gain confidence... this confidence allowed me to accept myself, to know I could hold my own against the best, to know that if I believed in myself, I could compete."

Offer your students your best teaching—teach them to do for themselves: to do their own research for debate, to read primary sources for extemp not someone else's summary of the events of the day, to read poetry and prose until they find a literary work that speaks to their very soul.

Give them the confidence to hold their own against

the best through the self-confidence they receive from their own hard work. It may not be the shortest way—but remember: often it's what they learn along the journey that truly counts.

Prose and Poetry Interpretation

The 2005 ALA Best Books for Young Adults list has been released. Prose titles from this list are eligible for contest. The State Office is preparing a complete list of BBYA titles from 1996—the present for use by district and regional contest directors. Contestants should bring to the contest a copy of the list that contains their book title to show the contest official. Highlight the title being used in performance. These lists may be downloaded from the UIL web site.

Contest directors should provide their interpretation judges with a copy of the category descriptions in advance of the contest so they will be aware of what the contest is requiring of each performer.

Students are advised to use the documentation checklists provided in the UIL Prose and Poetry Handbook on pages 40-41 and consult Chapter 4 for an in-depth explanation of the categories and documentation requirements. All coaches are required by the Constitution to review this handbook and the articles posted online that discuss the new categories.

Extemporaneous Speaking

Students should be familiar with what is and is not allowed in the preparation room. Magazines, newspapers, journals and other published source materials such as reference books are allowed. So are published speeches such as the Inaugural Address. Online materials are allowed if they meet the standards detailed in the Constitution. Students also may use an index without annotation.

Speakers may not bring outlines, prepared notes, Ex-
See Journey, page 7

Dr. Seuss makes it easy to explain criterion/criteria

By Sally Squibb

Speech coach at Lewisville HS

Children's literature is a great place to start an oral interpretation course, but my debaters caught a "big break" when Lady Luck allowed me to stumble upon a simple way to tackle the troublesome task of explaining the value debate concept of "criterion/criteria." The definition of serendipity is, good luck in making unexpected and fortunate discoveries. Such luck also goes by the name of blessing if you can use it to teach a standard for judging the Lincoln-Douglas resolution. Hopefully, what follows can become good fortune for you!

My windfall came when I watched *The Sneetches and Other Stories*, published in 1961 by Theodor Seuss Geisel, better

known as Dr. Seuss. The story of the ostrich-like beings called Sneetches that "live on the beaches" is only 792 words and twenty-one pages long. *Dr. Seuss on the Loose* is the title of the 30-minute movie, adapted by Dr. Seuss himself, that consists of *The Sneetches*, *The Zax* and *Green Eggs and Ham*. Produced in 1989 by DePatie-Freleng Enterprises, the three stories are hosted by the Cat-In-The-Hat (*Dr. Seuss on the Loose*).

The theme of the story is simple: We need to accept individual differences. The technique of teaching value/criterion review is logical and straightforward.

• Watch the movie, alone, and think about resolutions, values, criteria, and contentions.

• Assemble sample affirmative and negative resolutions based on the plot. Certainly the labels of affirmative and negative will morph based on the point of view. You want the morphing to occur in order for students to see a "paradigm shift".

• Choose a value and criterion for affirmative and negative that "feed" the resolution you have chosen to illustrate.

• Watch the movie with your students. Tell them to pay close attention to the "lesson" Dr. Seuss is trying to teach.

• After viewing the movie, lead the discussion easily with questions about the simple plot: What happened? Why did it happen? What was the resolution?

• Lead the discussion into questions about the characters: Initially, what is life

like for the Sneetches with Stars on their bellies? What are they able to do that the others were not? How are the Plain-Bellied Sneetches treated? What do they miss out on? How do they feel? What role does McBean play? What motive appeals does he use to take all of the Sneetch money? Is this moral? Is it ethical? Do his acts result in a greater good? (You can talk about act v. rule utilitarianism here!) How do the two groups of Sneetches end up after McBean's departure? Are the creatures now diverse? What happened to any superiority?

• Write the resolution on the board and underline it, leaving room for the "T" chart with contentions for affirmative support to the left and contentions for negative support.
See Dr. Seuss, page 9

Angels and Demons

Expose your students to great writing and teach them to be story-tellers



Jeanne Acton
Journalism Director

A good friend made me read Thomas French's *Angels and Demons*. I choose the word "made" because after he described the story, I had to read it.

"It's the best piece of writing I've seen," he said.

He has read a lot. So this is a powerful

statement.

But he wasn't lying. It is a powerful, moving piece. French's article tells the story of the murders of a mother and her two young daughters—several years after the murder and even a few years after the trial. It is not exactly what journalists would call timely. It's an old story, but it is told in such a powerful manner that it is new for everyone who reads it. By the end of the story, the reader knows the family, the investigators and the murderer.

French found the story and took his time to create it. He also took his time telling the story. It's not a 700-word rush job. It is a series of long, in-depth stories that weave together a horrific tale. It is story-telling at its best.

I regret that I am not in the classroom because this is an article I would use over and over again. It is what is missing in so many publications. It has detail, description, dialogue, interpretation, tone, and I could go on and on. It is a complete story. It doesn't follow the inverted pyramid. It doesn't follow the transition quote formula. But it is as journalistically sound as writing can get.

It is in stark contrast to some of the newspapers I

see today. I can't tell you how many club stories I've seen this year that list the newly elected members. Maybe this needs to be published somewhere, but I don't think it's the student newspaper. The student newspaper should tell stories. About the students. About the teachers. About the custodians. About anyone connected to the school.

People read stories. They rarely read lists—unless, of course, their name is on it.

We need to teach our students how to tell stories. We need to be less concerned

about the inverted pyramid and more concerned about how to develop a narrative.

I think the best way to do that is to teach them to listen, observe and question.

Writers have to listen. They have to train themselves to hear the stories around them. Too often, we give our students the stories. We give them a topic, tell them who to interview and demand that they write to fit a formula. We may have it backwards. Students need to listen to their environment and hear the stories around them.

When I told my intern, Alyssa Armentrout, I was writing about *Angels and Demons*, she immediately said, "That's a great story." Her high school journalism teacher, Lori Olgesbee, had read her the story several years ago. Alyssa said she still remembers the article and the power of the writing. I wonder if Alyssa remembers anything written

How to find it:
Angels and Demons.
By Tom French
St. Petersburg Times
[http://
www2.sptimes.com/Angels_
Demons/default.html](http://www2.sptimes.com/Angels_Demons/default.html)

about the McKinney High student council, or, for that matter, anything from her biology book? My money is on no.

Lori has the right idea. Expose the students to great reporting and writing. It will inspire students to be better reporters, better writers.

When I taught in Austin, I read my students Mitch Albom's *Tuesdays with Morrie*. Each day we would read a chapter, and each day they would beg for more. The book is filled with descriptive writing that shows a beautiful story. After reading each chapter, my students and I would discuss the writing techniques. We would note what made the story come alive and then talk about how they could use the same techniques to tell their stories. That year, I saw some of the best writing I had seen from my kids.

I can only imagine how much *Angels and Demons* would have impacted them.

It was hard to read to my students every day. It took time, and it meant we were not thinking about a deadline or cramming for a standardized test for a few minutes of the day. But it paid off.

In retrospect, I wish I had read to my students more. I wish I had shared more great writing with them. It would have helped them become better writers, better story-tellers. It would have helped me become a better teacher.

We need articles in our school publications about policy changes and club events, but we also need powerful human stories, stories that encourage students to experiment with style, voice and tone rather than defaulting into nameless, faceless formula. We must push our students to cull the human drama out of dry facts. By doing so, we may inspire our students to confront and master their own angels and demons.

Just a few good reasons to come to ILPC (in your prom dress)

By Jeanne Acton
Journalism Director

My senior year in high school, I attended the ILPC Spring Convention in my prom dress, a lovely Christian Dior knockoff that my sister made me for \$60. It had black velvet on top and blue satin on the bottom, definitely an 80s outfit. You could picture Madonna or Cindy Lauper wearing it. Really.

I wore it to ILPC because prom was the same weekend as ILPC, and I didn't want to miss either.

My compromise—boogie all Saturday night and leave for Austin at the crack of dawn Sunday with my adviser, Mary Pulliam, and the rest of the staff, several of whom had also partied all night. The van rolled into Austin around 8 a.m. We

were a ragged bunch. Needless to say, I looked a little haggard at the convention in my crumpled dress, tennis shoes and stringy ringlets, but I didn't care. I was there. My best friend, Clare, and I attended a few sessions, then showered and changed before the final awards ceremony. Good thing, too. I won Texas High School Journalist of the Year in 1987 and, as unconventional as I was then, I still didn't want to take the stage looking like the Bride of Frankenstein.

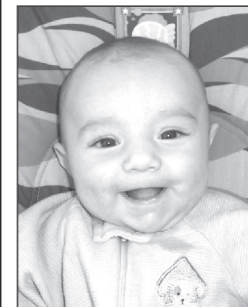
The point is, nothing was going to stop me from going to the ILPC Spring Convention. I couldn't wait to find out how the *Panther Prints*, our newspaper, would rank and how many Individual Achievement Awards we'd won. I also couldn't wait to see the infamous Bobby Hawthorne and David Knight. They were my heroes.

That year, we took home several awards, and I was pleased with our accomplishments. At that time in my life, the awards seemed to be the most important thing about ILPC. Looking back now, though, I know that's not true. The awards were nice, but it was the knowledge I gained there that stayed with me all these years.

Quite honestly, I have no idea where my medals are, but I've never lost what I learned. It was listening to Bobby Hawthorne telling us to find the face in a story. It was David Knight screaming to us that interviewing was the most important part of a feature story. It was the presenters who stayed with me.

I left ILPC with more knowledge and more enthusiasm for journalism. Even though I had
See ILPC, page 9

The official
UIL Mascot



Charlie Update

He's three months old already and growing like a weed. He weighs more than 15 pounds and can giggle and smile. He started daycare this month so mom is a little sad. Charlie hopes to meet everyone at ILPC in April.

TAJE Update

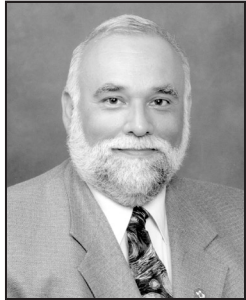
The TAJE newsletter *Upfront* is now available online. Advisers can access the newsletter at the TAJE Website, taje.org. The February issue will contain scholarship information. Members will be notified by mail when the newsletter is on the Web site.

The December issue, which is still on the Web site, contains information on the High School Journalist of the Year. The deadline for JOY is Feb. 15. Advisers of students entering the JOY competition or applying for scholarships must be members of TAJE. A membership form can be found on the Web site.

Anyone who has trouble downloading the newsletters can contact executive director Rhonda Moore at rmoore512@sbcglobal.net.

Top 15 most FAQ

OAP rules created for equity, safety, legality, quality and practicality



Luis Muñoz
One Act Play Director

TETA's Theatrefest is always a great place to see old friends and make new ones. It is a time to re-energize and focus on Spring productions, including OAP. League staff is asked

hundreds of questions during the five days of workshops and meetings. Some of those questions have been asked in the past and some are new and thought-provoking. Most of the questions relate to rules and their application to certain specific situations. Many times, while talking to new teachers, teachers-to-be and even old veterans, the question of why we have rules and regulations comes up. I even overheard a veteran of the contest suggest we get rid of the HANDBOOK. We cannot forget that OAP is a contest, and a contest by its very nature has limits and boundaries. The OAP rules were first created in 1926-27 and were an attempt at maintaining a clear focus on acting and directing for the contest. Judges were asked to disqualify a play they felt had "excessive scenery."

There was a time when the use of guns was not restricted. A *Leaguer* from 1927 reports that the rule restricting the use of guns was being implemented after "the near fatal accident in Buda."

There was a time when schools with the money could get a professional or college director to do their contest play. The "faculty director" rule stopped that practice and helped create equity amongst the schools. There are many more examples.

The League's rules for OAP tend to fall into the five major categories of equity, safety, legality, quality and practicality. Rules are designed

- to keep acting and directing as the main focus,
- to maintain a level playing field,
- to encourage quality play choices,
- to keep students, audiences and facilities out of harms,
- to make sure "laws" are observed,
- and to make sure contests can be run efficiently.

Our Top 15 List

Throughout the last few weeks we have answered hundreds of requests from directors around Texas (and even Oklahoma!) The staff has picked the 15 most frequently asked questions and their answers for publication. Here goes!

1) May we use furniture in our play? – (See page 41-44 of the HANDBOOK) Yes. Rules allow the use of standard, hand, trim and unusual stage properties. Some may have restrictions in size or quantity.

2) May we change a character's gender? – (See page 30 of the HANDBOOK) You may if there is no textual reference made to the gender of the character. If there is a clear implication or textual reference made, you will need to get publisher and League approval.

3) Who can set up properties in front of the curtain? - (See page 50 of the HANDBOOK) A member of the company's crew or a site crew member may set and strike properties or unit set elements used as properties. A cast member may do so with the curtain open during a blackout prior to the beginning or after the completion of the play. It shall be accomplished during the 60 seconds allowed following set time for the beginning of performance time.

4) May we move the lighting fixtures allowed under 1033 (c) (2) (F) (i) around during the show? You may. Please use common sense and do this safely and with plenty of rehearsal.

5) May we use gels, plastic wrap or mylar to cover the unit set? (See page 39 of the HANDBOOK) No. These materials are plastics and not considered "soft goods."

6) Does the unit set have to be to spec? (See page 102 of the HANDBOOK) Substitutions of similar materials and alternative construction techniques are permissible so long as no additional weight factor or diminished strength is involved and elements basically appear as other unit sets might appear at other contest sites.

7) May I use a character found in the text of the play that does not appear on the cast list? Yes. Many "cast lists" at the front of scripts do not include all of the characters in a play.

8) Are door units restricted to opening in only one direction? No. You may hang door units to open down or upstage as needed.

9) How many gobos may we use? You may only use two gobos at any one time but you are not restricted as to the total number of gobos that you use during the performance. As in the case of moving light fixtures, use caution in removing hot gobos from instruments.

10) Is the eligibility notice due 10 days prior to contest or rehearsal? (See pages 21-22 of the HANDBOOK) It is due 10 calendar days prior to the contest.

11) Is canvas required on the UIL platforms? No. It is suggested but not required.

12) Do junior highs have to follow high school rules? (See page 11 of the HANDBOOK) Section 1454 of the Constitution and Contest Rules states that "schools will produce a play in strict accordance to the rules and regulations in the current" HANDBOOK. The three exceptions are listed on that page.

13) If a play was approved in the past, does it need approval now? Yes. Unless the play has been added to one of the approved lists of plays, it must be resubmitted.

14) Do trees and bushes have to be realistic? No. Abstract trees may be used as long as they meet all the requirements under 1033 (c) (2) (F) (iv).

15) Can my friend watch my play and critique it? Only if your friend is a full-time employee of your school district.

Play and Set Approvals

There's nothing like coming back from Christmas break and finding 240+ scripts and set additions waiting to be evaluated. I've got to congratulate Jenny Nichols, Connie McMillan and the reading committee for getting these processed long before the Theatrefest goal we had set. All of you should have responses to your requests and should be well on your way to casting and rehearsals. If you have not received a response by now, call the League office immediately.

Theatrefest 2005

I hope all of you were able to attend Theatrefest 2005. David Stevens, Keller ISD, and his staff did a wonderful job of programming, and the League staff was kept busy throughout the five days. I want to thank Paula Rodriguez, San Antonio College, and Perry Crafton, West Texas A&M, for serving as adjudicators during the critic judging workshops. Our special thanks goes

to Granbury and New Diana High Schools for providing demonstration scenes.

Many new judges were added to the TETAAO list and many came in to be recertified. Those of you who have failed to contract your judges by now will have additional people to work with. The list is published in this copy of the *Leaguer* and on the UIL website.

The OAP A-Z workshop continues to be a great success. Most of those workshops were standing-room-only. Our thanks to Lou-Ida Marsh, George Sorensen, Jim Mammarella, Cookie Saenz Hascall, Bob Singleton, Craig Hertel, Luanne Slaughter, Denise Green, Sterline Marcum, Pam Friday, Mary Nancarrow, Larry and Sue Wisdom, Kathy Powdrell, Tal Lostracco and Perry Crafton for sharing their expertise.

Title Cards

Title cards were mailed out the middle of January and should have been delivered by the time you read this article. Don't forget to get those in by the February 23 deadline and make sure you enclose a stamped, self-addressed envelope to receive your eligibility notice.

On-line Registration

Your district should have entered your zone and district contests into the on-line entry system by February 1. You **MUST** enter your OAP participants on-line to legally participate in this Spring Meet activity. You must do this only for your first contest. Failure to do so will have the same ramifications as not submitting your eligibility notice on time. Both are due 10 calendar days before your contest. The process is simple. All of you should check and make sure your districts have set up the zones (if applicable) and district meets on February 2. If they haven't, contact the district chair immediately.

Eligibility Notice

The eligibility notice is also due 10 calendar days before the contest. **DO NOT** include the names of students you **think** may be eligible by contest date.

The document asks the principal to certify the eligibility of a student. If a student becomes eligible after the notice is due, you may submit a substitution form per 902 (g) (1) (B) of the *Constitution and Contest Rules*.

Call us if you have questions regarding this.

Round two

Some flexibility exists in E/JH competitions at the local level



Treva Dayton
Elementary/JH Director

We are into the second round of elementary and junior high UIL academic competition, as spring districts began Feb. 1. We hope it's a great experience for all those involved, and also

that district directors or district meet hosts take the time to provide comments when you submit your Participation Summary after your meet. Your feedback not only helps us become aware of any problems you might have encountered, which occurred last year with some of the Music Memory contest tapes, but also gives us ideas about the kind of resources or information you need to improve the UIL program at your campus or to be better prepared to host a meet. And by the way, we replaced the Music Memory audio tape with a CD this year, providing much better sound quality.

Instructions for contest directors of all elementary and junior high events are now on our web under the link [How to Host an A+ Meet](#). Hopefully, this will provide the details first-time directors need for running events smoothly. If you've hosted or directed several contests in the past, please review the instructions and let us know of

any details or information that we didn't include.

We'll be working this spring to complete instructions for overall meet directors, with a variety of checklists for various aspects of the planning process. Again, your suggestions are welcome.

Many of the questions we get at this time of year concern elements of district competition that are left to the discretion of the district executive committee. The E/JH academic program is designed to provide some flexibility at the local level, although the individual contest rules in the *Constitution and Contest Rules* (also in your *A+ Handbook* and on the web) may not be modified. Districts must decide, for instance, which of the contests they will offer and whether competition will be divided by grade level or by the divisions for which UIL tests are written, such as fifth and sixth grade Listening. If you have space, allowing three entries in each grade level of a contest allows many more students to participate, but it also requires more graders and more awards. Districts may not vote to allow more than three entries per contest, except in the fine arts team events. Entries, scoring, materials permitted or prohibited in the contest room, etc. are part of the contest rules and may not be modified.

The C&CR prohibits students entering more than two speaking events, but a district may choose additional entry restrictions based on the schedule of events. It is

critical that decisions made at the planning meeting be clearly communicated to all schools participating and that campus coordinators or administrators get the meeting minutes to all their academic coaches. Students shouldn't come to competition only to find they can enter only one of the two events they've been practicing. If you haven't received the contest schedule or have other questions, check with your UIL coordinator well in advance of the meet.

Another issue that should be decided at your planning meeting is whether or not your district will include team competition in events that allow it and whether an over-all championship will be awarded. Doing so adds another competitive element – if that's what is wanted – but also requires that someone be responsible for carefully recording and totaling points correctly and that appropriate awards be purchased.

Items that should be decided at the planning meeting are covered in the *A+ Handbook*, as are the responsibilities of the district executive committee and the district director.

Many schools that competed in

fall/winter district meets are now being contacted via fax, phone or email by our department's student assistant, Allison Bruce. One of her responsibilities is to check the District Organization Forms listing the schools competing and see that all campuses also are registered as participating schools in our database. This is important even if your meet as already been held, as we use participation figures for planning and printing purposes. We apologize if you previously registered online, and we didn't receive it. Some registrations unfortunately disappeared into cyberspace, never to be seen again.

Allison is a 2002 graduate of Glen Rose High School and currently majoring in Spanish and pre-dental, although her major has changed frequently in the year and a half she has worked for UIL! Sans any further changes, she'll graduate in May 2006. She maintains the registration database, formats all E/JH contest materials and publications and assists with proofing tests. Along with our other hardworking student assistants and support staff, she helps put together more than 2,500 A+ packets. Since she works part-time, it sometimes takes a day or two to reply to messages, but please know that she's making a great effort. We appreciate both her productivity and her ability to keep us smiling, and thank you for your patience. If you need an immediate response to a question or concern, please call and let us know.



Allison Bruce

Journey: It's not about winning, it's about good teaching

Continued from page 5

temp speeches, or debate evidence handbooks into the preparation room. Multiple online articles may not be cut and pasted into a single document.

No unpublished handwritten or typed materials other than an index is allowed. The index may not be annotated. Computers or other electronic retrieval devices are excluded from the prep room.

Contest Directors: It is very important that the rule reminders for contestants on pages 64 and 102 of the Spring Meet Manual be read aloud before beginning the contemporaneous speaking contest.

Cross-Examination Debate

Districts with only one school competing must certify both first and second place teams, or they will not advance to State. If districts have less than eight teams participating, the second place team must meet certification standards.

The 8-round rule for certification is clarified on our web site. Note that district rounds only count toward certification if the rounds are against opposing schools.

Schools that qualify teams to CX State Meet have a judging obligation, one judge per team, and must submit judging forms online within 10 calendar days following the district meet or Feb. 17, whichever comes first. If a school advances two teams, do not ignore the deadline for submitting judging forms for the second judge. The deadline is the same.

The 2005-2006 CX debate resolution, selected by national vote is: Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

Lincoln-Douglas Debate

Coaches are discovering that the spring LD debate topic, Resolved: Equalization of funding is desirable for

Texas public schools, is a great public relations tool. Administrations are delighted that students are learning about school finance. Debaters are being invited to debate before their school boards, community and parent-teacher organizations.

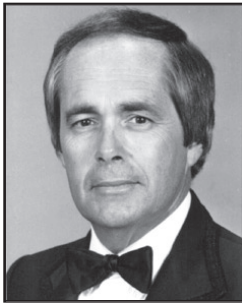
Many are having great dialogues with their principal and superintendent and although the topic is not a policy one, eyes and ears are on the State Legislators as they discuss funding for our schools. The real-world application of this topic has great value and it is giving breadth to the number of different philosophers debaters can apply in their cases.

The concept of criteria/criterion in LD often can be confusing for novice debaters.

Read the guest article by Sally Squibb, coach of Lewisville ISD, in this issue of the Leaguer that provides a creative teaching tool coaches can use to help debaters grasp this concept.

Enriching experience

While they receive little glory, music judges play vital role



Richard Floyd
Director of Music

In 1991 I was asked to write an article on the importance of music adjudication and the vital role that our music directors play as music contest judges. That article has been distributed nationally by the National Federation and has appeared in previous issues of the *Leaguer*. The information

in that article is as pertinent today as it was when first written and is a timely reminder of the importance of having qualified adjudicators available for UIL music competitions across the state. It appears again by popular request. Read on.

One of the primary cornerstones of the educational substance of the UIL Music Contest program is the quality of adjudication that is provided for the performing organizations and student musicians of the state. The purpose of this adjudication is not simply to assign a division rating to a performance, but rather to provide a concise evaluation of the strengths and weaknesses of each musical demonstration and offer recommendations for continued musical growth. These critiques, which address both concert and sight-reading skills, deal almost exclusively with the Texas Essential Knowledge and Skills. As such, while any competition is presently considered extracurricular, the actual

adjudication has the potential to be a true extension of the classroom and a valuable component of the music education process.

This important element of any music competition often is taken for granted since the behind-the-scenes arrangements for judges take place up to a year before the actual contest. Also forgotten is the fact that the majority of those best qualified to evaluate music performances come from the rank and file of our music educators, who work daily with music students in public schools throughout Texas. These teachers give significant time and often travel extreme distances for minimal compensation in order to serve as judges for our UIL music contests. Without their willingness to serve in this capacity, it would be difficult, if not impossible, to provide a level of adjudication that is commensurate with the quality of music education that exists in our schools.

The benefits of contest participation and adjudication are not one-sided. There is another dimension. It is assumed that the students will benefit from the critique and that the director will return to the rehearsal room with new insights and a clearer vision of the relative strengths and weaknesses of his or her students. But seldom noted, is the fact that any contest experience offers the potential for significant growth on the part of the judge, as well. The exercise of judging heightens hearing and communication skills—skills that are invaluable in the classroom and rehearsal hall. In short, judging experiences enhance one's ability to

be a successful, productive teacher. Consequently, school administrators should look with favor upon opportunities for members of their music faculty to serve as judges.

While many contests take place on Saturday, weekdays often are utilized because of economic or logistical reasons. Also, some regions in the state must schedule more than one day of events to accommodate all participating groups. These multi-day contests often require the use of one or more school days to complete. While the participating groups miss a minimal amount of school time (contest participation requires only one and one half hours plus travel time), judges must be present for the duration of the competition. Judges for these contests find it necessary to make arrangements with their school administration to be away from their own campus and cover their normal teaching responsibilities in order to accept such a judging assignment. Under these circumstances, school administrators are encouraged to respond favorably when faculty members ask permission to serve as adjudicators. Such action demonstrates a sensitivity to the scheduling needs of UIL contests, an appreciation of the importance of having qualified judges for the participants in these events and an awareness of the valuable experiences that teachers who serve as judges bring back to their own classroom and students. The result will be a continued availability of highly qualified adjudicators and enriching experiences for our music educators as well.



Texas Music
Adjudicators Association

ADDRESS TMAA CORRESPONDENCE TO:

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830/792-5224
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(see article page 9)

Remembering why we choose to adjudicate

By Idona J. Griffith

TMAA Vocal Vice-President

Nobody ever said it would be easy. We travel across the state early in the morning or late in the evening. We stay in motel rooms that have all the comforts of home – except OUR OWN pillow, and (oh yeah) our loved ones. We spend long days listening to choirs filled with nervous, hopeful students perform for us.

So why do we do it? Why be an adjudicator? Why spend precious hours and days away from our own choirs, often during contest preparation time?

Well, some might say it's prestigious — having our colleagues deem us trustworthy and competent enough to judge how well their choirs perform. Some would point out what a wonderful learning experience it is for us — how our critical listening skills improve, enabling us to be better directors ourselves. Being part of a judging panel also af-

fords us a unique opportunity to network with successful directors from around the state. And let's not forget the "big bucks!"

We might list a dozen more valid reasons, but if we forget to mention the students, then we miss the boat completely.

After all, isn't that why we became teachers in the first place? Our charge, our responsibility, and our primary reason for being adjudicators, is the students.

So what exactly does this entail? What is our responsibility to the students in the choirs, bands and orchestras that we judge?

I'm confident that all would agree that we must listen intently. That we should strive to be consistent. That our judgment and subsequent rating must be based solely on the performance on the day of the contest. That our comments should be constructive and written in a positive way. All of this is easy to say but much harder to

do, because as humans, we are subject to fatigue, distraction, hunger, etc.

So, perhaps, it is also our responsibility to get plenty of rest before we judge. To put our cell phones totally away for the day, not just on silent mode. To avoid eating while a performance is in progress. To put our novels completely away while a performing group is in the room. If we think that the students and directors do not notice when judges give them less than 100 percent of our attention, especially in the sight-reading room, then we are wrong.

Our students look to us for guidance — as directors, as judges, as responsible adults. We are their role models. They spend months preparing to perform at contest, and they deserve our best — our undivided attention. As judges, it is essential that we take time to remind ourselves that the primary reason we are here is the students. May we all find joy in fulfilling our responsibilities to them.

ILPC: Another chance to wear fancy clothes and learn about journalism

Continued from page 5
I attended ILPC for three years, I still learned new things and was re-charged to finish the year.

That was almost 20 years ago.

April is just around the corner, and I hope that you and your staff will join me at the Spring ILPC Convention this year. I think your students can get just as much out of the convention as I did.

Here are a few good reasons to come this year.

1) We have great presenters. In addition to the many sessions presented by Texas journalism teachers, David Knight, James Kenney and Scott Winter will be coming back. And, of course, Bobby Hawthorne will be telling the same jokes he's told

for almost 30 years, regardless of what he lectures about.

On the professional front, Randy Kennedy, a reporter from *The New York Times* who also has compiled a book from his columns about the subways, and Sholnn Freeman, a reporter from the *Wall Street Journal*, will join the convention this year. We also will have several Texas reporters to share their knowledge.

(Translation for the principal: Your students will have the chance to hear nationally-recognized journalism teachers and reporters.)

2) It's a great chance for you to network with other journalism teachers and publications advisers. I am guessing that most of your staff development is spent working

with English teachers or other non-journalism teachers. At the convention, you will get to hear your peers present and share their tips and suggestions to improve publications. You also can just talk. We don't do enough of this. Share you highs and lows of the year. Find a shoulder. Be a shoulder.

(Translation for the principal: It is an opportunity for staff development. Advisers will have a chance to hear new information in their field and grow as teachers.)

3) Awards and ratings. We will announce both the IAA winners and the Star Awards at the conference. Even if you do not win, you will have the opportunity to see award-winning articles, photos and design.

(Translation for the principal: We may bring home awards. If we don't, we will see

what it takes to win.)

4) It's in Austin. That means: The University of Texas. The Capitol. The Bullock History of Texas Museum. Great food. Unique shops. Lots of hippies (current and former). Town Lake.

(Translation for the principal: Austin is a very educational place for students.)

5) You will meet my little boy, Charlie. (Translation for the principal: When the baby cries during the award ceremony, it will serve as birth control for your students.)

Join us in Austin in April. Wear your prom dress if you want. I can't promise perfect weather. I can't guarantee you'll take home a lot of awards. But I can promise it will be a tremendous learning experience for you and your students.

Dr. Seuss: Explaining criterion/criteria

Continued from page 4
port to the right.

•Use two colors to differentiate between affirmative and negative arguments. Ideally, students will supply the contentions. Their wording will probably not fall into the three to four word sentences you will need to use as contentions; this encapsulation will be your job!

Resolved: That in Sneetch society, status-seeking ought to take precedence over acceptance of individual differences. (See Graphic A)

Show the students how each of the listed contentions feed the criterion which, in turn, feeds the value which ultimately feeds the affirmative or the negative side of the resolution. Move from the bottom upward. Students will be able to list many examples of how the Star-bellied Sneetches receive many perks from having the stars on their bellies.

- They are superior.
- They are popular.
- The audience infers that they have money, so money increases their popularity.
- They are quite self-satisfied (until McBean comes to town).
- They control the beaches. This power and control and popularity allows them to improve themselves.

How do the Star-bellied Sneetches acquire these perks? They are segregated and it is this segregation that results in their superiority, which in turn supports the resolution. This explanation is similar to "walking up a ladder" from the contentions to the criterion to the value back into the resolution. Emphasize that each step feeds the next.

•Do the same "walk up the ladder" for the negative. This scenario occurs after McBean takes the money and runs. When "Sneetches are Sneetches" and the society is diverse, it is integration that feeds diversity; hence, the negation of the resolution.

- Both groups of Sneetches have merged into one group and students can use examples from the film to prove that individual differences create individuality ("They kept running through until the Plain nor the Star-Bellies knew/Whether this one was that one or that one was this one. Or which one/ Was that one or what one was who" ("Dr. Seuss On the Loose").
- It is individual differences that allow the group to celebrate diversity.

•It is individual differences that creates peaceful integration and allows for equal opportunity.

Now switch ink, and alter the wording of the resolution to show students how the affirmative and negative contentions can also switch sides.

Do the values and criteria also exchange places? Yes! Viola!

Resolved: That in Sneetch society, acceptance of individual

Graphic A

AFFIRMATIVE Value: diversity Criterion: integration	NEGATIVE Value: Superiority Criterion: segregation
1. Individual differences create individuality. 2. Individual differences celebrate diversity. 3. Individual differences create integration. 4. Individual differences allow for equal opportunity.	1. Superiority increases popularity. 2. Money increases popularity. 3. Superiority requires sacrifice. 4. Superiority increases self-satisfaction. 5. Superiority increases self-motivation. 6. Superiority increases power. 7. Superiority leads to self-improvement.

Graphic B

AFFIRMATIVE Value: Superiority Criterion: segregation	NEGATIVE Value: diversity Criterion: integration
1. Superiority increases popularity. 2. Money increases popularity. 3. Superiority requires sacrifice. 4. Superiority increases self-satisfaction. 5. Superiority increases self-motivation. 6. Superiority increases power. 7. Superiority leads to self-improvement.	1. Individual differences create individuality. 2. Individual differences celebrate diversity. 3. Individual differences create integration. 4. Individual differences allow for equal opportunity.

differences ought to take precedence over status-seeking. (See Graphic B)

(Sally Squibb, the speech coach at Lewisville HS, has taught 32 years. She has coached speech and debate since 1978 at Lewisville HS. She's coached UIL state champions in Persuasive Speaking and Prose; numerous UIL and TFA state finalists, National Forensic League national champions and finalists in Extemporaneous Speaking, Oratory and Storytelling.)

Newly certified 2005 OAP critic judges

Changes, Additions, Confirmations and Deletions as of January, 2005 of the 2004-2005 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges published in October and November in the Leaguer.

* = TETAAO recommended Area/Region Judge

(1) = Independent

(2) = College/University Employee

(3) = Public School Employee

(4) = Private School Employee

() = Institution affiliation

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

[] = Year Re-certification Required

ADD- bios are on the UIL website:

(3) Tami Adams, (Grapevine/Colleyville ISD), 4841 Scots Briar Lane, Fort Worth, Tx 76137 817/788-8071 taak01@sbcglobal.net - I [10]

(1) Michael Bolen, 2812 Minert St., Dallas, Tx 75219 214/528-8797 mbolen1234@swbell.net - I [10]

(2) Martha Buchanan, San Antonio College, PO Box 90502, San Antonio, Tx 78209 210/273-8122 mbuchana@accd.edu - IV [10]

(2) Nathan Cole, (Mountain View College), 2707 Lawrence Rd #258, Arlington, Tx 76006 817/860-9156 nlcole27@aol.com - I [10]

(3) Marc Culver, (Sweetwater Intermediate), 1308 East 13th Street, Sweetwater, Tx 79556 325/235-4458 stoffden@sbcglobal.net - I [10]

(2) Bill Gelber, (Texas Tech University), 1624 75th Street, Lubbock, Tx 79423 806/

742-4472 bill.gelber@ttu.edu - I [10]

(2) Ann Glover, Paris Junior College, 2400 Clarksville, Paris, Tx 75460 903/782-0488 aglover@parisjc.edu - II [10]

(1) Michael Haley, PO Box 1294, Sweetwater, Tx 79556 325/235-9893 bobhowdy@wtconnect.com - I [10]

(1) John Haskett, Waco Children's Theatre, 2000 Lenamon Dr., Waco, Tx 76710 254/776-0707 haskettjohn@hotmail.com - II [10]

(3) Armando Hinojosa, (Rowe High School), 2016 Pin Oak Rd, Edinburg, Tx 78539 956/383-1373 armandoedinburg@yahoo.com. NOT ELIGIBLE UNTIL FALL 2005. IV - [10]

(2) Martin Holden, (Baylor University), 808 Melrose Dr. Waco, Tx 76710 254/741-0829. - II [10]

(2) Cathy Huey, (Paris Junior College), 2241 Culbertson, Paris, Tx 75460 903/782-0242 chuey@parisjc.edu - II [10]

(1) Jerry Knight, (Texas Theatre Consultants), 2935 Nacogdoches #209, San Antonio, Tx 78217 210/824-8603 jerryk6503@earthlink.net - IV [10]

(2) Carrie Lee, (Lon Morris College), 902#B Andrews St., Jacksonville, Tx 75766 903/589-0349 ckleee@lonmorris.edu - III [10]

(2) Terry Lewis, Tx A & M Corpus Christi, 6300 Ocean Dr., Corpus Christi, Tx 78413 361/825-2425 terry.lewis@mail.tamucc.edu - IV [10]

(2) Laurin Mann, (Texas Tech University), 3018 30th St., Lubbock, Tx 79410 806/796-7750 laurin.mann@ttu.edu - I [10]

(3) Ezekiel Morgan, (La Marque ISD), 2742 Jeanetta, Houston, Tx 77063 832/541-9335 ezekielm@yahoo.com NOT

ELIGIBLE UNTIL FALL 2005 - III [10]

(3) Karla Murphey, (Nocona HS), 1013 Fannin St., Nocona, Tx 76255 940/825-6018 kkffmm@yahoo.com - I [10]

(2) Joshua Noah, (Texas Tech University), 4204 17th Street Apt. #7, Lubbock, Tx 79416 806/791-7665 jsilva_noah@hotmail.com - I [10]

(3) Joyce Ormond, (Eagle Pass HS), 1906 Veterans Blvd. #6, Eagle Pass, Tx 78852 830/757-3397 jlo0604@hotmail.com - IV [10]

(1) Mark Pickell, 1904 Payne Ave, Austin, Tx 78757 832/257-8386 markpickell@gmail.com - IV [10]

(1) Gregory Price, 6132 Stirrup Ln. San Antonio, Tx 78240 210/543-2646 gregprice@satt.rr.com - IV [10]

(2) Kary Raine, (Angelina College), 422 Townsend Ave, Nacogdoches, Tx 75964 936/715-9355 kraine@angelina.edu - III [10]

(3) Margaret Rodgers, (Keller ISD), 1217 Pine Ridge Rd. Roanoke, Tx 76262 817/430-9647 purplerose7@prodigy.net - I [10]

(1) Nate Records, 5103 Tennyson Dr. Apt. C, Waco, Tx 76710 254/235-5518 nate_records@baylor.edu - II [10]

(1) LaDean Sapp, 605 Elkins Lake, Huntsville, Tx 77340 77340 936-291-2685 joedean@cox-internet.com - III [10]

(2) Jacque Shackelford, (Tyler Junior College), 14638 NW Rd., Whitehouse, Tx 75791 903/510-2207 jsha1@tjc.edu - III [10]

(3) Deb Shaw, (DeSoto ISD), 200 Dub Lane, Red Oak, Tx 75154 940/368-1515 dshaw@desotoisd.org - II [10]

(2) Franklin Speed, (Panola College), PO Box 1297, Tatum, Tx 75691 903/947-

6306 speedondo@hotmail.com - III [10]

(2) Thom Talbott, (North Central Tx College), 721 North Taylor, Gainesville, Tx 76240 940/668-7134 ttalbott@nctc.edu - II [10]

(3) Scott Tipton, (Rogers High School), 5121 Sam Houston St., Temple, Tx 76502 254/773-0775 stipton75@yahoo.com NOT ELIGIBLE UNTIL FALL 2005. - II [10]

(2) Brad Vincent, (New York University), 209 East 10th Street #9, New York, NY 10003 917/622-7403 bev202@nyu.edu - n/a [10]

(2) Nicholas Webb, (McLennan Community College), 4839 Talbert Ranch Rd, China Spring, Tx 76633 254/366-4333 nwebb@mcclennan.edu - II [10]

(2) Steve Wood, (Texas Tech University), 4345 28th Street Apt. 18, Lubbock, Tx 79410 806/544-4107 steven.wood@ttu.edu - I [10]

(2) Daryl Worley, (Baylor University), 10305 Montana Gap Trail, Waco, Tx 76712 254/420-3874 daryl_worley@baylor.edu - II [10]

The following judges have re-certified their credentials and will be current until 2010, updates to addresses and bios have been made to the website: Barbara Helen Baker, Joe Brown, Kay Coleman, Bill Cook, Ron Dodson, Rebecca Faulds, Kathy Harvey, Penelope Hasekoester, Harold Haynes, Liz Hedges, Robert Hodde, Michelle Howard-Schwind, Floyd Hughes, Jerry Ivins, Ina Wilder Jensen, Kathy Jumper, Tal Lostracco, Don Luna, Jerry MacLauchlin, Greg McLarty, Nancy McVean, Kerry Moore, Lynn Murray, Ray Newburg, Allen Oster, Krin Perry, Mildred Peveto, Angela Porter, Robin Robinson, Roxy Sherwood, Melanie Smith.

Game: Favorite uncle helps a young boy develop into a healthy athlete

continued from page 2

Get your glove and get out there.”

Honestly, I can't remember whether we won that game or not. Time dims my memory.

But what I do remember is that my coach missed a great opportunity to embarrass me, yell at me or make me feel like a fool.

That experience kept me interested in sports and kept a special uncle even more special in my memory.

Postscript: Uncle James was married twice and eventually moved with his second wife to live in Puerto Rico as a protest to the U.S. government's tax structure.

He coached a team of boys every year and had some

that made it to the Puerto Rican leagues.

Before he left the states, he did me a huge favor.

My dad did not want me to play junior high football and would not sign the parent permission slip required by Chilton Junior High School and the UIL to play football.

A friend of Dad's had sustained a life-crippling injury in high school football, and Dad vowed that his son shouldn't risk his bones to a dangerous sport.

I called Uncle James and told him my problem. The next weekend he and Dad went fishing on the Bosque River at a place called Flat Rock Camp.

They got to drinking some good Pearl beer, and Uncle James got Dad to sign his name on a beer coaster.

Then when Dad couldn't see him, he wrote above the signature "Billy Doyle has my permission to play football." It was three games into the season before Dad found out I was playing.

"If you made it this far without getting hurt, I guess it's OK," he said.

Far beyond those days and after playing football in high school and college I remember how a war-torn veteran shaped my future. But I also know how his possible negative response could have sent me to a different future.

I do remain the only athlete in the history of Chilton schools to have my parent permission slip submitted on the back of a Pearl beer coaster!

Former UIL state competitor wins volunteer award

By Amy Casteen
UIL Intern

Former UIL state academic competitor Chirag Patel received the prestigious Lewis Hine Award for his determination and commitment to helping young people in a variety of ways.

The National Child Labor Committee is honoring Patel and nine other volunteers and professionals who have made a positive impact on the welfare of the nation's youth. A panel of distinguished judges selected the winners from hundreds of nominations submitted by governors, mayors, CEOs and nonprofit leaders from across the country.

While at Johns Hopkins University as an undergraduate and graduate student, Patel co-coordinated a Freshman Day of Service, which encouraged in-coming freshmen to participate in service projects on the day before classes started. In 1999, 420 freshmen took part in the event, and the number of participants in the 2000 Freshman Day of Service increased to 600. Patel said these events were the projects that he felt had the most positive impact on the community around JHU.

"It was one day of service where we got students to go out in the area and help out, so they could see that there was a need for their help close to campus," Patel said. "A lot of the students continued to volunteer in the community after our day of service, and that has a lasting impact."



In 1997, Chirag Patel placed fifth individually in Number Sense and was a member of the third place Number Sense team and the second place Calculator Applications team at the UIL State Academic Meet.

During his six years at JHU, Patel participated in many volunteer activities and won several service awards.

These awards are important to Patel, he said, because they bring recognition to the positive effects of volunteer work by young people.

Currently in the MD/PhD program at the University of Texas Health Science Center in Houston, Patel continues to actively devote himself to the community through

Get involved in your community

Know a school whose students deserve to be recognized for their community service efforts? Look on page 13 to learn more about the H-E-B Pharmacy-UIL Community Service Award and how Texas high schools are rewarded for making a difference in their hometowns.

other service activities. Patel helped organize a United to Serve event in 2004 at the UTHSC in which 235 students, faculty and staff volunteered at nine Texas Medical Center member institutions.

In addition to planning for United to Serve 2005, Patel continues his service efforts with other medical students by visiting urban high schools in Houston to encourage students to continue in their education by going to college.

"We try to help them realize that education doesn't end when high school is over," Patel said. "We are excited to do whatever we can in the community."

But Patel's outreach to the community does not extend only to his local area. In winning the Lewis Hine Award, he was awarded \$1,000 in prize money, all of

which he is donating to the South Asia tsunami relief effort.

"When we started seeing all the news about the tsunami tragedy, I realized that the money I get could be better used over there," Patel said. "I think it is the spirit of the award I am getting to give back to those in need, so that helped in my decision to donate the prize money."

In winning this award, Patel joins a select group of dedicated individuals, which include Sen. Hillary Rodham Clinton and Oprah Winfrey, who reach out every day to make the futures of young people better.

"The Lewis Hine Awards are very special," says C. Robert Henrickson, President and Chief Operating Officer of MetLife, Inc., and Chair of this year's Lewis Hine Awards. "They honor those unsung heroes who give of themselves to better the lives of young people."

It is Patel's belief that young members of the community should get involved in volunteering in any way that they can.

"No matter what age we are, we can volunteer," he said. "The UIL is an organization that has students competing in many different areas, but there isn't a certain type of student or competitor that is better suited to be a volunteer. We all have our own talents and skills that we can use to make a difference in our community. There are volunteer opportunities everywhere, we just have to look for it."

TMSCA proposal to keep test materials extra week turned down

By Bobby Hawthorne
UIL Director of Academics

The UIL academic department has had no better friend than the Texas Math/Science Coaches Association.

For years, Faye, Brad, Linda, Dan and other TMSCA representatives have suffered through drawn-out, sometimes boring UIL hearings and gatherings, particularly the annual Legislative Council meeting. More often than not, they are the only persons on the agenda with a proposal or presentation that involves academic competition, and when they address the Council, they always say the nicest things about me and the academic staff.

For that, we are eternally grateful.

Not surprisingly, we listen to them and carefully consider any and all recommendations they bring on behalf of the TMSCA. Until October, they've batted 1,000. They championed the concept of academic teams, advancing 4-member teams, the highly popular wildcard qualifier rule and other improvements of the academic program. TMSCA has spearheaded any of the expansions and refinements of the UIL program over the past 15 years.

But this past October, the Academic Committee of the Legislative Council, on my counsel, turned down a TMSCA

recommendation to require district meet contest directors to retain tests until the end of the second district meet week. The argument for the proposal is simple: students who take tests the second week have an advantage over students who take the test the first week.

I don't necessarily disagree with this argument. At the same time, I do not believe holding tests will accomplish much good. Here's why:

- The League prepares separate contests for each week. What's on week 1 test won't necessarily be on week 2. Sure, some of the principles may be the same, especially in Mathematics or Calculator Applications. But we must take into consideration Accounting, CI&E, Social Studies, Science and all the other academic contests. It would be an unnecessary burden to keep editorials or Literary Criticism papers for a week or more after the district meet.

- There's no guarantee that people won't talk. With e-mail and no-holds-barred cell phones, it's unlikely that a student or coach won't blab to at least one friend and/or colleague. Then, it spreads like juicy gossip.

- Forcing districts to keep tests for a week is likely to be more unfair to students who compete in District 1 than those who compete in District 2. Why? Students

who compete in District 2 can take their papers home at the end of the day. Students who compete in District 1 will not get their papers until they're mailed to them. In all likelihood, they'd receive them sometime after State. Plus, keeping the tests for a week would require the host to store and mail them. It's another complication to an already difficult task.

- Finally, the proposal is based on a perception. We have no hard evidence that releasing papers after District 1 has any impact on who qualifies to Region. This may be the next major UIL research effort, but until data is presented to show a positive correlation between who advances and when they took the test, I don't see the council moving on this item.

Again, the League academic staff values — treasures — its relationship with TMSCA. We share the same vision and goal: rigorous, equitable academic competition. As I said, it was unsettling to deny a request made by the math and science coaches.

Frankly, we've never done it, at least not in my memory. We don't expect to make a habit of it. Rest assured, we'll monitor the situation. If and when it's time to revise the rules, we'll do so.

Computer Applications Contest matures

Linda Tarrant

Computer Applications Director

As the Computer Applications contest has evolved and started coming into maturity, many changes have occurred. These changes are intended to make the instructions more graphic and the grading more succinct. A greater emphasis is now put on students' ability to use features, functions, and integration, and less emphasis is placed on simple formatting and typing.

Newest for 2005....

Flash drives that plug into the USB port (aka keychain drives, thumb drives, pen drives, stick drives, etc.) may be used in lieu of diskettes or CDs for storing files during contests. These will have to be left with graders, and it will be the responsibility of each student to identify and retrieve his/her unit at the appropriate time.

New for 2004-2005....

Contests for 2004-2005 will be restricted to use only Microsoft Office using a current or near-current version. This means that spreadsheet elements must be done in Excel; database elements, in Access; and word processing elements, in Word. This also means graders may check diskettes or CDs to be certain the appropriate element of the test was done in the appropriate application package. If a database element was executed in Excel, it should not be graded. However, some students may choose to start in Excel, manipulate calculations, and then take the output of the spreadsheet to Access to complete processing. This is acceptable unless a test specifically asks that calculations be done in Access.

Why's and Wherefore's of this Change....

Microsoft Office is the software used by most businesses, universities, colleges and schools, including the University of Texas. It is taught in most high schools. On the other hand, Microsoft Works is an entry-level application package that has limitations in the business environment and is not frequently used in the workplace. Limiting the Computer Applications Contest to the restrictions innate in Works seems a disservice to the students who are going

above and beyond the classroom level to participate in this extracurricular activity.

This change will greatly benefit students who will become skilled in the broader capabilities available with Access, Excel, and Word, rather than limiting the contest to only the most basic facilities of these applications because Works does not have the same capabilities. Excel is used and loved by many, not so with Access. It is difficult to learn, but extremely powerful. An understanding of this program, in addition to the other Office assets, will give students a greater long-term advantage.

Repercussions of the Changes....

With this major change in the Computer Application Contest, new avenues will be open to students to learn multi-level spreadsheets, relational databases and many of the more advanced capabilities of the word processor.

Tests will be much like those last year. All of last year's tests were written in Microsoft Office. The database tests, however, used report formats that were easier to do in Works or Excel as most competitors were using these application packages to do database elements in tests.

Tests that include database elements this year will use the Report Wizard with specifics about format and style to select in the Wizard. A few alterations may be made in the Design View after a report is created, such as to eliminate a label or line or add a group footer and group totals or the like, but this will be minimal. I suggest that as you practice old tests, ignore the report specification and use the Wizard to create a report with the information required. Then, ignore the grading that is associated with the formatting of the report, but verify that the data generated is correct and the appropriate fields have correct totals or subtotals.

We will not delve into relational databases on tests this year, but they will be high on the agenda next year. We are trying to move gently into Access, get our collective feet wet and iron out problems as they crop up. There will be calculations and queries, integration to and from Excel, publishing reports to Word, and merging into Word.

For Excel, we will move a little more quickly into some of the features that we didn't use because they were not available in Works, such as new functions, new graphs and charts, more formatting on graphs and charts, etc. For Word, we also will move into some new areas with the capabilities for columns, charts, better page formatting, headers, footers, etc.

Changes in Publications....

Computer Applications Handbook – Be certain that all competitors and coaches learn "Instructions for Conducting a Contest." This handbook changes somewhat annually. It accompanies all tests sent out, and all contest directors should be adhering to the specifications herein.

All Excel functions in MS Office are listed. Students should learn to use them all. Most translate directly to functions in Access, but some have a different name than in Excel, such as IF is IIF, FIND is InStr, etc. All functions in Access also should be learned.

Constitution – The following changes have been included in the *Constitution*. All coaches are expected to serve as graders. Networked systems are not allowed. Laptops and notebooks required with optional mouse and/or keyboard unit acceptable.

Contact Information....

On most Saturdays while you're grading tests, I'm available in my office (1-800-PAJAMAS, you'll never forget it), or the phone message will direct you to my cell phone. If you hit a roadblock in your grading and want a mediator, don't hesitate to call. Remember the point is to have a level playing field, make the tests difficult enough so that the cream rises to the top and the top places are earned, not just decided with a tiebreaker, and help the students become very, very competent in this powerful package. I'm also available during the week at the same number or by email. This is your contest. We listen input from both the competitors and the coaches. We want to wield this into the best possible contest, and we know there will be some growing pains this year. Let's work together to make this a positive experience as we tread through this transition.

Northcutt: As policy director, she knows the rules, all the rules

continued from page 1

West Junior College on an athletic scholarship from 1961 to 1962 before marrying her husband Norvell and moving to work at the Texas A&M University Hospital.

In 1976, she graduated from the University of Texas at Austin with a bachelor of physical education degree, while working at the UIL as an administrative clerk.

In 1976 she was promoted to Training Specialist, to Assistant to the Athletic Director in 1978, to Assistant Athletic Director in 1979 and finally to Director of Policy in 1995.

She retired briefly in 2002, but returned to the UIL to serve as Policy Director once again.

She works with eligibility rules as a liaison to the UIL Legislative Council and the Texas Education Agency, tracking legislation and representing the UIL at congressional hearings.

"Working at UIL has shown me how wonderful school people are to work with," she said.

UIL Director Bill Farney said Northcutt is a great asset to the league. "The UIL and public schools have had the tremendous benefit of her knowledge," he said. "She's been responsive to the Texas Legislature over the years and still has a very valuable role. She has great commitment to her ideals and purposes, and she has a sterling work ethic."

As policy director, Northcutt serves as a resource when elected officials have questions concerning UIL matters, and at times, she serves as a resource witness to the public education committee in the Texas House of Representatives and the Texas Senate education committee.

Because Northcutt is a state employee, she is strictly prohibited from lobbying elected officials or giving her opinions on matters before the legislature.

Keeping her own opinions out can sometimes be a challenge.

Usually, she said elected officials are acting on behalf of a constituent who feels that a rule has infringed on their child's opportunity to compete.

Currently, Northcutt is studying two bills. One examines the eligibility of home-schooled students in UIL activities. Another looks at sexual discrimination in athletics.

Though she cannot testify to the validity or correctness of these bills, she will serve as a resource to the legislature, if needed.

Every day Northcutt works to improve the way the UIL operates and improve the education of Texas students.

"I have seen such wonderful results from UIL competition for my daughters, Leigh and Nikki," she said. "As they gain confidence and self esteem from their discovery, they excelled in academics, fine arts and athletic activities."

HEB increases prize money for service award

H-E-B Pharmacy announced an increase in monetary prizes given to winners of the H-E-B Pharmacy-UIL Community Service Award, making the total award winnings to UIL member schools a record \$15,000, the most of any award donated by a UIL sponsor.

A runner-up prize of \$2,500 will be added to the Healthcare Community Service Award category, H-E-B Pharmacy Director of Marketing and Retail Operations Donna Montemayor announced last month.

Previously, a \$5,000 grand prize was awarded to the overall top community service project that primarily focused on healthcare or healthcare initiatives in the community.

Projects that are eligible for this category address a specific need in the community and increase awareness of health care issues.

Due to an overwhelming response and the quality of project submissions from Texas high schools, Montemayor announced the decision to add the runner-up prize for the Healthcare Community Service Award

and further H-E-B Pharmacy's mission to be the provider of choice for a patient's pharmacy healthcare needs.

Created in 2002, the H-E-B Pharmacy-UIL Community Service Award rewards Texas high schools for making a difference in their hometowns in an effort to enhance their community's way of life.

The \$1,000 award for first place, donated by H-E-B Pharmacy, is awarded to one high school in each classification (1A-5A) whose project most positively affects their community.

Last fall, a \$500 award was added for second place projects in each classification, as well as the \$5,000 grand prize for the Healthcare Community Service Award. The money, in turn, is to be used toward a future service project sponsored by the school or for school purposes.

All UIL member schools are encouraged to compete for the community service award through various service projects.

Examples of potential projects schools can pursue include, but are not limited to, organizing a food drive for a local food bank,

taking part in a beautification project at a local park or visiting the elderly.

Examples of healthcare-related projects include providing multiple screenings for diseases such as diabetes, setting up immunization clinics or creating a community-wide health fair.

However, any action that is taken to make a school's hometown a better place to live would qualify as the proper criteria for the award.

Each UIL member school should have received information regarding this year's deadlines and criteria for the Community Service Award.

To be considered for the award, projects must be completed by May 31, 2005, and documentation must be provided to the UIL on the official H-E-B Pharmacy-UIL Community Service Award nomination form by June 15, 2005.

H-E-B Pharmacy and the UIL hope to again recognize outstanding Texas high schools that exemplify an admirable sense of community spirit and giving.

Best wishes to all schools for a successful

Community Service Project!

The winner of the 2004 Healthcare Community Service Award was Crandall High School.

The recipients of the 2004 H-E-B Pharmacy-UIL Community Service Award include:

1A First Place — Petrolia High School

1A Runner-Up — Rice High School

2A First Place — Shallowater High School

2A Runner-Up — Hico High School

3A First Place — Tyler Chapel Hill High School

3A Runner-Up — Orange Grove High School

4A First Place — Fredericksburg High School

4A Runner-Up — Dallas Lincoln High School

5A First Place — San Angelo Central High School

5A Runner-Up — Laredo Alexander High School

Canyon HS leads pack in hunt for 3A Lone Star Cup

Current standings as of the Jan. 14, 2005, update for the UIL and Texas Dodge Dealers' Lone Star Cup are posted on the UIL Web site.

The UIL and Texas Dodge Dealers will again present the award, honoring the best overall athletic and academic programs in Texas for the 2004-2005 school year.

Now in its eighth year, the Lone Star Cup is awarded to high schools that accumulate the most points based on their team performance in academic and athletic district and state championships.

Point standings updates are released throughout the school year on the UIL Web site and the *High School Spotlight* on Fox Sports Net, and official final results are announced by July 1.

With assistance from the UIL, tabulations for the Texas Dodge Dealers Lone Star Cup are verified by Fox Sports Net, which also serves as the sales and marketing arm for the Texas High School Championships Corporate Partner Program.

One school in each of the five UIL classifications (5A, 4A, 3A, 2A and 1A) will claim the coveted cup.

High schools accumulated points based

on their team performance in district and state championships.

The winning schools in each classification will receive the Lone Star Cup trophy and a \$1,000 award, also presented by the Texas Dodge Dealers.

The next update will be posted on March 25, 2005. Current Lone Star Cup standings, which include marching band, team tennis, cross country, volleyball, and football, are as follows:

5A

1. Southlake Carroll	38 pts.
2. Austin Westlake	34 pts.
2. Cedar Park	34 pts.
4. Plano West	26 pts.
4. Humble Kingwood	26 pts.
6. Conroe (Woodlands)	24 pts.
7. Lubbock Coronado	20 pts.
7. Houston Clear Lake	20 pts.
9. San Antonio Clark	18 pts.
9. San Antonio Churchill	18 pts.

4A

1. Boerne	34 pts.
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2. Dallas Highland Park	32 pts.
3. Lewisville Hebron	22 pts.
4. Friendswood	19 pts.
5. Wichita Falls Rider	18 pts.
5. Aledo	18 pts.
5. Pflugerville Connally	18 pts.
8. SA Alamo Heights	17 pts.
9. Cleburne	16 pts.
9. Dumas	16 pts.
9. El Paso Del Valle	16 pts.
9. Waxahachie	16 pts.
9. Ennis	16 pts.
9. Kilgore	16 pts.

3A

1. Canyon	40 pts.
2. Gilmer	26 pts.
3. Monahans	22 pts.
4. Mont Belvieu Barbers Hill	20 pts.
4. Glen Rose	20 pts.
6. Wimberley	18 pts.
6. Devine	18 pts.
8. Texarkana Pleasant Grove	16 pts.
8. Bellville	16 pts.
8. Port Isabel	16 pts.
8. Jasper	16 pts.
8. Robinson	16 pts.

2A

1. Quitman	22 pts.
2. Henrietta	20 pts.
2. Poth	20 pts.
2. Prosper	20 pts.
5. Refugio	18 pts.
5. Holliday	18 pts.
7. Jewett Leon	16 pts.
7. Argyle	16 pts.
7. Crane	16 pts.
7. Celina	16 pts.
7. Omaha Pewitt	16 pts.
7. Crawford	16 pts.

1A

1. Windthorst	28 pts.
2. Plains	18 pts.
2. Stratford	18 pts.
2. Shiner	18 pts.
5. Sulphur Springs North Hopkins	16 pts.
5. Wolfe City	16 pts.
7. Milano	14 pts.
7. Richland Springs	14 pts.
7. Brackettville Brackett	14 pts.
10. Sundown	12 pts.
10. Round-Top Carmine	12 pts.
10. Big Sandy	12 pts.
10. Turkey Valley	12 pts.

Helping hands

Rules set limits and nurture students to become successful individuals

PUBLIC REPRIMANDS

BASKETBALL

John Courtney, Lufkin Hudson High School
Brandon Prouse, Orange-field High School
Kurt White, Wimberly High School
Randy Bell, Belton High School
Angie McDonald, Cypress-Falls High School
Heath Gibson, Collinsville High School
Lin Fink, Grady High School
Mark Spencer, Rockport-Fulton High School
Kyle Moore, Gladewater Sabine High School
Ryan Dykes, Silvertown High School
Richard Hoogendoorn, Schulenberg High School
Thomas Clay, Valley High School
Laurie Campbell, Austin McCallum High School

FOOTBALL

Brian Justice, Goose Creek Highlands Junior High School



Charles Breithaupt
Athletic Director

The newest addition to the UIL family is three month old Charles William Shanks. Born to UIL Journalism Director Jeanne Acton and her husband, John Shanks, he has been the delight of the many hands who have held him.

Charlie is full of energy and vitality. He is destined to be All-State in three sports, valedictorian and editor of the school paper. He is indeed a special kid. He will excel not only because of his genes, but because of the nurturing hands of his UIL family.

As we watch Charlie grow inch by inch and pound by pound, we know that in just a few short years he will be running through parks, sliding into bases and tackling his friends. He will be shooting baskets, playing marbles, riding bikes and creating havoc in the neighborhood. And all the while he will have his "big brothers" at the UIL looking out for him.

Charlie doesn't know much about rules right now. Rules are not essential to him except at meal time. But, a time will come when he begins to crawl, walk and run that time tested words like "no" will be very important.

Charlies' friends at the UIL will not let him harm himself because we have developed such a special affection for him.

I am sure that as he grows from a teenager to a man he will disappoint us from time to time. But, we will continue to support him as his own parents train him to grow up to be the man we expect him to be.

So too, do we nurture those involved in school programs. As students enter the seventh grade on slender legs like those of a newborn colt, many people will invest important time and energy in

the raising of these eager young participants.

Why do we do what we do at the UIL? Because rules help shape programs, and programs help shape students. Activities provide outlets for kids to express themselves. Competition brings out the best and sometimes the worst in each of them. Exposing both is essential to the maturation of the adolescent.

Simple play inevitably turns into competitive games, sometimes with disruptive coaches and screaming parents. As the joy of play often turns into hushed, business-like tones, the UIL is there to remind all involved "that's enough."

As an athlete grows physically, mentally, emotionally, spiritually and socially, the UIL provides the balance that allows each of these elements to gain footholds.

The UIL provides guidance for coaches, parents and officials as they become heavily involved in these young lives. As an athlete grows physically, mentally, emotionally, spiritually and socially, the UIL provides the balance that allows each of these elements to gain footholds.

Without the UIL, limits would not exist. Limits can sometimes be constraining, but restraint in the eye of overzealousness can prevent long-term harm. UIL rules provide opportunities for children to grow up with fences that protect them from overexposure and a lack of balance.

The nurturing hands of the UIL see that the young athlete doesn't allow the physical to outshine the mental. These same hands applaud when young athletes conduct themselves with comportment, as they do when the same athlete makes a basket.

Charlie and his friends will be able to enjoy

athletic competition and yet have time to play a musical instrument and or perform in one act play. Because of UIL rules and the balance they provide, students won't be forced to be one dimensional. They can become all they want to be if they so desire.

The UIL will motivate these athletes through the competition we provide. More student-athletes will graduate in four years than those who do not compete, simply because every kid who participates must pass every academic class in order to play.

Charlie and his friends will be motivated to come to school each day because eager coaches will be willing to spend valuable time with them each day.

They will teach them how to become bigger, faster and stronger. More importantly, they will learn from these coaches the value of hard work, and how to deal with adversity. They will learn to manage success. They will learn the value of success, honesty, integrity, teamwork, responsibility, fairness and caring.

These attributes might be achieved from other activities, but they are emphasized in our school programs. The UIL exists because we want the next generation of Texans to become even better than we have become.

We set forth educational competition as a compass to guide young minds and young bodies as they prepare to become the doctors, lawyers, farmers, teachers, plumbers and accountants of tomorrow.

Through our activities these young people face joy, happiness, disappointment and discomfort. Yet through it all the finished product is a young adult ready to face any challenge the world might bring.

The hallowed playing fields and courts we design can't hold all of the memories of generations gone by. But, they can inspire each of us to continue to provide the "helping hands" that will give Charlie and his friends a chance to succeed.

Rule change: Volleyball to permit libero position in 2005

continued from page 1

team, and is intended to be a player who specializes in defense and serve reception. The libero may replace a back-row player, except the person serving, without taking away from the team's allowed number of substitutions. Only one libero may be designated per game.

Ten states experimented with the libero position this past year and reported positive feedback to the National Federation Volleyball Rules Committee.

Specific stipulations for using the libero include:

- The libero must be designated on the lineup sheet prior to each game.
- The libero must enter the game after the starting lineup has been checked.
- A team may exercise one replacement per dead ball.
- The libero must enter and exit the game between the attack line and the baseline.
- The libero may be the team captain.

- The libero may be used as an exceptional substitution for an injured player if no other legal substitutions are available.

- The libero shall not replace a disqualified teammate.
- The libero shall not block or attempt to block.
- The libero shall not serve.
- The libero shall not set the ball using an overhand finger pass while in front of the attack line extended for an attack above the height of the net.

Life-saving purchase

Two schools escape tragedy by using UIL-endorsed AEDs



Mark Cousins
Athletic Coordinator

When tragedy strikes, it is news. When tragedy is averted, however narrowly, it is many times ignored.

Such was the case when twice in the last month, the life of a high school athlete was saved by the use of an Automated External Defibrillator (AED).

An AED is a device used to administer an electric shock through the chest wall to the heart.

Built-in computers assess the patient's heart rhythm, judge whether defibrillation is needed and then administer the shock.

In both the McKinney and Houston area, these devices saved the life of an individual who may not have otherwise survived.

The UIL Medical Advisory Committee endorsed the idea of schools obtaining AED's soon after its inception.

Since that time, the UIL has surveyed schools in an effort to determine how many schools have decided to implement AED programs. In September of 2003, it was reported on the Annual Superintendents Survey that 277 schools had AED's available in their school districts. In September of 2004 that number increased to 454 schools reporting the availability of an AED on their campuses.

Dr. Arnold Fenrich, a member of the UIL Medical Advisory Committee and a Cardiologist at Texas Children's Hospital in Houston, provides information on the subject of Sudden Cardiac Death:

1. What is Sudden Cardiac Death?

a) Sudden cardiac death is an abrupt occurrence where the heart ceases to function and results in death within minutes.

b) It is not a heart attack.

c) It is usually due to a malfunction of the heart's electrical system that coordinates the heart muscle contraction to pump blood through the body. The lower chambers (ventricles) of the heart go into fibrillation (ventricular fibrillation) – a fast and disorganized contraction. The ventricles spasm or quiver and can no longer pump blood to the body. The heart cannot recover from ventricular fibrillation on its own.

d) Sudden cardiac death in athletes is usually caused by a previously unsuspected heart disease or disorder.

e) The occurrence of sudden cardiac death is

thought to be in the range of 1 out of 100,000 to 1 out of 300,000 high school age athletes. So it is very rare.

2. What are the possible causes of Sudden Cardiac Death?

a) Hypertrophic Cardiomyopathy – a condition where the muscle mass in the left ventricle “hypertrophies.” The thickened heart muscle can block blood flow out of the heart and can increase the risk of ventricular fibrillation. In over half of the cases, this heart disorder is hereditary and is most common in young adults. This is the most common cause for sudden cardiac death in athletes in the United States.

b) Coronary Artery Abnormalities – an abnormality of the blood vessels that supply blood into the heart muscle. This is present from birth, but can be silent for years until very vigorous exercise is performed. During exercise, blood flow to the heart muscle can be impaired and result in ventricular fibrillation.

“Providing defibrillation on-site with an AED increases survival rates for VF cardiac arrest. In places where AED programs provide immediate CPR and deliver the first shock within 3 minutes after collapse, reported survival rates from VF cardiac arrest are as high as 74 percent.”

c) Commotio Cordis – a concussion of the heart that can occur when someone is hit in the chest in the area of the heart. Objects such as a baseball, softball, hockey puck, lacrosse ball, or even a fist can cause ventricular fibrillation upon striking the chest. These injuries are rare.

d) Marfan Syndrome – an inherited abnormality of the connective tissue (ligaments and tendons) in the body. Often these people are tall and thin with long arms, legs, fingers and toes. The wall of the aorta, the main artery from the heart, can become weak and rupture, especially during exercise.

e) Wolff-Parkinson-White Syndrome – an extra conduction fiber in the heart that can allow for rapid heart beat episodes and in some cases ventricular fibrillation can occur.

f) Long QT Syndrome – an inherited abnormality of the heart's electrical system. Episodes of rapid heartbeat can occur in the bottom chambers of the heart (ventricles) and ventricular fibrillation can result.

g) Recreational Drug Use – even someone with a completely normal heart can develop ventricular fibrillation and die suddenly due to drug use.

3. What are the Warning Signs to be aware of?

a) Palpitations – feeling fast or skipped heart beats.

b) Dizziness – feeling lightheaded.

c) Chest pain or chest tightness with exercise

d) Shortness of breath.

e) Syncope – fainting or passing out.

ANY of the above symptoms that occur while exercising is a warning sign for sudden cardiac death and warrants further evaluation before participating in any more exercise or sports.

The American Heart Association estimates that at least 250,000 people die every year from sudden cardiac arrest (SCA) before they reach the hospital. SCA strikes people of all ages and fitness levels, and usually strikes without warning. According to the AHA's AED Implementation Guide, “SCA is caused by an abnormal heart rhythm called ventricular fibrillation (VF) that prevents the heart from pumping blood. The treatment for VF is defibrillation. Defibrillation is the delivery of an electric shock to the heart that stops VF and allows a normal heart rhythm to resume.”

“Providing defibrillation on-site with an AED increases survival rates for VF cardiac arrest. In places where AED programs provide immediate CPR and deliver the first shock within 3 minutes after collapse, reported survival rates from VF cardiac arrest are as high as 74 percent.”

The UIL will continue to work with the Medical Advisory Committee and schools to provide information and avenues for placement of AED's in school settings.

AED Program implementation information from the American Heart Association is available on the UIL website in the Health and Safety Section for those who are interested.

State Championship Notes:

Both Wrestling and Soccer State Championships will be contested at new venues this year.

The State Wrestling Championships will be held at the Austin ISD Delco Activity Center on February 25-26. Consult the UIL website for details and schedule.

The State Soccer Championships will be contested at Round Rock ISD Stadium on April 14-16.

Details and schedule will be posted on the UIL website as the tournament approaches.

INTERESTING FACTS ON EXTRACURRICULAR ACTIVITIES

- More than seven out of 10 students said that when kids don't take part in organized activities after school or on weekends, it's because they lack motivation, not choices.

- More than eight out of 10 students say kids who take part in organized activities are better off than those who don't.

- About 80 percent of middle and high school students take part in organized activities after school and on weekends, and most of these young people have something scheduled nearly every day. Three out of four students say their day-to-day schedules during school year is just about right, not too hectic.

- *Public Agenda, a non-partisan opinion research group November, 2004*

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UIL Leaguer
January/ February 2005

HIGH SCHOOL CALCULATOR APPLICATIONS

Sec. 924 (g) (7) — All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus four TWO points for incorrect, skipped or illegible answers.

ACCOUNTING CONTEST

Sec. 920 (i) (15) (B) — Change “In case two or more teams tie for first place, the highest overall net score of the fourth place member of the team will be used to break the tie. Should two or more contestants who are the fourth-place member of their team have the same overall net score, then a tie will be declared and all involved in the tie shall advance” to “In case two or more teams tie for first place, the highest overall ~~net~~ TOTAL score of the fourth place member of the team will be used to break the tie. Should two or more contestants who are the fourth-place member of their team have the same overall ~~net~~ TOTAL score, then a tie will be declared and all involved in the tie shall advance”

ONE-ACT PLAY

Correction to *Constitution and Contest Rules*, Section 1033 (d) (3) (C)
(C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

SUNDAY PARTICIPATION

Section 900 (b)
Students are not prohibited from participating in non-school-sponsored competitions and activities. Parents may take their children to meets provided that the school does not pay entry fees or other related expenses and the coaches do not attend the competition. The fact that a tournament entry

contains information as to which high school a student attends or information about the high school itself (address, coach, telephone, FAX, etc.) does not in and of itself constitute a violation. It may initiate an investigation into whether a violation occurred.

The following constitute sponsorship:

- The school pays entry fees for contestants or uses activity funds to pay for any or all student expenses.
- Student uses school fundraiser dollars to pay for fees, transportation and/or housing expenses.
- Student is accompanied by school personnel.
- Student is accompanied, directed, or transported by a person or persons on behalf of school personnel.
- Student wears or uses school equipment.

School district personnel includes any person hired or appointed by the school or its employees who is involved in preparing or assisting the contestant for a contest that is part of the UIL academic program.

The Sunday Participation Rule applies only to contests which are part of the UIL Spring Meet Plan. It is not a violation of the Sunday Participation Rule for school district personnel to assist a student in preparation for or participation in a contest which is not part of the UIL Spring Meet Plan. For example, it is not a violation for a high school student to participate in four or more Sunday modern oratory or duet acting competitions.

Students found to be in violation of the Sunday Participation Rule may be penalized for the current academic year in “germane” academic contests. For example, a student found in violation of the Sunday Participation Rule in Lincoln-Douglas Debate would be penalized in debate only (Lincoln-Douglas and Cross-Examination), not in all speech events, nor in any other UIL academic events.

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.

Section 924.g.1: (addition)
It is the responsibility of contestants to present to verifiers calculators cleared of all programmable memory and numerical storage registers. Failure to clear programs will result in disqualification of that violating calculator which may not be replaced. Clearable programs include but are not limited to program steps, equations, functions that can be cleared, applications, programs and executable items stored in archived locations. Contestants with no qualified calculators after verification will be disqualified.

(Change) Section 924.g has been amended to start with: Prior to the contest, verifiers present shall verify that calculators are adequately cleared by contestants. Calculators with clearable programs shall be disqualified. Contestants with no qualified calculators will be disqualified.

SOCIAL STUDIES

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

SPRINGTOWN HS

The State Executive Committee issued a public reprimand, with probation through March 24, 2007, to Coach Cari Lowery for violation of the Athletic Code and state law.

WICHITA FALLS RIDER HS

The State Executive Committee issued a public reprimand to Wichita Falls Rider High School, with probation through March 30, 2005, for failure to comply with UIL rules.

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.

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2003-04 school year:

BROADDUS HS

Public reprimand and suspension for the 2004-05 school year;

BYERS HS

Public reprimand and probation through August 17, 2005;

DALLAS TOWNVIEW SCHOOL OF BUSINESS

Public reprimand and probation through August 17, 2005;

HOUSTON MADISON HS

Public reprimand and suspension for the 2004-05 school year;

NORTH HOUSTON HS FOR BUSINESS

Public reprimand and probation through August 17, 2005;

WOLFE CITY HS

Public reprimand and suspension for the 2004-05 school year.

RED OAK HS

The State Executive Committee issued a public reprimand with probation through August 17, 2005 to Coach Brent Stapleton for violation of the Athletic Code and state law (distributing, selling or marketing dietary supplements to athletes).

PLEASANT GROVE HS

The State Executive Committee issued a public reprimand to Coach Craig Jones, suspended him from the first two games of the 2005 baseball season, and placed him on probation through August 17, 2006, for improper interaction with a game official.

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).

GALVESTON BALL HS

The State Executive Committee issued a public reprimand, with probation through March 24, 2005 to Galveston Ball High School and Wayne Paulus, Debate Coach, for violation of Section 900 (b) (2), Sunday Participation.

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.

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.

DALLAS KIMBALL HS

The State Executive Committee issued a public reprimand to Coach Royce Johnson, suspended him from the first three games of the 2003-04 basketball season, and placed him on probation through September 23, 2005, for providing transportation to student athletes in violation of the Amateur Athletic Rule.

SPRING BRANCH SMITHSON VALLEY HS

The State Executive Committee suspended Coach Brian Funk, Spring Branch Smithson Valley High School for the remainder of the 2003 volleyball season (including the playoffs) and placed him on probation through October 22, 2005, for violation of Section 1208 (j) (3).

INTRA-DISTRICT TRANSFERS

Section 440 (b) (3)

This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD's vocational high school, magnet school, or optional attendance area school as long as they exercise that option at their first opportunity. If the student leaves the vocational high school, magnet school, or optional attendance area school and returns to the school of the parents' residence, the student is not eligible for varsity athletic competition for at least one year from the date of enrollment in the school of the parents' residence. Additionally, if the student fails to exercise their first opportunity to attend that ISD's vocational high school, magnet school, or optional attendance area school, they would not be eligible according to the Section 440 (b), Residence

Rule, for varsity athletics at the new school until they had been enrolled and consecutively attending the new school for one calendar year.

SAN ANTONIO EAST CENTRAL HS

The State Executive Committee suspended Coach Ted Knaszak from coaching any UIL activities (including practices and games) through December 10, 2004, with probation through December 10, 2006, for allowing students not listed on an eligibility list to participate in team tennis.

ARLINGTON BOWIE HS

The State Executive Committee issued a public reprimand to Coach Kevin Joyner and suspended him from coaching any UIL activities (including practices and games) through March 24, 2005, for violation of the Athletic Code.

WAXAHACHIE HS

The State Executive Committee issued a public reprimand, to Coach Jim Miller and placed him on probation through the 2004-05 school year for violation of off-season regulations.

IOLA HS

The State Executive Committee suspended Coach Randy McDougald from one non-district football game during the 2005-06 school year for improper interaction with a game official.

MARLIN HS

The State Executive Committee suspended Marlin High School from participating in soccer for the 2004-05 school year for failure to complete the 2003-04 season.

BUFFALO HS

The District 22-2A Executive Committee disqualified the Buffalo High School boys' basketball team from district honors for the 2003-04 school year and placed the team on probation through the 2005-06 basketball season. In addition, the State Executive Committee suspended Coach Mike Anderson pending a hearing on allegations that he allowed an ineligible player to participate.

Distribution rights

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

Principal	Speech Coach
Librarian	Journalism Adviser
Academic Coordinator	UIL Academic Sponsors
Athletic Director	
Band Director	
Head Coaches	
Theater Director	