Mr. Music

Floyd receives honor from national band directors association

His arms spread like the wings of a seagull floating in the seabreeze. The audience quiets as he makes this grand gesture. At his first movement, the sounds of music echo throughout the auditorium. The music of the score has begun.

This is UIL Music director Richard Floyd as he begins the Austin Symphony’s latest concert. Floyd, the state’s top music director since 1984 and director of the Austin Symphonic Band, was honored this summer with the Harding Award, presented by the American School Band Directors Association (ASBDA).

“It’s humbling to realize that a prestigious group of this kind would actually recognize what you did,” Floyd said.

The association has presented the award 24 times in its 50-year history.

“It’s very overwhelming to find your name on the same list with some of these people,” Floyd said. The 24 recipients include the commander of the U.S. Air Force band as well as the commander of the Marine band.

Floyd was recognized for his lasting contributions to the school band movement.

“To me it’s seeing the connection that individuals make with music,” he said. “It’s that individual person who finds a musical link or achieves a level of success that they hadn’t ever achieved before.”

His recognition as a top musician comes from many sources. “He is a recognized authority on conducting, the art of wind band rehearsing, concert band repertoire and music advocacy,” said ASBDA president Al Johnston, during his presentation speech to Floyd at the Aug. 3 banquet in Minnesota to recognize the recipient. “His clinic, Rehearsal Magic, has been presented at the Texas Music Educators Association and at the Mid-West. Many composers have praised his interpretations of their compositions, and he is the co-author of Best Music for Beginning Band.”

Floyd has also appeared at numerous clinics and workshops in 37 states and eight foreign countries, sharing his musical talent and experience with other directors and students. Floyd is involved with a number of other professional music associations and sees them as valuable assets to the school music movement.

“It’s the professional exchange of ideas and philosophies,” he said. “Those organizations create a wonderful support network and allow people to unify for a common cause.”

ASBDA gives its Harding award in honor of the University of Illinois band director who was a founding member and supporter of the newly formed association.

“Mr. Floyd was recognized for his ongoing efforts in support of instrumental music through his position at the University in coordinating state school events in Texas as well as his efforts with various groups to promote the development of young people in the field of instrumental music,” said Bill Svec, chairman of the ASBDA Goldman/Harding selection committee.

Floyd said he is proud to be involved and dedicated with the school band movement and sees its contributions as valuable to the development of the students it affects.

“He is a recognized authority on conducting, the art of wind band rehearsing, concert band repertoire and music advocacy,” said ASBDA president Al Johnston

“One of the wonderful things about the educational system in the United States is the fact that music has always been an integral part of the public school education,” he said. “Music is so deeply woven into the fabric of our society. There is not a culture on the planet that does not have a musical language. It’s a part of the human spirit. It’s always been.”

Prior to coming to the UIL, Floyd worked 11 years in the Richardson ISD as a junior high and high school band director and music supervisor. He then moved to Waco and was director of bands at Baylor University nine years and then became director of bands and professor of conducting at the University of South Florida for two years.

At the UIL, Floyd is responsible for organizing, administering and implementing the UIL district, regional and state music contests. He has toured throughout the United States, Canada, Europe and Australia as conductor, clinician and adjudicator. He is a member of the board of directors of the John Philip Sousa Foundation, the American Bandmasters Association Educational Projects committee and is an ex-officio member of the Texas Music Educators Association governing board.

Congrats

As part of his position, music director Richard Floyd has the opportunity to congratulate drum majors of bands that win at the state marching contest.
Conflicts, both athletic and academic, fill yearly schedule

A number of schools have inquired about the potential conflict of TAKS tests and the Academic State Meet in May. The testing schedule would directly conflict with some students who qualified to the state meet. Although we have nothing in writing at this time, assurance has been given by Texas Education Agency staff that provisions are forthcoming from the commissioner which would offer local administrators some options to work through the conflicts.

Though the details are not yet available, it is probable that some of the options would be similar to the procedures used with TAAAS testing exceptions and allowances. As soon as the League office receives written confirmation of the allowances, we will post them on our website.

Be sure of eligibility

Every year some team has to forfeit contests because of inadvertent violations of eligibility rules. It is the responsibility of the coach to know the rules, to rely on the Constitution and Code Rules and coaches’ manuals. Most coaches get in trouble by listening to false coaches’ advice. These individuals may or may not know the correct ruling. They may or may not be aware of new rules and/or rules changes. If you have a question about eligibility — ANY ELIGIBILITY — ask your immediate supervisor, athletic director, principal, coordinator or superintendent. If they cannot provide the answer, please call, fax, or e-mail the League office. Someone can help you.

Coaches must assume tasks of checking athletes’ residency

Coaches of varsity athletics must be aware that every student attending their school is not automatically eligible. Many schools permit students to change schools by administrative transfer. Being eligible to attend school does not make a student eligible to compete in varsity competition. Questions to be asked:

1. Do both parents live in the attendance zone?

2. Is it a bona fide residence or do the parents (or one parent) retain a home in the former district?

3. If the student attended school in another school attendance zone as well as a weekend lake home, etc. However, it is important to remember the criteria for eligibility states parents should regularly live in the district and attend school and intend to live there indefinitely. I have an athlete on my team who lives with his mother in an apartment in our attendance zone. Is he eligible to attend school and intend to live there indefinitely?

4. Ineligible students who qualified to the state meet. Although we have

5. What can I do to protect my team against possible penalties?

Coaches found to be in violation of this rule are ineligible for one calendar year, but may apply for a waiver.

What penalties can be assessed to my team if we are found to have an athlete in violation of this rule?

Athletes found to be in violation of this rule are ineligible for varsity competition. The minimum penalty for violation of the rule is forfeiture of any contest in which the athlete has participated.

The stakes are high when school personnel consider the eligibility of varsity athletes. Entire communities are affected when violations of the parent residence rule are discovered and the local team is penalized by being removed from the playoffs. By carefully considering the rule and all of its components and applying the interpretations of the rule as provided by the C & C (also on our web site www.uil.utexas.edu), coaches manuals, and League staff, school personnel can help prevent this nightmare from occurring.

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STATE EXECUTIVE COMMITTEE
Chairman: Kenneth Judy, superintendent, Crawford ISD; Members: James Brever, superintendent, DeKalb ISD; Lloyd Choice, Houston; Paul Galvan, Fort Worth ISD; Elizabeth Gardner, superintendent, Pflugerville ISD; Teresa Long, Austin; Ruth Meredith, Horseshoe Bay; Mike Mothaler, superintendent, Sondus ISD; Robert Payton, Dallas ISD; Sylvester Perez, superintendent, San Marcos CISD; Ryder Warren, superintendent, Crane ISD.

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

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

1A • Carl Taylor, Wellington ISD; Don Rhodes, May ISD; Dan Jones, Avery ISD; William (Ed) Stitham, Bartlett ISD.

Institute members • Elizabeth Saenz, Balmorhea ISD; Incorrate Quintanilla, Socorro ISD; Eugene Young, Kimball HS, Dallas; Kay Waggoner, Red Oak ISD; Alton Frailey, Spring Branch ISD; Elizabeth Treadway, Hardin-Jefferson ISD; Dolores Muñoz, Point Isabel ISD; Georgia Johnson, Round Rock ISD.
UIL looking to help resolve IAKS problems

Bobby H. Awtorne
Academics Director

As of Oct. 30, 2002, the UIL academic director has announced the following policy changes to the UIL Spring Meet Code.

A cademic rule changes.

First, the 4-member teams. This year, all four team members of the winning team may advance, district to region, region to state.

Have we changed how team scores are calculated? No. The top three scores still constitute the overall team score.

Can the fourth member of the winning team receive a medal or ribbon? Absolutely.

What about tiebreakers?

This summer, the Academic Committee of the Legislative Council passed proposals that would eliminate tiebreakers in a number of contests. Why? Because we're running out of space, particularly at some of the smaller regions. In some small regions, teams will have to choose whether to stay to compete in more events.

This, we can't tolerate.

By the time you read this, the full council will have considered the proposals. If passed, they'll go to the Commissioner of Education. If he approves them as well, they'll take effect Sept. 1, 2003.

T he Awards Rule.

This rule has vexed UIL academic coaches for years. Here's the bottom line: food is not an award. A Lincoln Continental for winning the district headline contest! Now, that's an award.

Food is not an award unless it's given specifically for competing in a UIL academic activity. So, if you're dumb enough to announce, "Congratulations, Suzie, for placing third in the district poetry interpretation contest. On behalf of the School Board, administration and faculty, we want to present you with this cheeseburger!" Or, you're dumb enough to announce, "Congratulations, Suzie, for placing third in the district poetry interpretation contest. On behalf of the School Board, administration and faculty, we want to present you with this cheeseburger and $200!" That's a violation of the Awards Rule. Otherwise, feeding students during rehearsal, practice, invitational tournaments, the district meet or post-district tournaments is permissible. Food is considered valuable consideration and is, therefore, subject to the Amateur Rule, which applies only to athletics.

A cademic stipend policy.

May a school pay an academic coach a stipend? Of course. Hundreds, even thousands of dollars, if it so desires. All the other extracurricular coaches receive a few extra bucks for their extra time, why shouldn't academic coaches as well? However, it's important to observe Section 901 of the C & CR, which states, "Any salary or stipend arrangement which makes it to the financial interest of a coach, director or sponsor to win a UIL contest will be in violation of the Spring Meet Code, and the member school district, participant school and the school district personnel shall be subject to the range of penalties outlined in Sections 27 and 28."

Those penalties range from reprimand to public reprimand, forfeiture of contest, suspension, disqualification and, in extreme cases, getting your name printed on the back page of this magazine.

So, what to do? Inventory the contact hours with students, the weekends away from home attending invitational meets and tournaments, the medals and trophies won, the scholarships earned and all the other above-and-beyond-the-call-of-duty details and present them to your school board with the request that you be paid at least the same as the junior varsity cheerleader sponsor — more if you think you can get it. I'd tell you how much to ask for, but then I'd get irate calls from UIL academic coaches who are paid considerably more and believe that I've just punched a hole in the bottom of the market.

You cannot engineer a stipend that pays you a flat fee plus "X" number of dollars if your student advances to region, an additional "X" number of dollars if your student advances to state, and an additional "X" number of dollars if your student wins at state. That would violate the Spring Meet Code. But your school may pay your post-district expenses and per diem.

Then, at the end of the year, if the school wants to honor you with a pair of cowboy boots or a gift certificate to Red Lobster, it may do so, so long as the gift doesn't cost more than $300, unless you're planning to retire at the end of the year, in which case they can give you "any amount from any source."

A Lincoln Continental would be nice. And you thought you'd never find a reason to want to retire.

Good sports may get rewards

Being a good sport will pay off for some this school year.

For the first time in three years, the UIL is creating a new award honoring those schools who exemplify outstanding sportsmanship in all UIL activities. The UIL and the Texas Education Agency (TEA) are pleased to announce a $2,000 sportsmanship award to one school in each conference for the 2002-03 school year.

Winners will be announced in August and recipient schools will be presented a $2,000 check, a banner and a symbolic award to be presented in September by the UIL and State Farm Insurance.

Schools will be chosen for the UIL State Farm Sportsmanship Award based on an evaluation process conducted by UIL district executive committees in May. All participants in activities throughout the school year will be evaluated using a criteria/score sheet provided in this year's Sportsmanship Manual, which will be sent to schools in October or may be downloaded from the UIL web site.

Coaches, team leaders and the school administration are among groups to be scored on their sportsmanship throughout the year.

"The UIL has always been committed to providing a healthy and positive environment for our students to showcase their abilities and there is no better outlet for doing so than our athletic competitions," UIL Athletic Director Dr. Charles Breithaupt said. "We are excited that State Farm has taken on this important role along with the UIL in promoting sportsmanship in Texas."

Debate should pre-focus goals

What we coach, and the accomplishments of our students are not celebrated appropriately. Yet we often do not showcase our debaters for fear that lay persons will not understand what they are saying and may wonder why the technicalities of arguing an issue subsume the argument itself.

Without question, argumentation in the competitive realm can contribute much to one's success in the real world. It is encouraging that not only Texas coaches but also students like you are speaking out in support of reclaiming the educational essence of this activity we call debate.
Fallen From The Podium

direction of debate not to everyone’s enjoyment

by Ralph Mayrell
Supervisor, Wills Point HS

Ralph Mayrell is as a debater and extemporaneous speaker for Wills Point High School. As a freshman, he won a silver medal at state UIL for Informative Speaking. He sent this letter in hopes for more dialogue to occur in debate circles.

A book unread is without usefulness, but a book corrupted at its heart has lost something worse: its purpose. Such a book cannot spread the knowledge and tales for which it was written; instead, it spreads watered-down versions that do not truly express the views of the original author. In the same way, debate at the high school and college levels has become something it wasn’t intended to be: a game with the purpose of only improving play in its rules and environment. Public speaking has fallen into the background of scholastic debate in favor of speed reading and technicalities. This must be rectified to allow debate to truly actualize its original intent of being educational in rhetoric.

The core of this problem is in the nature of what debate has become. When I sit through some debate rounds, I see people going to the podium and attempting to cram in as much as possible to their opponents. I see debaters complaining more about rules being broken, especially in CX, than I hear logical reasoning. On the flip side, I hear LD’ers stuffing their cases with philosophy and quotes they do not understand and for which they could care less about the deeper meaning.

These all damaging to the original intent of debate — which is to perfect public speaking and rhetoric. There is no education about rhetoric if a speaker simply reads philosophy he does not understand beyond face value, nor is any knowledge of public speaking to be gained by a speaker reading 50 cards of evidence faster than they can be flowed to notes or understood.

Neither the debaters nor the judges learn more about the topic from this hyperactive speaking, defying a mandate of topology in CX and a philosophical concept of LD. In this way, education about the topic is damaged and public speaking skills are thrown into the trash bin, defying the core purpose of the creators’ rhetoric. Socrates’ words are being flayed.

By turning debate into this game, detachment of it steadily increases. As each year passes, many debaters become more refined in the art of speedreading, card dependence and pre-made cases, and are dulled in the acts of logical analysis, public speaking and proper data usage. All of these games and competitions are supposed to be, in theory, a fun way to learn useful skills that can be used outside of school. However, how useful is being able to speedread a pre-prepared card? Not useful at all unless you plan to be an auctioneer. Therefore, once again, debate is having its core destroyed.

The most obvious solution to these difficulties would be to install yet more rules upon debate. Yet, by creating more rules, there would simply be more reasons for opponents to cry foul and more room for manipulation. More rules are not the answer. Instead, a philosophical statement should be released by all debate and speech organizations defining their goals. If they wish to define their goals as running a game that teaches few useful skills to anyone outside the round, that’s their choice. I doubt they will have many members. Instead, they should declare their intentions for debate to increase rhetorical and public speaking skills along with more knowledge of the topic at hand. They should state that the rounds are for both fun and learning, but that learning should take priority. By doing this, competition is still there, but the conceptual groundwork necessary for this competition is in place to survive and flourish.

In solving these problems of tarnished rhetoric and poor public speaking, knowledge that is useful would be increased. Socrates, the originator of our competition, would have his ideological authorship returned to him in full. Learning would grow and true debate would live on as real competition, and not merely a game of specialty.

Ull goals created to reign in debaters veering off course

Jana Riggins
Academic Director

The ULL staff appreciates students who professionally articulate their opinions concerning competition as Ralph did above. Ralph, there are large numbers of teachers in our state (I believe the majority) who also are disheartened by debate rounds dominated by excessive speed and game-playing technicality arguments rather than getting to the heart of important issues. We believe debate is about logic, analysis, critical thinking and communication.

The ULL publicly declares our goals for this activity in our Constitution and Contest Rules. The purpose of cross-examination debate is clearly stated: to train the student to analyze a problem, conduct thorough and relevant research, and to develop principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition. Although not without criticism, ULL has taken a stand against rapid-fire delivery, penalizing debaters who forget debate is a form of public speaking. Communicating effectively with one’s audience is essential. Our rules support the concept that debate by its very nature is public and should be accessible and understandable by audience members, not merely the experienced debate judge and opponents in the round.

We believe Lincoln-Douglas debate trains students to develop skills in argumentation, persuasion, research, and audience analysis. The C & R. states in its introductory paragraph for LD that through this context, students are encouraged to develop a direct and communicative style of oral delivery. The ULL ballot and judging instructions for LD debate give equal weight to case analysis, argumentation, and presentation.

Coaches and judges can and should hold debaters to these purposes. When we fail to advocate these standards in the classroom and on the ballot, and when our decision on the ballot does not reflect support of these purposes, then we open the door to the violations of which you speak. As a result, we find it increasingly difficult to recruit students to the activity. To secure debate judges, we must pay more for their judging services, and debate becomes less accessible to the average audience member, including parents.

Debate should be as exciting to watch as a quality poetry performance, a well-constructed informative speech, or a perfectly rehearsed one-act play scene. We bemoan that our administrators do not understand the value of continued on page 3

EXTEMP TOPICS

INFORMATIVE TOPICS

1. What important cases will the Supreme Court hear this session?
2. What are the results of Brazil’s recent election?
3. Ivory Coast: What are the causes of the coup attempt?
4. How are we addressing obesity in America?
5. What measures has Congress taken to protect Americans’ retirement funds?
6. How has Tony Blair become a big power broker in international politics?
7. What is the airline industry doing to attain economic recovery since Sept. 11?
8. What charges have been brought against Slobodan Milosevic?
9. Why is there debate about America’s national forest policy?
10. What were the U.S. Security Council’s objections to President Bush’s proposed resolution against Iraq?
11. Why is Zimbabwe undergoing land reform?
12. What would you vote for if you were a U.S. Homeland Security Agency?
13. What political promises has Vicente Fox been unable to fulfill?
14. Germany: Why are they important in Chancellor Schroder’s recent election?
15. How do the education policies of Rick Perry and Tony Sanchez differ?
16. Why is opposition to Venezuelan president Chavez on the rise again?
17. Fighting in Kashmir: What are the causes of tension?
18. What are the components of the congressional resolution toward Iraq?
19. Why has North Korea accused the U.S. of a “hardline policy of hostility”?
20. Atlantis: What has caused delay of its mission to the international space station?

PERSUASIVE TOPICS

1. Will the military in the Ivory Coast be able to maintain stability within the country?
2. Can the United States maintain both security and a free and open society?
3. Has Congress done all it can to protect Americans’ retirement funds?
4. Is the U.N. finally coming into its own as an international political body?
5. Do the war plans against Iraq detract from the War on Terror?
6. Is peace between Israel and Palestine attainable goal?
7. How long will the U.S. recession continue?
8. What is the U.S. goal in Afghanistan?
9. Will Slobodan Milosevic be found guilty for crimes against humanity?
10. What will Texas do to prevent an insurance crisis?
11. Will the Bush administration gain congressional approval for a Homeland Security Agency?
12. Has Congress properly supervised the U.S. intelligence community?
13. Can the U.S. airline industry attain an economic recovery from Sept. 11?
14. Iraq without Saddam: Who would take control?
15. What should be the direction of America’s national forest policy?
16. Who will control the U.S. Senate after the November elections?
17. Can U.N. weapons inspections be effective in Iraq?
18. How does the future look for East Timor?
19. Should President Bush have intervened in the West Coast port lock-out?
20. Should the United States vaccinate the entire population for smallpox?
Critiques drive me crazy!

Evaluations offer good advice, not always consistent

The Lion 2001 is featured three times and even mentioned by far the best critique we've ever received. The details and suggestions went far beyond the once-over and gave specific suggestions to make our book more successful.

At this point, we were still waiting on CSPIA (Columbia Scholastic Press Association). We headed to the TAJE (Texas Association of Journalism Educators) convention in San Antonio and won first place Best of Show. Best of Show is a contest among the schools who attend the convention. Each school brings a copy of its book and it is judged against the other schools’ publications for judging. Because I like a varied response to compare, I send the book to four organizations. We look at the suggestions, weigh that against what our students expect and aim to do a better book.

We can’t live or die by the few strokes of a judge’s pen. We can agree or agree to disagree. These critiques drive me crazy. But not as crazy as before. O’gilee was the school adviser at Mckinney High School and serves as president of the SIPA. This column was originally written for SIPA. For more information on ILPC, the state’s journalism organization, go to the UIL website at www.uiltexas.org, then to academics, then to journalism.

Student journalists get chances to earn scholarships, prizes

Texas scholastic journalists have two opportunities to earn scholarships and win prize money through different professional competitions.

The Texas Press Association and the ILPC have teamed together to create the “Lone Star Journalism Writing Contest,” which will entail a student writing a “human interest feature” and having it published in the local paper. The contest is divided into a small school (A-3A) and a large school (4A and 5A) category. Cash prizes will be awarded to winners of the contest. First place in each category will receive a $125 cash prize, second place will receive $100 and third place will receive $75.

“Even though there is a monetary reward, students can still participate in this and take part in UIL since you are not being paid to participate in UIL activities,” Vonderheid said.

Winners will be invited to attend the Mid-Winter TPA convention, held at the Sheraton Grand in Irving, Jan. 16-18 for announcement of winners and to receive awards. Contact Randy Vonderheid at rvonderheid@mail.utexas.edu for more information.

At least four $1,000 scholarships will be awarded to journalism students in a contest sponsored by the Alliance Against Underage Drinking and endorsed by the ILPC and TAJE.

The program, named “Facts Tell the Underage Drinking Story,” is being used to promote alcohol awareness in Texas schools.

The contest is open to any student enrolled in a public or private school in Texas. All entries must have been published in a school-sponsored newspaper or yearbook between Feb. 1, 2002, and Jan. 31, 2003.

Winners will be selected from among three categories to receive $1,000 scholarships and will be announced at the ILPC Grand Awards Assembly, April 6, 2003.

Entry forms may be downloaded from www.2young2drink.com. Entries must have the completed form attached to the back. Completed entries must be postmarked by Jan. 31, 2003, and mailed to TAJE, P. O. Box 5554, Austin, TX 78761.

Check the TAJE website at www.taje.org for more information.

‘Critiques drive me crazy!’

JEA/NSPA is hosting its annual national convention in Dallas Nov. 21-24. Texas teachers are needed to help judge contests, critique publications and participate in the different areas of the convention. TAJE will honor several journalism educators during the event. Administrators are also invited to attend. A special track has been created for administrators to better communicate the goals of scholastic journalism to the school. For more information check JEA’s website at jea.org or contact UIL journalism director Randy Vonderheid at rvonderheid@mail.utexas.edu or (512) 471-5883 for more information.

42 named to All-State Journalism staff

Forty two students were named to the 2001-2002 All-State Journalism Staff. The staff was created to recognize those students who dedicated their year to help their school’s journalism program by participating in UIL activities and other scholastic journalism contests.

Members include:

April Ward, Big Spring High School
Matt Konich, Marcus High School
Kristen Gibb, White Oak High School
Haley Guida, White Oak High School
Josh Bardwell, White Oak High School
Chris Mizell, White Oak High School
Mandee Shacklee, White Oak High School
Lorena Math, Cypress Falls High School
Valerie Measamer, Cypress Falls High School
Hollyn Sauers, Cypress Falls High School
Jason Peart, Cypress Falls High School
Ben Rajabi, Cypress Falls High School
Rachel Perryman, Cypress Falls High School
Brent Bunker, Cypress Falls High School
Miranda Enor, Cypress Falls High School
Chris Abbs, Decatur High School
Courtney Mahaffey, Decatur High School
Amy Casten, Marcus High School
Evan Heine, Miles High School
Jodi Spies, Glen Rose High School
Kelly Bahn, Schulenburg High School
Kirby Jackson, Alvarado High School
Drew Davenport, Hillcrest High School
Lance Rothe, D’Hanis High School
Roy Mata, Westlake High School
Alicia Alford, Forney High School
Amanda Mccloughlin, Hillcrest High School
Desray Platenpier, Irwin High School
Angel Crabtree, DeSoto High School
Kristin Cypert, Haskell High School
Bergen Peiser, Haskell High School
Will Shahrok, Pfugerville Connally High School
Amy Wolf, Pfugerville Connally High School
Marcy Roman, Hills High School
Michael Hernandez, North Garland High School
Traci Waller, Liberty-Eylau High School
Christen Carter, Spring Hill High School
Adrienne Lee, Hillcrest High School
Brodie Reynolds, Comfort High School
Keddy Gray, Comfort High School
Jessica Cooley, Kutihin High School
Melissa Hayes, Kutihin High School

The point I've finally realized in my 40th year of life is peace. Some you'll like; others you won't. We still had not success.

The Pacemaker (again, similar to the Texas star awards, presented by NSPA) nominations were next. I felt were a show-stopping hit! Had won Best of Show at their fall convention. I checked the list three times. The 2nd, 3rd, 4th, 7th, 8th, 9th and 10th place Best of Show books from the fall convention were nominated from our division, but we were not. My students and I were crestfallen.

Next, we traveled to New York City, where CSPA had its big announcements. I was about to shut up and be happy with what we won. You’re right. We still have not received our critique.

Our ILPC critique (Interscholastic League Press Conference) arrived in October with its highest rating. It was by far the best critique we’ve ever received. The details and suggestions went far beyond the once-over and gave specific suggestions to make our book more successful.

Our state convention rolled around. We had been nominated for a Star award (the top award presented by ILPC). We listened anxiously waiting for the Gold Star announcements. They gave out Bronze and then Silver. There we were, with a Silver Star. The shock was so palatable that my usually rowdy students didn’t even cheer. They sat stunned.

Then, last week, the Best of High School Press arrives. The Lion 2001 is featured three times and even mentioned (one of two yearbooks — West Henderson being the other) in the preface as having captivating design and photography. Go figure.

Now some of you would quickly point out that I should shut up and be happy with what we won. You’re right. As a matter of fact, you’re exactly right. That’s the point.

Last year was an incredibly successful year for us. The awards we won were such a high for my students. The mention in the press book has been shown all over school and even made it in the local newspaper.

The point I’ve finally realized in my 40th year of life is peace. Some you’ll like; others you won’t.
OAP participation includes several goals

First and foremost, the relationship between the cast, director, community and the critic judge is not and should not be adversarial, and it is up to the adults involved to keep that way.

“We need very strong ears to hear ourselves judged frankly, and because there are few who can endure frank criticism without being stung by it, those who venture to criticize us perform a remarkable act of friendship, for to undertake to wound or offend a man for his own good is to have a healthy love for him.” — Michel de Montaigne - French writer and philosopher

1) to satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high quality performance in this creative art;
2) to foster appreciation of good acting, good directing and good drama;
3) to promote interest in that art form most readily usable in leisure time during adult life;
4) to learn to lose or win gracefully, accepting in good sportsmanship the judge’s decision and criticism with a view to improve future productions; and
5) to increase the number of schools which have adopted theatre arts as an academic subject in school curricula.

“architectural necessity.”

A contest manager may submit a request to the state contest manager at each site to request a waiver due to architectural necessity. The request shall consist of a list of all contests hosted at that site, dates and contact info. If you don’t have any clinics in your area, you might consider hosting one. Remember that the reason most people fail isn’t because of the rules as the high schools do. It is essential you train your students and your audience to deal with the realities of the contest. This training does not begin two days before you go to contest. It is an attitude that evolves from what you do in your classrooms and rehearse each and every day. It is an attitude that demands an open mind and a desire to teach and learn. It is an attitude founded in the belief that educational competition starts and ends with education, not winning.

Enrollment Cards

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

Play and Set Approval

This issue of the Leaguer contains an official interpretation of 1033 (c) (2) (F). Make sure you look at the “Official Notices” page. The interpretation allows the contest manager at each site to request a waiver due to architectural necessity.”

A contest manager may submit a request to the state theatre director for permission to use the area downstream of the house curtain/proscenium for unit set or any other scenic device and a scale ground plan of the stage. The drawing will be on 8 - 1/2 X 11” paper. Savvy directors should know about the facilities when they might perform. Most of you should have already had your OAP planning meeting and contracted critic judges. Those of you who haven’t have until Nov. 1. The 2003 OAP area meet information can be found on the UIL web page. All dates and sites have been determined and finalized. It is very important you become familiar with the contents of the web site. We’ve had several calls from directors wanting to know where and when their area contest will be held. Save your school a long distance charge and go to the web site. The site is up-to-date. The office makes changes as soon as we are informed. Your area contest sites are listed on the UIL web site at www.uil.utexas.edu/aca/drama/area3.html. For information on the regional sites, regional academic coordinators are listed on the web site at www.uil.utexas.edu/aca/reg.html.

H andbook

If you have not ordered your copy of the 15th edition, you should do so immediately. Many of the changes were discussed in the last issue of The Leaguer but there are many others. Avoid problems at contest by reading the handbook now.

Middle Schools

The majority of fields called by this office in the last three months have been from middle schools. It appears we are seeing steady growth in middle school junior high competition. It is important to remember that OAP contests at the middle school level must abide by the same rules as the high schools do. A local choice to change or adapt the contest in any way is not permissible. A festival with ratings or a contest with additional acting awards cannot be called a UIL One-Act Play contest and points may not be used towards sweeps.

SAC - Edinburg

Teachers and students in the Rio Grande Valley and surrounding cities should plan on joining us at The University of Texas - Pan American in Edinburg for our final Student Activities Conference. Rafael and Robert Gomez (PSJA Memorial) and Micky Pelletier (McAllen) are busy preparing workshops for the Nov. 9 SAC. Workshops on acting, costuming, makeup, unit set use, combat, voice and many more are being scheduled. I will be there to answer questions and to present workshops on UIL rules for advanced directors, beginning directors and contest managers. If you’d like to present a workshop, contact Robert Gomez at (956) 733 - 3623. Now is the time to schedule the bus and sign up the kids.

Judges List

The current TETAAO judges list is published in this issue. This includes judges whose dues were paid as of Oct. 8. Please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 2003. It is also important we receive copies of all contracts. We try to keep an accurate record of judging assignments so we can find judges in emergency situations.

Festivals

If you are hosting a OAP clinic or festival this year please let us know. We would like to publish a calendar of festivals/clinics in the next issue of The Leaguer. The League encourages these programs and receives many calls requesting information on these. Call, mail or e-mail your information as soon as possible. Make sure you include the site, dates and contact info. If you don’t have any clinics in your area, you might consider hosting one. Remember that the reason most people fail isn’t because of the rules as the high schools do. Please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 2003. It is also important we receive copies of all contracts. We try to keep an accurate record of judging assignments so we can find judges in emergency situations.

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The 2003-2004 Texas Educational Theatre Association adjudicator organization listed below was formed for the benefit of time, distance, and regional personnel making decisions for critic judges for the one-act play contest. Only the judges on this list are to be used to adjudicate UIL one-act play contests.

[Reference to Section 1031 (f) (1) (A) in the current constitution and rules.]

The UIL requires the use of a single critic judge. [Reference to Section 1031 (f) (3) (B) (i).]

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**TETA recommended Adjudication Region**

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<th>III</th>
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<tr>
<td><strong>Stan C. Barnett</strong></td>
<td>Baylor University, PO Box 97426, W TX 76799/7426-0972</td>
<td>254/710-1861-wk, FAX 254/710-1765, <a href="mailto:Bill_Cook@baylor.edu">Bill_Cook@baylor.edu</a></td>
<td><strong>CM</strong> - II</td>
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<tr>
<td><strong>Dr. Nanette Blake</strong></td>
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<td><strong>I</strong></td>
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<td><strong>III</strong></td>
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<tr>
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**OAP adjudicators listed**

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The UIL requires the use of a single critic judge. [Reference to Section 1031 (f) (3) (B) (i).]
I may not have won one, but I could be teaching a Pulitzer-prize winner

By RICHARD KOTRLA
Hitchcock High School

I have the best job in the world.
I am a high school teacher. It just took me 48 years to find this wonderful job.
I teach at Hitchcock High School, a Class 2A school with an enrollment of 335 students located in Galveston County. My teaching assignments include speech, journalism and theatre arts. In addition to serving as adviser of the yearbook and newspaper staffs, I am also debate coach and drama director. And then there are the numerous family friends. We often would talk about my desire to teach. One evening, after a school board meeting, he came to my door and told me the journalism teacher had resigned and asked if I would be interested in applying. I said yes and made my way to the district office the next morning. A couple of days later I was granted an interview by superintendent Dr. Ruth Kane because the district was also trying to hire a new principal. Fortunately she hired me, and as they say, “the rest is history.”

We all have a need to leave the world in a better place than we found it. I am no different. Teaching high school students is my legacy — my way of leaving the world a better place.

I was fortunate enough when I was a student at Caldwell High School to have some great teachers. I remember one in particular. She was a journalism graduate teaching high school English so her husband could finish veterinary school at nearby Texas A&M University. This wonderful lady saw I had a talent for writing and encouraged me to develop that skill, even helping me get a job for the local daily when I was 16. She was an encourager, and most importantly, a friend. She challenged me to accomplish things I never thought I could accomplish.

I want to be that kind of a teacher — a teacher who sees potential in a student that even the student themselves do not see. I want to be the kind of teacher that challenges his students to reach their highest expectations.

I also want to be the kind of teacher that cares for his students as individuals. When I was growing up, my friends and I had come from two-parent families and did not worry about gangs and drugs. Life was a lot simpler then. Many of my students come from single-parent homes and are often parents themselves. They constantly face tough issues like gangs, drug use, alcoholism and much more. Now, more than ever, they need adults who care, and often that role must be assumed by teachers. We spend more time with these students than their own parents or guardians. These young men and women need our love and respect.

More importantly, I want to be the kind of teacher that makes learning fun. Learning does not have to be a painful experience. It’s okay for learning to be fun.

Teaching and learning has changed since I was in high school. We didn’t know what a computer was, much less the number cruncher with an hp32SII. On at least some TI (RPN) makes the hp32SII blindingly fast on the number crunchers. It’s certainly true that fewer keystrokes are required, since a person can pretty much start anywhere on the number cruncher with an hp32SII. On at least some TI 80 series calculators, there is no backspace-without-era-

Teaching is the most important profession in the world, bar none. As teachers we shape the lives of our students during the most formative and challenging years of their lives. We are preparing these young people for the rest of their lives. We need to realize that not only should we prepare our students for college but for the workplace because not all students choose to attend college.

I also am finding out how valuable my work experience is when it comes to teaching. I can share my experiences of being out in the “real world.” I can also give them a “heads-up” when it comes to the journalism profession in particular. And I offer all of my students an insight as to what it takes to be successful in the business world.

I hope other professionals will consider the teaching profession as a new and wonderful career. We need more folks from business, industry, and the media to enter the classroom and help eliminate the teacher shortage. More importantly, we need them to prepare our students for the future.

Was my first year easy? NO!!

It was challenging, sometimes stressful, and most importantly, it was a lot of fun, and I am looking forward to this year and more to come.

The transition from the business world to the classroom is not easy. I have had many opportunities to learn to be a better classroom teacher. There have been many wonderful professional development opportunities, including attending a couple of wonderful institutes.

And when it comes to my classroom style, I see myself as more a facilitator rather than a teacher. When I was in high school many years ago, I learned the most from the teachers who saw the importance of learning being student-oriented rather than teacher-oriented.

And there is nothing more satisfying or thrilling than to see a student discover a new concept. The excitement that is in their eyes when they grasp new knowledge is a rewarding experience.

This is why I do what I do. I spend most week nights at school activities, often coaching a host of UIL events. Thanks to an understanding wife, I am with my students, and if they are involved in school activities, they are not facing the threats of illegal drug use, gangs and even teen pregnancy. That’s why extracurricular activities, particular those sponsored by our UIL, are so important.

And guess what, I might even be teaching that future Pulitzer Prize-winning journalist!

Calculator Applications contest faces mechanical problems

by David Bourell
Calculator Applications contest Director

It’s been an interesting few months in Calculator Applications, ever since word hit the street that the hp32SII was being discontinued by Hewlett Packard. It’s an extremely popular calculator for the contest. In fact, literally every single state meet contestant last year brought one into the room.

There’s a good deal of speculation concerning why this is the case. It could be that the Reverse Polish Notation (RPN) makes the hp32SII blindly fast on the number cruncher. It’s certainly true that fewer keystrokes are required relative to the Modified Algebraic Notation (MAN) calculators (like the TI 80 series), since parentheses are not used. Or, it could be that less thinking is required, since a person can pretty much start anywhere on the number cruncher with an hp32SII. On at least some TI 80 series calculators, there is no backspace-without-era-

There was a rumor circulating that the hp32SII is no longer a legal calculator because the Constitution and Context Rules require calculators to be “commercially sure capability, so if someone enters the wrong number of parentheses at the beginning of the problem, they lose all their work in the processing of fixing the error. So the big deal is not hp32SII versus everything else; it’s rather RPN versus MAN.

We’ve had calculators go off the market before but not with the same angst as the hp32SII (remember the hp11C?). The reason is simply that hp until now always had an inexpensive alternative RPN calculator available. That’s not the case this go-round. The only RPN calculator on the hp website is the hp48G, which runs around $150 and is very slow due to its operating method. For example, it takes about 10 keystrokes to convert from degrees to radians.

There was a rumor circulating that the hp32SII is no longer a legal calculator because the Constitution and Context Rules require calculators to be “commercially
Spam is not good — food or otherwise

continued from page 8

Calculators see new problems

continued from page 7

OAP judges get certification

continued from page 8

Q: Will students who win first, or third at district advance to region? A: No. This is strictly a district contest with no points awarded.

Update on the pilot social studies contest:
Q: How is the contest? A: It is working well.
Q: What's the format? A: Multiple choice. 50 questions: 25 on Texas geography; 25 on Texas government. How do we order the contest? A: The UIL will send copies of the test to every district with the other contest materials.

Q: What resources do you recommend students use in preparing for the contest? A: For the government portion, students will need to know about all levels of Texas government, politics, judicial and legislative.

Q: Will the League provide sample questions on its web site? A: Yes. We will post sample questions soon.

Q: Where in the conflict should the pilot social studies contest be placed? A: We recommend it be placed into the first hour of the third session on the conflict. That's how much time for the mathematics contest. We recommend you not conflict this pilot contest with current events or informative/persuasive speaking. Q: Will schools receive points from the social studies contest? A: No. While students may receive awards for placing in the pilot contest, no points will count toward the academic district championship.

Q: What's the format? A: Multiple choice. 50 questions: 25 on Texas geography; 25 on Texas government. How do we order the contest? A: The UIL will send copies of the test to every district with the other contest materials.
Registration important to guarantee enough contest materials be on hand

T
his column could start with the definition of “deadline,” but that would be too cliché, according to my journalism friends. I appreciate so many of you registering your campuses by the Oct. 1 deadline. I am feeling decidedly less tolerant about late participation cards. Campuses that intend to participate in UIL district meets should have submitted their participation card by Oct. 1. Even though it is past that deadline, send it in now, please. You may do so online at www.uil.utexas.edu/forms/ejhpart.html, mail or FAX (512/212-7311) the card. Online registration will expedite matters.

Information from the cards allows us to make sure an adequate amount of materials is available. Please include a legible e-mail address. I send information to campuses via e-mail at various times during the year.

No UIL event has been eliminated. Since junior high editorial writing is only in its second year as an event, little practice materials exist. Contact the high school journalism teacher and ask for copies of old high school prompts. You can adapt these for junior high use. Just take out the quotes in cluded in those prompts.

Some participants have questioned the practice of allowing audiances in speaking events. The Constitution & Content Rule requires that all speaking contests be open to the public. This includes the storytelling contest. Other dictionaries may be used, but the test and key are created from the Intermediate.

Tips for impromptu speaking are more newsworthy this year. Students know America is involved in a struggle against terrorism and drugs are a serious problem. Design practice topics to reflect general cultural issues. No topic against terrorism and drugs are a serious problem. Design practice topics to reflect general cultural issues. No topic against terrorism and drugs.

Practice in a poised, confident manner in front of people the public. This includes the storytelling contest. If possible, practice registration important to guarantee enough contest materials be on hand
Few to be ‘fanned’ with new bat rules

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Valley batter bunts for a hit during the sixth inning.

Few to be ‘fanned’ with new bat rules

in order to be legal. Remember the face guard (mask) tested and certified as individual units. If however these guard (mask) or a catcher’s helmet to be NOCSAE simple as Velcro. It is not possible for a catcher’s face ing and others were not. A manufacturer could also read cause certain bat models were randomly selected for test- bat models could possibly give one manufacturer an unfair dition to all manufacturers, and publicizing a list of those bat models that do not comply with the ASA bat per- performance standard, the ASA will likely have no other alternative than to issue further announce- ments.

Q: Where can I find a list of approved bats?
A: The “Certified Equipment” section of the ASA web site, www.asasoftware. com, contains a list of all approved bats as well as a list of all noncompliant bats.

Q: Can I be sent a list of bats that have been re- tested by ASA so I know what bats to purchase for next season?
A: During the ASA’s random compliance testing, it is true that some bat models are found to be in compliance as expected. However, ASA does not keep such a list. In addition, ASA intends to apply the same rules and standards to all manufacturers, and publicizing a list of those bat models could possibly give one manufacturer an unfair competitive advantage over another manufacturer because certain bat models were randomly selected for testing and others were not. A manufacturer could also read (incorrectly) that list to mean that a model on that list will not be subject to testing again for a time period, redesign the model without verifying compliance, and create a noncompliance situation the ASA would like to avoid.

Q: I’ve heard the ASA is going to retest the banned bats, but will reconsider its decision. Is this true?
A: Once a bat model is withdrawn from the list of approved ASA bats, the only testing done is the manufacturer’s testing of possible redesigned bats to try to cure the problem. Before the ASA makes any announce- ment on a bat model, precautionary measures are taken to make sure the test results are sound and that no reconsidera- tion is necessary. For example, two separate rounds of testing are done on each bat model before an announce- ment is made, and each round involves different samples of that particular model.

Q: What has the ASA done to protect players from manufacturers evidently making illegal products?
A: The contracts between the ASA and the manufactur- ers specifically state the ASA can conduct random compliance testing, and the ASA has repeatedly exer- cised that authority. Once it is determined that a manufacturer’s bat for some reason no longer complies with the ASA bat performance standard, immediate action is taken. Although some disruption in the field may result from such quick action, the ASA’s intent is to look out for the best interests of softball players.

Q: I’ve heard some manufacturers of banned bats talking about fixing the bats so they comply with the ASA bat performance standard and putting an ASA re-certifi- cation mark on them. Can you confirm this?
A: When a bat model containing the ASA 2000 certification mark is found out of compliance with the ASA bat performance standard, the manufacturer has the option to cure the problem subject to the ASA’s approval of the cure method. Once the ASA approves the cure method, the manufacturer will cure the problem and cause the noncompliant bat models to come into compliance. Those retrofitted bats will then be authorized to bear the ASA re-certification mark, which is shown on the “ASA Banned Bats” link in the “Certified Equipment” section of the ASA Web site, www.asasoftware.com.

New Softball Specifications

As mentioned earlier, the NFHS Softball Rules Commi- ttee made changes to the coefficient of restitution and compression specifications of softballs to minimize risk to players. The changes made to Rule 1-3-4-3 will become effective Jan. 1, 2004. The changes outline that the ball COR is not to exceed .44 in slow pitch softball, for both 11-inch and 12-inch balls. Secondly, the compression, which is the “hardness” of the ball, shall be reduced from a maximum of 525 pounds to no more than 375 pounds, in both fast pitch and slow pitch softball. The rule also calls for the marking of compression on each ball. Currently only the marking of the COR is required. The combination of stronger players, improved bat technology and the hardness of the ball may be increasing risk factors in the game. Also, recent testing and research suggest that changing ball COR and compression may diminish the magnitude of the bat-ball collision.

The new specifications put the NFHS rules more closely in line with ASA and National Collegiate Athletic Associa- tion (NCAA) specifications. Although the specifications in these governing bodies’ rules do not require the NFHS to make changes, the committee believes it was the right time to address the issue.

Wind ensemble contest provides unique opportunities for bands

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simple as Velcro. It is not possible for a catcher’s face guard (mask) or a catcher’s helmet to be NOCSAE tested and certified as individual units. If however these individual units are used together in a combination intended by the manufacturer(s), they have to be tested together to the NOCSAE standard in that combination in order to be legal. Remember the face guard (mask) portion must attach to the helmet, and only the helmets will have the NOCSAE stamp. This means that it will be virtually impossible for umpires on the field to determine if dif- ferent manufactured components have been tested and certified to- gether.

If the umpires have any doubt regarding the legality of any combination, the umpires shall require the head coach to provide written documentation verifying the legality of that combination in question. The written verification shall include a statement indicating the individually manufactured components of the combi- nation have been tested and certified together as called for in the standard. Any helmet and mask combination that has been manufactured together as a single unit (hockey-style helmets) and has been certified to meet the NOCSAE standard will have their stamp on it. Umpires can then tell if it is a legal helmet by the identifying stamp. The stamp is depicted in the 2003 NFHS Baseball Rules Book and the NFHS Web site.

Softball catcher’s masks must pass inspection

continued from page 15

Texas public schools. Before his appointment at Baylor he was a product of the Texas public schools and has taught in Texas public schools. Before his appointment at Baylor he served on the music faculties at Stephen F. Austin State University, the University of Michigan and the University of Texas. He will bring to the festival an exceptional blend of artistic musicianship and pedagogical skills. In summary, the advantages and benefits of participa- tion are as follows:

• The contest is a prestigious event limited only to those receiving a Division I at their region contest.
• The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.
• Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.
• Each band will receive a personal 30-minute session with a distinguished conductor/clinician.
• All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.
• A complimentary, professional-quality tape recording of each performance is provided at no cost.
• The entry fee is only $225 per ensemble.
• Those groups desiring to stay overnight will find a variety of competitively priced accommodations through- out the Austin area (see our website www.utexas.edu/ admin/uil for hotel/motel recommendations).
• Educational opportunities, including the LB) Mu- seum, the Bob Bullock Texas State History Museum (www.thestoryoftexashistory.com/) and the State Capitol are within walking distance or a short drive away.
• Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

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ratings need to remain stringent

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The bottom line is that the judge controls the standard, not the sheets. It is up to us as directors to re-educate our students, parents and administrators if and when we ad- dote to the intended standards of adjudication. Adding criteria on the back of the sheets describing each rating in every sub-caption may help clarify standards for the con- test.

We should be able to change our perception of the UIL Region marching contest just as the TAAS test is being phased out for a more meaningful evaluation. This is my third and last year of serving as the TMAA marching band vice-president. I would like to thank all the participants as well as Leland Sharrock, TMAA Presi- dent and Jay Dunahoo, TMAA Executive Secretary for their assistance, along with the hundreds of attendees, who have enriched the workshops with their participa- tion.
Wind Ensemble Contest brings best of the best

Participation in the event is limited because of the judgment of participants and the availability of performance sites. Hence it is likely more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2003 State Wind Festival should be aware that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed:

1. Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is entered to contend the contest. A letter of intent can be submitted at any time. The letter should not include a check for the entry fee.
2. Letters will be accepted as postmarked.
3. Letters of intent will be held by the UIL office in the order they are received until the results of the region contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.
4. Official entry forms and entry fees ($225) will be due once schools are notified they have been assigned a performance time.
5. Additional schools with letters of intent on file will be placed on a waiting list.

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

The traditional adjudication panel for the 2003 Wind Ensemble Contest will be:

RICHARD BLATTI - Professor Blatti is associate director of bands at Ohio State University. This will be his second appearance as an adjudicator for the State Wind Ensemble Festival. He is a master teacher and conductor.

Two exceptional conductors have been engaged to serve as clinician/commentators for the 2003 State Wind Ensemble Festival.

CRAIG KIRCHHOFF - Professor Kirchhoff has made countless visits to Texas as conductor, clinician and

Standards for Division ratings should not vary by judge, contest

Bill Watson

I am sure everyone is weighing in on the TMEA/UIL Marching Band survey as well as some of the proposed rule changes for the number of state marching participants at TMEA Marching Band vice-president. I feel some of the blame for our problems stems directly from the standards of adjudication in our marching contests. This is particularly evident in the larger schools.

The standards letter from Richard Gibby of a few years ago seems to have fallen on deaf ears. Here are the percentages of 1st Divisions received at UIL Region Marching Contests over the past three years:

Conference 1A 34 percent
Conference 2A 38 percent
Conference 3A 31 percent
Conference 4A 36 percent
Conference 5A 37 percent

In 2000, the last year there was a 5A state contest, 85 percent of the 5A marching bands going to contest received a Division I rating.

In the C & CR the following descriptors are used to describe our ratings:

Division I (Superior). A superior performance for the event and the class of participants being judged; worthy of the distinction of being recognized as a first place winner.
Division II (Excellent). An unusual performance in many respects but not worthy of the highest rating due to minor defects in performance or ineffective interpretation. A performance of Distinctive quality.
Division III (Above Average). Average performance, but not outstanding, showing accomplishment and marked promise, but lacking in one of more essential qualities.
Division IV (Fair). A below average performance not worthy of higher rating because of basic weaknesses in most of the fundamental factors.
Division V (Poor). Much room for improvement. The director should check his or her methods, instrumentation, etc. with those of more mature organizations.

The UIL, in conjunction with the Texas Music Educators Association, has appointed a committee to study the current status of high school marching bands and marching band competitions in Texas. The committee is scheduled to complete its work over the next nine months.

To begin the process a statewide survey is being conducted through October to gather input and comments intended to help guide the committee as it proceeds with its tasks. It is the hope of the committee that all Texas band directors, parents, administrators, and other interested parties will join together to study these issues and determine a path that preserves a balanced and educationally focused high school music experience for all students.

The online survey is available on the UIL music website at: http://www.uil.utexas.edu/mus/index.html

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Bats driving you batty?  
Several sticks prove to be non-compliant based on ASA standards

<table>
<thead>
<tr>
<th>Manufacturer</th>
<th>Model</th>
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<tbody>
<tr>
<td>DeMarini</td>
<td>Doublewall Classic</td>
</tr>
<tr>
<td>DeMarini</td>
<td>B-52</td>
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<tr>
<td>DeMarini</td>
<td>Fatboy</td>
</tr>
<tr>
<td>Easton</td>
<td>ST54</td>
</tr>
<tr>
<td>Louisville Slugger</td>
<td>SB103 (a.k.a. Genesis)</td>
</tr>
<tr>
<td>Miken</td>
<td>Velocite-U Ultra (Balanced)</td>
</tr>
<tr>
<td>Miken</td>
<td>Velocite-U Ultra (Maxload)</td>
</tr>
<tr>
<td>Steele’s</td>
<td>Triple XXX</td>
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<td>Worth</td>
<td>SST</td>
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<td>Worth</td>
<td>PST</td>
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<td>Worth</td>
<td>EST</td>
</tr>
<tr>
<td>Worth</td>
<td>PST</td>
</tr>
</tbody>
</table>

The following models of bats containing an ASA certification mark are no longer allowed in ASA championship play:
- Manufacturer: DeMarini, Model: Doublewall Distance
- Manufacturer: DeMarini, Model: Fatboy
- Manufacturer: Easton, Model: ST54
- Manufacturer: Louisville Slugger, Model: SB103 (a.k.a. Genesis)
- Manufacturer: Miken, Model: Velocite-U Ultra (Balanced)
- Manufacturer: Miken, Model: Velocite-U Ultra (Maxload)
- Manufacturer: Steele’s, Model: Triple XXX
- Manufacturer: Worth, Model: SST
- Manufacturer: Worth, Model: PST (a.k.a. PST 137)

Weigh-in procedures clarified through National Federation rules

Once again, wrestling season is right around the corner. Of course that could be said for a number of UIL activities. Additionally, by the time you read this the UIL Legislative Council will have convened in Austin to consider new rule proposals for UIL activities. The Legislative Council is a peer elected group of school superintendents that governs UIL. Any new activity or rule must be presented to the Council who will pass or reject the proposal.

The same types of actions were on the agenda of the National Federation Wrestling Rules Committee when they met last March and, after much deliberation, the committee tweaked the weigh-in procedure (for the second year in a row) along with a few other wrestling rules. For more information on NFHS rule changes and rule interpretation you can consult the National Federation website at www.nfhs.org.

For the 2002 season the weigh-in rules for dual and tournaments are as follows: contestants of the same gender shall have the opportunity to weigh in, shoulder-to-shoulder, a maximum of one hour before the time a dual meet, or a team’s first competition in multiple dual meet events, is scheduled to begin. Contestants in an individual tournament shall weigh-in at the tournament site a maximum of two hours before the first session of each day. When a preliminary meet is followed by a variety meet weight-ins may, by mutual agreement, precede the preliminary meet. For any event, all contestants shall be present and remain in the designated weigh-in area at the time established by the meet administration. Contestants shall not leave the designated weigh-in area for any reason unless permission is granted by the meet administration. The weigh-in shall proceed through the weight classes beginning with the lowest weight class and end immediately upon the completion of the highest weight class. A contestant shall weigh in for only one weight class during the weight in period.

If only one scale is available, a contestant may step on and off that scale twice to allow for mechanical inconsistencies in the scale. If multiple scales are available, a contestant may step on and off the scale two times to allow for mechanical inconsistencies in that scale. If the contestant fails to make weight on the first scale, the contestant shall immediately step on each available scale one time in an attempt to make weight. During time off the scale(s), activities that promote dehydration are prohibited. The referee or other authorized person, of the same gender, shall supervise the weigh-ins. This means that if the weigh-ins are scheduled for 8 a.m. then all weight classes should be ready to go at that time barring any extenuating circumstances such as lateness of bus, etc. All wrestlers should be ready to go by weight class and must weigh-in when called. Wrestlers not available for weigh-in when their weight class is called and finished are not qualified for competition in that tournament.

There is no weighing in after that weight class is finished unless the tournament administrator feels there was an extenuating circumstance...i.e. lateness of whole team.

Coaches must understand that when the weigh-ins are scheduled to begin their wrestlers must be ready to go “weight class by weight class”. I encourage coaches to mark with their local officiating chapter in implementing the new weigh in procedures. Best of luck on a great season.

N ow for the random thoughts of the month: UIL has a new state soccer ball. The Spalding Infusion will be the official soccer ball for UIL regional and state tournaments. Baseball and softball coaches should be aware of the following information from the National Federation. Beginning Jan. 1, 2003, the NOCSAE standard for a catcher’s helmet and mask only applies to products where the helmet and face guard (mask) are attached together by some means, either permanent means or something as

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Residency questions may require home visits

Sometimes, a house is not a home. Because the stakes are so high, it is essential school officials take extra time to confirm the official residences of their athletes.

The application and enforcement of UIL rules can be time consuming and also confusing to school administrators and coaches. The enforcement of Section 440(b) of the Constitution and Contest Rules causes perhaps more problems to member schools than any other rule. This section of the Constitution and Contest Rules deals with the parent residence rule and needs to be closely examined by school personnel.

Section 44(b) deals with eligibility for athletic contests. A major component of this rule states:

Section 44: ELIGIBILITY - ATHLETICS

Subject to the other sections of this subchapter, an individual is eligible to participate in a League varsity athletic contest as a representative of a participant school if that individual:

(a) meets all the requirements of Section 440;
(b) is a resident of the member school district (see Section 442), and a resident of the attendance zone in which the participant school being attended is situated.
(1) Or has been continuously enrolled in and regularly attending the school for at least the previous calendar year if his or her parents do not reside within the school district's attendance zone; see (5) (B) below for exception.

Section 44(b) continues:

Q: My bat has the permanent ASA certification mark. Is the residence of the student or the parents the critical issue?
A: The residence of the parents is the key component of this rule. W hat if the parents of the student live out of state but the student lives with a grandparent in my attendance zone? If the parents of the student are living outside the attendance zone, the student is not eligible for varsity athletic competition unless the parents of the student have been continuously enrolled in and attending the school for at least the previous calendar year.

In Texas, students are considered adults at age 17. Can't a 17-year-old establish his or her own residence? The bat manufacturer made a design change to the bat after it was initially approved but failed to verify that the new design complied with the ASA standard. Q: How do the rules affect? A: The rules apply only to varsity athletes. It does not affect academic or music competition. Neither does it affect academic or music competition. Neither does it affect academic or music competition.

The misapplication of this rule in the past has caused schools to be disqualified for district honors and the state playoffs. Many questions are asked regarding this rule. What follows is a compilation of often-asked questions and responses.

Who does the rule affect?
The rule applies only to varsity athletes. It does not affect academic or music competition. Neither does it affect academic or music competition. Neither does it affect academic or music competition.

What does the rule state?
The rule states:

A Previous Athletic Participation Form must be completed each year if the parents of the student do not reside in the attendance zone; compliance with this portion of the rule is the cause for much concern for school personnel.

The misapplication of this rule in the past has caused schools to be disqualified for district honors and the state playoffs. This section of the Constitution and Contest Rules plainly states information school personnel should use in determining the residency of the parents of a varsity athlete. School district personnel needs to verify the residence by using the aforementioned criteria.

I'm a coach and I don't have enough hours in the day to do all the things required of me. Does this mean I have to check to see where every kid on my team lives?

Member schools are responsible for complying with all UIL rules. Therefore, it is the responsibility of each school to verify the eligibility of every student. Since the parent residence rule applies only to varsity athletes, a coach would need only to check the residence of varsity athletes. Furthermore, the coach would not need to check athletes who have been continuously enrolled and attending the school for at least the previous calendar year. This means a coach would only need to investigate those new to the varsity program. The coach could simply look at the eligibility blank, determine those who have not been continuously enrolled and attending the school the previous calendar year, and begin to check those students.

How would you conduct this residence check?
A coach should visit the home of every athlete. Certainly a coach or some school personnel should visit in the home of a new athlete. This would provide at least some verification of compliance with the rule. Document the visit, recording observations.

So I have to sit outside the home every night to make certain the student and the parents live there?
No. However, it is important to remember it is the responsibility of the parent to provide proof of residence. It is the responsibility of the school to require this proof if any question should arise. Informing parents that school personnel will periodically check to verify the residence

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ELELEMNTARY / JUNIOR HIGH
ART CONTEST
A View of El Paso and View of El Paso both count as correct titles for the painting by Trousset.

HIGH SCHOOL
SECOND PLACE TEAM POINTS
add to 902(m) Schedule of Points. It is not noted in the C&C or on the scoring for speech and journalism dealing with sec- ond place overall points. Second place most overall points should receive five (5) points added onto the total score of these two con- tests. These points, approved by the Legislative Council, are noted in the additional notes, but not on the scoring schedule as noted on page 57 of the Constitution and Contest Rules.

HIGH SCHOOL SPELLING & VOCABULARY
Note clarification of the C&C and Word Power: Misuse of any non-
alphabetical element, such as ac-
cent, apostrophe, hyphen, tilde, umlaut, etc., or capitalization is an error. Also, the American Herit-
age Dictionary of the English Lan-
guage, Third Edition, will continue to be the official dictionary until fur-
ther notice, but the new Fourth Edition is also acceptable.

MATHEMATICS & SCIENCE
Re: Sec. 342 (e) (2) and Sec. 952 (e) (3): Add the list to Approved Calculators:
Hewlett Packard
11C
15C
20S (20S II not permitted)
32SII
These calculators were omitted from the approved lists in the C&C and in the Academic Coordinator's Manual. They have been added to the lists in the Spring Meet Manual. Also, note that the Hewlett Packard calculators are still forbidden in the Accounting Contest.

CALCULATOR APPLICATIONS
“The ratio of A to B” and the “ratio between A and B” are each defined to be the result of the division, A/ B.

ONE-ACT PLAY CONTEST
C. CONTEST PLAY SELECTION AND ELIGIBILITY
Section 1033: F. Additions to the Basic Set Not Requiring Approval. The following (i) through (v) shall be used
upstage of the house curtain/ proscenium unless architectural necessity dictates otherwise. If architectural necessity dictates using downstage of the house curtain/proscenium for any other scenic device, except hand held flaps/banners, an addition to the basic set shall be required.

BROOKELAND HS
The State Executive Committee issued a public reprimand to Mr. Chris Carter, with probation through January 16, 2003, for violation of Section 1821 and state law and (selling supplements to students).

ARLINGTON MARTIN HS
The State Executive Committee issued a public reprimand to Mr. Terry King and placed him on proba-

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

AMARILLO TASCOSA HS
The State Executive Committee issued a public reprimand to Ron Rogers, with probation through January 16, 2003, for violation of the Athletic Code.

BUFFALO ISD
The District 21- AA Committee issued a public reprimand and placed BUFFALO ISD on proba-


tion through the 2002-2003 school year for violation of Sec-


tion 1202 (j) and Section 1206 (b).

HOUSTON PREPARED TABLE CHARTER SCHOOL
The State Executive Committee suspended Prepared Table Char-


ter School from all UIL activities until a school administrator ap-


pears before the Committee to answer allegations involving mis-


conduct by coach and players.

SPADE ISD
The State Executive Committee issued a public reprimand to Spade ISD with probation through Febru-

ary 6, 2003 for recruiting viola-


tions reported from an article writ-


ten in a local newspaper.

VAN ALSTYNE HS
The State Executive Committee voted to require Van Alstyne High School from participating in the first four district bas-


ketball games of the 2002-03 school year and issued a public reprimand to an official. In addition, the committee suspended Coach John Williamson and Coach Josh Rector from two games each (to be served in the order of their offenses).

KELLER FOSSIL RIDGE HS
The State Executive Committee issued a public reprimand with probation through April 11, 2003 to Mr. Doug Dulany, Fossil Ridge High School, for violation of the Athletic Code.

HUMBLE HS
The State Executive Committee issued a public reprimand to Mr. Luke P. Davis and placed him on probation through November 6, 2002, for violation of Section 400 (c) and Section 1205 (b) and (c).

SHERRY HS
The State Executive Committee issued a public reprimand to Coach Jeff McCullough of Sherry High School and placed him on probation through April 16, 2003 for participating in and allowing Sherman High School basketball team members to participate in a scrimmage against another high school basketball team during the district certification date.

SHALLOWATER HS
The State Executive Committee issued a public reprimand to Coach Max Kattwinkel, Shallowater High School, and placed him on probation through April 16, 2003 for violation of the Amateur Rule (pro-


motional).

PITTSBURGH HS
The State Executive Committee issued a public reprimand with probation through April 16, 2003 for violation of the Athletic Code, Section 1201 (a) (3), inappropriate interaction (physical contact) with an official. In addition, the fan involved was banned from at-


tending any UIL athletic activities for the same period of time.

BEEVILLE JONES HS
The State Executive Committee issued a public reprimand to Coach Johnnie Jones, Jones High School, with probation through April 16, 2003, and suspended Jessica Rae Dennis, a student athlete from all extracurricu-


ar activities through the 2002-2003 school year.

SPADE ISD