

Leaguer

Mr. Music



Floyd receives honor from national band directors association



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.

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.

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

"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

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.

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.



Bill Farney
UIL Director

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

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 Contest Rules* and coaches' manuals. Most coaches get in trouble by listening to fellow 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.

New Students on Your Varsity Team

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:

- If the student is new to your school or has been there less than one calendar year.
 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?
 - If the student participated at another school the current or previous school year.
 1. Do you have a Previous Athletic Participation Form completed and signed by the proper school administrators indicating the student was not recruited or did not change schools for athletic purposes?
 2. Has the district executive committee approved the student?
 - Has anyone in your district investigated (in person) the residence of the student to check its validity?
- Tip: Do not assume anything. Be meticulous in check-

ing all aspects of any new varsity student. The penalty for playing ineligible players is forfeiture of any and all contests in which they participated.

Physical-Medical

Be aware of all medical history and physical examination requirements. Do not permit a student to practice without being in compliance with this rule.

Health Requirements

Be certain all medical conditions and injuries are attended to promptly and parents are in the loop. Follow the advice of school trainers and/or medical personnel. Remember most athletes will hide injuries rather than risk being taken from a contest.

Do not become a source for supplements, vitamins, etc. Food is a family decision. It is a violation of state law for school employees to dispense, sell, or distribute supple-

ments to students.

Be knowledgeable about signs of performance-enhancing and recreational drugs. Look for signs of such use. Make your athletes aware of short and long term negative results of using these substances.

Seek the victory, but think long term.

Every good coach, whether in athletics, music, or academics (yes, speech and math have coaches, too) should focus on trying for optimal performance and winning. Good coaches do not, however, put the welfare and education of a student on the back burner to win at any cost. Never be embarrassed or ashamed by the person you see in the mirror. Know the rules. Follow the rules. Keep the best interest in the general welfare of your students always in mind. And even if you don't win all your contests you will still be a winner.

Coaches must assume tasks of checking athletes' residency

continued from page 15

puts the impetus on the parent to comply with the rule. **How many nights a week would the parents have to stay in our attendance zone?**

There is no specific guideline. Many families have a bona fide residence in a school attendance zone as well as a weekend lake home, etc. However, it is important to remember the criteria for residence states parents should regularly live in the district and attendance zone 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. His father and his younger sister live in a neighboring district in their home. Is this student eligible?

Several questions need to be asked about this situation. First, are the parents divorced? If so Section 442(f) of the *C&CR* states the student is eligible with either parent. Secondly, why is the athlete changing schools? Was the student suspended from the previous school's team? Why is the family living apart? Why did the student in question not remain in the former school? Answers to questions such as these help to develop a pattern of determining whether or not an athlete may have moved for athletic purposes. While circumstances as described are not unusual in today's schools, they should raise a red flag to school personnel when determining the eligibility of a varsity athlete.

What if the parents are not divorced, but have a legal separation?

- Section 442(g) of the *C&CR* states:
(g) SEPARATED PARENTS.
(1) If a student's parents separate (and are not

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

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

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

Again, visiting in the home of athletes who have not lived in your district for a full calendar year is probably the best method. Being inquisitive about the living arrangements of a new athlete to the program should be a natural process for a coach. Insuring the eligibility status of all varsity athletes should be paramount to the varsity coach.

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&CR* (also on our web site www.uil.texas.edu), coaches manuals, and League staff, school personnel can help prevent this nightmare from occurring.



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UIL looking to help resolve TAKS problems

Just back from a four-day vacation in Santa Fe, where I got in touch with my inner glutton. This brief respite was much needed coming on the heels of back-to-back student activities conferences where the discussions among academic coordinators centered on the following topics: **The TAKS conflict with the 2003 UIL Academic State Meet.**



Bobby Hawthorne
Academics Director

Coaches and academic directors want to know whether they need to pack their teams and crews with seniors. By far, this has been the hot concern this fall, and it's frustrating being unable to provide specific information. While we have nothing on paper, we've been assured that TEA will provide alternate methods and dates for administering TAKS in much the same way as they resolved TAAS conflicts. According to Dr. Bill Farney, UIL director, "Schools and individuals can be given the assurance that the (Texas Education) Agency is aware of the problem and will work as they did with TAAS testing to provide options."

Currently, the Grade 9 mathematics and grades 10 and 11 social studies TAKS tests are scheduled for Thursday, May 1. The grades 10 and 11 science tests are set for Friday, May 2. If this schedule were to be followed, sophomores and juniors will be unlikely to participate in the following state meet contests: calculator applications, computer science, editorial writing, feature writing, headline writing, news writing, mathematics, prose interpretation, poetry interpretation, informative speaking, persuasive speaking and Lincoln-Douglas debate.

I suppose students who attend one of the Capital area schools may be able to finish their tests and zip down to the Thompson Center in time to make roll call, although with Austin traffic, it's unlikely.

Conference 2A, 3A and 4A one-act play students would not be so lucky. The 3A state one-act play competition begins on Thursday, May 1; 2A and 4A follow the next day.

Furthermore, according to the *UIL/TEA Side by Side*, the commissioner of education recommends that school districts avoid scheduling extracurricular activities or public performances "to occur on the day immediately preceding or evening immediately preceding" the day on which state standardized tests are administered.

I realize this matter has caused considerable consternation and concern, and we regret not being able to provide more concrete information, but it's forthcoming, we're told.

Spring Meet Code

Section 901 (b) of the *Constitution and Contest Rules* states, "The general Spring Meet Code means to: (9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets."

This means it's a violation of the *C&CR* to force a student to attend a non-district baseball game or band festival over the regional academic meet. A number of coaches have attempted to extrapolate far beyond this restriction by claiming that district, region or state academics should take precedence over any other activity.

That's not what the rule states. The Spring Meet Code makes it a violation to pressure a student to miss an academic contest that counts toward district, region or state meet standing in order to attend a non-qualifying contest — a regional qualifiers track meet, for example. However, if a student has an irresolvable conflict between the regional academic meet and a district softball game, then the student must flip a coin, toss a dart, consult with his or her parents, clergyman or zodiac, or in some other

way select one over the other. Other provisions of the Spring Meet Code might kick in if a teacher, director or coach threatens or punishes a child for choosing one activity over the other, but short of that, all concerned should enter the season aware that potential conflicts exist and prepared to implement common-sense rules and policies to resolve them.

Academic 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. Advancing 4-member teams will strain the classroom situation at several sites. Allowing multiple individual and team ties to advance really cramps the situation. For example, one district last spring advanced six individuals to region: first, second and a four-way tie for third.

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.

The 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, I want to present you with this cheeseburger and wish you the best of luck at region. And just know that if you place at region, we'll present to you another cheeseburger, and we might even spring for an order of large fries as well."

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*.

Academic 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, disqualification, suspension and, in extreme cases, getting your name printed on the back page of the *Leaguer*.

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 State Farm Insurance have joined to present a 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 \$1,000 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, teams, cheerleaders 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 re-focus goals

continued from page 4

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.

HELPFUL SOCIAL STUDIES WEBSITES

Government
Texas Online:
www.state.tx.us/HouseResourceOrganization
www.capitol.state.tx.us/hrofr/
Texas House of Representatives:
www.house.state.tx.us/TexasSenate
www.senate.state.tx.us/TexasLegislatureOnline:
www.capitol.state.tx.us/TexasGovernor
[www.governor.state.tx.us/Texas Lt. Governor](http://www.governor.state.tx.us/TexasLt.Governor)
www.senate.state.tx.us/75r/LtGov/LtGov.htm
Texas Comptroller:
www.window.state.tx.us/

Geography
Texas Commission on Environmental Quality:
163.234.20.106/
The Handbook on Texas:
www.tsha.utexas.edu/handbook/online/index.new.html
UT Perry Castañeda Library Maps:
www.lib.utexas.edu/maps/texas.html
Texas State Library Archives and Manuscripts:
www.tsl.state.tx.us/arc/maps/UT-AustinDept.ofGeography
www.utexas.edu/depts/grg/main.html
Texas A.&M. University Dept. of Geography:
geog.tamu.edu/newpage/
Southwest Texas State University Dept. of Geography:
www.geo.swt.edu/TAMUCorpusChristiGeographicInformationOffice
gisc.tamucc.edu/NationalGeographicSociety: www.nationalgeographic.com

Fallen From The Podium

Direction of debate not to everyone's enjoyment

by Ralph Mayrell
Sophomore, 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 every fact as quickly as humanly possible without consideration, in some cases, of what they're actually saying. The pace of speech can reach levels that would attract attention from Guinness if they had a "Most Unintelligible Public Speaker" category.

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 philosophies and quotes they do not understand and for which they could care less about the deeper meaning.

These are 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 topicality 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, defacement 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 instill 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.

UIL goals created to reign in debaters veering off course

The UIL 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 UIL 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 utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition*. Although not without criticism, UIL 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



Jana Riggins
Assistant Academic Director

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&CR* states in its introductory paragraph for LD that *through this contest, students are encouraged to develop a direct and communicative style of oral delivery*. The UIL 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

EXTEMP TOPICS

INFORMATIVE

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.N. Security Council's objections to President Bush's proposed resolution against Iraq?
11. Why is Zimbabwe undergoing land reform?
12. What would be the role of a U.S. Homeland Security Agency?
13. What political promises has Vicente Fox been unable to fulfill?
14. Germany: What factors were 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

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 an unattainable 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?

High School Academic Coordinators — we regularly send announcements and other information pertinent to UIL contests to school academic coordinators. If we do not have your e-mail address, please fill out the respective form at www.uil.utexas.edu/forms/acacoor.html or send us your name, school, school address, your e-mail address and school phone to uilacad@uts.cc.utexas.edu

'Critiques drive me crazy!'

Evaluations offer good advice, not always consistent

Critiques drive me crazy. If you handed your publication or broadcast to five different people you're guaranteed to get five different opinions. Some you'll like; others you won't.

Our last year's book is a study in the broad range of opinions generated throughout scholastic journalismdom and my shift from competitive drive to satisfied peace.

We got our SIPA (Southern Interscholastic Press Association) and NSPA (National Scholastic Press Association) evaluations back in September, winning All-Southern and All-American. The SIPA critique had many helpful suggestions that we could immediately put into action. The NSPA critique had four comments.

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.

At this point, we were still waiting on CSPA (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' books who are at the convention. At the JEA/NSPA (JEA — Journalism Education Association) convention two weeks later, we once again took top honors with Best of Show for books with more than 324 pages.

We were riding the high tide of scholastic journalism success.

Crown nominations, which are similar to Texas star awards but presented nationwide by CSPA, were announced, and there we were. Ahhhh. But, we still had not received our critique.



Lori Oglesbee
Guest Columnist

The Pacemaker (again, similar to the Texas star awards, presented by NSPA) nominations were next. I felt we were a shoo-in since we 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 holds its annual convention, with my warnings packed that there was no chance for a Gold Crown (the top award a publication can receive from that organization). After all, we had not received a Pacemaker nomination; so a Silver Crown had to be our destiny.

To our surprise, it was a Gold Crown. I was glad the editors of the book, who had graduated, had chosen to travel with us and receive this honor. Then, a couple of weeks later, the critique finally arrived with a rating of Gold Medalist (first place rating).

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 just 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 that the true success in producing publications comes from the interaction with the students on staff, the production of a portfolio of work (long before it was vogue), the

camaraderie of journalism teachers across the country and the distribution of a publication that the school loves. The awards are just curled slices of chocolate on an amazing cake with fudge icing.

For those of you who reached this conclusion long before I did, I salute you. For those of you still in the haze, take it from someone who's been there.

So, I still believe that everyone should submit his 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. *Oglesbee is the award-winning adviser at McKinney High School and serves as president of the SIPA. This column was originally written for SIPA. For more information on the ILPC, the state's journalism organization, go to the UIL website at www.uil.utexas.edu, 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 schools) 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 asked 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 78763.

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

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 Gibbs, White Oak High School
Haley Guida, White Oak High School
Josh Bardwell, White Oak High School
Chris Mizell, White Oak High School
Mandee Shaklee, White Oak High School
Lorena Maili, Cypress Falls High School
Valerie Measamer, Cypress Falls High School
Hollyn Sauer, Cypress Falls High School
Jason Peart, Cypress Falls High School
Ben Rajabi, Cypress Falls High School
Rachel Perryman, Cypress Falls High School
Brent Bunger, Cypress Falls High School
Miranda Enzor, Cypress Falls High School
Chris Abbs, Decatur High School
Courtney Mahaffey, Decatur High School
Amy Casteen, Marcus High School

Evan Heinze, Miles High School
Jodi Spies, Glen Rose High School
Kelly Rabon, 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 McGlothlin, Hillcrest High School
Desaray Pfanenstiel, Irvin High School
Angel Crabtree, DeSoto High School
Kristin Cypert, Haskell High School
Bergen Peiser, Haskell High School
Will Shahrok, Pflugerville Connally High School
Amy Wolf, Pflugerville Connally High School
Marci Rosmarin, Hillcrest 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
Keely Gray, Comfort High School
Jessica Cooley, Lufkin High School
Melissa Hayes, Lufkin High School

OAP participation includes several goals

On the road again! I've had a great time traveling to Tyler and Lubbock with League staff members to participate in the Student Activities Conferences. It's incredible to witness the broad scope of League-sponsored activities.

I've met people from theatre, math, science, spelling, journalism, ready writing, speech and more. The impressive thing was that every one of these people was there to serve a common cause — educating our youth. These students were fortunate to have had the opportunity to come in contact with the many individuals who donated a Saturday to expose the students to innovative ideas.

I have enjoyed the dialogues I have had with many directors and students. It is apparent that there is an honest effort to make the OAP experience an enriching one. The process of educational enrichment through creation and criticism is a difficult one. It is this process that is at the heart of the OAP contest, and it is essential you train your students and your audience to deal with its realities.



Luis Muñoz
Theatre Director

“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

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 it 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

If you are reading this column, you are, more than likely, involved in some aspect of the OAP process. Whether you are director, student, administrator, contest manager, or critic judge, you are here as a component of a unique educational experience. I've always liked Lou-Ida Marsh's description of the director as a “teaching director.” But the “teaching” prefix applies to any person who comes in contact with students in this process. From official timer to adjudicator, you are there to “teach.”

Sometimes we can get so involved in the specifics of our jobs, “the whats,” that we can forget “the whys.” Let's not lose sight of the aims of the OAP. Take a moment to reflect on our goals:

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 graciously, 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.

Olympic champion Bruce Jenner once said, “realize that the reason most people fail isn't because of the competition, but because of the limits they place upon themselves, allowing defeat to take over.”

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 rehearsals 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

It may seem a little early to begin asking you to make play selections but the Dec. 21 deadline will soon be here. The reading committee has been busy reading and evaluating for the last two months. Don't get caught in a bottleneck as we get closer to deadline. The sooner you submit, the faster the League office can respond. Anyone wishing to produce a play not on the approved lists or request an addition to the basic set must do so by the December deadline.

Drama Loan Library

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

Architectural Necessity

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 downstage of the house curtain/proscenium for unit set or any other scenic device due to architectural necessity.

This request shall serve as a blanket approval for all schools competing at that site.

The request shall consist of a list of all contests hosted at that site for the current year, a description of the architectural elements that make it necessary to use the area downstage 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 final-

ized. 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/area03.html. For information on the regional sites, regional academic coordinators are listed on the web site at www.uil.utexas.edu/aca/reg.html.

Handbook

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 calls fielded 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 sweepstakes.

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. Rachael and Robert Gomez (PSJA Memorial) and Micky Pelletier (McAllen) are busy preparing workshops for the Nov. 9 SAC. Workshops on acting, cutting, make-up, 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) 783 - 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 had been paid as of Oct. 8. Please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 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 you must have at least three schools at the same site and on the same day in order to comply with Section 1033 (a) (5) (C).

Paul David Brooks Crump

Former Alief Hastings High School director Paul Brooks Crump passed away Sept. 28. Paul grew up in San Antonio and was a 1971 graduate of John Jay High School. He attended Lon Morris College and the University of Houston. Paul taught Theatre Arts at Alief Hastings from 1981-1995. He was the Texas Thespian Director, 1988-90, and received the 1995 Secondary Teacher of the Year Award from the Texas Educational Theatre Association. After retiring from teaching Paul continued to serve the League as a contest manager and a critic judge. Paul will be missed by his many friends and students.

OAP adjudicators listed

The 2002-2003 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.]

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

* = TETAAO recommended Area/Region Judge

- (1) = Independent
- (2) = College/University Employee
- (3) = Public School Employee
- (4) = Private School Employee

() = Institution affiliation

F = Full, already has 6 assignments

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

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

[†††] = Year Recertification Required

(2) **Aaron Adair**, Paris Jr. College, 2400 Clarksville St., Paris TX 75460 903/782-0242-wk / 217-3086-hm, FAX 903/782-0370, aadair@paris.cc.tx.us Any, - II [07] (*) **David R. Allen**, Midland College, 3600 N Garfield, Midland TX 79705 915/686-4205-wk / 697-3186-hm, FAX 915/685-4769, drallen@midland.cc.tx.us Any, - I [03]

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

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

(4) **John Athas**, (Bishop Lynch HS), 4813 Cliffwood Dr, Garland TX 75043 214/324-3607-wk 972/303-6528-hm, FAX 281/324-3600, athaj@mail.bishoplynch.org Any - II [02]

(3) **Mildred Austin** (Retired), 1485 Co Rd 2011, Walnut Springs TX 76690 254/897-7563-hm tesoros44@htcomp.net - I [03]

(*) **Jerry Ayers** (Haute Ayers Designs), 311 1/2 S. Rogers, Waxahachie TX 75165 972/476-2403wk/ 972-938-0316hm, FAX 972/938-0316, jerayers@flash.net Any, CM, - II [03]

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

(1) **Cynthia R. Baker**, 3287 Whiteley Rd, Wylie TX 75098 972/412-3670-hm, 972/494-8492-wk bakersbarbq@yahoo.com Any, - II [04]

(*) **Kathy Barber** (Kilgore College), 1005 Andrews, Kilgore TX 75662 903/983-8126-wk / 984-5021-hm, FAX 903/983-8124, barberkat@aol.com Any, - II [04] (*) **Jeanine Pasini Beekman** (Spellweaver Productions), PO Box 562, Benton LA 71006 318/965-9984 jpb@juno.com Any, - III [05]

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

(1) **G'Ann Boyd**, 11250 Taylor Draper Lane Apt 914, Austin TX 78759 512/349-5416-hm, FAX 512/349-5418, gboyd@inetport.com Any - IV [03]

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

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

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

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

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

(2) **Andrea Burghart** (Texas Women's University), 1407 Bernard #228, Denton TX 76201 940/484-5137 hm 940/898-2095 wkdrizzay23@yahoo.com Any, - I [04]

(2) **Jim Bush** (Texas Tech Univ), 2706 22nd, Lubbock TX 79410 806/744-3457-hm 806/742-3601-wk, FAX 806/742-1338, jim-bush@msn.com - I [02]

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

(*) **Rod Caspers**, 8004 Epping Lane, Austin TX 78745 512/326-5233-hm rdcaspers@aol.com - IV [03]

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

(*) **Donna Clevinger**, Hardin-Simmons University-Theatre, PO Box 14864, Abilene TX 79698-4864 915/670-1404-wk, 676-1737-hm, FAX 915/671-2246-8351, dldrama@hsutx.edu Any, I [05]

(2) **Kathleen Cochran**, McLennan Comm. Coll.-Theatre, 1400 College Dr., Waco TX 76710 254/299-8191-wk 399-6331-hm, FAX 254/299-8242, kcochran@mcclennan.edu Any, - II [07]

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

(*) **Kay A. Coleman** (Retired), 7626 Callaghan Rd. Apt 2316, San Antonio TX 78229 210/342-4460-hm kayral854@aol.com Any, CM, - IV [07]

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

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

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

(*) **Philip Craik** (McMurry University), 933 Grand Ave, Abilene TX 79605 915/793-3840-wk 676-7405-hm, FAX 915/793-4662, (wk) craikp@mcmurryadm.mcm.edu - I [04]

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

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

(1) **Lisa C. Denman**, (Baylor Univ.) 466 Dal Paso, Waco TX 76706 254/662-6359

hm, 254/710-6480 wk Lisa_Denman@baylor.edu - II [03]

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

(*) **Gene Dickey**, 391 E. Los Colinas Blvd, Suite 130, PMB 350, Irving TX 75039 wk 972/393-4164, FAX 972/393-7080, hm 972/393-4164gened3@hotmail.com Any, CM, - II [03]

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

F(*) **Ronald L. Dodson** (Retired), 4301 Red River, Austin TX 78751 512/454-6240, Any, CM, - IV [05]

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

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

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

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

(*) **Bill Durham**, 323 E Palm Ave. Montrovia CA horsebackwriter@aol.com Any [03]

(1) **Chester Eitze** (Bastrop Opera House), PO Box 41117, Austin TX 78704-5517 512/321-6283-wk 512/442-3393-hm, bastropoperahouse@hotmail.com - IV [03]

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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

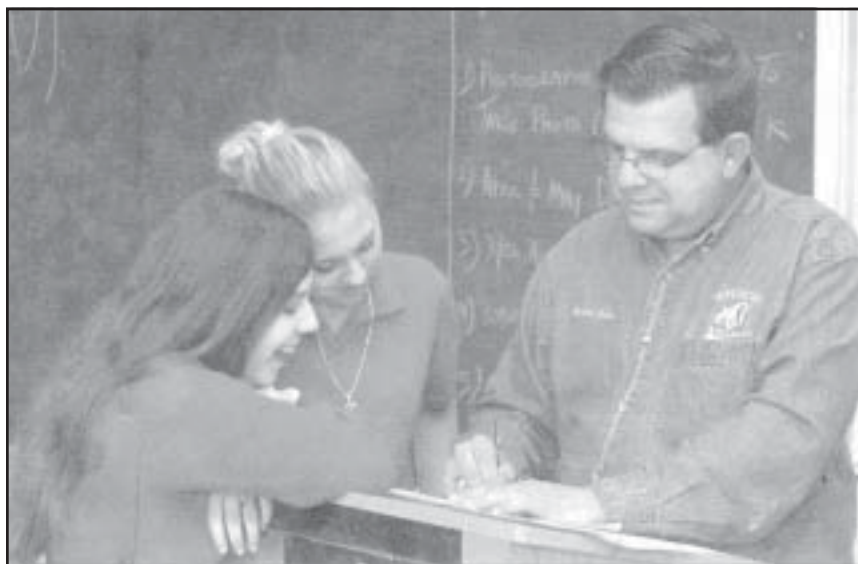


photo courtesy of Hitchcock High School Journalism Department

Get the Point?

Trying to make journalism students Laura Hoffman and Danielle Johnson understand how and where to find story ideas, journalism teacher Richard Kotrla goes over several places those ideas can be found. After a successful business career, Kotrla has found his calling as a teacher.

committees I serve on. Yes, I have a pretty busy schedule — but I love it!

I came to the classroom by a pretty circuitous route. When I entered Blinn College in Brenham and later Texas A&M University at College Station, teaching was the absolute last thing on my mind. Majoring in journalism, my goal was to be a Pulitzer Prize-winning reporter.

I never have won the Pulitzer Prize, though. On the other hand, I did live a pretty interesting life as a reporter, editor, publisher, and even the owner of my own weekly newspaper. In the course of the 20-years plus I was a professional journalist, I interviewed one president, several Texas governors and several other celebrities, from movie stars to sports figures. And I got to travel to some pretty interesting locales, from a World's Fair in Canada to Washington, D.C. Being a reporter also enabled me the opportunity to ride a hot-air balloon, sky-dive, and drive a stock car on one of the fastest race tracks in the country.

I even made a difference a time or two as a professional journalist. I exposed several threats to the environment on a couple of occasions. And I tried my best to keep local politicians honest and doing the job they were supposed to do — serving the people that elected them.

I also developed a desire to share my experiences and knowledge as a journalist with others. I was always willing to speak to high school and college journalism students. I judged hundreds of UIL journalism contests. And I even helped a local high school offer journalism and mentored the first class starting their own newspaper.

I even started substitute teaching, although I very seldom subbed for a journalism teacher. I taught a lot of other subjects, including a few, like physics, where the students knew more than I did.

As often happens, an unexpected opportunity arose that brought me to teaching full time beginning last year. I lived across the street from a school board member and

family friend. 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 have them in our classrooms. Now I teach in a classroom with lots of computers, multi-media projectors, and more. My classroom presentations and that of my students are often done in PowerPoint.

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 blindingly fast on the number crunchers. 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-

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, particularly those sponsored by our UIL, are so important.

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

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 Contest Rules* requires calculators to be "commercially

Spam is not good — food or otherwise

by David Trussell
UIL Technology Director

In theory, e-mail has very little downside as a communications medium. It's fast, easy and cheap, and with good Internet service it's extremely reliable. Unfortunately, the benefits of e-mail we enjoy have also proven to be advantageous to the unscrupulous, specifically virus writers and spammers.

Spam — referring to e-mail of questionable origin, not lunch meat of questionable origin — has evolved into an enormous and intractable problem. What percentage of the messages in your inbox every day comes from friends, family or colleagues, and what percentage is just junk? Chances are the latter number is creeping ever higher, not because your friends don't like you anymore, but because of the ever-increasing deluge of spam. Junk e-mail is far cheaper and easier than either junk snail mail or telemarketing, with the potential of reaching much larger numbers of people. Even if 99.5 percent of recipients delete the messages immediately, that half-percent who do get suckered in are more than enough to offset the spammer's cost.

While there is currently no way to stem the tide of spam completely, there are some steps you can take to reduce the daily influx of unwanted messages. One of the best options

Calculators see new problems

continued from page 8

available". This is not the case. The intent of the "commercially available" restriction was to prevent students from "souping up" a calculator to gain unfair advantage. That is, the restriction is associated with an individual calculator, not a brand. To restrict calculators based on whether they can be purchased anywhere on test day is incredibly bad policy.

There are calculators that are legal that are helpful to the contest (like unit conversion buttons and the graphing calculators), but I don't feel they give an inferior contestant much edge over a superior one, and it's not worth the burden of maintaining a legal list of acceptable calculators or changing the contest to level the playing field. Just acknowledging an advantage is not enough. It should be established that the calculator allows an unfair advantage.

I might support a move to outlaw RPN calculators if some objective, believable information arose that they gave contestants an unfair advantage AND the advantage was not easily available to all contestants. In that case, the calculator (not the contestant) would be a significant factor in winning the contest. This is not good.

Further, if the *perception* among a consensus of coaches was that they gave an unfair advantage, then I might support outlawing RPN calculators. I do value the opinions of coaches.

Alternatively, it might be better to level the playing field by changing the Contest to take away any advantage a particular calculator offers. We could do this, for example, by eliminating the number crunchers altogether and/or by developing new problems that require the same number of keystrokes in both RPN and MAN. I intend this year to gather information on the issue. I've been talking with participants at the Student Activity Conferences about this, and I will continue to do so. I will want to get input from the TMSCA on the issue, too.

Once that is done, I hope to decide how to proceed. I do not intend to make any changes for the upcoming academic year. The 2003 contest will go on oblivious of the hp32SII fiasco. When and if any response is made impacting the contest, I hope to phase in the changes over a period of time of the range of several years, unless coaches across the state want to move things along faster.

is to use a dedicated spam address. Set up an additional e-mail account through a free service like Yahoo or Hotmail, and then use that address whenever you're asked to enter an e-mail address to access a web site. (Make exceptions for things like billing contact information for on-line shopping, or on-line banking — you probably still want to use your primary address in those instances.) Enter your spam address rather than your primary address in the Preferences or Options for your web browser — some web sites capture the address contained in the preference information. Once your spam address is up and running, you can log on to check it once or twice a week, glance through the inbox to be sure there is nothing legitimate, then delete the messages en masse. (It is important to clear the box regularly to keep it from filling up.)

But what about the spam that is already coming to your primary address? That's a much more difficult problem, and so far there is no completely effective solution. There are several anti-spam products you can purchase, such as SpamKiller, Spam Inspector, etc. Web sites such as ZDNet (www.zdnet.com) or CNET (www.cnet.com) are good places to find information and reviews of these products. Most e-mail clients (Microsoft Outlook/Outlook Express, Qualcomm Eudora, etc.) have filtering options that allow you to process incoming mail based on specific criteria, including some options specifically intended for junk mail. Some junk messages will also include instructions for unsubscribing from the mailing list. Proceed with caution when unsubscribing — for a legitimate company or organization it shouldn't be a problem, but for a scam artist sending any response indicates that your address is active, which can result in more spam.

Even more insidious than the spammers are the virus writers, who exploit vulnerabilities in popular e-mail software (primarily Microsoft Outlook) to unleash harmful programs on the Internet. The more recent varieties of these e-mail-borne viruses, such as Klez and Bugbear, have some added twists that make them more difficult to stop.

OAP judges get certification

continued from page 7

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- (1) **Nicki R Roberson** (Nick's Bar None Ranch & Virtual Campground), 254 Cicero Dr, San Antonio TX 78218-2531 210/654-0745-wk 885-3405-hm skroop@msn.com Any, - IV [04]
- (*) **Robin Robinson** (Grayson County College), 1208 N Woods, Sherman TX 75092 903/463-8609-wk 870-1642-hm FAX 903/463-5284, robinsonr@grayson.edu Any - II [07]†
- (2) **Rick Roemer**, Southwestern University, 100 E University Ave, Georgetown TX 78626 512/863-1548-wk roemerr@southwestern.edu Any, - IV [05]
- (2) **Donna W Roman**, Sul Ross State Univ-Theatre, Box C-43 SRSU, Alpine TX 79832 915/837-8219-wk 426-3658-hm, FAX 915/837-8376, droman@sulross.edu - I [03]
- (*) **Allan Ross** (San Antonio College), 135 Seford Dr, San Antonio TX 78209 210/733-2745-wk & FAX, 210/828-7743-hm aross@accvdm.accd.edu - IV [03]
- (*) **Marti Runnels**, Wayland University, 1900 W 7th St, Plainview TX 79072 806/291-1086-wk 296-2997-hm FAX 806/291-1980, runnels@wbu.edu Any, - I [04]

Not only do they e-mail themselves to everyone in your address book, but they take a random address from your address book and insert it in the From line, so the infected messages always appear to come from a different source. This also causes people who receive infected messages (and realize what they are) to think the message actually came from someone else. For example, I am certain that numerous virus-laden e-mail messages have been sent with UIL addresses in the From line. Some of these have ended up in my own inbox. But I am equally certain that no UIL computer is sending these viruses to anyone. First, all UIL computers are protected by regularly-updated anti-virus software. Second, the UIL office operates almost exclusively on the Macintosh platform, and Macs are not vulnerable to these kinds of viruses.

Anti-virus software is critical to protecting your computer. Products include Symantec's Norton AntiVirus for Windows or Macintosh, and Network Associates' VirusShield for Windows or Virex for Macintosh. But the software is only as good as its last update. New viruses are cropping up all the time, so it's important to keep anti-virus software up to date. Both Symantec and Network Associates issue updates on a monthly basis.

Finally, common sense is ultimately your best defense against both viruses and spam. Never open e-mail attachments unless you are absolutely certain what it is and who it came from. Send a quick confirmation request to the person who sent the message if you're not sure. And always be wary of giving out your e-mail address or any personal information on-line. If it's not immediately clear to you why a web site requires your e-mail address in order to view its content, chances are their intent is to send you spam and/or sell your address to someone who will.

But even with the headaches and hassles caused by spam and viruses, the benefits of e-mail far outweigh the costs. Good preventive measures and a little common sense will help ensure that e-mail remains useful, reliable and valuable for the future.

- (1) **Frankie Schexnayder** (retired), 2738 Ruth Ln, Port Neches TX 77651 409/727-1555, FLCS01@aol.com Any, CM, - III [04]
- (*) **Stacy Schronk** (Retired), 1410 El Camino Real, Euless TX 76040 817/267-8674-hm, schronk@sbcglobal.net Any - II [03]
- (3) **W E Schuetz** (Gregory-Portland), PO Box 885, Ingleside TX 78362 361/643-2538 x.282-wk 775-2026-hm, FAX 361/775-1039, schuetz@mail.earthlink.net / schuetz@trip.net - IV [02]
- (*) **Roger Schultz**, TX A&M University-Theatre, TAMU, College Station TX 77843 979/845-2526-wk 693-7757-hm, FAX 979/862-1744, r-schultz@tamu.edu Any, - II [04]
- (*) **Gregory M Schwab**, Sul Ross State University, PO Box C-29, Alpine TX 79832 915/837-8220-wk 837-1068-hm, FAX 915/837-8376, gschwab@sulross.edu Any, CM, - I [03]
- (*) **Diana Gural Searcy** (Kingwood College), 3606 Oak Gardens, Kingwood TX 77339 281/359-1616-wk 358-7454-hm, jcs3d@juno.com Any, - III [03]
- (1) **William Sheffield**, 11442 Ptarmigan, Apt 4, Austin TX 78758 512/873-8909 willshet@aol.com Any, - IV [04]
- (3) **Roxy Sherwood** (Cleburne High School), 3558 S Nolan River Rd, Cleburne TX 76033 817/641-5020-hm, 817/556-5700 x 1816-wk sherwood@hpncc.com Any, - I [05]
- (1) **Linda Lucretia Shuler** (Theatre Consultant), 11809 Mill Pond St, San Antonio TX 78230-2112 210/690-3994, FAX 210/690-7955, lshuler@stric.net Any, - III [04]
- (*) **Victor L Siller**, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2203-wk 566-2176-hm, 800/687-5680 x.2203 m-f 8-5, FAX 903/510-2800, vsil@tjc.edu Any, CM, - II [03]
- (*) **Robert Singleton**, High School for the Performing & Visual Arts, 4001 Stanford, Houston TX 77006-4948 713/942-1966-wk 937-3310-hm, FAX 713/942-1968, rsingleton@houstonisd.org Any, CM, - III [04]
- (*) **Lawrence Ray Smith** (Theatre Consultant), 522 East Ln, Kerrville TX 78028 830/895-5936, FAX 830/895-5936, asnglft@kcc.com - IV [04]
- (1) **Melanie Smith**, 8518 Fathom Circle #103, Austin, TX 78750 512/331-8231-hm JDM_SMITH@msn.com Any, - III [05]
- (*) **Thomas F Soare**, Sam Houston State Univ, PO Box 2297-SHSU, Huntsville TX 77341 409/294-1338-wk 295-4018-hm, FAX 409/294-3898, drn_tf@shsu.edu - III [04]
- (*) **Cynthia M SoRelle**, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8903-wk 754-0603-hm, FAX 254/299-8935, cms@mcclennan.edu Any - II [03]
- (1) **Franklin Speed**, PO Box 1297, Tatum TX 75691 903/947-6306-hm Any - II [07]
- (2) **Tracy (Lyons) Spencer** (Lamar Institute of Technology), 6812 25th Street Groves, TX 77619 962-6246-hm, 409/839-2912-wk, 409/839-2919 FAX spencert@lit-mail.lamar.edu Any, - III [04]
- (3) **Barbara Stafford** (Denton: Calhoun Middle School), 5916 Sandhill Circle, The Colony TX 75056 940/369-2400-wk 972/6256782-hm bstafford@dentonisd.org Any, - II [04]

Update on the pilot social studies contest:

Q: How long is the contest?

A: 40 minutes

Q: What's the format?

A: Multiple choice. 50 questions: 25 on Texas government; 25 on Texas geography.

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

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

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

A: For the government portion, students will be required to know information about all levels of Texas government: executive, 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 pattern 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 pattern.

That's the hour prior to 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: Will students who win first, second or third at district advance to region?

A: No. This is strictly a district pilot contest. No students will advance and no points awarded.

Registration important to guarantee enough contest materials be on hand

This column could start with the definition of "deadline," but that would be too clichéish, 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/ejhp.html, mail or FAX (512/232-7311) the card. Online registration will expedite matters.

Information from the cards allows us to make sure an adequate number 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



Rhonda Alves

Assistant Academic Director

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 included in those prompts.

Topics 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 will require the competitor to cite specific information.

UIL now offers the *Nystrom Desk Atlas* on the study materials order form. The 2002 edition is basically the same as the 2001 edition so don't buy more unless you need the copies. *Merriam Webster's Intermediate Dictionary* is still the official dictionary and no plans exist to change it. Each competitor needs a copy at the contest. Other dictionaries may be used, but the test and key are created from the *Intermediate*.

Some participants have questioned the practice of allowing audiences in speaking events. The *Constitution & Contest Rules* requires that all speaking contests be open to the public. This includes the storytelling contest. If problems exist in your UIL district regarding audience behavior, have administrators in the contest rooms. You may ask people who are disruptive during the event to leave the room, but you cannot close the contest to the public.

All speaking events are designed to improve the communication and performance skills of the participants. Speaking in a poised, confident manner in front of people is certainly a necessary communication skill. The educational element is more important than are contest results.

Contest rule changes for the 2002-2003 school year are posted at <http://www.uil.utexas.edu/admin/newrule.html>. The Legislative Council will determine changes to the 2003-2004 *Constitution & Contest Rules* this month. We will post the information on the UIL web site.

Some sites related to the modern oratory topics are listed below. Many more are out there, and I encourage you to work with your students in researching the material. Use only material published by a credible source, and make sure you have the title of the article and publication, the author's name and publication date for any information used in the speech. The student should include the author's name and date of publication in his or her performance.

While the Internet is an amazing educational resource,

it also contains a lot of junk. Please make sure your students can evaluate the quality of information acquired. Call or e-mail me with questions and concerns.

• **Should teachers and students be tested for drug use?**

<http://www.norchemlab.com/reference/dtq/0004dtq03.htm>

<http://www.mediarelations.ksu.edu/WEB/News/NewsReleases/drugtesting.html>

<http://www.aclu.org/news/w022497a.html>

<http://www.norchemlab.com/reference/dtq/0004dtq03.htm>

http://www.bdtzone.com/news_details.asp?ID=3

<http://www.aclu.org/news/1999/w121099b.html>

<http://www.ncpa.org/iss/edu/2002/pd100102f.html>

<http://www.ndsn.org/SUMMER99/TEST1.html>

<http://www.cnn.com/2002/fyi/teachers.ednews/08/29/drug.tests.ap/>

<http://www.mapinc.org/testing.htm>

• **Does mankind cause global warming or is it a natural occurrence?**

<http://www.cnn.com/SPECIALS/1997/global.warming/causes/>

<http://www.arm.gov/docs/education/globwarm/causglobwarm.html>

http://www.ecobridge.org/content/g_cse.htm

http://www.citizen.org/texas/Global_Warml/Causes_of_GL/

http://www.geoambiens.com/rullv/monographic/gwcauses_paleoclim.htm

http://www.panda.org/about_wwf/what_we_do/climate_change/index.cfm

<http://www.chem.wm.edu/chemWWW/courses/chem105/projects/group1/page1.html>

<http://www.globalwarming.org/science/>

<http://www.defra.gov.uk/environment/climatechange/schools/7-11/info/>

<http://www.nrdc.org/reference/topics/global.asp>

• **Is the behavior of bullies a serious cause of violence in schools?**

http://www.tellingthetruth.com/education_matters/ES-SAYS_01/sandra_0301.html

<http://ericps.crc.uiuc.edu/eece/pubs/digests/1997/banks97.html>

<http://hometown.aol.com/kthynoll/schools.htm>

<http://www.cnn.com/US/9908/20/bullies/>

<http://www.successunlimited.co.uk/bullycide/school.htm>

<http://www.csmonitor.com/2001/1204/p14s1-lecs.htm>

http://www.ed.gov/databases/ERIC_Digests/ed407154.html

<http://www.jaredstory.com/bull27.html>

<http://uscnews.sc.edu/seasonal/bts007.htm>

http://www.uwo.edu/ces/County_Info/TETON/2001News/Jan01.htm

• **Should authorities have the right to require Internet filters in libraries?**

http://www.ala.org/alaorg/oif/filt_res.html

<http://www.ala.org/parents/librariesandinternet.html>

<http://www.bluehighways.com/filters/filtersc/>

<http://www.naplesnews.com/00/04/naples/a8689a.htm>

<http://homepage.interaccess.com/~smitters/filterreality/resources.html>

http://legacy.eos.ncsu.edu/eos/info/computer_ethics/speech/freedom/filters/

<http://www.sirs.com/corporate/food/2002/f0209g.htm>

http://cultureandfamily.org/report/2002-01-16/n_libraries.shtml?prin

http://abclocal.go.com/wabc/news/WABC_ourschools_062801filters.html

<http://www.aclu-wa.org/issues/cyber-liberties/IF.Homepage.html>

• **Does the threat of terrorism justify limiting people's rights?**

http://www.adl.org/terrorism_america/op_ed_1001.asp

<http://www.newsandevents.utoronto.ca/bin/2/011126b.asp>

<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&node=&contentId=A24595-2002Sep1¬Found=true>

<http://www.informationweek.com/story/IWK20010912S0002>

<http://jurist.law.pitt.edu/forum/forumnew39.htm>

http://www.businessweek.com/magazine/content/01_39/b3750622.htm

<http://www.fidh.org/justice/lettres/2002/sidi2601a.htm>

<http://www.fidh.org/justice/lettres/2002/sidi2601a.htm>

<http://foi.missouri.edu/terrorandcivillib/homelandsecplan.html>

http://www.capitalismmagazine.com/2002/january/defense_tribunals.htm

Some good search engines:

<http://www.google.com/>

<http://www.dogpile.com/index.gsp>

<http://www.askjeeves.com/>

<http://www.alltheweb.com/>

<http://www.lycos.com/>

One-act judges looking for assignments

continued from page 9

(2) **Clarence Strickland**, Tyler Jr College, PO Box 9020, Tyler TX 75701 903/510-2484-wk 533-9369-hm, cstrjr@tyler.cc.tx.us - II [04]

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

(2) **Todd Swink**, Lee College, PO Box 818, Baytown TX 77522 281/425-6486-wk 281/425-6210-FAX 409/860-0653-hm tswink@lee.edu Any, - III [07]†

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

(*) **Wayne I Toone** (Temple College), 514 E 6th Ave, Belton TX 76513 254/298-8282 x.8550-wk 939-2743-hm, - IV [02]

(2) **Richard Tuman**, 601 Stillmeadow Dr, Richardson TX 75081 972-671-9344-hm 972-860-4678-wk 972/860-4610 fax, tr2704@dccc.edu Any, - II [02]

(*) **C Lee Turner**, Theatre Arts, Prairie View A&M Univ, PO Box 747, Prairie View TX 77446 936/857-2356-wk 281-890-0773-hm, FAX 936/857-4544, cleet7@yahoo.com - III [03]

(2) **Richard Turner**, (University of Houston-Central), PO Box 204, Racliff TX 77518 281/738-1782 -hm Any, - III [05]

(3) **Erin Vinger** (Leander: Cypress Elementary), 2805 Buckeye Trail, Cedar Park TX 78613 (hm & FAX) 512/996-8248 vinger@swbell.net Any, - IV [04]

(1) **Matthew C Wagner**, 602 County Rd 151, Geogewest TX 78022-3415 361/358-1721, - IV [03]

(*) **Thomas J. Walsh** (Texas Christian University), 321 Oakcrest Dr., Richardson TX 75080 817/257-6744-wk, 972/479-1030-hm t.walsh@tcu.edu - II [07]

(2) **Shari Watterston** (Stephen F. Austin State University), 2407 Twin Oaks Dr., Nacogdoches TX 75961 936/560-1183-hm 936/468-4003-wk shariw@netdot.com Any, - III [05]

(2) **Keith West**, Sul Ross State University, Box C-43 SRSU, Alpine TX 79832 915/837-8416-wk, 837-9161-hm, FAX 915/837-8376 kwest@sulross.edu Any - I [07]

(2) **Randall Wheatley** (Lamar University), 3895 Holland Dr., Beaumont TX 77707 409/835-8816-hm, 409/880-8154-wk, rlw44@aol.com Any - III [07]

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

(2) **David Williams**, Texas Tech University, Dept. of Theatre & Dance, MS 2061, Lubbock TX 79409 806/742-1990-wk 806/784-0696-hm 806/742-1338-fax david.williams@ttu.edu Any, - I [05]

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

(2) **James Worley** (Angelo State Univ), 2216 Live Oak, San Angelo TX 76901 915/942-2343 x.241-wk 944-8867-hm, FAX 915/942-2033, james.worley@angelo.edu - I [02]

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

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

(3) **Barry Davis Yandell** (Keller ISD), 1500 Pacific Pl, Fort Worth TX 76112 817/337-3500-wk 654-3020-hm, FAX 817/337-3500, byandell@kellerisd.net Any, - I [03]

The following judges have not yet paid their dues for 2002-2003 and will become ineligible unless dues are paid by Nov. 15: Mildred Austin, G'Ann Boyd, Jay Brown, Pam Brown, W.T. Bryant, Andrea Burghart, K. Pert Durapau, Bill Durham, Michael Endy, Lorenzo Garcia, Alex Garza, Jim Hackett, Russell Harris, Thomas Heino, Kathleen Juhl, Pat Jurek, Christopher Land, Elizabeth Lea, Tal Lostracco, Ray Newburg, Shellie O'Neal, Rick Roemer, Frankie Schexnayder, W.E. Schuetz, Diana Searcy, Thomas Walsh,

ACADEMIC INVITATIONAL MEETS

Oct. 18-19, 2002
Texas City HS, Texas City
Contests: All UIL Speech and Debate + drama, dance, vocal, and a few other categories
Contact: Lisa Herrera
phone: (409) 942-2658
fax:
e-mail: Lher72394@aol.com

Oct. 19, 2002
Diboll HS, Diboll
Contests: CX, LD, Prose, Poetry, Extemp., Student Congress
Contact: Gerry Wilbanks
phone: 936-829-5626
fax: 936-829-5708
e-mail: gwilbanks@diboll.esc7.net

Oct. 26, 2002
Skyline HS, Dallas
Contests: CX, LD, Extemp. Speaking, Poetry, Prose
Contact: Terry Hunt
phone: (972)502-3528
fax: (972)502-3401
e-mail: thuntphs@hotmail.com

Oct. 26, 2002
Hempstead HS, Hempstead
Contests: all UIL and novice debate
Contact: Mark Pickell
phone: 979-826-5533
fax: 979-826-4779
e-mail: pickell@hotmail.com

Oct. 26, 2002
Stony Point HS, Round Rock
Contests: all academic and speech events except computer applications
Contact: Richard Colling
phone: (512)428-7123
fax: (512)428-7280
e-mail: richard_colling@roundrockisd.org

Nov. 1-2, 2002
Elkins HS, Fort Bend
Contests: all speech and debate plus student congress
Contact: Bonnie Bonnette
phone: (281) 634-2711
fax: (281) 634-2674
e-mail: bonnie.bonnette@fortbend.k12.tx.us

Nov. 2, 2002
La Joya HS, La Joya
Contests: full UIL high school meet
Contact: E. Nena Garza or Joe Mancias
phone: (956) 580-5185
fax: (956) 580-5186
e-mail: e.garza4@ljisd.esc1.net

Nov. 8-9, 2002
Bryan HS, Bryan
Contests: all Academic, speech and debate contests (Please register by email or on our website after September-www.BHSUIL.com)
Contact: Debbie Diss or JW Lee
phone: 979-731-7798 or 5118
fax: (979) 731-7422
e-mail: debbie_diss@bryanisd.org or James_Lee@bryanisd.org

Nov. 8-9, 2002
Memorial HS, Victoria
Contests: UIL speech, drama, debate including novice/senior LD, CX, extemp, prose, poetry, oration, improv, storytelling and numerous performing arts/acting events
Contact: Woodrow Wilson Wagner II
phone: (361) 575-7451
fax: (361) 788-9701
e-mail: woodrowwagner@earthlink.net

Nov. 9, 2002
Boling HS, Boling
Contests: LD and CX with novice divisions in both
Contact: Linda L. Alderson
phone: 979-657-2816
fax: 979-657-2026
e-mail: lalderson@bolingisd.net or alderson@wcn.net

Nov. 9, 2002
Taft HS, Taft
Contests: Math and Science only
Contact: Jeanie Wolter
phone: 361-528-2636 ext 2460
fax: 361-528-4530
e-mail: mwolter@taftisd.esc2.net

Nov. 9, 2002
Brackenridge HS, San Antonio
Contests: Original tests used; CX and LD debate offered; all UIL events except Computer App. Extra contests: Spanish I - IV and Video Contests
Contact: Cindy Grauke
phone: 210-533-8144X3054
fax: 210-534-9770
e-mail: cindygrauke@yahoo.com

Nov. 9, 2002
Azle HS, Azle
Contests: number sense, calculator, mathematics, science (high school only)
Contact: Andy Zapata
phone: (817) 444-5555
fax: (817) 444-2323
e-mail: azapata@azle.esc11.net

Nov. 9, 2002
Midlothian HS, Midlothian
Contests: LD & CX - novice only
Contact: Marilyn Lynch
phone: (972) 775-8237
fax: (972) 775-3178
e-mail: marilyn_lync@midlothian-isd.net

Nov. 15-16, 2002
Whitehouse HS, Whitehouse
Contests: Nov. 15 (Ready Writing, LD and CX Prelims)
Nov. 16 All UIL Events
Contact: John B. Keeling
phone: (936)839-5626
fax: 903-839-5530
e-mail: keeling@whit.sprnet.org or Chaundra Exum at exumc@whit.sprnet.org

Nov. 16, 2002
Valley View HS, Valley View
Contests: TMSCA Junior High (6-8)
Meet — NS, CAL, SCI, MATH
Contact: Patti Wilson
phone: 940-726-3522
fax: 940-726-3862
e-mail: pwilson@esc11.net

Nov. 16, 2002
Giddings HS, Giddings
Contests: All UIL academic/speech events-CX/LD
Contact: Debbie Winkler or Andy Masek
phone: (979) 542-3351
fax: (979) 542-5312
e-mail: debate4lif@giddings.txed.net

Nov. 23, 2002
Wimberley HS, Wimberley
Contests: Speech/Debate
Contact: Lydia Miller-Wyatt
phone: (512) 847-5729 x-234
fax: 512-847-7269
e-mail: lydmill@hotmail.com

Nov. 23, 2002
Aledo HS, Aledo
Contests: all events- including Social Studies (large and small school divisions)
Contact: Linda Joranstad
phone: 817-441-8711
fax: 817-441-5136
e-mail: lindajsl23@aol.com

Nov. 23, 2002
Edcouch-Elsa JHS, Edcouch
Contests: (junior high competition only) all sanctioned UIL events, plus prose, poetry, solo-acting, duet acting, record mime, Spanish poetry, impromptu speaking, modern oratory, ready writing
Contact: Mr. Rene Ramos
phone: (956) 262-5820
fax: (956) 262-6079
e-mail: rramos403@hotmail.com

Nov. 23, 2002
Woodsboro HS, Woodsboro
Contests: Math/Science only
Contact: Nelda Blaschke
phone: 361-543-5202
fax: 361-543-5140
e-mail: nblaschke@wisd.net

Nov. 23, 2002
Knippa HS, Knippa
Contests: all contests except literary criticism and computer science. Interpers should have both selections. Documentation will be checked. Contests are open to 3A schools and under
Contact: Alice Santleben
phone: (830) 934-2176
fax: (830) 934-2490
e-mail: alices@knippa.k12.tx.us

Dec. 6-7, 2002
Bay City HS, Bay City
Contests: All UIL speech events with additional acting, speaking, interp, music and dance events
Contact: Andy Berkovsky
phone: 979-245-5771 ext 1800
fax: 979-245-1220
e-mail: dungeoneers@yahoo.com

Dec. 7, 2002
Carroll HS, Southlake
Contests: Computer Science only
Contact: Stacey Armstrong
phone: (817) 949-5884
fax: (817) 949-5858
e-mail: <http://www.southlakecarroll.edu/CSHS/progcont.htm> Mr. Armstrong sarmsto@cisdmail.com

Dec. 7, 2002
Karnes City HS, Karnes
Contests: C-X, L-D, poetry, prose, informative/persuasive
Contact: Grace Soliz
phone: 830-780-2437
fax: 830-780-4352
e-mail: gsoli@karnesec.net

Dec. 7, 2002
Belton HS, Belton
Contests: speech, debate and academics
Contact: Aisha Dudley
phone: 254-933-4624
fax:
e-mail: adudley@bisd.net

Dec. 7, 2002
Edinburg North HS, Edinburg
Contests: all events EXCEPT debate and social studies
Contact: Judy Krommendyk
phone: (956) 316-7654 x233
fax: (956) 316-7712
e-mail: JAKROMME@aol.com

Dec. 7, 2002
Seminole HS, Seminole
Contests: high school number sense, calculator, math, science and computer science
Contact: John Carl
phone: (915) 631-6008
fax: (915) 758-8146
e-mail: jcarl@seminole.k12.tx.us

Dec. 7, 2002
Premont HS, Premont
Contests: All literary events and prose and poetry
Contact: Irma M. Johnson
phone:
fax:
e-mail:ijohnson@premontisd.esc2.net

Dec. 13-14, 2002
United South HS, Laredo
Contests: all events
Contact: Jorge Valadez
phone: (956) 726-6446
fax: (956) 726-6486
e-mail: jvaladez@uisd.net

Jan. 11, 2003
Gregory-Portland HS, Portland
Contests: all UIL academic & literary events (set A materials).
No speech or debate events
Contact: Judy Monk or Richard Eleazer
phone: 361-643-2538
fax: 361-643-6516
e-mail: jmonk@gpisd.esc2.net or releazer@gpisd.esc2.net

Jan. 11, 2003
Denison HS, Denison
Contests: all academic events, speech and debate
Contact: Lynn Blount
phone: (903) 462-7154
fax: (903) 462-7217
e-mail:lblount@denisonisd.net

Jan. 11, 2003
John Marshall HS, San Antonio
Contests: All academic events except speech and debate
Contact: Lynn Blount
phone:
fax: (210) 706-7175
e-mail:jones_joanne@nisd.net

Jan. 17-18, 2003
Mount Pleasant HS, Mount Pleasant
Contests: all academic contests (LD , CX debate and Ready Writing on Friday, all others on Saturday)
Contact: J. Barton
phone: 903-575-2020 Ext. 44
fax:
e-mail: louiebarton@hotmail.com

Jan. 17-18, 2003
Hamshire-Fannett HS, Hampshire
Contests: all academic events including CX Debate (Invitational A materials used)
Contact: Janice Chesson
phone: (409) 243-2510 ext. 145
fax: (409) 243-2518
e-mail: jachesson@esc5.net

Jan. 17-18, 2003
Princeton HS, Princeton
Contests: all academic events including debate (Friday debate; Saturday all other events)
Contact: Jimmy Smith
phone: (972) 736-3633
fax: (972) 736-5902
e-mail: jlsmith_theatre@yahoo.com

Jan. 18, 2003
Smithville HS, Smithville
Contests: Novice and Senior L.D. and CX
Contact: Vicki Hall
phone: 512-237-2451
fax: 512-237-5643
e-mail: hall_vicki@hotmail.com

Jan. 18, 2003
Brackenridge HS, San Antonio
Contests: Original tests used; CX and LD debate offered; all UIL events except Computer App. Extra contests: Spanish I - IV and Video Contests
Contact: Cindy Grauke
phone: 210-533-8144X3054
fax: 210-534-9770
e-mail: cindygrauke@yahoo.com

Jan. 18, 2003
Midway HS, Waco
Contests: all events except CX debate. Will use Set A materials
Contact: Jim Seale
phone: (254) 761-5650
fax:
e-mail: jim.seale@Midwayisd.org

Jan. 23, 2003
Rice HS, Rice
Contests: LD and CX only
Contact: Lamont Smith
phone: (903) 326-4502
fax: (903) 326-5042
e-mail: pastorldsmith@hotmail.com

Jan. 24-25, 2003
El Campo HS, El Campo
Contests: novice and senior divisions of CX, LD, prose, poetry and extemp. Will also offer solo acting, duet acting, group improv, readers theater, storytelling, oratory, impromptu, costume design, set design
Contact: Katrese Skinner
phone: (979) 543-6341
fax: (979) 543-2528
e-mail: kskinner@ecisd.org

Jan. 25, 2003
Brock HS, Brock
Contests: All events except C-X
Contact: Carmyn Coleman
phone: (817) 594-3492
fax: (817) 594-2509
e-mail: ccoleman@brockisd.net

Jan. 25, 2003
Ennis HS, Ennis
Contests: All events but CX and Social Studies
Contact: Tonya Harper
phone: (972) 872-9578
fax: (972) 875-7027
e-mail: harpert@ennis.ednet10.net

Jan. 25, 2003
Brownwood HS, Brownwood
Contests: All UIL academic and speech events including LD and CX debate
Contact: Larry Mathis
phone: (915) 646-9549 ext 4175
fax: (915) 641-9810
e-mail: larry.mathis@netxv.net

Jan. 25, 2003
Texas Tech Univ., Lubbock
Contests: All UIL academic events except speaking events (Set A materials used). No hands-on computer exam.
Contact: Lynn Elms
phone: 806-742-2350
fax: 806-742-1660
e-mail: lynn.elms@ttu.edu

Jan. 25, 2003
Southwest HS, San Antonio
Contests: all events including Social Studies pilot
Contact: Oscar R. Castaneda
phone: (210) 622-4500
fax: (210) 622-4501
e-mail: mathoz@aol.com

Jan. 25, 2003
Hereford HS, Hereford
Contests: Speech UIL events and Impromptu Speaking (limited to 4A schools and under)
Contact: Lana Hall
phone: (806) 363-7620 ext 342
fax: (806) 363-7688
e-mail: LanaHall@hisd.net

Jan. 25, 2003
O'Connor HS, San Antonio
Contests: TMSCA Math & Science events
Contact: Tony Potter
phone: (210) 695-4800
fax: (210) 695-4804
e-mail: tony_potter@nisd.net

Jan. 31-Feb. 1, 2003
Angleton HS, Angleton
Contests: CX & LD Debate, Extemp, Oral Interp (UIL categories & rules), Solo & Duet Acting, Group Improv, Bible Read-ing, Storytelling, Impromptu & Sales Speaking
Contact: Karen Matt
phone: (979) 849-8206
fax: (979) 864-8675
e-mail: kmatt@angleton.isd.tenet.edu

Feb. 1, 2003
Valley View HS, Valley View
Contests: TMSCA High School (9-12) — NS, CAL, SCI, MATH, COMPSCI
Contact: Patti Wilson
phone: 940-726-3522
fax: 940-726-3862
e-mail: pwilson@esc11.net

Feb. 1, 2003
Taft HS, Taft
Contests: all UIL contests except speech
Contact: Jeanie Wolter
phone: 361-528-2636 ext 2460
fax: 361-528-4530
e-mail: mwolter@taftisd.esc2.net

Feb. 1, 2003
South Plains College, Levelland
Contests: Math, Number sense, Calculator, Science
Contact: Pat Foard
phone: 806-894-9611 ext. 2797
fax:
e-mail: pfoard@southplainscollege.edu

Feb. 1, 2003
Lufkin HS, Lufkin
Contests: all UIL events except CX
Contact: Kathy Williams or Leeanne Solice
phone: 936-630-4399
fax: 936-630-4399
e-mail: roywilliams@cox-internet.com

Feb. 1, 2003
Idalou HS, Idalou
Contests: All events excluding CX. LD pending (**1A, 2A, 3A schools only**)
Contact: Sherry Bigham
phone: (806) 892-2123
fax: (806) 892-2690
e-mail: sbigham@idalouisd.esc17.net

Feb. 7-8, 2003
Lee HS, Tyler
Contests: all academic contests with social studies. CX and LD scheduled
Feb. 7
Contact: Lisa Ryan
phone: 903-531-3955
fax: 903-533-5112
e-mail: Ryanl@tyler.sprnet.org

Feb. 7-8, 2003
Sonora HS, Sonora
Contests: all academic and speaking contests
Contact: Renee Casey
phone: (915) 387-6533
fax: (915) 387-5348
e-mail: renee.casey@netxv.net

Feb. 7-8, 2003
Ryan HS, Denton
Contests: UIL academic events except CX and LD debate
Contact: Karen Guenther or David Kamman
phone: 940-369-3074
fax:
e-mail: kguenther@dentonisd.org or dkamman@dentonisd.org

Feb. 8, 2003
Cameron HS, Lubbock
Contests: all UIL contests except speech and drama. We will also have Spanish
Contact: Jack Barton
phone: 806-766-0600
fax: 806-766-0560
e-mail: Jabar@lubbock.k12.tx.us

Feb. 8, 2003
Wimberley HS, Wimberley
Contests: all academic events excluding speech/debate
Contact: Lydia Miller-Wyatt
phone: (512) 847-5729 x-234
fax: 512-847-7269
e-mail: lydmill@hotmail.com

Feb. 8, 2003
Wylie HS, Abilene
Contests: All UIL Academic events including debate (We will use Invitational B materials) (**Limited to Class A, AA, and AAA**)
Contact: Amy White
phone: 915-690-1181
fax: 915-690-0320
e-mail: awhite@wylie.esc14.net

Feb. 8, 2003
Grandview HS, Grandview
Contests: All UIL Events except Social Studies
Contact: Marilyn Rollins
phone: (817) 866 - 3320
fax: (817) 866 - 3351
e-mail: mrollins@gvisd.org

Feb. 8, 2003
Livingston High School, Livingston
Contests: All events except debate
Contact: Luanna Price
phone: 936-328-2278
fax: 936-328-2278
e-mail: lprice@esc6.net

Feb. 8, 2003
Kennedy HS, San Antonio
Contests: All events except debate (will use Invitational B materials)
Contact: Abel Martinez
phone: (210) 444-8040
fax: (210) 444-8020

Feb. 8, 2003
Azle HS, Azle
Contests: Number Sense, Calculator, mathematics, Science (high school only) UIL Set B
Contact: Andy Zapata
phone: (817) 444-5555
fax: (817) 444-2323
e-mail: azapata@azle.esc11.net

Feb. 15, 2003
Alexander HS, Laredo
Contests: All events except CX-Debate
Contact: Mario Rosales
phone: 956-718-9064
fax:
e-mail: mrosales@sulfus.net

Feb. 15, 2003
Tarkington HS, Cleveland
Contests: All events except CX
Contact: Sande Ryan
phone: (281) 592-7739
fax: (281) 592-0693
e-mail: sryan@tarkington.isd.esc4.net

Feb. 21-22, 2003
Diboll HS, Diboll
Contests: all UIL events including CX, plus Student Congress
Contact: Gerry Wilbanks
phone: 936-829-5626
fax: 936-829-5708
e-mail: gwilbanks@diboll.esc7.net

Feb. 21-22, 2003
A&M Consolidated HS, College Station
Contests: All UIL academic and speech events
Contact: Amiee Parsons
phone: 979-764-5500
fax:
e-mail: gcfamiee@hotmail.com

Feb. 21-22, 2003
Sulphur Springs HS, Sulphur Springs
Contests: All UIL events except for CX
Contact: LeAnne Verner
phone: (903) 885-2158
fax: (903) 439-6116
e-mail: lverner@ssisd.net

Feb. 22, 2003
Westwood HS, Austin
Contests: speech, debate and academic events; will use Invitational B tests in most categories, exceptions being Math events and computer science
Contact: Alex Pritchard or Susan Seale
phone: (512) 464-4167
fax: (512) 464-4020
e-mail: Susan_Seale@roundrockisd.org

Feb. 22, 2003
Midlothian HS, Midlothian
Contests: all academic events including CX and LD debate
Contact: Marilyn Lynch
phone: (972) 775-8237
fax: (972) 775-3178
e-mail: marilyn_lync@midlothian-isd.net

March 1, 2003
Brenham HS, Brenham
Contests: All UIL events including Social Studies, but CX is exempt
Contact: James Taylor
phone: (979) 277-6570 x1490
fax: (979) 277-6544
e-mail: jamest@brenhamisd.net

March 1, 2003
Fabens HS, Fabens
Contests: All UIL events except one-act play and C-X debate
Contact: Penny Jones
phone: (915) 764-2246
fax: (915) 764-4953
e-mail: jcentavo@att.net

March 1, 2003
Cooper HS, Abilene
Contests: all events (no speaking events), including social studies
Contact: Sharon E. McClellan
phone: (915) 691-1000 x3430
fax: (915) 690-3402
e-mail: mcclellans@aisd.org

March 1, 2003
La Joya HS, La Joya
Contests: full UIL high school meet, except CX
Contact: E. Nena Garza or Joe Mancias
phone: (956) 580-5185
fax: (956) 580-5186
e-mail: e.garza4@ljisd.esc1.net

March 8, 2003
Azle HS, Azle
Contests: Number Sense, Calculator, mathematics, Science (grades 5-8 only)
Contact: Andy Zapata
phone: (817) 444-5555
fax: (817) 444-2323
e-mail: azapata@azle.esc11.net

March 8, 2003
Edinburg North HS, Edinburg
Contests: all events EXCEPT debate and social studies; both testing and hands-on programming in the computer science contest
Contact: Judy Krommendyk
phone: (956) 316-7654 x233
fax: (956) 316 7712
e-mail: JAKROMME@aol.com

Please note:

The complete list of invitational meets appears both in the *Leaguer* and on the UIL web site.

Beginning in the 2003-2004 school year, the list of invitational meets will appear only on the UIL website: www.uil.utexas.edu.

We encourage all schools to make full use of this web site.

Few to be 'fanned' with new bat rules

continued from page 15

treatment. If the noncompliance cannot be cured, the manufacturer's only other options are to appeal the finding of noncompliance or to conduct a recall of the product. Regardless of the circumstance, the respective manufacturer is the proper party to contact.

Q: Will more bats be banned?

A: The ASA made announcements on July 31, 2002, and August 29, 2002, withdrawing bats from the list of ASA approved bats. If manufacturers are found to have made and sold more bat models that do not comply with the ASA bat performance standard, the ASA will likely have no other alternative than to issue further announcements.

Q: Where can I find a list of approved bats?

A: The "Certified Equipment" section of the ASA web site, www.asasoftball.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 retested 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

continued from page 14

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 different manufactured components have been tested and certified together.

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 combination 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.



Moving The Runners

photo by Randy Vonderheid

At last year's state championship softball game, this Smithson Valley batter bunts for a hit during the sixth inning.

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 and 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 announcement on a bat model, precautionary measures are taken to make sure the test results are sound and that no reconsideration is necessary. For example, two separate rounds of testing are done on each bat model before an announcement 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 manufacturers specifically state the ASA can conduct random compliance testing, and the ASA has repeatedly exercised 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-certification 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.asasoftball.com.

New Softball Specifications

As mentioned earlier, the NFHS Softball Rules Committee 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 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 Association (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

continued from page 13

lecturer. He is a past president of the College Band Directors Association and has toured the world extensively making appearances in the United States, Canada, Europe, Australia and the Pacific Rim. His teaching style is musically focused and inspirational.

KEVIN SEDATOLE — In 2002 Dr. Sedatole was appointed director of bands at Baylor University. Kevin is 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 participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.
- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.
- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.
- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.
- All concerts take place in the dramatic setting of the Bates Recital Hall on The University of Texas campus and spacious warm-up rooms are provided within the same facility.
- A complimentary, professional-quality tape recording of each performance is provided at no cost.
- The entry fee is 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 LBJ Museum, the Bob Bullock Texas State History Museum (www.thestoryoftexas.com/) and the State Capitol are within walking distance or a short drive away.
- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

Ratings need to remain stringent

continued from page 13

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 adhere 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 contest.

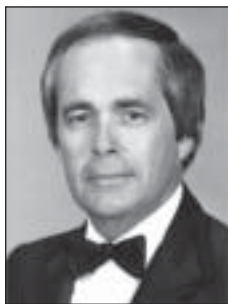
We should be able to change our perception of the UIL Region marching contest just as the TAAS test is being phased out for a new method of evaluation.

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 President and Jay Dunahoo, TMAA Executive Secretary for their assistance, along with the hundreds of attendees, who have enriched the workshops with their participation.

Softball catcher's masks must pass inspection

Wind Ensemble Contest brings best of the best

The State Wind Ensemble Contest (SWEC) was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed, it gradually evolved into the format that was used throughout the past decade. The SWEC is viewed as an educationally rewarding and positive experience for all participants.



Richard Floyd
Music Director

Thus, each year over 20 bands exercise the option to apply for one of the 18 available performance slots. This year this prestigious event is scheduled for May 4, 2002.

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

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

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

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

- There will continue to be three adjudicators who will provide a recorded and written critique of each band's performance. However, judges will not assign ratings or pick an outstanding band in each classification.
- In place of ratings and outstanding band awards, the judging panel will honor individual performers and/or sections for exemplary musical achievements. Appropriate awards (draped state medals) will be provided.
- In order to integrate the "listening portion" of the experience into the event, each band will be expected to structure a schedule that will enable the students to listen to the performance of two other performing groups over the course of the day. Thus every band will be performing for an audience of fellow musicians and directors from other schools.
- The role of the *Clinician/Commentator* will remain unchanged.

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

- (1) All participants have "made their one." That achievement at the UIL Region Contest earned them the right to perform in Austin.
- (2) The goal of this event is not to acquire a favorable judge's rating, win a trophy or "beat the other bands." The goal is to accept the challenge of making music for the sole purpose of performing at the highest level of musical excellence possible for an appreciative, supportive audience.
- (3) A corollary to the goal is the expectation that everyone will have the opportunity to be appreciative listeners as others perform in a formal concert setting.

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

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely 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 earned to enter the contest. A letter of intent can be submitted at any time. The letter should *not* include a check for the entry fee.

(2) Letters will be accepted as postmarked.

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

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

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

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

The traditional adjudication panel for the 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.

He serves extensively as a clinician and adjudicator for high school bands throughout the Mid-West.

LIZ JACKSON — Dr. Jackson is director of bands at Eden Prairie High School in the Minneapolis/St. Paul area of Minnesota. Her band program ranks among the finest in the United States and her concert bands have given performances at such prestigious events as the BOA National Concert Band Festival. She holds a doctorate in wind band conducting from Ohio State University.

GARY SOUSA — The name of Gary Sousa should be a familiar one to many directors in our state since he has served on the music faculty at both Baylor University and Sam Houston State University. He is no stranger to the Texas band tradition. At present he is director of bands at the University of Tennessee and considered a leading authority on the wind band and its music.

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

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 pathway that preserves a balanced and educationally focused high school music experience for all students.

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

continued on page 12

Standards for Division ratings should not vary by judge, contest

Bill Watson
TMAA Marching Band Vice-President

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. As TMAA marching vice-president, I feel some of the blame for our problems stem 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 percentage of 1st Divisions received at UIL Region Marching Contests over the past three years.

- Conference 1A 34 percent
- Conference 2A 38 percent
- Conference 3A 51 percent
- Conference 4A 58 percent
- Conference 5A 77 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 (Average). An 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.

A couple of things stand out. The Division I description includes a superior performance for the event and the class of participants being judged. In other words, we can and should adjust our standards by classification. The language all the way to a Division III has a lot of positive phrases (showing accomplishment and marked promise).

The use of the term "minor defects" for the Division II description is interesting. The "minor defect" comment can be found on a lot of Division I sheets. The Division III description seems to represent a II in the large school contests.

The following appears to be the descriptions as used in today's marching contest:

Division I (Superior or Excellent, Above Average, or Pretty Good)

Division II (Good, Average, Fair)

Division III (Below Average, Not Good)

Division IV (Bad, Terrible, Poor, but nobody in the group laughed out loud)

Division V (Teaching Credentials should be revoked)

Some reason for our ratings inflation may be attributed to the human element. At a Varsity sight reading contest last year, the Richland Honors Band missed the key five to six times in the middle section. In addition the Trumpet II part was inaudible for most of the selection.

We were not pleased with the performance nor were we relieved or happy when we discovered that despite numerous errors, we were awarded a first division rating. (I-I-II). I have the utmost respect for the one judge who correctly called this contest. Regardless of how many consecutive sweepstakes this program had received in the past, we did not deserve the highest rating that day. The message to the students was that a UIL Contest for a 5A varsity band has no criteria for awarding a superior rating.

continued on page 12



Texas Music
Adjudicators Association

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Bats driving you batty?

Several sticks prove to be non-compliant based on ASA standards

Is the National Federation softball bat certification issue driving you batty? Welcome to the club!

While the initial shock has subsided since last season, the frustration level remains somewhat above “normal.” The shock value was mostly related to you — coaches. Some (okay, many) were surprised with the National Federation rule last year as it dealt with bats and an approved seal or stamp mark.

The frustration factor has come mainly from parents. Some bats require a trip to the local bank for a line of credit loan.

What makes my job so interesting on this bat issue is that I have to listen to both sides. That’s okay — some days you’re the windshield, some days you’re the bug.

Throw in the fact I serve on the National Federation Softball Rules Committee and you get, well, a better understanding. While softball is growing in numbers and interest, technology in the game is ahead of the curve.

Baseball has the same problem with bats. While golf and tennis do not have the safety concerns as softball and baseball with technology, they do have problems because of equipment.

Did you catch that word “safety?” That’s what all this equipment issue is about — the players’ well-being. Some revision has been made to ball specifications effective this season. The same with the catcher’s helmets.

The committee has worked hard to make the necessary changes more friendly, and at the same time give schools (coaches and players) as much time as possible for adjustment. The following information is provided in that vein.

ASA has now established a “re-certification” process for manufacturers of banned bats. It involves those who have purchased or in possession of one of the bats sending it back to the manufacturer (at their cost) to retrofit or rebalance the bat to correct the problem. The manufacturer will then label the bat with the “re-certification” mark.

The following link will give you the most recent information regarding ASA banned bats: <http://www.asasoftball.com/about/asabannedbats.pdf>.

Visit the Worth site and they give a detailed description on how to submit a banned bat for re-certification. I encourage you to visit this (or any other banned bat) site: http://www.worthsports.com/asa_ban/index.html

ASA Bans Additional Bats

The Amateur Softball Association of America (ASA), announced that eight (8) additional models of softball bats sold throughout the country are no longer authorized for use in ASA Championship Play until further notice. The new ruling also applies to National Federation play.

The announcement is in connection with recent developments in the ASA bat testing and certification program. For many years under that program, bat manufacturers will periodically submit new bat models for testing to determine if the model satisfies the ASA bat performance standard. If one or more samples of a new bat model satisfy the standard, that model is designated as an approved model and the ASA certification mark is authorized for it.

ASA has recently conducted random audit testing of various approved models to verify that the manufacturers’ bat models comply with the standard. Through this auditing process, it was discovered the bats listed below no longer comply with the ASA bat performance standard. Effective immediately and until further notice, bats of the following previously certified models are no longer allowed in ASA championship play (and National Federa-



Peter Contreras
Athletic Coordinator

tion):

- Ⓢ DeMarini Doublewall Distance
- Ⓢ DeMarini B-52
- Ⓢ DeMarini Fatboy
- Ⓢ Easton STS4
- Ⓢ Worth EST5
- Ⓢ Worth ESTL
- Ⓢ Worth SSEST
- Ⓢ Worth PST; (a.k.a. Worth PST 137)

Although the bat models listed above should be immediately withdrawn from ASA championship play until further notice, each respective manufacturer has 30 days from receipt of the notice of noncompliance to remedy or institute an appeal of ASA’s finding of noncompliance.

During compliance investigation, it was also discovered that bats of a particular manufacturer’s model contained the ASA certification mark without authorization. As a result, effective immediately, bats of the following model are no longer allowed in ASA Championship Play:

- Ⓢ Louisville Slugger SB103, a.k.a (Genesis)

The following models of bats containing an ASA certification mark are no longer allowed in ASA championship play:

Manufacturer	Model
Ⓢ DeMarini	B-52
Ⓢ DeMarini	Doublewall Classic

Ⓢ DeMarini	Doublewall Distance
Ⓢ DeMarini	Fatboy
Ⓢ Easton	STS4
Ⓢ Louisville Slugger	SB103 (a.k.a. Genesis)
Ⓢ Miken	Velocit-E Ultra (Balanced)
Ⓢ Miken	Velocit-E Ultra (Maxload)
Ⓢ Steele’s	Triple XXX
Ⓢ Worth	3DX
Ⓢ Worth	EST5
Ⓢ Worth	EST23
Ⓢ Worth	ESTL
Ⓢ Worth	PST (a.k.a. PST 137)
Ⓢ Worth	SSEST

The following is a question and answer quiz developed by the National Federation of State High School Association after it and state association offices fielded calls concerning bats and their legal or illegal status. It should answer some questions or concerns you might have.

NFHS Bat Rule FAQ’s

Q: What bats can be used in high school games?

A: NFHS Softball Rule 1-3-5 indicates that in order for a bat to be legal it must: 1) meet the ASA bat performance standard, and 2) be labeled with the permanent ASA approved certification mark. If both aspects of this rule are

continued on page 15

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 varsity meet weigh-ins may, by mutual consent, precede the preliminary meet.

For any event, all contestants shall be present in 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 con-



Mark Cousins
Assistant Athletic Director

testant shall weigh in for only one weight class during the weigh in period.

If only one scale is available, a contestant may step on and off that scale two times to allow for mechanical inconsistencies in the scale. If multiple scales are available, a contestant may step on and off the first 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-in is 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 work with their local officiating chapter in implementing the new weigh in procedures. Best of luck on a great season.

Now 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 headgear is in effect. 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

continued on page 12

PUBLIC REPRIMANDS

VOLLEYBALL

Debbie Jaehne,
Cypress Creek
Guina Williams,
Lockhart

BASKETBALL

Eric Heskett,
Mansfield Worley MS
Jeff Ward,
Linden Kildare
Jeff Richters,
Palestine Westwood
Roderick Hall,
Faith Family Academy

SOCCER

Dennis Vansa,
Silsbee

SWIMMING

John Baltzell,
former coach at
Temple

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.



Charles Breithaupt
Athletic Director

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

Section 440: ELIGIBILITY - ATHLETICS

Bat problem not weighted to either side

continued from page 14

not met, the bat does NOT meet NFHS rule specifications. In addition, all bats shall meet the other specifications in Rule 1-3-5.

Q: Why did the NFHS/ASA start banning bats?

A: The NFHS has adopted the ASA bat performance standard. If a bat no longer complies with the ASA bat performance standard, it does not meet the specifications required in Rule 1-3-5. The ASA has the authority under its standard contract with participating bat manufacturers to conduct periodic and random audits of certified bats throughout the year for the purpose of verifying compliance with the ASA bat performance standard. Once the ASA determines a particular bat model does not comply with that standard, the ASA has the authority under that contract with the participating manufacturer to immediately withdraw that bat model from the list of approved ASA bats.

Q: My bat has the permanent ASA certification mark on it. Why was it banned?

A: When a participating manufacturer designs a new bat model, one or more samples are submitted for testing to determine if the model satisfies the ASA bat performance standard. Periodic random testing is then conducted to verify compliance. These provisions are part of the standard contract with participating bat manufacturers, which also provide that noncompliant bats will be immediately withdrawn from the list of approved ASA bats. In mid-2002, the ASA learned that one cause for some (but not all) bat models falling out of compliance is that the 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: Whom should I contact for a refund or to get my questions answered regarding the bat that was recently banned?

A: The ASA's standard contract says a manufacturer of a noncompliant bat has 30 days (or more under certain circumstances) to announce any possible method to cure the problem. At that time, the manufacturer will provide specific instructions (including on their web site) for how a noncompliant bat should be turned in for appropriate

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 400;

(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). Note: a student who has changed schools for athletic purposes may be declared ineligible for more than one calendar year. 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. 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 apply to sub-varsity or junior high competition.

Is the residence of the student or the parents the critical issue?

The residence of the parents is the key component of the rule.

What 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 competition unless the student has 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?

They may but the student is not eligible for varsity athletic competition unless the parents of the student are residing in the attendance zone of the school for which the student wishes to participate.

Okay, so I have a new athlete on my varsity squad. What should I do?

If the student has not been continuously enrolled in and regularly attending your school for at least the previous calendar year, it is important to do some basic research. This research should begin with a review of the athlete's Previous Athletic Participation form (PAPF). This form should provide key information regarding the status of the student. Researching the basic information provided on the PAPF gives school personnel guidance in determining the residence of the parents and whether or not the student might have changed schools for athletic purposes.

Secondly, the address given to the school registrar and provided on the PAPF should be checked to determine if the parents of the student reside at the address given and determine if the address is indeed in the school's attendance zone.

What determines if this is a legal residence?

Section 442(h) of the *Constitution and Contest Rules* states:

(h) CRITERIA OF RESIDENCE. The intent of this section is to insure that unless circumstances fit one of the exceptions above, any relocation of residence is a complete and permanent move for the family. The residence shall be the domicile which is a fixed, permanent, and principal home for legal purposes. The residence is not bona fide under UIL rules unless it complies with all of the following criteria.

(1) Does the student's parent, guardian, or other person whose residence determines the student's residence own a

house or condominium or rent a house, apartment or other living quarters in the school district and attendance zone? *Parents must provide documentation to verify the purchase, lease, or rental of a home located in the new attendance zone. A lease agreement or rental agreement should be for a reasonable duration.*

(2) Do the student and the parent or guardian have their furniture and personal effects in the district and attendance zone? *There should be no personal effects or furniture belonging to the family in the previous residence.*

(3) Do the student and the parent or guardian receive their mail (other than office mail) in the district and attendance zone? *The family should have submitted a change of mailing address to the post office.*

(4) Are the parents or guardians registered to vote in the district and attendance zone? *If either of the parents was registered to vote at the previous address, they should have applied for a new voter registration card at the new address.*

(5) Do the parents or guardians regularly live in the district and attendance zone, and intend to live there indefinitely? *The new residence should accommodate the entire family. The former house should be on the market at a reasonable market price, or sold, or the lease or rental agreement terminated. All utilities and telephone service should be disconnected or no longer in the family's name. All licensed drivers in the household should have complied with DPS regulations for changing their address.*

This section of the C&CR plainly spells out information school personnel should use in determining the residence of the parents of a varsity athletes. School district

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.

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

ELEMENTARY/JUNIOR HIGH

ART CONTEST

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

HIGH SCHOOL

SECOND PLACE TEAM POINTS

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

HIGH SCHOOL SPELLING & VOCABULARY

Note clarification of the C&CR and Word Power: Misuse of any non-alphabetic element, such as accent, apostrophe, hyphen, tilde, umlaut, etc., or capitalization is an error. 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.

MATHEMATICS & SCIENCE

Re: Sec. 942 (e) (2) and Sec. 952 (e) (5): Add to List of Approved Calculators:

Hewlett Packard

11C

15C

20S (20S II not permitted)

32S

32SII

These calculators were omitted from the approved lists in the C&CR 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 unit set or any other scenic device, except hand held flags/banners, an addition to the basic set shall be required.

According to Subchapter H, Rules and Amendments Section 305, I am authorized to issue the following interpretation, which constitutes binding action until SEC issues an official interpretation.

Conclusion:

A Contest Manager may submit a request to the State Theatre Director for permission to use the area downstage of the house curtain/proscenium for unit set or any other scenic device due to architectural necessity. This request shall serve as a blanket approval for all schools competing at that site.

EL PASO BURGESS HS

The State Executive Committee suspended Jessica Rae Dennis, El Paso Burgess High School, from coaching/sponsoring any UIL activities through October 10, 2003.

ROBSTOWN HS

The State Executive Committee issued Coach Steve Castro a public reprimand with probation through February 27, 2003 for violation of Section 481 (Gifts or Awards to Sponsor or Coach).

CARROLLTON TURNER HS

The State Executive Committee suspended Coach Andy Steele from the first two non-district basketball games of the 2001-02 school year and placed him on probation through February 27, 2003 for violation of Section 1208 (j), (Ejection from Two Contests in One Week).

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. Lupe Cantu, with probation through November 6, 2002, for violation of Section 400 (c) and Section 1205 (b) and (c).

BROOKELAND HS

The State Executive Committee issued a public reprimand to Mr. Chris Carter, with probation through January 16, 2003, for violation of Section 1202 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 probation 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 Mr. Ron Rogers, with probation through January 16, 2003, for violation of the Athletic Code.

BUFFALO ISD

The District 21-AA Executive Committee issued a public reprimand and placed Buffalo ISD on probation through the 2002-2003 school year for violation of Section 1202 (j) and Section 1206 (b).

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.

SPADE ISD

The State Executive Committee issued a public reprimand to Spade ISD with probation through February 6, 2003 for recruiting violations resulting from an article written in a local newspaper.

VAN ALSTYNE HS

The State Executive Committee voted to require Van Alstyne High School to forfeit the boys' regional quarterfinal basketball game against Whitewright High School for participating in a scrimmage against players and a coach from another team after the district certification date. In addition, the committee suspended Coach John Williamson and Coach Josh Recer from two games each (to be served during the first four district basketball games of the 2002-03 school year) and issued a public reprimand to both coaches with probation through April 16, 2003.

SHERMAN HS

The State Executive Committee issued a public reprimand to Coach Jeffrey McCullough of Sherman 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 after 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 (providing a meal prior to a home game).

PITTSBURG 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 attending any UIL athletic activities for the same period of time.

BEEVILLE JONES HS

The State Executive Committee issued a public reprimand to Coach Jackie Bowman, Jones High School, with probation through April 16, 2003, and suspended him from the first three basketball games of the 2002-03 school year for violation of the Athletic Code, Section 1201 (a) (3), inappropriate interaction with an official.

GARLAND LAKEVIEW CENTENNIAL HS

The State Executive Committee issued a public reprimand to the boys' soccer program at Lakeview Centennial High School with probation through April 16, 2003 for violation of the Athletic Code, Section 1203 (a) (3), inappropriate interaction with an official by a player.

DALLAS MOLINA HS

The State Executive Committee issued a public reprimand to Molina High School with probation through April 16, 2003 for violation of the Athletic Code, Section 1203 (a) (3), inappropriate interaction by a player (physical contact) with an official. In addition, the committee suspended the student athlete from all extracurricular activities through the 2002-03 school year.

FORT BEND WILLOWRIDGE HS

The State Executive Committee issued a public reprimand and probation through May 28, 2003 to the one-act play program at Fort Bend Willowridge High School and to one-act play directors Ezekiel Morgan and Karin Jackson for violation of the one-act play standards rule and script integrity rule at regional and state competition.

SNYDER HS

The State Executive Committee issued a public reprimand to Mr. Brad Vincent, one-act play director, Snyder High School, for violation of Section 1033 (c) (2) (I), Prompting.

ONE-ACT PLAY

The State Executive Committee issued the penalties to the following schools for failure to participate in one-act play during the 2001-2002 school year:

Alba-Golden HS - Public reprimand and probation through May 28, 2003;

Brookeland HS - Public reprimand and probation through May 28, 2003;

Cumby HS - Public reprimand and probation through May 28, 2003;

Goree HS - Public reprimand and probation through May 28, 2003;

Grandfalls-Royalty HS - Public reprimand and probation through May 28, 2003;

Hidalgo HS - Public reprimand and probation through May 28, 2003;

Houston Jesse Jackson Academy - Suspension from one-act play competition for the 2002-2003 school year;

Houston Wheatley HS - Public reprimand and probation through May 28, 2003;

New Summerfield HS - Public reprimand and probation through May 28, 2003;

Pettus HS - Suspension from one-act play competition for the 2002-2003 school year;

Progreso HS - Public reprimand and probation through May 28, 2003;

San Isidro HS - Public reprimand and probation through May 28, 2003;

Slidell HS - Public reprimand and probation through May 28, 2003;

Spade HS - Public reprimand and probation through May 28, 2003.

DUNCANVILLE HS

The State Executive Committee issued a public reprimand to Coach Bob Rombach, Duncanville High School, for violation of the Athletic Code.

CARROLLTON SMITH HS

The State Executive Committee issued a public reprimand to Coach Fred Howard, Carrollton Smith High School, for violation of the Athletic Code.

BIG SANDY HARMONY HS

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

LIBERTY HS

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

TEMPLE HS

The State Executive Committee issued a public reprimand to Coach John Baltzell, Temple High School, for violation of the Athletic Code and state law (8-hour practice limitation).

THRALL HS

The State Executive Committee issued a public reprimand with probation through September 16, 2005, to Coach Mark Sebek, Thrall High School for providing inducement to a student athlete to change schools.

IRVING UNIVERSAL ACADEMY

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

Distribution rights

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

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