

Leaguer

Curtain Call

Murray, one-act play program director for more than 30 years, takes last bow

Two students stand on stage during a production of "Fog on the Valley." At a key point in the scene, an actor reaches back to slap a picture frame from the hands of his fellow cast-member. Lynn Murray, then an upperclassman in high school, gasped from off-stage. He had forgotten to remove the glass from the frame.

As shards of glass and spatters of blood rained down on the stage, Murray realized that the performance had been more realistic than he could ever have hoped.

That evening, he and the rest of the Texas High School cast and crew advanced to the state UIL One-Act competition.

"It was really a horrible play," he said. "Actually, it was a fluke that we got to state. That's kind of how I began my career here at UIL. By accident."

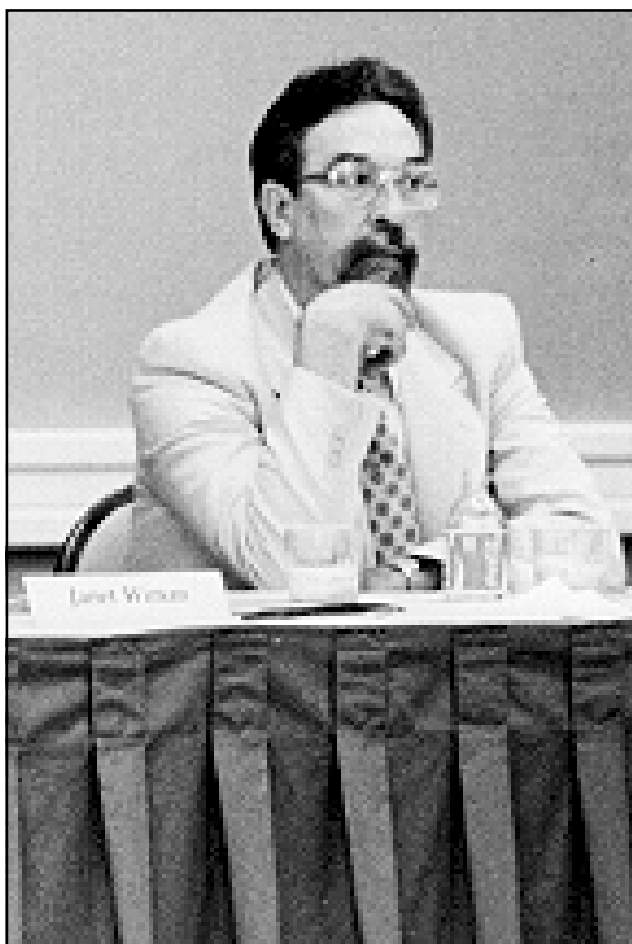
Lynn Murray has been Drama Director and One-Act Play Coordinator at the UIL over 30 years now. And on August 31 he will work his last day as the director.

"I wanted to walk out of here instead of being carried out feet first; so I just thought it was time to retire," he said. "But these 45 years of working have been good to me."

"One purpose of the program is to support the development of theater education in Texas public schools and I am always amazed at the schools in Texas," he said.

Murray grew up in Texarkana and attended Liberty School, a 10-grade school, until his sophomore year in high school when he transferred to Texas High School, one of the larger schools in

story by Alyssa Armentrout, ILPC intern



Another Speaker?

Lynn Murray, in a 1984 photo, serves as parliamentarian during a Legislative Council meeting. Murray has served in several capacities in the UIL office but is best known with his work as one-act play director. One person recently described him as the "god of one-act plays in Texas."

Texarkana. He says he enjoyed his high school drama experience.

"I once performed in a play for the school before we took it to contest," he said. "I had basketball practice right after and while I was sitting in the locker room, my coach walked in. He said, 'Play time is over Lynn.' So I picked up my tennis shoes and walked out the door."

Murray said he was never really meant to play sports and that may be why he ended up in the theatre.

"I tried to play football, but when I went to spring training, I got pneumonia and had to leave," he said.

Murray went on to attend Texarkana Junior College and the University of Texas for graduate school. In 1957, he

went to Sam Houston State University to teach theatre. He became their youngest faculty member.

In 1965, he started teaching at the UT theatre workshop during the summers. In 1966, he was acting drama director, and after another brief stint at Sam Houston State University, Huntsville, he was offered the permanent position of UIL Drama Director in 1970. He replaced his college roommate, Roy Brown.

"I've been here for a very long time and have been fortunate to have known all the League directors, except one."

He also says he's very proud of the direction the drama department has moved in his time there.

"I'm proud, but no one makes contributions by themselves," he said. "The work that we've done here has definitely been a group effort."

And the program has changed a great deal.

In the mid-'70s, the one-act competition switched to "double representation," meaning that more than one play would be able to advance at one time.

"The one-act program is unique because it is both a group contest and an individual competition," he said. "Double representation took the pressure off winning and allowed the students to focus on the actual theatre process."

They also began training judges more efficiently and teaching more quality literature.

"We went from using questionable or poorly written plays to teaching some really good, worthwhile literature," he said.

He also said that beginning the use of a single-unit set in 1970 and maintaining the drama department's lending library have been big contributors to the continuing betterment of the program. However, he feels that the growth of the one-act program has been one of the greatest achievements.

"One purpose of the program is to support the development of theater education in Texas public schools and I am always amazed at the schools in Texas," he said. "They are truly phenomenal. I will see a high school with maybe 27 students enrolled. And all of them will participate in the one-act play contest. And they'll be really good."

Murray says that in his time at UIL, the number of Texas certified theatre teachers has gone from about 100 to 1,000, and basketball is the only UIL activity with more participants than one-act.

"The one-act program has motivated educational theatre in the state," he said.

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UIL changes, challenges similar to those of schools



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assistant academic
director.

UIL has gone through many changes in the past year, and we are looking at a lot of challenges in the year ahead. I'd like to cover some of those, and many of the directors will cover specific challenges in their fields in this issue of the Leaguer.

In academics, Bob Hawthorne and Rhonda Alves have overseen expansion of services to elementary and junior high school teachers and students with special grant funds. This has been especially helpful in moving toward our long-term goal of reaching students and schools who have had little or no exposure to UIL academic activities. We plan to continue this emphasis in 2002-2003.

There are a number of studies that suggest providing educational competition and performance opportunities to elementary students can enhance their sense of worth and help them succeed in high school. Participation in school activities has other benefits — including an extension laboratory for what is taught in the classroom. Most successful business leaders have participated in extracurricular activities, providing the stimulus for measuring their abilities and honing competitive skills.

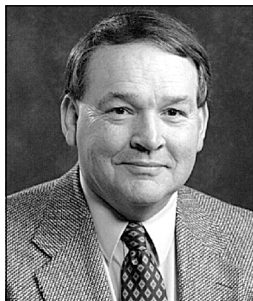
In athletics, the formulation of a Medical Advisory Committee has focused added attention to probable causes of injury and fatalities. Recommendations from this group have already added a requirement of an additional physical examination prior to the third year of high school. This additional exam could possibly detect medical conditions that have developed since the ninth grade physical.

There is growing interest in screening for heart abnormalities. If these are detected in adolescence, it is likely that fatalities can be prevented. The deaths of football players in the fall of 2001 have been attributed to enlarged hearts.

Another emerging area of concern is the growing number of athletes who are taking nutritional supplements. More research is needed to ascertain the effects of these supplements on performance and health of athletes.

The committee will address possible use of head protectors for vaulters. While it is undetermined whether helmets could prevent fatalities, there is interest in their possibility of reducing head trauma.

The completion of the reclassification and realignment in February 2002 was accomplished in exemplary



Bill Farney
UIL Director

fashion by Dr. Charles Breithaupt and the Athletic Department staff. This is always an emotional time for schools, especially those that end up in the lower end of a conference. Recommendations will be made in October for the next alignment in February 2004 which would decrease the range of enrollment in Conference AAA and add schools to Conference AAAAA. Because of the extreme distances (particularly in West Texas), serious thought will be devoted to probable solutions to ease some of the long trips now required of some schools. League officials are always open to suggestions from any source for possible change in current policies.

There have been a number of studies about adding another conference. The end results have consistently concluded that this adds distance for travel but does decrease the enrollment range between larger and smaller schools within the conferences. Please be assured the League staff realizes the problems and will continue to work for better solutions.

There are still some schools that want to have state marching contests every year. The majority of schools, however, said that the alternate year format is best for music education. I dare say that most patrons enjoy the halftime shows at football games much better in years when their bands do not have state marching competition. Usually they are treated to a variety of shows throughout the season rather than the same halftime performance every week. While the quest for a state championship is exciting, we must always be aware of the tremendous costs of transporting, housing and feeding student groups the size of most marching band units.

The electronic submission of entries and fees has been a tremendous improvement in the state solo and ensemble structure. We deal with over 20,000 individual entries on two separate college campuses with critiques by some of the finest music educators from across the entire nation. The ease with which entries can be altered, judges assigned and accommodation arranged is a direct compliment to Richard Floyd and his leadership as UIL Director of Music.

The UIL web site is rapidly improving. Under the expertise of David Trussell and Vicki Bryant, this past year has witnessed the implementation of a new server and timely posting of events, results, forms, documents and schedules which make communication more complete and timely for member schools. Plans for additional services are underway. We do not plan to go completely paperless, since that transfers the cost of printing back to the schools. We do plan to add more emphasis to our web site and increased utilization of response documents. Give us your views. You may e-mail them or put a 37 cent stamp on traditional mail (postage goes from 34 cents to 37 cents in June).

What are the challenges for the UIL? As a division of UT-Austin, we represent you. Your elected representatives make the rules. Your financial support pays our expenses. Your problems are our problems. Your successes we proudly share.

We are pledged to offer the most comprehensive programs on a sound economical basis. With school finance always a problem, we want to share your best thoughts on how to save money and time. We want to give you information that illustrates the benefits of inter-school performance and competition. You will need that when budgets are considered and value of all school expenditures is questioned. It will help if you can share with us those success stories of your students — especially those in activities. Determine pass-fail ratios for students in extracurricular activities and those who are not. Use those statistics to show positive benefits, especially lower drop-out rates and reduced discipline problems.

The entire nation faces a shortage of qualified judges and officials. We must endeavor to develop a new supply. Officials seldom receive adequate compensation. There has always been and perhaps will remain a "voluntary" aspect or "service" attitude on the part of good officials. We can aid that attitude by treating them with dignity and hospitality. We can assure them that they will not be abused by overzealous fans and parents. We can all disagree with their judgments and decisions, but must teach our fans (and students) to not become disagreeable. There is a difference. Nothing is more deplorable to me than a sponsor or coach constantly blaming officials for losses.

The League can continue its value to you by consistent rules enforcement. Rules are important to orderly facilitate contests. **Rules demand** that students be passing and education comes first. **Rules insist** that teams do not gain additional advantage of more practice, more games, or more inducements to play. **Rules ensure** the fairness of equitable competition, and **rules provide** the standard by which everyone is judged.

Rules are not rules unless they are enforced. We often agree with a regulation but seldom — if we are involved negatively — agree to the enforcement of that rule. The best way to get rid of a bad rule is to enforce it. If the majority feels it is no longer needed or has outlived its purpose, the majority can get rid of it.

Everyone shares responsibility to preserve a system of inter-school competition for the future. The benefits of competition are a measuring stick to every generation. And the goal of competition is not a college scholarship. Just over two percent of our athletes will ever receive a

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Leaguer

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Wildness With Wildcards

Extra team advancing brings about headaches for League, regional sites

The concept seemed simple enough. The best second place team in each region would be allowed to advance beyond district. But somehow, our simple proposal went Byzantine.

Caller: "Well, we were told at district that second place teams are advancing."

Me: "Only if your team compiles the best second place score in your region."

Caller: "What the heck does that mean?"

Me: "Let me get back with you on that."

Frankly, with all the unplanned and unanticipated twists and unintended consequences that followed the two weeks of district competition, I caught myself creating policy on the fly.

Caller: "We had a tie for first place calculator applications team. Is the third place team eligible for the wild card?"

Me: "No."

Caller: "Our team is the wild card but we can't attend region. Should we contact the second place wild card team?"

Me: "No."

Caller: "Are you sure you want to extend the wild card past its 'pilot' status?"

Me: "No."

It's likely that this spring's turbulence is the normal consequence of expanding the pilot statewide, and that the wild card next week will launch and land flawlessly. We'll monitor it closely. It strained the sensibility and patience of many at a time of year of neither was in great abundance.

Fit to be tied...

On a related topic: the situation with ties — individual and team — is out of control. One district advanced six students in the individual competition to region. Two students placed first and second respectively. The other four tied for third. As a result, regions are being swamped with qualifiers.

Philosophically, we want more increased district and post-district representation. Next year, we'll allow all four members of the winning team to advance. But regions are being strained to the limits. This summer, I will propose to the Legislative Council's Academic Committee that tiebreakers be implemented in all applicable contests. If ties exist after the tiebreaker round, then all involved in the tie may advance. But it has become a great burden for some regions to secure 10 or 12 classrooms that seat 50-plus students.

Of course, any proposal would have to go through the normal channels: academic committee to the Legislative Council to the Texas Education Commissioner, and the earliest a change might be made is August, 2004. I'll keep you posted.

TAKS account

You might have heard: TAKS tests are scheduled during the week of the 2003 Academic State Meet. Specifically:

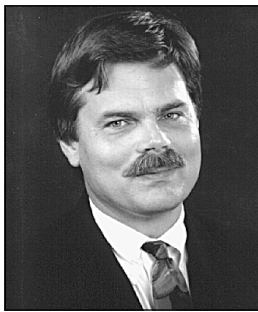
Grade 11 Math — April 29.

Grade 10 Math — April 30

Grade 9 Math and Grades 10 & 11 Social Studies — May 1

Grades 10 & 11 Science — May 2

We alerted the powers that be about this months ago



Bobby Hawthorne
Academics Director

and were told that schools would be free to opt out of those dates to avoid conflicts, as they had in the past. However, a TEA official told me, "test dates may not be changed to accommodate extracurricular activities." For now, we're sitting tight and hoping the matter will be resolved to our satisfaction.

Hard choices

I remember well the old days when the UIL was roundly criticized as heartless, arbitrary and worse. Those were the days of stringent transfer rules and summer camp regulations, when academic students were forbidden to enroll in a concurrent college English course for fear that they might gain an advantage over other ready writing contestants.

Today, the League is more teddy bear than traffic cop. The most severe restriction is the state's no-pass, no-play law, which the UIL interprets and enforces though it isn't a League rule. Most of the really hard calls come on the day of the meet, when we're forced to strictly follow the C&CR and contest plans, regardless what our hearts beg us to do.

For example, a teacher asked recently if her ready writer who broke her hand the week before district, might dictate her essay to an impartial second person. We refused. Given that essays are graded not only on content but on grammar, spelling and even penmanship, we believed that allowing her to dictate her essay constituted an unfair advantage over the other competitors. We granted approval for the student to use a laptop computer instead. I have no idea whether the young lady accepted our offer or not.

Last spring, we grappled with an even more heart-breaking case. The day before the regional meet, the father of two contestants was killed in an automobile accident. Of course, the students missed the meet, and I was, days before the State Meet, implored to allow the students to advance to the State Meet, though they hadn't competed at region.

"Surely, these students have suffered enough," they reasoned.

No doubt, they had. But I denied the request. Students must compete when and where other students compete, and they must advance in accordance to the requirements stated in the C&CR. To allow otherwise would invite chaos. An auto accident this time. A college scholarship interview the next. Traffic snarls. The prom. A bad hair morning. Holding the line may seem heartless, arbitrary, or worse, but it's essential in conducting a comprehensive and coherent program.

Murray bows out...

Of all the people with whom I've worked during my almost quarter of a century at the League, only two have been genuinely larger than life: Bailey Marshall and Lynn Murray. Lynn is drama education in Texas, the Chairman Mao of scholastic theatre, and I mean that fondly. Mr. Murray has cultivated a personality cult like none other I've encountered here. The void he leaves is unimaginable, incalculable. I feel great sympathy for his successor, who will spend a year or so hearing how he or she is despoiling everything Mr. Murray built and stood for. I received an e-mail last year from a young director, who compared Lynn Murray moving among the throng of teachers and directors attending the TETA convention to Moses parting the Red Sea. I don't think he meant to be hyperbolic.

Lynn joined the League in 1966-67 as acting one-act play director while then director Roy Brown attended graduate school at SMU. He wrote his first *Leaguer* column in October, 1966, and has been re-writing it

since. I think it dealt with the three-judge panel. In September, 1970, Brown entered private business, and Lynn returned to the League as full-time director with his wife, Pat, and his four young children — Robin, Byron, Amy and Loren. He had a crew cut and wore black turtle-shell glasses like Buddy Holly. He didn't have a goatee.

Under his guidance, the League's one-act play program has grown into the largest of its type in the world. Texas' secondary school theatre program is universally recognized as the best in the U.S., thanks in large part because of the UIL one-act play program in general, and Mr. Murray's brutal supervision in particular. If you've never witnessed Lynn lining up the one-act play directors for a photograph during the awards ceremony at the State Meet, you've missed an exhibition of power conquering ego. If Lynn says, "Stand here and flap your arms like a chicken," they stand there and flap their arms.

They do this not so much that they fear Lynn, but because they respect him. Lynn is uncompromising in his defense of excellence. Under Lynn's guidance, almost 100 percent of the schools participate in one act play. When he joined the League in 1970, barely two thirds of the schools participated.

He's mellowed quite a bit since I met him 25 years ago. Though his office in the League's old headquarters on Wichita was 30 feet down the hall from mine, I could hear him barking directions to his secretary

and the kids working in the drama loan library or setting straight some director who sought to alter a play without the publisher's permission. The combination of his physical stature and his booming voice could intimidate a longshoreman.

Certainly, Lynn and I knocked heads a few time, and more than once he left my office or I his with steam hissing. Lynn is a traditionalist. He writes his *Leaguer* column by hand. He prefers paper and phone calls. I prefer pixels. He dislikes the UIL point schedule, and he'd just as soon we still conduct nine student activities conferences each fall.

But despite our contrasting styles, personalities and proclivities, working with Lynn has been a hoot. For all his sound and fury, he's one of the kindest, most considerate, most compassionate men I've known. If I were stuck in the middle of West Texas at 4 in the morning with nothing but a quarter and a dime, I'd call Lynn. No matter what the situation, you can count on Lynn to help.

He's helped me in countless ways, professional and personal, served as the elder statesman and adviser for all of us in the academic department, and takes into retirement with him as much knowledge about the League — its history, culture and traditions, the genesis of its rules and procedures, and the personalities who shaped it — as anyone alive.

He has devoted his professional life to educational theatre through his work for the League and the Texas Educational Theatre Association. He has enriched the lives of untold thousands of students and teachers across the state, and he's been for all of us — especially those who travel with him each fall to the student activities conferences — a great friend, colleague and mentor. Dr. Brooks' seminar will not be the same without him.

So again, Mr. Murray: Thank you. God's Speed. Good Show.

It's likely that this spring's turbulence is the normal consequence of expanding the pilot statewide, and that the wild card next week will launch and land flawlessly.

Extra-curricular fee

UIL participants face other standards; payment may be too much

I was quite taken back when I picked up the newspaper this week and saw the headline *Schools Consider Activity Fee*. The article indicated that schools were seriously considering levying a \$50-\$300 fee for students who participate in fine arts, athletics, and other extracurricular activities. Two districts were cited as initiators of this trend, affluent communities in the Dallas/Fort Worth area.



Jana Riggins
Assistant Academic Director

Working for UIL, naturally I was alarmed. But concern ran deeper than that. I have a son who will be entering high school next year. He's already involved in football and band, and wants to join the debate team. Before he gets out of high school, I'll have another youngster entering high school. Even if districts choose to set a maximum charge per family, I would still be looking at hundreds of dollars on top of the expenses innately linked to participation in these activities, i.e., rental or purchase of a band instrument, money for trips to competitions, hotel for debate tournaments, plus summer debate camp. More importantly than parents' pocketbooks would be the message such a policy would send to the students.

It's understandable that all schools are feeling the crunch of the economy and many from the Robin Hood tax revenue sharing plan, but charging students who support the lifeblood of the school hardly seems to be the appropriate way to increase revenue.

Statistics strongly support that students involved in extracurricular activities have better grades, better attendance, more self-confidence and self-discipline. Positive results continue even after high school.

Why, then, would districts target the young people

who represent their school well, who funnel their energy and free time into constructive activities which build the community of the school, and who provide leadership for the student body? Why are these students, who already are subject to the state's no pass-no play rules and other more stringent standards than the rest of the student body, now going to have to pay for their loyalty and contributions?

I am especially concerned about charging students involved in UIL academics. The core mission of every school is to provide a strong academic foundation for students to excel in life. UIL academics fulfills that mission by providing opportunities for students to extend and apply academic skills. A national survey indicates high school activity programs cost, at the most, three percent of a school's overall budget. Let's not decide that inherently educational activities need a price tag on them.

DISTRICT

- A review of the problems that occurred at district meets this year revealed several troubling things. Most of the problems spawned from (1) contest directors who failed to carefully review the contest rules and procedures in advance of the contest; (2) contest officials who were overly zealous in their interpretation of the letter of the law; and (3) coaches who were not familiar with the rules, nor were their students. Sadly, the kids suffered. As you make plans for next year's fall district planning meeting, take note of situations from your spring meet so district schools can work together to prevent repeats of these problems.

STATE

- We still have slots available for the State Speech Honor Crew. Coaches, you may nominate a deserving student by visiting our web site for the application.

- Thursday night Coaches Conference at State Meet is a time to hear important instructions. You may also secure a State Contest Director to review prose docu-

mentation questions. Waiting until contest time to discover your documentation is inadequate will be too late to correct the problem.

- Remember the new rule that prohibits a student from performing the same literary work he or she already performed at State.

SUMMER

- Legislative Council meets in early June. If you have proposals you'd like to see discussed, send those to me before you leave for summer vacation.

- We plan to take a new, fresh look at the Extemporaneous Speaking events. With the ever increasing use of technology, what should and shouldn't be allowed in the prep room? Should we combine Informative and Persuasive into one event to make way for a new speaking event? Should our divisions change to Domestic and Foreign Extemp? Your concerns and opinions are what we'd like to hear. Please take the time to write us.

- Capital Conference is set for June 28-29. You won't want to miss out on this important time to network with other speech coaches and hear the success secrets of outstanding speech teachers. Particularly exciting will be a *Meet the Author* session with Carolee Dean, former UIL competitor who wrote a novel based on her experiences. Other workshops include a special session on how to train lay judges. Visit our web site for further details.

- Summer will also be a good time to periodically check the web for new and updated information. The League does not take a summer vacation and we will continue to post important notices. Send us your 2002-03 tournament dates early. Mark your calendar for new sites/dates for fall Student Activities Conferences. We're coming your way!

THANKS

My thanks to all the teachers who graciously served on committees, presented at conferences, judged tournaments so that UIL speech activities could make a world of difference in the lives of so many Texas students. Have a great summer!

For additional extemp topics, please check the UIL web page

Lindale teacher receives National Federation recognition

UIL nominee Janice Caldwell from Lindale High School has been selected by the National Federation Interscholastic Speech and Debate Association to receive the Section 6 Outstanding Speech/Drama/Debate Educator Award. Caldwell is one of eight coaches in the nation to receive the award this year.

Caldwell has been a speech coach for 25 years, teaching at Ore City, New Diana, Terrell and Lindale ISD. Recently she has been instrumental in the founding of the Northeast Texas Debate Association.

When her husband's ministerial position transferred their family from the Dallas/Fort Worth area, where debate tournaments abound, to a small rural school in East Texas where

few forensic programs existed and those that did had very little budget to travel long distances to participate in debate tournaments, Janice began to look for a way to make speech and debate accessible to the region," UIL speech director Jana Riggins said. "In five short years, the NTDA has grown to over 60 member schools, sponsoring tournaments every weekend, as well as an All-East Texas Tournament."

Caldwell is active in the Texas Speech Communica-



Janice Caldwell
Lindale High School
named as Section 6
Outstanding Speech/
Drama/Debate Educator

tion Association and has been nominated for Teacher of the Year honors for that organization. She is a UIL Regional Speech Advisory Committee member and a mentor to many young coaches, according to Riggins.

Selected to serve on the UIL State Advisory Committee for Lincoln-Douglas Debate, Caldwell has coached state champions in Cross-Examination and LD Debate, with multiple state finalists in speaking events. She holds the distinction of being a Diamond Key coach with the National Forensic League and last year, her influence helped to establish the newest NFL District in Texas, Riggins said.

"Her philosophy of teaching rests on the belief that every child can learn and that excellence should be the goal," Riggins said. "She desires that everyone who comes through her classroom walk away better because she gave her best. After many years of teaching, Janice still shares the pure thrill of accomplishment as her students learn."

The UIL director also sees many other qualities in Caldwell.

"Janice's charismatic leadership and her love of young people are what make her an exceptional educator," Riggins said. "She is a personal reservoir of encouragement for beginning debaters and their parents, a network for new teachers to learn how to coach debate, a training ground for judges, and assistance for fledgling programs. Colleagues throughout our diverse state revere her."

"Her philosophy of teaching rests on the belief that every child can learn and that excellence should be the goal," Riggins said.

TEXAS JUNIOR STATE SPEECH CHAMPIONSHIP

June 1, 2002
Contact Tim Cook
lvdebate@hotmail.com
512-267-8315
fax 512-267-8330
PO Box 4929
Lago Vista, Texas 78645
Feature: Events offered Modern Oratory, Impromptu, Prose/Poetry
Grades 6,7,8
Students become eligible by placing at district meet; scholarships for winners; final rounds video taped for educational purposes; all contestants receive an award

Computers may make more impact in journalism contests

It's one of the most controversial parts of the journalism contest — the use of computers. It ranks right up there with, well, I guess it's not one of the most controversial parts — let's just say it's one of the more talked about developments in the UIL journalism world.

When computers were first allowed into the journalism contests, many journalism directors were ecstatic and many others were ambivalent. Those who were ecstatic knew their students had been at a disadvantage because the teachers had taught their students to compose at the computer. The others saw it as just another piece of equipment that could cause more controversy if it didn't work. In either instance, computers are making more of an impact in the world, and education is starting to catch up (or should I say we're staying with our tradition of being 10-20 years behind the world and just now making sure computers are an integral part of our society?).

In UIL competition, more and more districts are now allowing computers to be used, and many teachers are now asking for computers to be used at the regional and state level.

I created a survey last year during the state meet and continued it throughout the fall, inquired at Student Activities Conferences, called upon my UIL/ILPC Advisory Committee and talked to many others in an attempt to try to gauge the feelings of many teachers concerning the use of computers. Not much has changed. Those who use computers as part of the publication process mostly want to use computers more often while others see it as a hindrance. I've also seen a lot of miscommunication between schools when preparing for district contest. Some students are prepared to use computers and others are not, whether the district is ready for



Randy Vonderheid
Assistant Academic Director

them or not.

The Constitution and Contest Rules now state that the District Executive Committee makes the decision whether computers will be used at the district meet. Regions make the decision at their meet and I make the decision at the State Meet. Many districts in all conferences are now using computers, and at least half of all the regions are using computers. What about the state level?

Computers will not be able to be used at the state level because of the size of the room the contest is held. There isn't enough space to put a Macintosh G4, monitor and keyboard for each contestant. In addition, state UIL is held at the same time the university is having final exams, so using a computer lab is out of the question. Every computer on campus is being used the maximum amount of time.

With much thought and input from several people around the state, I am going to present to the Legislative Council next October a proposal to have the school assume responsibility of using computers rather than the hosting school. That will give anyone the opportunity to use computers at the state contest. My proposal will say that the only type of computer that will be able to be used will be laptops and portable printers and that the school bringing the computers is also responsible for bringing extension cords as well as power strips. In this way, the hosting school will not be responsible for any part of the computers (except furnishing the electricity).

I looked at several areas for this and weighed both sides of the issue. Computer Applications is now going to complete laptop computers for its contest. Other contests, too, are looking to incorporate the use of computers more, including ready writing. I also talked to superintendents and with few exceptions they said, "if UIL requires it, we'll get it."

Some of the little necessities I'm looking at include whether to require each laptop to have its own printer — I see pluses and minuses on this issue. I will probably include the opportunity that all three participants be able to use the same printer, and again require the school to furnish all needed connections. Each school will need

to bring its own paper since different printers may require different kinds of paper. At the end of the contest, when the monitor usually tells participants to stop writing, another order will be to close laptops. In that situation, participants will need to have already made the command to print, and in that way the 45 or 60 minute time will not include printing time. In either instance those who choose to write the contests will still have that opportunity and nothing for them will change. The host school will also still be required to furnish paper for those who are writing their contest.

Some people have said that the "clapping" of the keys will be distracting to those who write. I looked at that situation but found that sometimes it is also distracting to hear someone writing and erasing, so that would counter that argument. Others have said that those who type have an advantage with their paper being more clean and easily read by judges. I see that as a credible advantage, but to counter that point — those who use computers also put their entry at risk if the computer freezes or the printer malfunctions. Also, some students write more neatly than others do and that in itself gives that student an extra opportunity (although we tell judges that neatness is a secondary concern rather than a primary concern).

In any instance, if you have some questions or input please let me know. I have until next October to come up with the correct wording, and I will be asking several of you to help me finish the proposal. I do see using computers as the next step in the journalism contests as well as UIL contests and hope you have some added input to make our contest as realistic and natural for the students as possible.

Those who were ecstatic knew their students had been at a disadvantage because the teachers had taught their students to compose at the computer. The others saw it as just another piece of equipment that could cause more controversy if it didn't work.

Texas Legends announced at convention

At the ILPC's 75th anniversary celebration April 6-7, 75 people who have made significant contributions to Texas scholastic journalism were announced as Texas Legends. That list includes:

Judy Babb	Lillian Hefner	Vera Porter
Marynell Bryant	Rick Hill	Tom Prentice
Pearl Crouch	Olin Hinkle	Elaine Pritchett
Walter Cronkite	J. G. Horton	Mary Pulliam
Nancy Crowley	Chet Hunt	Dewitt C. Reddick
John Cutsinger	Elizabeth Hurley	Susan Roberts
Jim Davidson	Julia Jeffress	Col. Charles Savedge
Lina Davis	Edith Fox King	Laura Schaub
Professor Norris Davis	Susan Komandosky	Peggy Schneider
Lorene Denney	Bill Kopf	Tread Sheffield
Linda Duncan	David Knight	Gloria Shields
Janet Elbom	Virginia Lewis	Carrie Skeen
Dorothy Estes	Bobbie Maddox	Pam Smith
Phyllis Forehand	Roberta Mahan	Betty Stanley
Yvonne Gadecke	Yvonne Matthews	Randy Stano
Pat Gathright	Peggy Miller	Dow Tate
Martin "Red" Gibson	Rhonda Moore	Sherri Taylor
Belinda Goodsell	Peggy Morton	Jennifer Tomlinson
Judie Gustafson	Roy Moses	Randy Vonderheid
Max Haddick	Mark Murray	Nyla Watson
Ann Hale	Winston Odom	Bruce Watterson
H. L. Hall	Mike Parker	Nancy Wall
Martha Hankins	James Paschal	Marjorie "Ricky" Walraven
Jack Harkrider	Connie Penny	Bradley Wilson
Bobby Hawthorne	Wayna Polk	Linda Winder

School publications get recognition during annual state convention

Nineteen newspapers and 18 yearbooks were recognized with Star awards at the ILPC convention, held April 6-7. By receiving a Star, a publication is recognized as not only conveying the message of the year to its readers but following current trends and basic journalistic standards in that presentation.

"Winning a Star is similar to a school receiving a 'Blue Ribbon' for excellence," Randy Vonderheid, ILPC Director, said. "Schools look to 'Blue Ribbons' to show their excellence, and publications look to these Stars to show their excellence in their work."

Newspaper Stars include: **Gold Star** — Eagle Eye, DeSoto HS; The Bagpipe, Dallas Highland Park HS; Panther Prints, Duncanville HS; Leopard Tale, Liberty-Eylau HS; **Silver Star** — Falcon Cry, Austin Fulmore MS; Dallas Hillcrest Hurricane, Hillcrest HS; Stampede, El Paso Burges HS; The Caledonian, Houston The Woodlands Senior HS; The Marquee, Flower Mound Marcus HS; The Edition, Austin Anderson HS; **Bronze Star** — The Stinger, Azle HS; The Brahma Beat, East Bernard HS; Cougar Tracks, Houston Kempner HS; County Line, Katy Cinco Ranch HS; Raider Echo, North Garland HS; Three Penny Press, Houston Bellaire HS; The Panther's Paw, Spring Hill HS; The Shield, Austin McCallum HS; The Battery, Abilene HS.

Yearbook Stars include: **Gold Star** — Panther Tale, Duncanville HS; Flashlight, Abilene HS; The Golden Eagle, Houston Cypress Falls HS; Hoofbeats, El Paso Burges HS; Roughneck, White Oak HS; **Silver Star** — The Brahma, East Bernard HS; Silver Spur, Corpus Christi Ray HS; The Lion, McKinney HS; El Paisano, Austin Westlake HS; Panther, Dallas Hillcrest HS; **Bronze Star** — Marauder, Flower Mound Marcus HS; Dragon, Round Rock HS; The Hawk, Texarkana Pleasant Grove HS; The Bulldog, Tyler Chapel Hill HS; The Deer, Deer Park HS; Panther, Spring Hill HS; Prowler, Houston Kempner HS; Catamount, Crosby HS.

Reports from the field

Trials, tribulations of school cast finds happiness, sadness in one-act play endeavors

As has become commonplace today, teachers and others have found a quick and easy way to correspond with others, this being through e-mail. In the past month and a half, one teacher has recorded her thoughts as her academic and one-act play students prepare and compete in the different contests from district to regional. These are her casual observations on the woes and rewards of juggling contest season as reported to the state office:

3/22/02

(On advancing from district to area) We won both Best Actor and Best Actress, two all-stars and an honorable mention. We were all very excited and on the edge of our seats until the very end. Of the 15 students traveling with me, only five have been at one-act play contest before. It's been interesting.

Of course, we were happy with the judge's choices! We are finally beginning to hit some of the emotional

this evening. I made one of those directorial decisions that can turn out great or just leaves one wondering. Fortunately, it turned out pretty well. We suddenly found energy and vocal strength that had been lacking. By the end of the run we were all rejuvenated, laughing, and sharing anxieties about the rapidly approaching area contest. I think one of the things I really enjoy about directing one-act play is that I can be exhausted by a long day at work — even dreading going to rehearsal — but somehow I always come out of that rehearsal with more joy and pep than I had going into it. It's very rewarding to see and hear students say the same.

4/5/02

(On advancing from area to regional) This one was a real roller-coaster! We had driven to the contest site the night before contest and rehearsed at the college at 6 p.m. Then we ate in a nice restaurant, went to the mall and returned to the motel for a relaxing evening and a restful night's sleep. Yeah. Actually I was very proud of our students. They were up late watching movies, talking, chatting, and even throwing a surprise birthday party, but they were well-mannered and quiet about it. One elderly couple who happened to have a room right in the middle of our group (!) even complimented us the next morning on the "nice, well-behaved young people."

Of course, we weren't without incidents. At one point I had just returned to my room after checking all the others, and seven students came tumbling in insisting they "hadn't done it—really!" It took a moment for them to explain (they were all speaking at once) and in that time I imagined at least 200 things they might have "not" done. However, not this. In the room where the kids were trying to rent a movie, they punched in the numbers for "Shallow Hal" and a triple-X film (which the motel personnel had promised to block off) came into view! The motel stopped the film, removed the charges, and tried to run the correct movie. Finally, they called us back and said that the server wasn't working properly and that the only movie that didn't jump into the wrong category was LORD OF THE RINGS; so we watched that (a better choice any way!).

On contest day when everyone was ready, we did warm-ups and had our circle. At last the host appeared at the door and we were off. Set-up went okay except for the lead having a huge splinter jam into the palm of his hand when he was handling an 8 X 4 platform, and I returned to the audience to sit beside my daughter and sweat. House lights came down, actors took their places, lights came up, but we heard nothing. No music. At first I thought that we were late starting, but soon I realized that something was wrong because in a later scene when we use a car horn, the honking was so faint that one might not be sure it was actually there. A few times in the show we could hear the music but always faintly. We never did figure out why the sound crew could hear the music better in the booth than we could in the audience or on the stage when the day before during the rehearsal it had been the other way around.

There were other memorable moments. An actress got her dress caught half-way on and half-way off during a costume change. Tugging on it, she got anxious and ripped the front of the dress. She started toward the stage with another actress yanking the last hair tie from the pigtails and made her entrance in the dress — with no time to put on shoes! She carried it off beautifully, and the judge never commented on the bare feet.

After the shows were over, we loaded our set. Then came the difficult time — waiting. When announcements finally began, we were pleased to receive two honorable mentions and two all-star awards. One of the other shows (doing Shakespeare!) got both the Best

Actor and Best Actress awards; so we all expected they would be one of the two advancing plays. As for the other spot, we had seen some excellent shows that day; so it was anyone's guess. The contest manager announced the alternate first, then the other show we expected. We were all holding our breath while trying to prepare to be graceful whichever way things fell. We advanced!

We are still happy and excited. We got home last night after midnight. In spite of being tired, today was full of laughter as students shared experiences with those who had remained at school yesterday. Four of our cast had to leave at 6 a.m. today for the district track meet. Hopefully they, too, were still on the adrenaline high.

Now we face the challenge of continuing to find deeper levels of emotion, of committing even more fully to the moments and characters, of polishing and refining — and the great challenge of keeping the play fresh. Next week we will only have three rehearsals with all present because some are going to the state science fair for three days. After that we only have two more days until time to leave for the regional meet! For three years we have been the alternate to regionals; it's very nice to reach that fourth level again. The last time we advanced this far was when the students who are this year's seniors were only eighth graders.

One of the nicest things I observed during the last two days was the way students interact, enjoy one another, and appreciate one another's talents in spite of the competitive nature of UIL. Most of the other play troupes we have met have been friendly, and I believe my students will long remember the encouragement and support from their new acquaintances. In addition, I was very happy to hear the positive comments my students made about the other groups.

4/19/02

WOW! I feel excited, happy, overwhelmed and a bit of me still wonders if it's for real. When the contest manager called our play (as a regional winner), several of us weren't sure we had really heard what he said correctly because he didn't mention the name of our town.

The thrill has been intensified by all the people who have shared it and expressed such good wishes. Families, friends, ex-students and alumni of OAP, other directors and members of other troupes that we've met along the way — all have been so supportive and encouraging and are appreciated so much.

However, just as in the rest of life, highs are often mingled with lows. Our sound crew girl lost her grandfather the night before we left for the regional meet. We grieved with her and were amazed at her unselfishness, for she went with us and did a wonderful job. One of the other shows was disqualified and my students felt terrible. None of us ever want that to happen, and as we expressed sorrow for them, I saw my kids' recognition that this is about something more than "winning."

Every year I spend hours working on the plays: searching for scripts, finding or making props and costumes, designing sets, casting, training, rehearsing, discussing, digging, explaining, listening. Every year there comes a time in the process when I think the whole thing might be just a crazy waste of time and energy. . . but every year there come those precious moments when I hear things like "I didn't think I was good at anything until now," "They were excellent!" (about another show). "He deserved it" (when another actor gets the award). I see students gaining in confidence and self-awareness, learning tolerance and understanding of others, and sharing so many things — from their last bite of candy or a new hair style to a huge hug or a long philosophical discussion, and I do know that, yes—it's definitely worth it all.

On to Austin!

At one point I had just returned to my room after checking all the others, and seven students came tumbling in insisting they "hadn't done it—really!"

high we have time to work on the show a bit before the next contest. Of course, this Monday and Tuesday I am taking teams to the academic meet, and we have six weeks tests scheduled Tuesday-Thursday. Then Easter break and suddenly the area meet here. I also have students in track and tennis so they have practices for those as well as meets during this time. Suddenly it doesn't really look like much rehearsal time at all.

3/26/02

We got back today from the second day of UIL academics at 6:50 p.m. and began rehearsal at 7. The news awaiting was that my sound person broke her wrist and also may have failed her six weeks test in math today, the football coach had sent out letters to the neighborhood parents announcing a football meeting for next fall in the auditorium tonight at the same time we were having rehearsal and my lead actor was about to fail — in my English class — because he hadn't turned in a major paper or a book report.

I dealt with the lead, the coach moved the meeting to the cafeteria, and we are waiting to see what happens with the sound crew after the injured student sees the doctor and her math teacher tomorrow.

On a happier note, the literary criticism team I coach tied for first place so they are advancing to regionals. The senior boy who headed the team was so tickled. I was so glad for him to get recognition and to see him feel that sense of achievement. When I feel too tired or swamped with work, I try to remember why we do these things. Those smiles are priceless.

4/1/02

We came back tonight for the first rehearsal since Easter break — three days without rehearsal! I was a bit worried at first. Most of the students came straggling in, sunburned (oh, no—make-up changes), droopy, and even — heaven forbid — a couple were arguing. We had to change into costumes and pose for pictures for the local newspaper so the actual rehearsal was late in starting. At the last minute I changed the type of rehearsal to a speed run. Last week when we had the last two rehearsals before the break both had been a bit slow. Remembering that, plus what I had been seeing already

Plan now to organize districts for next year

The political landscape changes ... new education jargon emerges ... teachers just keep on teaching and administrators keep on administering. Sometimes maligned ... always consistent... Thank you so much for the creativity and stability that you bring to the lives of Texas' school-children.



Rhonda Alves
Assistant Academic Director

I hope that you have great plans for the summer break; restful plans anyway. At the risk of sounding like a broken record, I hope you will include in those plans the Capital Conference at the University of Texas at Austin June 27-29. Information is posted on the UIL web site at <http://www.uil.utexas.edu/aca/capcon.html>. All elementary and junior high events will be included in conference presentations.

I am concerned about the accessibility of the UIL program for all elementary and junior high students. The number of schools unable to compete this year due to lack of acceptance by a UIL district is significantly higher than it was last school year.

The League allows elementary and junior high campuses to form UIL districts voluntarily. Some school districts do this by applying the high school alignment to their lower campuses. While this system works for school districts with only one or two elementary and junior high campuses, it usually does not work for school districts which have multiple campuses. Since it only takes three schools to form a UIL district, multi-campus school districts tend to form UIL districts with only their campuses as members. Both methods are equally acceptable, and it is all a matter of choice, up to a point.

The League has the authority to assign campuses to existing UIL districts. UIL has not done so because until recently we were able to find somewhere for the petitioning campus to attend a meet. For the last two years, though there have been cases in which some campuses could find no UIL district that would allow them to participate. This school year, between 15-20 campuses (of which I am aware) were refused membership by every UIL district they contacted. It appears to be easy to refuse the request of an adult, but it isn't the adult who is punished. A lot of kids were denied the opportunity to participate in UIL academic competition this year. This is unacceptable. It is time to enforce the UIL rule, which allows the League to overrule a UIL district's decision to exclude a campus.

The process is this: coordinators and administrations contact me when they are looking for a district meet in which they can participate. I provide a list of contacts in the same or neighboring area codes. It is the responsibility of petitioning campuses to ask district directors to grant them membership. Most of the time, UIL districts are really nice about it and allow the campus to enter their meets. Petitioning campuses may have to contact several district directors before finding someone who says "yes." In situations like this the system has worked.

Reluctance on the part of UIL districts comprised only of campuses from a single school district to admit a school from a separate school district is understandable. This is not to say that it is always acceptable. UIL districts with eight or more campuses as members also have some ground in denying membership to a ninth school. Again, this is not always the best decision. I sympathize the least with UIL districts consisting of fewer than eight member campuses, which are not all from the same school district that refuse membership to

petitioning schools.

Petitioning districts have more responsibility in the process than just calling and asking to join a district. The most important action is to start looking for a UIL district at the very beginning of the school year or even in the spring before. Now is a good time.

It is unfair to expect a UIL district to admit a new

Dear Rhonda:

As a beginning UIL sponsor for my tiny district of 103 students, I have not found a district gracious enough to allow our children to compete in its UIL district competition. Since this is our first year to try this, I was able to have only a team for the music memory contest: three competitors and one alternate. You would not think this would be a major problem. However, it was.

One person told me that her district had a committee in charge of the UIL competition. This committee had voted not to allow anyone new into their UIL district. She graciously admitted that it would not be a problem for her, but that she was to abide by the district's policies. Her district would not allow it even when I explained that we would give our own awards, etc... if they would just allow our students to sit through the contest and observe. We wanted our students to have the opportunity to be exposed to this kind of competition just to better prepare some of them for next year. This has been disappointing for the students to say the least.

I do not lack understanding for the complexity of large school districts and what it takes to run them. In one of my previous teaching positions, I taught at one of the largest school districts in the state. As complicated as they are, it seems that with a little effort on the part of such districts that the smaller school districts could be included.

Thank you for your time and consideration in addressing this problem on behalf of children in small districts.

Sincerely,
Judy Willis
Hallsburg Elementary
Hallsburg ISD

campus two weeks prior to the district meet. A few have done so, and I am eternally grateful to them, but it is definitely above and beyond the call of duty. To be fair, several campuses began the hunt in August and September and were still calling districts in February and March.

Don't miss the planning meeting! Some schools expect to be called by the campuses with which they competed the previous year. When this doesn't happen and they don't contact the district director themselves, they just may miss the district meet. I have dealt with several campuses that missed a fall district meet because they were waiting to be contacted regarding the spring meet. It is unreasonable to expect other schools to take care of you. Call.

Another option for districtless campuses is to form their own UIL districts. No permission is needed from the League to do so. Just find two other campuses that will agree to form a district and jump in.

Sometimes a school doesn't have to look any further than its own backyard. Ask non-active campuses in your school district or geographical area to join you, and don't overlook area charter schools. Offer to host the meet. Campuses, who are desperately looking for a place to

go, must be willing to shoulder a lot of the work load. Assistance from the state office is readily available. Call me. I will help you, and I can probably put you in touch with someone in your area that can serve as a mentor.

Look beyond population. It is not necessary that all the schools in a UIL district come from the same classification. I know quite a few A and AA campuses that easily hold their own with AAAAA schools. Kids are kids. In the end it comes down to the commitment of the school district to the program, rather than location, socio-economic factors or size.

Be creative. A campus may have to send its sixth-

continued on page 8

The number of schools unable to compete this year due to lack of acceptance by a UIL district is significantly higher than it was last school year.

Elementary/junior high committee recommends change to contests

Teachers and administrators from Glasscock County, Lewisville, Muenster, Bishop, Round Rock, Manor and Mildred met in Austin Feb. 13 in the capacity of an advisory body. After much discussion, the committee made the following recommendations (WARNING: These are ONLY recommendations and are intended to generate discussion. Any changes to the *Constitution & Contest Rules* must be passed by the Legislative Council and signed by the Commissioner of Education. If the Council and Commissioner approved any item, it will not be implemented until the 2003-2004 school year. Please e-mail, call or FAX to Rhonda Alves constructive ideas and suggestions concerning these or any other issues you want to address by May 15):

1. Eliminate the **listening contest**. Skills promoted in the contest are covered in all academic contests. Testing listening skills in isolation is not productive.
2. Insert a general social studies contest into the conflict pattern in place of the listening contest.
3. Incorporate the maps, graphs & charts contest into a **general social studies contest**. The contest will be based entirely on the TEKS/TAKS.
4. Subject matter for each contest should be:

a. Grades 4/5 contest will be comprised of 50 percent Texas history and 50 percent U.S. history.

b. Grades 6 test will be comprised of 30 percent Texas history, 30 percent U.S. history and 40 percent world history.

c. Grades 7/8 contest will be comprised of 30 percent Texas history, 60 percent U.S. history up to the Civil War and 10 percent world history.

5. The format for the tests will be 50 multiple choice items, which will be scored by the same method as are the science contests: +5 points for correct answers, -2 points for wrong answers, 0 points for skipped items.

6. The test should be 45 minutes in length, but an hour should remain in the conflict pattern in order to allow time for administrative duties. The maps, graphs & charts contest is one hour in length.

7. Tests should include:

- a. no more than 10 basic fact questions
- b. sections of documents
- c. time lines
- d. maps
- e. graphs

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UIL creates 'Texas Community Service Week'

by Kim Rogers
Public Information Director

In his most recent State of the Union Address, President George W. Bush stressed the importance of having a nation that serves goals larger than itself. He called for every young person in America to commit himself to the service of their neighbors and nation. With that in mind, the UIL has begun a campaign to get Texas students involved in their communities and make a difference in the lives of others by creating Texas Community Service Week, May 13-17.

During this week, the UIL encourages all its member

schools and their students to place a special emphasis on community service, and take part in projects to benefit their communities. As UIL participants, students learn the importance of excelling beyond the classroom, and becoming more productive citizens. Community service is a great way for our students to become well-rounded individuals and have a positive impact on the lives of others.

"We hope our schools will join us in this initiative and take the opportunity to stress the importance of giving back to your community by participating in community service projects," UIL Director Bill Farney said. "Students and faculty can participate in project areas

ranging from literacy and education, to health care and hunger, to raising money for charity."

Information regarding Texas Community Service Week and ways to promote it has been sent to every school. If a school did not receive these helpful hints, please visit the UIL web-site for information regarding Texas Community Service Week at www.uil.utexas.edu.

10 Ways to Impact Your Community

1. Homeless Shelters and Food Banks: Most homeless shelters and food banks welcome volunteers and donations. You could volunteer your time by organizing food drives, stocking the pantry, serving meals, and distributing food baskets.

2. Literacy Volunteer: Reading opens up a whole new world, and literacy volunteers can make that world available to both illiterate adults and children.

3. Helping the Elderly: Planning community events or providing friendship to senior citizens can make a world of difference in their lives.

4. Animal Shelters: Many animal shelters are non-profit organizations that rely on volunteers and donations to remain in operation.

5. Charity Fund-raisers: Organizing fund-raisers and donating the proceeds to local charitable organizations is just as important as donating your time.

6. Special Olympics: "Special Olympics as a movement relies on dedicated volunteers to provide year-round sports training and athletic competition in a variety of Olympic-type sports for people eight years of age and older with mental handicaps. " For more information on what you can do to help, please visit the Special Olympics web-site at: www.specialolympics.org

7. Habitat for Humanity: You can help others by building houses for the less fortunate members of your community, and yourself by learning new skills. For more information on Habitat for Humanity, please visit www.habitat.org

8. United Way: The United Way is a nationwide umbrella organization for thousands of charities, and donating your time or money could greatly impact not only those in your community, but people all over America.

9. Red Cross: The American Red Cross helps those in emergency situations, whether it is a national disaster, or one sick person in need of medical attention. For information on volunteer opportunities, visit www.redcross.org.

10. Salvation Army: "The Salvation Army provides social services, rehabilitation centers, disaster services, and character building programs for people worldwide." Visit www.salvationarmy.org for more information on The Salvation Army.



"My involvement in UIL has allowed me to develop character. Success in UIL requires determination (class time spent on searching for the perfect evidence), desire (medals do not just fall from the sky) and commitment (we should all be committed for volunteering for 3 a.m. bus rides). Most importantly, the UIL experience has allowed me to set a goal and to achieve it – almost. Maybe second place is a better teacher than first, anyway."

**Tina Beene
Early High
School**

SBEC looks to coaches, sponsors for help in identifying misconduct

Newspaper articles over the last year have focused on incidents in which public-school officials failed to report misconduct of school employees as timely as possible. Administrators allowed the educator to resign and obtain employment elsewhere without revealing the misconduct to the next school or schools. The educator then recommitted misconduct at the new school. Unfortunately, many of these episodes involved coaches and others involved with extra-curricular activities.

The State Board for Educator Certification (SBEC) certifies educators employed in the state's public schools, including teachers who also serve as coaches, directors, or other participants in UIL-sponsored events and activities. Section 21.031(a) of the Texas Education Code requires SBEC to "regulate and oversee all aspects of the . . . standards of conduct of public school educators."

"Apart from SBEC's other statutory duties, enforcing standards of conduct for 280,000 active professional educators statewide is a demanding responsibility," Bill Franz, SBEC Executive Director, said. "Before I became Executive Director, I was the head of SBEC's Professional Discipline Unit. The unit has only eight agency employees to investigate or litigate, or both, more than 2,000 cases a year. Because they do not have the time or the resources to routinely monitor actions taken against educators by school-districts or the criminal justice system, the professional discipline staff relies largely on reports of educator misconduct by school officials. SBEC's rules require district superintendents to report

certain types of educator misconduct, including sexual abuse of minors."

"Incidents in which misconduct was not reported to SBEC before another district hired the educator" led, in part, to the Texas Legislature's adding riders to the 2002-03 appropriations for SBEC and The University of Texas System Administration, Franz said.

"These budget riders require SBEC and UIL to work with each other to ensure timely and accurate reporting of educator misconduct to SBEC," he said. "I am asking you to help SBEC and UIL meet the laudable objective of the budget riders."

What can educators do? Franz urges them to read about SBEC's reporting requirements by accessing them through the UIL's website at the indexes for the Academic, Administration, Athletic, or Music areas.

"Talk to your colleagues about the standards of conduct expected of educators," he said. "Let your colleagues and administrators know you believe the safety and welfare of children comes first, and it is therefore important to remove bad actors from the classroom and the profession."

Teachers and educators are encourage to visit SBEC's website and read or re-read the Educators' Code of Ethics (at <http://www.sbec.state.tx.us/pd/pd.htm>). The code is undergoing revision, and you may compare the current version with the proposed one (now at http://www.sbec.state.tx.us/brdagenrule/agendas/2002_03/d10.pdf). Facts about the reporting requirements may be accessed from several places on UIL's website (e.g., from the "Athletics" page: <http://www.uil.utexas.edu/ath/index.html>).

District organization should begin early

continued from page 7

grade contestants to a district meet separate to the one attended by grades two through five. Remember that UIL allows students to compete one grade up. Your sixth-grade number sense team may have to compete as

seventh-graders at a junior high meet. The only event in which this is a handicap is science. Students have only two years of eligibility for the junior high science contests.

Be flexible. Petitioning campuses may have to do things differently than they have done in the past. A school cannot expect other campuses to conform to its ideas for running a meet. Everyone must follow UIL rules, but that does not mean that a one-size-fits-all system exists. So don't join a district and then proceed to boss the other schools. Remember the "you're not the boss of me" phrase so handy in childhood?

Start looking for a UIL district early, form your own UIL district, motivate other campuses to participate with you, step up to the plate when duties are assigned, consider all avenues for participation, and be nice to people. Sounds like something from an everything-I-need-to-know-I-learned-in.... book.

Surely out of 330+ districts meets, everyone can find a niche. Have a wonderful summer, and I'll see you at Capital Conference or at a fall activity workshop.

UIL here to help schools become successful

continued from page 2

scholarship. We are proud of them, but the 98 percent who do not get scholarships are very special. For many of them it will be their last organized competition. But the lessons and values they have learned will be with them for as long as they live. Long after trophies are rusted and laurels withered, the memories remain and the benefits live on.

That is the mission of the UIL — yesterday, today — and with your continued support — for every tomorrow.

Murray set to retire

continued from page 1

"It created a need for theatre in high schools."

He says that contact with students and teachers across Texas will be what he'll miss the most.

"My contact with students has already been somewhat limited," he said. "So I will continue to miss the students. I will miss the constant contact with the theatre teachers all over the state. The telephone line to my office now is a direct line. We did that for them. I won't have that kind of contact when I leave."

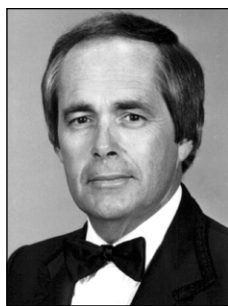
Murray says that in his retirement, he plans to travel the world, improve his computer proficiency and do some consulting. He's not sure yet who will replace him, but he says the interview process will begin sometime before the state UIL meet.

In any instance, the man who has led UIL one-act play to nationwide prominence will no longer be in office after Aug. 31.

Staying in the mood

Tempting teachers with end of the year complacency should not overpower instructing

It's easy to become schizophrenic this time of the year. The end of the term is near and there is a part of each one of us that is just counting the days and eagerly anticipating the end of school. It's human nature simply to be glad this school year will soon be history. We become giddy thinking about plans for summer. Soon we will regain control of our lives, begin to recharge and initiate the process of planning for next year.



Richard Floyd
Music Director

At the same time there is that "teacher's inner voice" suggesting to us that this is the perfect time to reflect thoughtfully on the relative merits and effectiveness of our teaching over the past nine months. What did we accomplish? Where did we come up short? What did our students learn? Could we have been more musically focused? Were we successful in achieving our goals? What could we have done better? The list goes on.

As we spend our last ration of energy on bringing closure to the year it is difficult to find the time or passion for meaningful evaluation. Do we surrender to the "person" who just wants to get it over with or do we embrace that part of our psyche that is committed to "raising the level" for the coming year?

If one wishes to accept the challenge of evaluation it is necessary to determine the basis for such self-appraisal. What is it that measures our success? What factors truly determine if our students grew musically and were enriched by the activities and achievements of the year?

It is tempting to measure success on the basis of contest ratings and positions earned in various district, region, area and state performing organizations. These accomplishments comfortably translate into tangible evidence of teaching prowess. Yet, such achievements tend to mark only one dimension of the true values of music instruction. They provide at best a "snap shot" of individual or ensemble performance skills. Important? Yes. The essence of music education? Hardly.

You see, there is ample evidence students can "perform well" yet not understand the music they have prepared or develop a deep and lasting appreciation of music as a true and enduring art form. If competition is the primary motivator and sole measure of achievement then the thrill is not likely to come from making music or establishing a musical connection but rather from the act of competing successfully.

In such a setting it is possible for students to "recreate" the notes, rhythms, and harmonies of a given score with good precision, balance and intonation yet have little or no knowledge of the work or its composer. Of greater consequence, students can live the contest experience and yet develop no real appreciation or understanding of music as the great gift to mankind that it is. The bottom line: competitive achievements as we currently know them do not tell the whole story.

Thus the more important question becomes "Are the students inspired by the process and enriched intellectually and artistically because of the experiences they have in the rehearsal hall and concert stage?" How one answers this question tells far more about one's teaching success than any mass array of contest achievements. Yet, there is no simple measure that permits one to determine quickly or easily his or her effectiveness in meeting this lofty challenge.

Since there is no objective measure of our success in this area of intangibles the focus of the question must change once again. Perhaps one should ask, "How do I teach?" An easy option is to "teach to the test." We see it in our schools every day as a steady stream of "test results" is spewed forth to be lauded and bashed by the media. Yes, one can easily "teach to the test" (or should we say "contest") in music. Determine the metronome markings, identify the technical hurdles, turn on the tuner and begin the drill. With perseverance and determination the "product" will begin to take shape. Yet, is any independent musical learning taking place? Not according to Pablo Casales who said, "The art of teaching is the art of assisting discovery."

Barry Green agreed. "My teaching used to be a little on the cautious and controlled side—perhaps even a little boring. My teaching style has shifted from over

instructing my students to coaching them to learn from their own experiences," he said.

If we sincerely want to lead our students down a road of discovery then a principle part of any evaluation process must include an examination of how we teach. We must analyze our teaching style to determine if we actually involve the students in the decision-making process and create in them a sense of ownership in the music or simply instruct them to respond to a set of directives.

It has been said the primary role of education must be to teach students to think for themselves. We must make sure our approach leads students to think for themselves and make musical decisions that can be transferred to other musical settings. In so doing we are increasing the odds students are engaged in the process of truly discovering and experiencing genuine music making.

How we teach can also be measured against the following premise submitted by William Arthur Ward. "The mediocre

teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." Yes, it is possible to achieve a high degree of performance skills by telling, explaining and demonstrating. But only through inspiration does the true "magic of music" become a reality for the student. That must be the goal for each of us as we evaluate our past successes and prepare for the challenges of tomorrow.

So as we bring closure to the 2001-2002 school term let's resist the temptation to simply "shut down" and mark the days off the calendar. Listen to that "teacher's inner voice." Budget both time and energy for thoughtful reflection and critical analysis. As teachers we all must ask, "were we content to tell, explain and demonstrate?" Or did we truly inspire?

If inspiration is the focal point of our efforts we have the potential to create a "musical connection" with our students that will offer assurance that music will remain an integral and valued part of their adult lives.

"The mediocre teacher tells."

"The good teacher explains."

"The superior teacher demonstrates."

"The great teacher inspires."

William Arthur Ward

Music adjudicators see similarities with Olympic judges

By James Edwards
TMAA President-Elect

Never before has the subjective judging of an activity been under more scrutiny than the judging of the paired figure skating competition in the Winter Olympics in Salt Lake City. It was interesting to hear all the commentators discuss technical merit versus artistic expression, amount of time spent on the same routines, number of individual mistakes versus difficulty level, selection of outfits, exchange of judges' favors, history of the judges' preferences, and so on and so on.

Doesn't this all sound so familiar? All of this is so relative to what we do as judges in UIL music contests. And with all the speculation, discussion, and criticism involved in a music contest, it remains our charge to judge only the performance on the day and time of the competition with integrity and honesty.

This presents a challenge, particularly when judging non-varsity ensembles. Do we "cut them slack" because they are the second or third group? Do we overlook basic fundamental weaknesses because they obviously just don't have the required skills? Do we grant them success just because we know they really want it so bad? The

answer to all of these is NO.

This brings up the difficult challenge for directors of programming for non-varsity groups which is often more difficult than for varsity. So often we use the pieces we select for our varsity groups as motivational tools for the entire contest season. The sense of pride students get from working on difficult selections can often help immensely with motivation in the course of contest preparation.

This approach is usually so successful with the top performers that directors many times expect the same level of inspiration for all groups. However, this technique can easily result in serious over-programming for non-varsity ensembles.

As directors, we must select music for our non-varsity students for which they can gain complete ownership. Are the ranges of the music too extended for the students' voices? Are the harmonies too complex for their level of ear-training? Are the bowing styles required too advanced to achieve the correct style and sound? Are the transitions into remote keys too mature for the students to command the tuning tendencies for their instruments? Are the technical demands so great the students must wrestle with them to a point they cannot play with

good intonation and tone? As judges we must judge performances on their own merit, even if the music selected is far too difficult.

There is no good reason why ratings in non-varsity competition should be much, much lower than in varsity competition, except that the music selected is far too difficult for the students. The Prescribed Music List is a well thought-out document that accommodates all levels in any classification. As the old saying goes, "we directors pick our rating when we pick our music." It remains the judges' responsibility to judge on the same standard through all levels and classifications. One of the remarkable features of UIL Music Contests is that every ensemble can earn a first division.

It has been my pleasure to serve TMAA as president-elect and I wish to compliment president Leland Sharrock and past-president Kathy Fishburn for their excellent leadership. Also, a special acknowledgment goes to Dr. Jay Dunahoo, executive secretary. His tireless work has brought our organization to a new level of professionalism which will benefit not only our membership, but the students who compete all over the state in music contests. Have a great contest season and a restful summer.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

**ADDRESS TMAA
CORRESPONDENCE
TO:**

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

Golf qualifiers must come from top six winners

PUBLIC REPRIMANDS

BASKETBALL

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

BASEBALL

Ashby Porter,
Paradise
Rod Moore,
Texarkana, TX HS

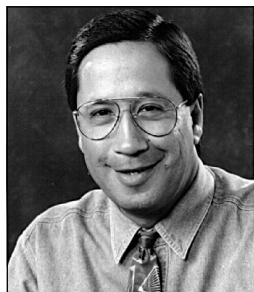
SOCCER

Dennis Vansa,
Silsbee

This is not an attempt to beat a dead dog, but last month I wrote about golf and some of the problems, despite our best intentions, we create for ourselves. We should also talk about the individual qualifiers (medalists) from district to regional and regional to state.

The discussion may have been more timely last month, but maybe it will do some good while golf is still fresh on most of our minds.

Who qualifies to the next level? Let's work backwards for maybe a clearer understanding of this rule. NO



Peter Contreras
Athletic Coordinator

ONE that finished seventh or higher can qualify, without exception. No way, no how. Never. No situation exists where the seventh place finisher advances.

Go ahead. Knock yourself and try to come up with a situation. Regardless of what you come up with, it's not going to happen where the seventh place finisher advances to regional or state. For example, let's say the top six golfers at district all get ruled ineligible before regionals. Do the seventh and eight placer finishers now advance since the first six are not eligible? Nope... they did not finish in the top six.

The intent of the rule was to create a situation where an additional GOOD golfer, not on one of the two advancing teams, can compete at the next level. It was not two teams and two different individuals. There had been, probably still are, situations where a golfer that shot 74 or 75 is left at home. The line in the sand had to be drawn somewhere, and it was drawn at six place. Theoretically, to take the top golfers not on an advancing team could allow the 11th and 12th place finisher to advance. What do you think realistically their chances are at the next level?

Confusion also seems to exist about ties as they relate to sixth place. What if you and I tied for sixth place and you are on an advancing team, do I get to advance to regional? Not so quick. I have not finished in the top six. We have to have a playoff, and if I win, then I have finished in sixth place. You must break that tie for sixth place.

State Golf Championships

Practice Round Tee Times

All schools, except Conference 3A & 5A, must call Peter Contreras at the UIL office at the designated time to make tee times for a practice round at the state tournament. **Schools should call (512) 471-7091 between the hours of 7 a.m. - 11 a.m. on Monday, April**

29. Consideration will be given to those schools traveling the longest distance.

Practice round tee times have been blocked from noon until 4 p.m. Sunday, May 5 (the day before the first round). Schools wishing to play a practice round on any other day should make those arrangements with their respective golf course. Please remember a player has only one practice round at the state tournament course once they have qualified for the state tournament.

Conference 3A & 5A schools can call the Jimmy Clay/Roy Kizer Pro Shop (512/444-0999) Saturday, May 4 for their Wednesday practice round time. Please note that only one hour during the school day can be used for a practice round. Practice round tee times have been reserved for those schools on that day.

Green Fees

Practice Round Green Fees:

(Sunday)

Morris Williams Golf Course	\$16.50
Jimmy Clay Golf Course	\$17
Roy Kizer Golf Course	\$30

(Wednesday)

Jimmy Clay Golf Course	\$6.75
Roy Kizer Golf Course	\$24
State Tournament Green Fees (per day)	
Morris Williams Golf Course	\$14
Jimmy Clay Golf Course	\$14
Roy Kizer Golf Course	\$14

Coaches Meeting Schedule

Sunday, May 5

5:30 p.m.	Morris Williams Golf Course
6:15 p.m.	Jimmy Clay Golf Course
7 p.m.	Roy Kizer Golf Course

Wednesday, May 8

6:15 p.m.	Jimmy Clay Golf Course
7 p.m.	Roy Kizer Golf Course

State Softball Tournament May 30-June 1		
May 30 Semifinals - Session 1 8:30 am 1A 11 am 1A	May 31 Semifinals - Session 4 8:30 am 3A	June 1 Finals - Session 8 8 am 1A
Session 2 2 pm 2A 4:30 pm 2A	Session 5 11:30 am 4A 2 pm 4A	Session 9 11 am 2A
Session 3 7:30 pm 3A	Session 6 5 pm 5A	Session 10 2 pm 3A
	Session 7 8 pm 5A	Session 11 5 pm 4A
		Session 12 8 pm 5A

College baseball playoffs scramble high school games

Change is the key word for the state baseball tournament. With the change in dates for the NCAA baseball tournament super regionals, there is now a conflict with our dates. The University of Texas continues to be a tremendous host for the UIL baseball championships.

However, because of the possibility the Longhorn baseball team may be hosting a super regional, adjustments to our dates were necessary (See the insert on this page for the dates, times and places of the state baseball tournament games). The tournament is going to run from June 5-8 at Disch Falk Field and the Dell Diamond in Round Rock. Times for the games at Disch Falk will not be announced (TBA) until the University of Texas is notified about hosting a super regional series.

The hospitality and hard work of the UT athletic staff and Reid Ryan, Jay Miller and the Round Rock Express staff have made the baseball championships a great experience for all involved. UIL staff will continue to monitor the NCAA baseball championship dates and make corresponding alterations to our dates as warranted.

As we get ready for the baseball playoffs, coaches and schools need to be aware of playoff procedures. Those schools advancing to the playoffs should receive a packet of information from your district chairman.



Mark Cousins
Assistant Athletic Director

If schools play a two-out-of-three elimination series, the first game may be played prior to Friday, provided there is no loss of school time traveling to or participating in the game.

A two-out-of-three series that does not get a complete game in by the end of the day Friday automatically reverts to a one game series. This means that if game one

of a series has been suspended and cannot be completed by the end of the day Friday, the winner of that completed game will advance.

If one game is played and a second game cannot be played because of weather, then the winner of the one game advances to the next round.

If two games are played (and split) and the third game cannot be played on Saturday because of weather conditions, then the third and deciding game should be played on Monday of the next week. Schools in Conference 1A may not extend past Saturday without permission when the next round certification date is a Tuesday.

Schools playing a two-out-of-three series should set parameters for the series prior to the first game. The parameters should include how the schools will handle weather problems and delays. Things such as how far the schools will travel to find an available field, giving up home field advantage, etc. must be discussed before one team gains a position of advantage after the first game is completed and weather becomes a factor.

RAIN (BAD WEATHER) POLICY FOR BASEBALL AND SOFTBALL PLAYOFFS. Teams may not play after the deadline for determining a district representative unless the following conditions are met:

- Every effort must be made by both teams to determine the winner before the deadline.
- If weather conditions make this impossible, notification must be given to the UIL and potential next round opponents (or opponent). Example: District 1 runner up and District 2 third place find they cannot get

State Baseball Tournament	
Wednesday, June 5	
Disch Falk Field	
TBA	1A Semifinals
TBA	3A Semifinals
Thursday, June 6	
Disch Falk Field	
TBA	1A Championship
TBA	3A Championship
Dell Diamond - Round Rock	
10 a.m.	2A Semifinal
1 p.m.	2A Semifinal
4 p.m.	4A Semifinal
7 p.m.	4A Semifinal
Friday, June 7	
Dell Diamond - Round Rock	
10 a.m.	5A Semifinal
1 p.m.	5A Semifinal
4 p.m.	2A Championship
7 p.m.	4A Championship
Saturday, June 8	
Dell Diamond - Round Rock	
noon	5A Championship
<i>times for games to be held at Disch Falk Field are dependent upon NCAA Super Regionals, which may be held there, the home to The University of Texas at Austin baseball team</i>	

School budgets may cause cuts in athletic departments

Look quickly! Another school year is nearly complete. Regardless of whether this makes you happy or sad there are some important tasks we must undertake.

Coaches need to complete the inventory of equipment as required in most districts. Remember that equipment purchased by the school is school property. Simply giving old equipment to your athletes at the end of a season is not only fiscally irresponsible it is also considered to be a violation of the UIL amateur rule.

What do you do with your pile of used sweat socks, smelly shoes and other used athletic equipment. Don't be sarcastic and ship them to the UIL offices. Announce to the entire student population that used equipment will be made available on a first-come first-serve basis. Better yet, donate unwanted gear to groups like the Salvation Army, Goodwill Industries, etc.

If you have game uniforms that have been handed down once too often, they may be sold. However, these also have to be made available to the student body, not just athletes. If an athlete wants to purchase his/her jersey they must pay the replacement cost of the item.

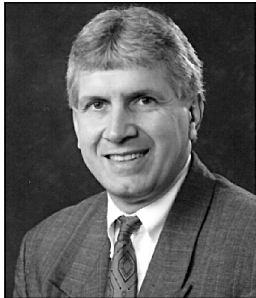
As schools face budget short falls for the 2002-2003 school year it is imperative coaches take proper care of equipment and salvage as much as possible. Frugal spending will help superintendents pay the bills.

If a coach can stretch another year out of a set of uniforms this would be a great year to do so. Buying a new set of uniforms puts a spring in everyone's step. But, unless it is absolutely a necessity, help the district by using those uniforms one more year.

Budgeting will be critical as has been mentioned. As districts face one financial crisis after another coaches need to do their part. While it is truthful to say that the athletic budget makes up less than two percent of the overall district budget, it is also true this is where school boards begin when cuts must be made.

Many districts are facing reductions in force. This means some coaches will be out of jobs. If we can work together to save as many dollars up front perhaps we can salvage as many positions as possible.

When working on the athletic budget for the new



Charles Breithaupt
Athletic Director

year try to cut as many expenses as possible. Scheduling games closer to home is always a valuable tool in slashing budgets. Transportation is expensive. Is it really necessary to schedule games or tournaments that require an overnight stay?

Many claim that overnight trips are okay because the team or its booster club is raising the money and the school is off the hook for the expenses. But just how much can local business and individuals continue to give in times of economic distress?

The whole issue of the economics of school athletics has come under attack. Many have said that athletics belong outside the school day. Critics also say that schools should not provide equipment, transportation or build athletic facilities. These same critics believe schools should hire part-time coaches. This puts the profession of coaching in jeopardy.

Coaches should continue to support their profession by joining their professional organizations. When coaches attend conventions and clinics it is important for them to be conservative in their spending. Schools spend a great deal of money on in-service training for teachers. Allowing coaches to attend specialized clinics in their field has been extremely beneficial to the profession. For districts to continue this expenditure coaches need to make certain they are professionally responsible through their attendance. Use the clinic coaching school as an opportunity to learn not simply as a vacation.

There are numerous ways coaches can work to save their district money. It is easy to spend money that is available. But, unless we work together to cut unnecessary expenses, school administrators will be forced to make unkind cuts in athletics.

Armed with the fact that personnel costs make up approximately 80 percent of the budget, reduction in work force has become the area of attention for many bean counters.

Taking coaches out of athletic periods and putting them into more classrooms and in some cases eliminating the athletic period altogether has begun. We need to protect the athletic period if we are to salvage the type of athletic programs we have come to enjoy.

The athletic period in Texas allows coaches to be in contact with the athlete on a daily basis. Losing the opportunity to have one hour per day to work with student athletes is potentially devastating to athletics and to the school structure as well.

Imagine athletics held strictly after the end of the

school day. How will coaches monitor the progress of students? Who then becomes concerned with the athlete who is falling behind in his/her class work? Who monitors the behavior of these student-athletes?

Certainly athletics could be held after school. But, what happens with the facilities? Empty gym and locker rooms soon become so crowded after school that many districts are forced to drop teams. Fewer teams means fewer participants. Fewer participants means fewer opportunities for young people to grow through the benefits of sports programs.

Going the way of "after school only" in athletics is the norm in many other states. However, in many of those states the combination of part-time coaches and loss of school day athletic periods relegate most programs to club status. The coaching profession as we now know it could become a thing of the past unless we scrutinize every area of the financing of school athletics.

So what can schools coaches do to cut costs in athletics?

1. Limit travel, especially trips that require overnight stays.
2. Limit meals on trips. Ask student athletes to bring a sack lunch when possible.
3. Use school uniforms an additional year. Is a new set of jerseys necessary or can the team get by with last years gear?
4. Many schools are requiring fees of \$100-\$300 per athlete to participate.
5. Require students to purchase their own practice gear and shoes when possible.
6. Inventory and properly store used equipment. Proper care and accounting can save schools money.
7. Be willing to take on additional duties as assigned. Unless we fill the voids created by economic disparity the district could create less desirable alternatives (fewer coaches, fewer programs, athletic budget cuts, etc.)

These are a few suggestions coaches may or may not choose to adopt. Regardless of the action taken change will take place in 2002-2003. Every step taken today by individual coaches may protect athletics as we know them tomorrow.

2002-03 National Federation Volleyball Rule Changes

4 NOTE Prior to the match, officials shall meet with the head coaches and captains to discuss sportsmanship expectations. At this meeting, coaches shall verify all their players are wearing legal uniforms and equipment.

Rationale: Consistent with other NFHS rules books.

7-7-7 Players shall not wear body paint or glitter on their hair, face, uniform or body.

Rationale: To support the interpretation that was given to officials but was not supported in the rule book or case book.

5-5-31 Notify the umpire when a team has used it 15th, 16th, 17th and 18th substitutions.

Rationale: Opens communication to avoid error. Consistent with substitution rules.

5-5-3n Notify the official when a team reaches game point.

Rationale: Opens communication to avoid error.

2-2-2 Two minutes prior to the end of a timed pre-match warm-up, a coach from each team shall submit to the scorer an accurate, written line-up of the uniform numbers for the six players in the floor positions they occupy at the start of the game.

Rationale: To clarify that the position of the players on the floor as submitted on the written line-up indicates the serving order. The act of circling the first server is only a courtesy and has no bearing on designation of first server.

9-5-2cA back row player shall not be called for a foul or a penalty until the ball has completely crossed the net or is legally blocked by the opponent.

Rationale: This clarifies to the official that the ball is considered to have crossed the net when it has passed beyond the vertical plane of the net or is legally blocked (9-4-4).

12-2-5b During any dead ball, ask the umpire to review the accuracy of the score, verify the number of time-outs used or the serving order of his/her team, or to verify the proper server for the opponent.

Rationale: The rule will specify to whom the request may be made.

Baseball playoffs signal chance to review rules

continued from page 10

their playoff decided by the deadline. They must notify the District 3 runner up and District 4 third place representatives and the UIL that they will extend the deadline.

Extreme scheduling difficulties such as those mentioned above could result in a coin flip determining the representative to the next round.

Every effort must be made to get the representative decided on time. This includes obtaining neutral sites and finding any available field. This could mean giving up a home field advantage if another field is playable.

A team ending a playoff round on Monday or Tuesday cannot be forced to play on the day following their deciding game. A team completing a playoff round on Saturday (either a single elimination or two-out-of-three) cannot be required to flip for a playoff date prior to Wednesday.

Teams scheduling either a single game or two-out-of-three series and cannot get the game(s) in until Monday because of weather conditions do not have to play until Wednesday of the next week unless both schools agree.

If a two-out-of-three series deciding game or a single game must be played the following week, the game should be scheduled on Monday. Then if weather does not permit, reschedule the next day, etc.

A team cannot be forced to flip for a time that would prevent them from attending graduation. Schools cannot be required to play a playoff game on a night prior to final examinations.

If both schools have concluded their school year, they may play a two-out-of-three series on any day. Example: Both schools are out for summer vacation on Thursday afternoon. They could schedule games Thursday after school.

Schools determining their district representative or playoff round winner after the certification date for that round do not have to get permission from the next round opponent.

The 10-run rule is enforced in all playoff games.

Suspended Playoff Games. In all playoff games, a suspended game shall be continued from the point of suspension at a later time.

Good luck to all schools as they move toward the end of the school year.

ELEMENTARY/JUNIOR HIGH

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

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

EDITORIAL WRITING

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

DICTIONARY

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

ART CONTEST

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

HIGH SCHOOL

SECTION 409 (a)

Promotion means that a student has been academically promoted from the previous grade level by officials in an accredited public or private school. Students who are enrolling in a UIL member school from home school or an unaccredited private school must pass all courses for the applicable grade evaluation period before they become eligible seven calendar days later.

CORRECTION TO THE ACCOUNTING CONTEST IN REGARDS TO APPROVED CALCULATORS

The following calculators may NOT be used for the Accounting Contest: Hewlett-Packard 11C, 15C, 20S, 20SII, 32S, 32SII. These calculators are incorrectly included in the list of approved Accounting Contest calculators in the 2001-2002 C&CR, Section 920(h)(3). Section 920(h)(1) clearly states: Non-Programmable Calculators only. These HP calculators are programmable and, therefore, disallowed for the Accounting Contest.

SECOND PLACE TEAM POINTS

addition to 902(m) Schedule of Points — it is not noted in the

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

HIGH SCHOOL SPELLING & VOCABULARY

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

HOUSTON HS

The State Executive Committee issued a public reprimand to Douglas Kelt, Mike Roberts, Antonio Lara, Maurice D. McGowan, James Jasper, Max Wilson and John Kauffman, Houston High School and placed them on probation through August 2, 2002, for violation of the Football Plan, Section 1250 (e). The committee also upheld the two-game suspensions imposed by Houston ISD.

CORPUS CHRISTI MILLER HS

The State Executive Committee placed Mr. Kevin Wall on probation through August 2, 2002, for violations involving the boys' basketball program.

EL PASO BURGESS HS

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

ROBSTOWN HS

The State Executive Committee suspended Coach Steve Castro from the first five district baseball games of the 2000-01 school year and issued a public reprimand with probation through February 27, 2003 for violation of Section 481 (Gifts or Awards to Sponsor or Coach).

CARROLLTON TURNER HS

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

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.

NAZARETH HS

The State Executive Committee issued a public reprimand to Mr. Ralph Albracht with probation through August 21, 2002 for violation of the baseball pitching limitation.

FORT WORTH EAGLE CHARTER SCHOOL

The State Executive Committee issued a public reprimand to Eagle Charter School, with probation through August 21, 2002 for failure to participate in spring meet activities during the 2000-2001 school year.

BROWNSVILLE LOPEZ HS

The State Executive Committee issued a public reprimand to Mr. J. J. Garcia with probation through August 21, 2002 for being ejected from a contest while on probation (Section 1208 [j] 3).

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee suspended Prepared Table Charter School from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

DALLAS JEFFERSON HS

The State Executive Committee issued a public reprimand to Jefferson High School with probation through August 21, 2002 for failure to participate in one-act play during the 2000-2001 school year.

DALLAS SPRUCE HS

The State Executive Committee suspended Dallas Spruce High School from one-act play compe-

tion for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

DALLAS SCHOOL OF EDUCATION AND SOCIAL SERVICES

The State Executive Committee suspended Dallas School of Education and Social Services from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

HUMBLE HS

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

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.

HOUSTON PREPARED TABLE CHARTER SCHOOL

The school's membership with the University Interscholastic League has been terminated for the 2001-2002 school year for failure to pay membership dues.

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.

GROESBECK HS

The State Executive Committee issued a public reprimand to Groesbeck High School for excessive celebration following One-Act Play competition.

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.

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