

Leaguer

Leadership Excellence

Southwestern Bell recipients prove students are main goal of education

It has become a tradition for at least 15 educators in the state to plan at least one annual trip to Austin each year because they do so well in UIL competition they know they will be coming to Austin for state contests. These educators, recognized as the elite of the elite, have been named as Southwestern Bell Sponsor Excellence Award recipients for the 2001-2002 school year.

Of the 15, 10 represent academics, three athletics and two music

A panel of judges representing the areas of music, academics and athletics selected the winners from nominees submitted by school principals and superintendents statewide.

Southwestern Bell will provide each recipient with \$1,000 and a symbolic memento.

In its 11th year, the UIL-Southwestern Bell Sponsor Excellence Award seeks to highlight the contributions of UIL sponsors. The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extra-curricular talents to the highest degree possible within the educational system, while helping to keep their personal worth separate from their success or failure in competition.

“Motivating one’s self is the key. We must have a strong desire for each child to maximize his or her abilities.”

**Judy Childress,
Dulles High School, Sugar Land**

“The benefits of interscholastic competition and student performance are made possible by dedicated directors, sponsors and coaches,” UIL Director Dr. Bill Farney said. “The University Interscholastic League salutes all of these



photo by Dustin Trevino, Bridge City High School

outstanding educators.”

The UIL-Southwestern Bell Sponsor Excellence Award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, a director of the Cain Foundation. The partnership between Southwestern Bell and the UIL began in 1997. Through this union, Southwestern Bell joins the UIL in its efforts to strengthen and promote the role of extra-curricular activities in Texas. Southwestern Bell’s support not only enhances the quality of the Sponsor Excellence Award but of all UIL programs.

The UIL-Southwestern Bell Sponsor Excellence Award recipients for 2001 include:

**Linda Alderson
Boling High School, Boling**

Alderson has been involved in public school education 14 years and previously taught at Wharton County Junior College 11 years. Before coming to Boling, she directed the one-act play at El Campo seven years. While at Boling, she has

sponsored the speech events at four years and has served as UIL Coordinator two years. She is also active with the Texas Speech Communication Association and is a member of the regional advisory committee. She, too, serves as a judge at the state speech tournament.

“Although winning is much more fun than losing, winning cannot be the measure of success of a school’s competitive program,” Alderson said. “What we teach as coaches, whether in the classroom, at the speech tournament, on the football field, or while preparing band contests is much more valuable than winning that trophy that later fills our closets and gather dust. We must teach students to think critically.”

Her principal sees the dedication she has for her students.

“I must admit she is the most dedicated, hard working sponsor I’ve ever worked with,” Boling High principal Wade Stidevent said. “She is solely in it for the students. She maintains high academic standards for her students,

Proper Equation

Before she selects her math team, Southwestern Bell Sponsor Excellence Award winner Faye Parish of Bridge City High School instructs her students on basic math skills. From there, she begins selecting the fortunate few who will have the opportunity to compete in UIL and possibly advance to state. Parish has been successful in taking students to state. In the last 10 years, Parish’s teams have shown success in the different math competitions, and in fact have advanced to state in one or more of the three math contests. The Calculator Applications team has placed first at district for 10 years.

despite being very active within the school and in the community.”

**Judy Childress
John Foster Dulles High School,
Sugar Land**

Childress, who has been at Dulles High School 17 years, has had 16 All-State choir members and 300 All-District and All-Region singers. She has been named as campus “Teacher of the Year” numerous times and been recognized as the district’s “Teacher of the Year,” also.

One parent saw Childress’s qualities. “You are a treasure among teachers,” the parent said. “Great teachers transform lives. We know you are gifted in your ability to see the potential in our children and transform them into something they could only dream of.”

Competition, too, is a major idea in her vocabulary as Childress emphasizes “be aggressive, be aggressive.”

“Competition is important individually,

Challenges

With new realignments, schools face different situations in scheduling



The 2002-2004 UIL realignment, released Feb. 4, defines the growth of Texas school population.

Since 1976, Conference 5A has jumped from 1,220 to 1,910. Conference A was 124 and below in 1976, and has now moved to 179 and below. Other factors have skewed the population more toward large metropolitan areas with declining population in rural areas.

Twenty three schools dropped from 5A to 4A and 25 from Conference 2A to 1A.

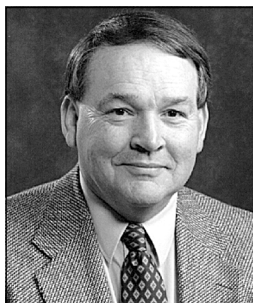
School superintendents recognized several years ago the expanding range between the smallest and largest Conference A schools and created two divisions in basketball. The addition of a third team in the playoffs has partially offset the advantage of larger schools over smaller enrollment schools in the same conference. And in football, where size discrepancy creates a definite advantage-disadvantage, the two division champions in 2A through 5A have received majority acceptance.

Any distribution of almost 1,300 high schools into five conferences does cause some problems. Extreme travel is a reality that continues to frustrate. The 300-mile trip from Amarillo to San Angelo seems ridiculous, but in reality could be the best solution to that problem.

Rockwall and DeSoto going to East Texas for football is another example of population shifts. Both Marshall and Nacogdoches dropped into 4A. Travel is somewhat modified in that the two metroplex schools move back into the Dallas-Fort Worth area for other activities requiring mid-week (school night) trips. But for the four East Texas teams remaining for basketball and all other activities, it will require creative scheduling to keep their teams playing while schools in other districts are playing district games.

For example, as some Conference A schools now do, a third district game with the same school might be necessary.

Charter schools have complicated the picture as more of them are participating. We hope these schools improve their participation and especially recognize the hardship placed on other schools when charter schools sign up to play, but drop out leaving open dates or stop playing during district schedules, leaving schools behind with no games to play. It is especially important that charter schools learn the rules and abide by them.



Bill Farney
UIL Director

With the new alignment comes new opportunity for all schools to envision new ways to save on travel, while assuring youngsters of solid competition. Other states face travel problems and have accomplished maximum playing time with careful planning (e.g., utilizing non-school nights for long trips; making sure buses are full with different teams traveling together).

In 1967, I inquired about a coaching job in McCamey.

They were in the district with two El Paso area teams. Omitting Tuesday night travel, they scheduled Friday night and Saturday 2 p.m. games in El Paso one year. Then the next year, the El Paso team came for Friday-Saturday nights in McCamey. The hotel costs and meals were cheaper than the additional trip.

Other tactics can be used in an eight-team district where four teams are geographically removed from the other four. Tuesday night games can be played with the closest teams and Friday nights used for travel to the farthest schools. Baseball double headers can also be utilized to save travel costs.

While some inconvenience is bound to occur, coaches should convince their parents and patrons that every tactic is being used to minimize expense and loss of class time.

Someone asked about adding a sixth conference to help equalize disparities in school size. This concept has been studied at least four times in the past 20 years.

Every time the result of study leads to many travel situations similar to those facing Districts 2-5A and 11-5A. The proposal sounds simple, but reality does not permit a district with one Amarillo school, two from Midland-Odessa, and one or two from El Paso being in the same district.

In the last study completed, Temple and Longview were in the same district. It is simple mathematics. Take 225 schools, divide them into two conferences, and the distance between the schools increased because they are now driving past — but not playing — schools to get to more distant opponents.

A proposal was made four years ago to simply put schools in a conference, let them get their own games without being assigned to a district, then at the end of the season, take the schools with the best records and put them in the state playoffs. Would you care to justify this method to parents and the public?

This country is in a recession. State revenues will be less. School budgets will be impacted. Every new realignment draws attention to expenses of interschool competition. This year will be no exception.

There will be those who question expenditures for extracurricular programs. Some will be extremists. Some will simply be asking, "Can we do it cheaper?" And, yes, some will question the value of schools having activities.

Now, more than ever, school administrators, parents and coaches need to review and expound the values of interschool performance and competition.

Our staff has material that can help. Contact

them. Do not take for granted any good situation you have. You will probably have to defend all expenditures.

If you were asked to drop two sports, two academic contests and two music activities, how would you respond? What reasons would you give for dropping any activity? Would the decision be based on whether or not the activity produces revenue? Would you consider just dropping those sports in which students are participating heavily on non-school teams?

Our view at the League office is that all activities are unique and serve a significant purpose for students. But, there are probably other specific reasons to find value in all activities. We better find those reasons, keep them close to our hearts and gather our friends around us in support. Our ability to convince complete strangers of the value of extracurricular programs could be the difference in keeping them.

Finally, a thank you. Thank you for understanding what our staff goes through every realignment. We try to place ourselves in your shoes, to walk with you and see your challenges. Thank you for being educators, because above all else, we must be.

It is the positive things we impart to youth that gives their generation hope. Thank you for disagreeing with us. It is healthy. Have you ever disagreed with yourself? We question ourselves, and then try to get better. Thank you for approaching your jobs with dedication.

The dreams of August may not bear visible fruit at graduation in May. But if the seeds of effort and education are imparted to your students, they will surely bear fruit someday. This is the victory for educators - that not everyone can see — but will eventually make that significant difference.

With the new alignment comes new opportunity for all schools to envision new ways to save on travel, while assuring youngsters of solid competition.

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The Beauty of the Journey

Winning and losing are not the only important parts of the game

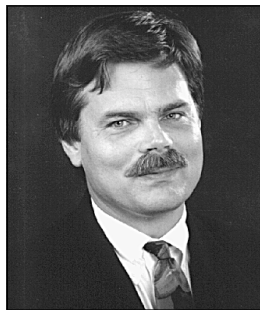
Many of my fondest memories revolve around sports, either as a player, fan or coach. Many of my strongest friendships were forged on a football field or tennis court. My life has been indelibly molded by my involvement with athletes and athletics.

I've enjoyed every range of emotion possible

— from a 13-1 record my senior year in football to a 3-13 record as a rookie coach of my 8-year-old daughter's kickball team, from mopping the floor with my youngest brother in two-on-two basketball to continuously falling to him three or four years later in tennis, generally prompting me to smash my fancy Bjorn Borg Donnay racquet into the net or hurl it in disgust over the chain-link fence at White Oak High.

I cried when the Dallas Cowboys lost to Baltimore 16-13 on a last-second field goal in the 1969 Super Bowl. The next year, they demolished the Miami Dolphins 24-7. I still get goose bumps when I read Tex Maule's story in *Sports Illustrated*, which I've saved.

I love sports. I appreciate the lessons young people learn by competing in sports, but I'm not lost to the damage that misguided adults can inflict on them as well. I survived a season when my stepson was coached by a



Bobby Hawthorne
Academics Director

man whose chief strategy seemed to be to berate and belittle his players. I've seen coaches run up the score on teams just to pad their stats for the rankings. I once coached against a woman who at a crucial moment in a key game instructed the slow girl to fake an asthma attack so she wouldn't have to bat. The lesson she taught her girls that day was clearly, "Anything to win."

Fortunately, I haven't encountered many like her. Most of the coaches I've known are like Bill Griffin, an old friend who died in June 2000 after a long illness. Bill and I grew up together in White Oak. His sister later married my brother. Bill and I played football together, were both members of the high school newspaper and yearbook staffs and later worked together as young sportswriters at the *Longview Morning Journal*. I went on to The University of Texas at Austin. He went to Louisiana Tech, but we remained close.

After bouncing around from one job to another, Bill became what he was meant to be: a teacher and a coach. He began by coaching junior varsity girls basketball, then became an assistant varsity coach, finally became head football coach and athletic director at Danbury, a coastal town just south of Houston. In terms of wins and losses, he wasn't all that successful. In terms of helping young people grow and mature, he was a triple Olympic Gold Medalist. Bill loved young people, loved joking with them, loved challenging them to suck it up and deal with it, regardless of what "it" was.

Bill was the kind of man every parent wants to coach his child because the lessons he taught — particularly

those he taught about grace, generosity and strength in his final days — will be with those children and with me the rest of our lives.

Of course, many don't conjure images of the Bill Griffins of the world when they think about sports today. It is an unfortunate result of the times that sports have become big business. A lot of us have grown weary of the "Show Me The Money," celebrity-driven, trash-talking, in-your-face, crime-and-scandal sodden coverage that dominates cable TV and talk radio, and we've grown cynical and disillusioned with sports, particularly professional sports. The Dallas Cowboys can win the next 15 Super Bowls in a row, and I couldn't care less.

But I don't feel that way about high school sports. I want my alma mater to win even though I don't know a kid on the team. I appreciate the young people who dedicate themselves to a team and a cause. I don't glorify high school athletics. It's not why we have school. But I admire the kids who hustle out there on those playing fields and courts. And I especially admire the men and women who coach them. Most aren't doing it for the money or the prestige. They're doing it because they love working with kids, to be a part of their lives during the trials and tribulations of any season.

A novice high school sports writer would do well to enter this world with a general appreciation of the efforts these young people and their coaches make. If and when he or she loses this appreciation, becomes jaded, sees only the bumps and potholes in the road and not the beauty of the journey, well then it's time to put down the pen and pad and try something else. Despite the occasional abuses, the times when fans turn into fanatics, scholastic sports remains one of the best aspects of the American high school experience. It's a profession full of men and women like Bill Griffin, and the lessons they're teaching last a lifetime.

Moreso, their stories deserve to be told.

Editor's note: This essay is the preface from Bobby Hawthorne's *"The Coverage of Interscholastic Sports,"* which is available from the UIL by contacting Randy Vonderheid at 512/232-7311 (fax) or rvonderheid@mail.utexas.edu.

Capital Conference set for June 28-29

The UIL's annual Capital Conference will be held June 28-29 at The University of Texas at Austin. Think of it as coaching school for academic sponsors and coordinators, speech teachers and elementary/junior high academic directors.

Like at the athletic coaching schools, this conference is the best way to have UIL academic coaches learn from the top educators in the business. More than 400 teachers and academic coordinators attended the 2001 conference, and the program this year promises to be the best ever.

Sessions will begin at 9 a.m. Friday, June 28 and will go until 4:50 that afternoon. Coaches will return Saturday for sessions from 9 a.m. - 1:30 p.m. Last year's program included the following sessions:

- For beginners only: how to build a winning UIL academic program
- Tips on raising funds, building morale, and recruiting students
- Organizing the district one-act play
- Building a winning math/science program and integrating it into your math curriculum

QA

Q: Several teachers who do not coach UIL events are concerned that our academic UIL members spend too much time studying for competition and are therefore in violation of the 8-hour rule. This concern does not involve concern for UIL interfering with other curricular requirements, just that the students are ineligible because they study too many hours after school. I went to the UIL web site and found practice guidelines for athletics but not for academics. Are there guidelines regarding meeting times, hours per week, vacation time, etc. that we are not aware of.

A: Since most UIL contests are curriculum based, it's impossible to "study too much." The 8-hour rule applies to all extracurricular activities. If a UIL coach conducted practices in excess of eight hours during the school week, he or she could be found in violation of state law. But if a student wishes to study the literature on the UIL literary criticism reading list for 20 hours, that's a personal choice and would not fall under the 8-hour rule.

2002-2003 Literary Criticism list announced

NOVEL

The Gates of the Alamo by Stephen Harrigan
2001 paperback, \$14. ORDERING INFORMATION: ISBN 0-14-100002-3, Viking Penguin, 1-800-788-6262. Address: Penguin-Putnam, 405 Murray Hill Parkway, East Rutherford, NJ 07073-3246
Texas Educational Paperback price: \$9.10

POETRY

Selected Poems by Edna St. Vincent Millay
Any unabridged printing of the poems is acceptable. All of the selected poems are found in *The Mentor Book of Major American Poets*, edited by Oscar Williams and Edwin Honig. 1998 paperback, \$7.95, Penguin, ISBN 0-451-62971-1, toll-free orders 1-800-788-6262. Address: Penguin-Putnam, 405 Murray Hill Parkway, East Rutherford, NJ 07073-3246.

The Mentor Book of Major American Poets price through Texas Educational Paperback: \$5.17

The following poems will be used in the contest. This collection of poetry has been used by UIL Literary Criticism for several years and will continue to be a source for American poets.

1. "Renaissance"
2. "Dirge without Music"
3. "Sping"
4. "The Ballad of the Harp-Weaver"
5. "Moriturus"
6. "Reuerdo"
7. "The Cameo"
8. "Lament"
9. "Elegy before Death"
10. "The Return"
11. "Conscientious Objector"
12. "Oh, Think I am Not Faithless to a Vow!"

13. "I Shall Forget You Presently, My Dear"
14. "Not with Libations, but with Shouts and Laughter"
15. "And You as Well Must Die, Beloved Dust"
16. "Pity Me Not Because the Light of Day"
17. "I Shall Go Back Again to the Bleak Shore"
18. "What Lips My Lips Have Kissed, and Where and Why"
19. "Euclid Alone Has Looked on Beauty Bare"
20. "To Jesus on His Birthday"
21. "On Hearing a Symphony of Beethoven"
22. "Love Is Not All, It IS Not Meat nor Drink"

DRAMA

Richard III by William Shakespeare
Any unabridged edition may be used for this contest. Two paperback editions are listed below: 1988 paperback, Bantam's Classics Series. ISBN 0-553-21304-0; \$5.95 toll-free orders, 1-800-726-0600 Bantam, 400 Hahn Road, Westminster, MD 21157. 2000 paperback, Pelican Shakespeare Series, ISBN 0-14-0711-83-9, \$4.95, toll-free orders: 1-800-788-6262. Penguin-Putnam, 405 Murry Hill Parkway, East Rutherford, NJ 07073-4256.

Richard III price through Texas Educational Paperback: \$3.86 (Bantam); \$3.22 (Pelican)

REFERENCE

To order from Texas Educational Paperbacks, phone 1-800-443-2078 or fax 1-800-437-7070. There are no shipping or handling charges.

Please prepay orders under \$10.

Authority for Part I test items on Literary History and Terms: *A Handbook to Literature*, 7th or 8th edition., Prentice Hall, 1996. Edited by C. Hugh Holman and William Harmon. ISBN 0-13-234782-2. This book is available only from Prentice Hall. Call 1-800-350-3693.

Prose, poetry category changes should not change research time

For most of us, change is seldom easy. Even when our present circumstances aren't the best of times, we often hesitate to change for fear we'll be welcoming in the worst of times.

It's the same thing every time new UIL prose and poetry categories are introduced. We may have gotten tired of southwest authors the past three years, but at least we had the birthplace documentation covered for Jon Erickson. Now UIL wants to change gears, forcing us to retreat from our filing cabinet of cuttings and approved documentation, sending us right back into the library!

Actually, the new categories for 2001-02 have been embraced much more readily than some the State Office has handed down in the past 40 years. However, I've gotten enough questions from coaches to convince me to



Jana Riggins
Assistant Academic Director

tation required of the student is a copy of the Library of Congress or Dewey Decimal classification or other published source such as the New York Times bestseller list that establishes the literary work as non-fiction.

What does this classification documentation look like and where do I locate it? Your first step is to open the original source. On the back of the title page, the copyright can be located. Also on this page is the Library of Congress cataloging data, which commonly reveals in its subject record paragraph whether the literature is fiction or non-fiction.

If your book does not specifically contain the term non-fiction, it may list one of the literary forms included in the C&CR description. If it does, this is adequate documentation. Be aware that if you wish to read from an autobiography, the Library of Congress will list it as a biography, since it does not distinguish between biography and autobiography. Therefore, in addition to this cataloging data, you will need to show the contest director that your literature is written from the first-person point of view.

What if my book doesn't list the work to be any of the literary forms in the UIL category description? Your next step is to consult the Library of Congress on-line. This easy-to-use web site can be accessed at lcweb.loc.gov. When you arrive at the site, click on "Search the Catalog." Select a search method by clicking on "Subj-Name-Title-Cal#." Enter either the author's name or title. This will bring up library information on your book where you can retrieve a brief record, subjects/content, full record or MARC tag. Going to full record will provide you not only with the the Library of Congress classification number, Dewey Decimal number, but also the subject label (i.e., memoir). If it lists one of the specific literary forms included in the UIL descriptive paragraph for category A, you can download the cataloging information to use as adequate documentation.

Sounds easy enough, but what if the Library of Congress doesn't list one of the sanctioned literary forms? Go back to your original source of the literature. Attempt to locate a statement published in the book that indicates it is a true account. Sometimes, the introduction to a book or the book jacket will include such a statement.

Don't give up if you don't find what you need. Remember that you are allowed to use other published sources for verification. Consult your school library's copy of *Contemporary Literary Criticism*, *Twentieth Century Literary Criticism*, and *Contemporary Authors*. Similar reference books can be helpful for documenting Category B such as *Fiction Catalog* and *Frank McGill's Critical Survey of Long Fiction*. Peruse the Internet links posted on the UIL speech page under the index, "Specific Questions and Rulings." *Booksinprint.com* provides an Advanced Search that allows you to filter titles through fiction and non-fiction. Work through your favorite search engine. Book publishing companies are an additional source to consult.

A few words of caution: My recommendation is to first attempt to secure the Library of Congress or Dewey Decimal subject cataloging for documentation. If that does not list the literary form, and you only have the call number, you will also need to print out the classification guide that proves the call number as fiction or non-fiction, depending upon which category you are documenting. This is critical! Most of the people running your district contests will be speech or English teachers, not library cataloguers. It is your responsibility to provide proof of what the number means and that it supports the category.

Deadlines for the CX State Tournament Results & Judging forms are due within 10 calendar days after the District Meet. Certification forms are due Feb. 21. There is a \$100 late fee should forms arrive after Feb. 21

2002-2003 CX Debate Topic Announced RESOLVED: That the United States federal government should substantially increase public health services for mental health care in the United States.

devote yet another article to provide clarity before district meets.

Let me begin by reminding every interp coach to have a personal copy of the current *UIL Prose and Poetry Handbook* and to review Chapter 4. Many of your questions have already been addressed in this publication.

Secondly, if you have not followed my *Leaguer* articles, go to the UIL web site and download the back issues. In each article, space has been devoted to answering common questions about the categories. Continue to examine upcoming articles. Be a regular visitor to the UIL speech web page to catch the latest additions to the *Frequently Asked Questions* concerning the categories.

Poetry has prompted very few clarifications. Generally, about the only questions sent to the State Office are whether a particular work is one long poem (Category A requirements) or a series of poems. Category B must be a program of poems by one poet.

It's the prose genre that has given rise to much confusion. The majority of questions focus around *Category A, Non-Fiction: First-Person Narrative* and its documentation requirements.

The describing paragraph for Category A indicates students must select a first-person narrative from one of the following forms: memoirs, autobiographies, diaries, journals, letters or essays.

The point of a first person narrative is that the author is writing about his or her actual experiences. Documen-

Need help finding speech judges for your district or invitational meet? UIL now provides an on-line judging database to assist you on the speech web page.

EXTEMP TOPICS

INFORMATIVE

1. What steps is the United States taking to defend itself against bio-terrorism?
2. How does the geography of Afghanistan affect the war on Al Qaeda?
3. What catastrophic national problems are Argentina's new leadership facing?
4. Why did Enron collapse?
5. What is the latest in Kashmir's bloody legacy of conflict?
6. Who is Steven Ambrose?
7. More death and destruction in Congo: what's the latest?
8. Who is the Abu Sayyaf and what does the group he represent want?
9. What are the elements of President Bush's education bill?
10. What is Governor Rick Perry's platform in his campaign to retain Texas' top job?
11. What is Sean O'Keefe's vision for NASA?
12. Afghanistan's future: what are the plans for a stable government?
13. What are the achievements of the international space station?
14. Energy deregulation in Texas: what is the projected outcome?
15. What is included in the airline rescue package?
16. Africa's battle against Ebola: what are the latest details?
17. Why is the U.S. increasing its pressure on Yasser Arafat?
18. What makes the Enron bankruptcy different from other major financial failures of the past decade?

PERSUASIVE

1. Will the Enron scandal lead to campaign finance reform?
2. Does the recent sale of basic goods to Cuba signal a thaw in U.S.-Cuban relations?
3. Can the 2002 Winter Olympics be made safe?
4. Was President Bush's State of the Union Address successful?
5. Will Tyrone Willingham be able to meet the challenges before him?
6. How far should Russian President Vladimir Putin go in his shift to the West?
7. Will state control of Philadelphia schools improve the quality of education?
8. After bin Laden: what should be next for the international coalition's war on terrorism?
9. Will lack of progress on campaign promises lead to the fall of Mexican President Vicente Fox?
10. Can Michael Bloomberg carry out Rudolph Giuliani's commitment to rebuild New York City?
11. Should medical research go forward on creating human embryos?
12. Should Vanessa Leggett have served jail time in Houston?
13. What should be the fate of John Walker Lindh?
14. Is the recession ending?
15. Should the U.S. remove its troops from Saudi Arabia?
16. Can the airlines meet the requirements set forth in the Aviation and Transportation Safety Act?
17. Are the efforts by the United Nations to stabilize Somalia paying off?
18. Will an American national missile defense system lead to a return of Cold War tensions?

*additional topics are posted on the UIL web site

continued on page 15

Final yearbook deadline got you strapped for time?

QA

Here's a two-minute review of do's, don'ts of journalism contests

With 20 years experience in teaching journalism and advising publications, I always knew that January and February were critical times of the year. No, not for preparing my students for UIL contests, but for getting that final yearbook deadline to the printer or getting that last paper out before ILPC deadline.



Randy Vonderheid
Assistant Academic Director

So I recognize the dilemma journalism teachers face when they have so many priorities ahead of them. Is it more important to prepare students for academic competition or to complete a product that many times costs \$30,000 or more? Although the philosophical choice would be to prepare the students for academic success, the reality is that the yearbooks, which in many places cost approximately \$30,000 and in some places range up to \$100,000 to complete, is the first priority.

Because of this conflict, many times teachers don't

have the time to adequately prepare students for UIL competition. After judging several invitational meets and remembering my needs as a teacher, I'd like to present a big service to journalism teachers statewide and go over some basics students need to know when competing. Teachers, feel free to tear this page out of the *Leaguer* and give it to your students to read while you check the last of those yearbook pages.

There are some general rules. First and foremost, if something is spelled a certain way in the prompt, do not change the spelling unless you absolutely know it is spelled incorrectly. A good example would be "receive." Everyone should know it is spelled "receive" but sometimes computers mess up and it is spelled "recieve." Feel free to change that spelling.

I was judging an invitational tournament the other day and ran across a prompt that included Vincent Van Gogh's name in it. The contestant spelled it Gough. That is a major error. Also, the contestant is always going to be writing for Leaguetown High School. It is not spelled Leaugetown. Contestants should be aware of those mistakes.

Another general rule is to put only the number on your entry. A name on a paper will disqualify it quicker than anything else. Also, use Leaguetown High School, not your school. That's another quick disqualification.

Remember that normally the time element is extremely important in the prompt. One thing I do sometimes displeases some people. I will put names in prompts that are spelled abnormally. One of the first things journalists are taught is to check name spellings. In all my talks at Student Activity Conferences and other journalism events, I explain how different names are spelled, starting with Smith, which could be Smith, Smyth, Smythe or Smithe, just to give a few examples. I warn students I will do that. Be prepared.

Now, for suggestions in each contest —
NEWS WRITING (45 MINUTES)

Although there is a faction in the state who believes a feature lead is okay to use in the news writing category, I suggest contestants always write a summary lead answering the most important of the 5Ws and H. In a school newspaper, I would seldom advocate the use of the summary lead, but in this contest, we look to see if the student has learned the very basic style of news writing — the inverted pyramid. We check to see if the student can pick out the 5Ws and H (who, what, when, where, why and how) and if that student can get the information down, not in chronological order, but in reporting from most important to least important.

A key in news writing is the necessity of using direct quotes and attributing them properly. Here's where the use of the AP stylebook comes into play. A student should already know how to attribute properly so there should be no problem.

In the body of the story, the contestants should follow the QTQ approach — that is, quote, transition, quote approach. Finally, when a reporter is through reporting, stop writing. You don't need conclusions in news stories.
FEATURE WRITING (60 MINUTES)

This should be the most fun contest because students get to be creative and paint pictures with words. Some do, some don't. Use a good feature lead that will literally drag the reader into the story. It can be short or long, but don't get too long.

After writing the lead, ask yourself whether you would read a story that started that way. If you can truthfully answer "yes," then you've written a good lead.

Remember, too, there is a "news peg" to the feature story and make sure you include that in the first two or three paragraphs.

Get a direct quote high in the story, and let quotes tell a lot of the story. Quotes are an integral part of the feature story. Don't return a story to the judges with one or two quotes in it. Also, don't make up information even though you are given the opportunity to expand on how something "might be" in the story.

In this year's Invitational A feature, the story talks about a ghost in the auditorium. There's just one ghost, so if the contestant "imagines ghosts (plural) flying throughout the school," that person is creating information not in the story. This is not allowed and the paper may be disqualified or put at the bottom of the stack.

Make sure you have a strong conclusion. The end of a feature is just as important as the beginning. Try to end the feature by bringing the reader back to the beginning or finishing with a strong quote. I try to have at least two quotes in each prompt that would make good a conclusion. Try to find them and use one of them.

EDITORIAL WRITING (45 MINUTES)

One of the biggest problems I've seen with editorial writers is that they get passionate and personal about the subject. The editorial writer must stay focused and impartial. The editorial writer must look at both sides equally and decide which has better arguments and support that side.

Judges expect to see the writer take a stance, develop that stance and come up with a specific solution. Be specific about things in the editorial, and in this contest, you can use some of your own ideas.

Try to avoid quotes in editorials. Also, avoid second person. When a writer is using second person, he or she is usually preaching, and that means they are getting emotionally involved in the editorial. Always try to use third person — he, she, it, they or them. Don't ever use "I". An editorial is a statement of staff, not of one person.

HEADLINE WRITING (45 MINUTES)

Headline writing is a bit different than other contests. The contestant will have approximately seven and a half minutes to write each headline.

We (UIL) used to say (and still say in our instructions) that four or five excellent headlines are better than six mediocre ones. That was back when the contestant had 30 minutes to write six headlines. I have not seen a problem with students completing all six headlines since the contest has expanded to 45 minutes.

If a headline is a feature story, write a feature headline. If it is a news story, write a news headline.

You will normally have three headlines with one, two or three line headlines and three headlines with a main and secondary head. Use your main head to grab the reader's attention and the secondary head to summarize the story. Remember to spell words correctly, don't split phrases and to use present or future tense.

After you've done all this and are feeling confident you're going to bring home the first place medal at the district meet, go back to your journalism teacher and help him or her complete the yearbook. They'll be in a better mood if you do!

Q: My student is dyslexic. She wishes to compete in the UIL math contest. According to her 504 plan, she is allowed 100 percent additional time to take state mandated standardized tests as well as college entrance examinations. Can she have extended time to compete in UIL contests as well.

A: No. The League has never offered extended time to a student in one of its academic contests, just as it has never ever required a special needs student to run only 90-meters of the 100-meter dash. Academic competitions wherein students advance from district to region to state contests are different from college entrance or standardized tests. With standardized tests, students are competing against themselves. In UIL contests, students are competing against one another in a competitive vacuum. To arbitrarily change that vacuum — and a decision to allow one student five additional minutes, another seven, another 10 — would disrupt the delicate, objective environment needed to determine which student placed first, second, third and so on. We certainly empathize with the situation, and we have gone to great lengths to assist students with various special needs situations. But additional time has yet to be granted, and we do not anticipate a situation in which it would be.

Ten publications named as finalists

Ten Texas publications have been named as finalists to receive Gold or Silver crowns from the Columbia Scholastic Press Association, to be presented at the organization's annual convention in New York City, March 20-22.

In newspaper competition, three publications have been named as finalists:

Hillcrest Hurricane, Hillcrest High School, Dallas; *Panther Prints*, Duncanville High School, Duncanville; *Westlake Featherduster*, Westlake High School, Austin.

In yearbook competition, finalists include: *Odysey*, Christa McAuliffe Junior High School, San Antonio; *Catamount*, Crosby High School, Crosby; *El Paisano*,

Westlake High School, Austin; *Hoofbeats*, Burges High School, El Paso; *Panther Tale*, Duncanville High School, Duncanville;

Please note that the CSPA convention, held annually in New York City, is set for March 20-22

The Flashlight, Abilene High School, Abilene; *The Lion*, McKinney High School, McKinney.

To be named as a crown winner will put those publications in the top five percent of publications nationwide.

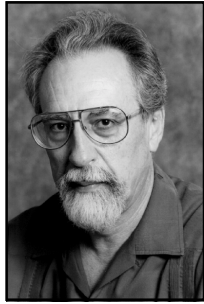
"These books have followed journalistic standards as well as present a fun publication to their schools," said Randy Vonderheid, UIL journalism director. "With this nomination, they have been recognized as some of the top publications in the country."

Proper behavior begins with director

I didn't get any takers from my October call for column suggestions or receive guest columnist volunteers. In the absence of a more capable minister, you are stuck with another sermon from me on "what I really think."

My mother always wanted me to be a preacher, but she didn't live long enough to see me go public. You can find some comfort in the fact that there are only two more columns to go. Perhaps this text was prompted by an ego boost from the October column. There are three panel locations to date and they are the traditional Dallas/El Paso groups.

If you have (and I hope you have) read the efforts of most *Leaguer* contributors, you have been exposed to a



Lynn Murray
Drama Director

constant stream of sportsmanship, ethics, student behavior, fan/coach abuse of officials and parental/sponsor failure articles. Most are assumed to be about athletics. We are all responsible. Teaching sportsmanship/behavior/ethics, etc. cannot be left to the football coach, the local minister, or somebody else. We are all responsible as teachers and

administrators and must accept that responsibility as a daily task.

I believe that directors, administrators, students, or other judges "bad-mouthing" a critic judge in public for any reason is a violation of the OAP Ethics Code, OAP Code and Spring Meet Code. Giving a company or partisan patrons instructions not to laugh or applaud and verbally/orally/physically trying to disrupt performances or preparations of other companies is unconscionable and the lowest form of behavior.

Most of us are appalled at the thought of such behavior and have difficulty believing it happens. It does. When it happens, the reflection on the company, director, school and community is not easily forgotten nor forgiven. None of us are required to agree with any point of view, but we are all required to behave in a fashion that will reflect well on our teachers, schools and communities. The first obligation of any teacher is to act and instruct in an ethical fashion.

In the traditional sense, good theatre etiquette is expected at all times. It is especially important during competition.

Play directors must start the competitive experience, including auditions, with the essential concept of "winning with grace and losing with style." The learning process must be the focus. The desire to win motivates participation, but a "win-at-all-cost" attitude creates an emotional rather than educational foundation. The contest experience becomes clouded in the emotions of the moment and control may be lost.

I realize there are those who will pass off rude and disrespectful behavior as "just behavior of kids." Such an attitude reflects a lack of maturity and lack of training.

Asking questions of a contest manager or critic judge is certainly acceptable, but questioning their integrity by either student or director is inappropriate public behavior. It is especially alarming when students think such behavior exemplified by their adult leaders is appropriate. Audience members, parents and other supporters should not be asking.

Directors, administrators, and community members who allow, defend and condone disruptive behavior are more responsible ethically than the students. One great tragedy I have seen in my UIL tenure is that the OAP Ethics Code became necessary.

I do not believe it is tilting at windmills to teach ethical behavior. It is not impossible to seek educational competition which strives for excellence rather than destruction. We must focus on the process and the journey, not the gold. A society that finds acceptable abuse of officials/judges, disruptive audience behavior and disrespect for properly applied authority does not deserve to be rewarded. I would hope that all of us believe that effective education would make the OAP Ethics Code obsolete.

You can trace the comments back to the early days of OAP Ethics Code consideration. I'm positive the group that served to develop the rule can remember eight years ago. My most recent attack was 1999. There is more to theatre and learning than OAP. We become too focused on instant gratification and the rewards of winning. The impact of competition is immediate, but it should not be a vehicle of destruction.

The difference, I believe, in educational competition and destructive competition is the education part. The heavy burden of the education part relies on the teacher/director. The *OAP Handbook* is loaded with director details concerning function, policies, procedures, process, ethics, definitions and rules. The basic rules are shockingly similar to those developed between 1927 and 1939. The remainder of the "stuff" was developed through years of meetings, questionnaires, phone calls, letters and experiences of all involved. All the "stuff" from the Definition of Educational Theatre to the Index is intended to maintain balance, focus, and equity in educational theatre competition. These thoughts are merely amplifications of the *OAP Handbook* — perhaps more bluntly stated.

Approach the OAP experience with humility and an open mind. There is more than one way to do everything from the first rehearsal through contest and a final performance. Prepare your students to deal with critiques including the final directorial critique as though there is always another performance. Make your script available to the critic as early as possible. This should be a part of the contractual agreement. You must be in compliance with Section 1033 (c)(1)(G)&(I). Train students to focus on improvement rather than "why we didn't advance." Critics are not responsible for answering "why?" The question is redundant. Rankings provide a clear answer. In contests, deal with the moment rather than yesterday or tomorrow. See the performance that is there and urge your cast to follow suit. Comparisons seldom work.

Make sure your company understands the position of the OAP critic. The extension teacher is not an adversary. Judges do not enforce rules. Deal with the contest manager if you think there has been a clerical error. Such mistakes should be corrected immediately. Waiting will make things worse.

Ask critics questions of understanding in positive dialogue and make sure your company follows. Always evaluate praise in the same light as criticism. What your family, friends or administrators think of your play or performance may be appreciated but must be viewed as support, not objective evaluation.

Rationalization or justification is a waste of time. Spend your time teaching in relationship to the play rehearsed or performed as you teach students that educational competition starts and ends with education, not winning.

Know the *Code*, teach the *Code*, distribute the *Code*, publicize the *Code* and, if necessary, post the *Code* on the

theatre doors. If theatre is the most objective of the arts, objectivity is even more essential in theatre competition.

I say this every year but I hope this time it is early enough for directors to correct before the contest day. Gender changes are a red flag. It is legal for a female to play a male role as a male and vice versa. Gender changes in any approved play require copyright (first) and then League approval. I strongly recommend that directors casting students in opposite gender roles use initials for program copy rather than a given name. The result will more likely be judgment on the basis of performance.

Do you remember panic about the set rule in September 1997 or the set and strike change in 2000? The set rule has made life easier for most, and there were fewer overtimes in set/strike/start than previous years. Deal with the sound/music/script integrity rules in the same fashion and there will be few problems.

Do you have the new Addendum? Does your contest manager have a copy? Get one and read it carefully. Problems will be minimized. Special approval scripts may, "without fear," be further cut for time. "...the director is more than a mediator. It is his responsibility to design, edit, and coordinate stage action with the visual background, costumes, lights, music and dance." — Oscar Brockett.

Internet publishers are not approved. Plays on the approved lists that are out-of-print may be used if you have a copy and publisher/playwright/approval. If you did not send a first class #10 envelope with your title card, you may not receive your official Eligibility Notice on time. Make sure you meet the 10-day deadline. Spring Break is no excuse. We are still in need of judges' contracts! Help!

The acute trained theatre teacher shortage may be the result of our own "mouthing" about long hours, low stipends and lack of appreciation. Why would any of our students want to teach if they listen to the way we talk about our own profession? The power of positive publicity will render greater gain than all the sad stories we tell.

OAP judging list gets update

Changes, Additions, Confirmations and Deletions as of January, 2002, of the 2001-2002 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges published in October and November in the *Leaguer*.

* = TETAAO recommended Area/Region Judge

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

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

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

[] = Year R-certification Required

ADD (certified):

(2) **Aaron Adair** (Paris Jr College)

2400 Clarksville St., Paris, TX 75460

903/782-0242 wk

aadair@paris.cc.tx.us, - III [07]

(2) **Scott Crew** (Texas Tech Univ.)

5614 Amherst, Lubbock TX 79416

806/785-8149 hm

jcrew@ttu.edu - I [07]

Sponsor Excellence recipients prove to be top teachers

continued from page 1

group-wise or school-wide," she said. "[It] drives us to maximize our abilities. With my students, I teach them to say this, 'I worked and did my very best in the situation I was in. I was geared and ready. If I don't win, my competitor must have really been great. Congratulations to them. I truly did not lose. I gained so much in the process.'"

she emphasizes hard work is another key.

"Motivating one's self is the key, she said. "We must have a strong desire for each child to maximize his or her abilities."

Her principal recognizes the gifts she has.

"Judy Childress's musical gifts could have taken her to a personal lifelong career in the entertainment field," principal Charles Marshall said. "Our school, our district and our community are all richer because Judy Childress, years ago, made the decision to teach."

Carlota Dwyer

Clark High School, San Antonio

Dwyer has been in charge of Literary Criticism for 13 years and assumed to role of campus coordinator four years ago. Many of Dwyer's students begin their UIL activities by attending the Student Activities Conferences in the fall and continue by participating in several invitational meets. For the past three years, the Clark High School team has won the district academic championship and three years ago the team won the regional championship.

"I view UIL contests as an enhanced extension of the

teaching and learning process at the heart of all true educational experiences," she said. "Teaching and learning are intimately connected in my mind and represent the core of my belief in the ideal and vital role of public education in America."

Not only is Dr. Dwyer a good teacher, but she is a motivator.

"Carlota has earned a reputation as a truly effective educator who challenges her students to learn more than they think they can, to become more than they thought they would become," her principal Don Schmidt said. "Her sacrificial service to the UIL program has resulted in unprecedented student achievement."

Vickie Griffin

L. D. Bell High School, Hurst

After coaching volleyball at Bell High School the past 25 years and serving as athletic coordinator the past four, Griffin earned her 500th career win as a volleyball coach this September. She is a nine-time District Coach of the Year and was selected to coach the 2000 THSGCA West All Star team. In her 25 years of coaching, her teams have won 13 district championships, one area championship, and she has coached two regional semi-finalists and a regional finalist.

With all this coaching, Griffin is not teaching just athletic skills.

"My philosophy is to teach athletes not only about volleyball, but also life skills," she said. "I enjoy integrating life skills such as discipline, decision-making, leadership skills, setting and achieving goals into volleyball.



photo by Carrie McKinney, L. D. Bell High School

Game Strategy

In an early season volleyball tournament in Arlington Aug. 31, Coach Vickie Griffin explains strategy to her players. In her 25 years of coaching, her teams have won 13 district championships, one area championship, as well as her coaching two regional semi-finalists and a regional finalist.

One of the greatest thrills in my life is working with young people, watching them improve and knowing I make a difference in their life."

Her principal sees her as the ultimate professional.

"Vickie Griffin sets a standard for excellence through

continued on page 9

TETAAO judges' list gets additions, deletion

continued from page 6

(2) **Lisa Devine** (Lubbock Christian)

4644 Fordham, Lubbock TX 79416

806/736-3281 hm

ldevine2002@yahoo.com - I [07]

(2) **Kate Ellis** (UT-Pan American)

1101 Dove Ave. #72, McAllen TX 78504

956/683-9555 hm

tkellis1@yahoo.com - I [07]

(02) **Lorenzo Garcia** (Univ. of North Texas)

Dept. of Dance & Theatre Arts, Denton TX 76203

940/565-2446-wk,

garcia@unt.edu - II [07]

(2) **Chad Greenough** (Texas Tech Univ.)

4410 17th Street #505, Lubbock TX 79416

806/780-2891 hm

dramadr@aol.com - I [07]

(2) **Jim Hackett** (San Jacinto College-South)

13735 Beamer Rd., Houston TX 77089

281/484-1900 x 3335 wk

IV [07]

(1) **Cleo House, Jr.**

805 Justice Ave., Lubbock TX 79416

806/792-7819 hm

cleohousejr@yahoo.com - I [07]

(2) **Ina Wilder Jensen** (Texas A & M - Corpus)

622 Grant, Corpus Christi TX 78411

361/825-2362 wk

wajensen@prodigy.net - IV [07]

(1) **Jan Jones** (Retired)

3716 Driftwood Ln., Tyler TX 75701

903/561-3736 hm

yoda@cox-internet.com - I [07]

(2) **Christopher Land** (Lee College)

182 Claiborne, Vidor TX 77662

409/783-2631 hm

inigoslove@aol.com - IV [07]

(1) **Elizabeth Lea,**

2050 N. 30th Street, Orange TX 77630

409/886-4910 hm

IV [07]

(2) **Richard Leslie,** (McLennan Comm. College)

2217 N. 51st Street, Waco TX 76710

254/776-3624 hm

rleslie@hotmail.com - II [07]

(2) **James Lile** (Texas A & M -Commerce)

Performing Arts Center, Commerce TX 75429

903/468-3141 wk

james_lile@tamuc-commerce.edu - III [07]

(2) **J. Don Luna** (Texas A & M - Corpus)

6300 Ocean Dr., Corpus Christi TX 78411

361/825-5988 wk

dluna@falcon.tamucc.edu - IV [07]

(1) **B.J. Machalicek** (Retired)

703 Golden Oaks Rd., Georgetown TX

78628 512/930-5084 hm

bjm_2@msn.com - IV [07]

(2) **Maureen McIntyre** (Sam Houston Univ.)

PO Box 2297, Huntsville, TX 77341

936/294-1337 wk

drm_mvm@shsu.edu - III [07]

(1) **Kerry Moore** (Retired)

811 W. 3rd Street, Muleshoe TX 79347

806/272-3297 hm

I [07]

(1) **Rebecca Phillips**

1026 N. San Marcos, Seguin TX 78155

830/379-5521 hm

rphillips@tempestdigital.com- IV [07]

(3) **Ronny Powell** (Merkel Middle School)

PO BOX 430, Merkel, TX 79536

915/928-1591-hm

rpowell@merkel.esc14.net - I [07]

(2) **Ricky Ramon** (Texas Tech Univ.)

Dept. of Theatre & Dance

PO Box 42061, Lubbock TX 79410

806/765-7211 wk

ricky_ramon@hotmail.com - I [07]

(1) **Franklin Speed**

PO Box 1297, Tatum TX 75691

903/947-6306 hm

III [07]

(2) **Todd Swink** (Lee College)

PO Box 818, Baytown TX 77522

281/425-6486 wk

tswink@lee.edu - IV [07]

(2) **Thomas J. Walsh** (Texas Christian Univ)

321 Oakcrest Dr., Richardson TX 75080

972/479-1030 hm

t.walsh@tcu.edu- II [07]

(2) **Randal Wheatley** (Lamar Univ.)

3895 Holland Dr., Beaumont TX 77707

409/835-8816 hm

RLW44@aol.com - IV [07]

(3) **Dale Whitsel** (Weslaco ISD)

11406 Fifth Street, La Feria TX 78559

956/797-4213 hm

dwhitsel@aol.com - IV [07]

CONFIRM (Re-Certified):

Kathleen Cochran, Kay Coleman, Jerry Cotton, Stan

Denman, Tom Dickson, Lucien Douglas, Michael Endy,

Clay Grizzle, Maria Saenz Hascall, James Hatfield, Rob-

ert Hodde, Nancy Jo Humfeld, James Kemmerling, Lou-

Ida Marsh, Connie McMillan, Krin Brooks Perry, An-

gela Porter, Robin Robinson, Keith West, John Presley

Wright, Mary Ellen Wright.

REMOVE (Failed to Re-Certify):

Ron Fischli

Participation soars, but can still go up

Increasing participation in the elementary and junior high academic program has been a goal for me since I began working for UIL in July 1999, and the number of campuses returning participation cards has increased by 28 percent. The number of district meets has increased significantly this year, also. All that is really good news, but there are still a lot of campuses not involved in UIL.



Rhonda Alves
Assistant Academic Director

The Texas Legislature is also concerned about the lack of participation in academic-related activities in various parts of the state. To that end, it appropriated money to be disseminated through the Texas Education Agency to foster participation at campuses which do not currently participate in academic activities and which have high rates of disadvantaged students. Some of that money has come to UIL.

State Representative Scott Hochberg, a member of the House Committee on Public Education, was the key legislator behind the allocation.

"With all the emphasis on TAAS, schools sometimes neglect students who want to go beyond the basic curriculum," he said. "Academic competitions can fill that gap by inspiring students to stretch their minds and giving teachers a welcome break from teaching to the test. I hope this funding will allow UIL to bring academic competition to schools that otherwise wouldn't provide that opportunity to their students."

To simplify all this description — we have received some extra money to help encourage elementary and junior highs to participate. It has also added to my job.

I cannot begin to express how excited I am about this project. The League was not awarded the grant until this January, and all work on the grant must be completed (the money must be spent) by Aug. 31. Umhum...you guessed it. I am taking the show on the road!

UIL will conduct a series of workshops for teachers and administrators from 14 school districts in this phase of the project. All campuses represented at the training must participate in a district meet in the 2002-2003 school year. If the results are positive, the grant has a chance of being renewed for the 2003-2004 school year, and we can assist more school districts. Let me know if your school district meets the criteria and is interested.

It will be "Amarillo by Morning" and "El Paso City" along with other tuneful trips for the next few months. 'My bags are packed and I'm ready to go' and I sleep with my calendar so that I won't forget anything. My assistant

keeps a tight rein on my schedule, thank goodness!

The grant benefits children, and that really is what the League is all about. Research reveals that students who participate in extracurricular activities are more likely to graduate from high school than are those students who do not participate. As teachers, I don't need to tell you that all the events are appropriate for classroom activities with all students. It shouldn't only be about medals and district championships: creative writing is something most second- and third-graders enjoy. While the abilities of children (and adults) vary widely if only something small is achieved, it is still a step forward.

Storytelling comes naturally to most children (In my family, the term is a euphemism for lying). I know my son can tell a whopper or two. And my brother, odd child that he was, was forever burying imaginary friends in the sandbox (he has not exhibited this proclivity as an adult). Just think...a positive medium for all those "windies" (more jargon).

We want students to write and write and write. So we use ready writing in the classroom. Does it really matter if all the essays aren't first place material? Extend the time for number sense and use it in math class. Improving communication skills is a focus for the education and business communities so model oral reading and let them have at it. You may swear off Dr. Seuss for the rest of your life, but it is a small price to pay. After all, Larry

McMurtry isn't exactly fourth-grade material.


If you are interested in serving as a presenter at a workshop, let me know. Texas is a big state, and I can certainly use the help. We'll feed you and may be able to pay your way. I know it probably isn't what you are worth, but it isn't part of your contract, either.

Switching gears...Nystrom has a new *Atlas of United States History* for the 2002-2003 school year. They also offer a *CD-ROM Outline Map Library* and other materials to aid the classroom teacher. Check out their web site at www.nystromnet.com.

For those of you frantically trying to determine if a piece of literature is actually prose or poetry, look up the title in the Library of Congress Online Catalog at www.catalog.loc.gov/. It is the final word on catalogued material in the United States and an amazing resource.

The first elementary and junior high academic advisory committee meets in Austin Feb. 13. The agenda includes the development of specific criteria for the science contests, consideration of a multi-year music memory list and the possible addition of a social studies contest. If you have suggestions on these or any other aspects of the program, e-mail me at rsalves@mail.utexas.edu.

Thanks to all of you who spend your days encouraging kids to stretch themselves. What you do is invaluable, and I respect you so much.



Elementary/Junior High Academic Participation Card

(Type or print clearly) 2002-2003

Campus coordinator	Campus coordinator's e-mail address
School name	School district name
School mailing address	School district UIL coordinator (if applicable)
City, ZIP	Principal's name
Phone number (with area code)	Approximate campus enrollment
Fax number	1 2 3 4 5 6 7 8 9 Grade levels included on the campus
PLEASE RETURN BY OCTOBER 1.	Principal's signature

FOR MORE INFORMATION CONTACT RHONDA ALVES AT RSALVES@MAIL.UTEXAS.EDU

Success is not always measured in winning

To The Editor:

My name is Anne Payne and I coach speech and debate at Royse City High School. I understand the huge task of keeping a successful team year after year so I feel it is important that I share with you a story about my mom and her 5th and 6th grade music memory team.

My mom, Carolyn Blackmon, has been the music memory coach at DeKalb Middle School 15 years. During this time, DeKalb has been in the 3A and 2A classifications. Her 5th and 6th grade teams have won this contest for 13 years. After her 11th year of competition, DeKalb took

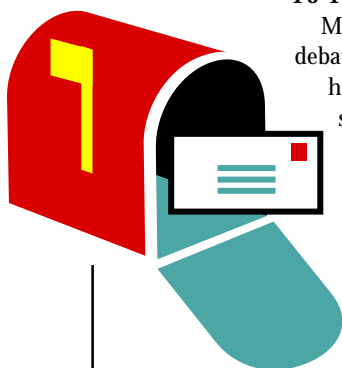
two years off from UIL competition and during that time, she was asked to do the high school One-Act play. At 64, she had never done this but they advanced past district. When the middle school returned to UIL, she continued her winning streak. What is even more remarkable is that 99 percent of the time; the kids have scored 100 percent on their tests.

My mom is 66 years old, a breast cancer survivor, and a true inspiration to me. She is more concerned with the kids learning and enjoying the classics and music than the winning itself. On Monday, at their district competition, she was told that her fourth kid could not compete as they had done in the past. This was new to

her and instead of keeping this kid from competing in something he had worked for all year, she was willing to let the entire team take the test and forfeit their scores. They let him compete but told her that the team score would have to be divided by four. All four kids made 100 percent and were named district winners yet again. These are 5th and 6th grade kids, and consistency is generally not a strong point at my high school level so to me this is amazing.

To understand her success, you must understand her background in the music field. My mom decided to teach because she wanted to share her undying love

continued on page 13



Bell honorees say students are key to success

continued from page 7

her high expectations and the example she sets for her student athletes and her colleagues," principal Jim Short said. "No one has a more positive influence on our school climate than Vickie. She has earned the respect of our entire school family, including students, parents and the community at large."

Kristi Hodgkiss

North Lamar High School, Paris

Volunteer can be used to describe Hodgkiss. After a successful career as a high school UIL spelling competitor, Hodgkiss knew the opportunities academic competitions offered, so when she first came to North Lamar High School she saw the need for a current events coach and volunteered for that position. After she had almost immediate success, she saw another position open, the extemporaneous coaching position and volunteered for that, and again saw immediate success. This year, she assumed the role of debate coach, both for CX and LD.

"She unselfishly gives of herself for the betterment of others," principal Glen Martin said.

In the eight years she has served as extemp coach, she has had 10 state competitors, two state champions, one second place and four others that placed in the top six. In fact, one year she brought her kids to state two weeks after her baby was born.

"Competitive events, when approached in the proper manner, are excellent teaching tools," she said. "Competition can provide students with opportunities to develop discipline and responsibility, learn poise, self-control and confidence and learn the importance of preparation, the need for fair play and ethics and the importance of coping with setbacks."

Martin sees Hodgkiss as a natural leader.

"Not only is Ms. Hodgkiss a great teacher and sponsor," he said, "she is an excellent role model. Students respect and admire her for her kindness and dedication."

J. D. Janda

Taylor High School, Katy

Janda has made music the key to success at Katy High School. His students have participated in the Area, Region and State Marching band contest as well as Region and State Solo/Ensemble competition. In fact, one year Janda's students brought home over 150 medals and in 2000, Taylor High School music department received the TSSEC 5A Sweepstakes award, given to the school with the greatest number of successful music students among all participants in 5A schools.

"I have always believed that the individual needs of each of my students are vastly more important than the overall success of the total band program," Janda said. "Balancing the needs of each student against the need

for the group to be successful, all the while maintaining the integrity of the group's rules can be a very difficult task. Using the attitude that 'kids come first,' we almost always find a solution that is agreeable to the student, the parent and the band."

His principal notices this leadership.

"J. D. Janda sets an excellent example for his students," principal James McDonald said. "He lives his school and out-of-school life as he expects his students to live theirs. Students graduating from the Taylor Band have learned hard work, respect for themselves, respect for their peers and ethical conduct. He inspires greatness in all his students."

Ken Jernigan

Miles High School, Miles

For 25 years, Jernigan has been known as coach. He's coached football, basketball and track and field, also filling in 18 years as cross-country coach and even served a four-year stint as one-act play director.

His players have brought home 109 state medals and over 40 have been named to various publications' All-Star teams. One cross country runner from his 1A school was named TGCA Cross Country Athlete of the Year for all classifications. Another was chosen to participate in

Do We Know Who You Are?

The state academics office has compiled an up-to-date listing of UIL academic coordinators for 50 percent of Texas high schools.

If you are your school's UIL academic coordinator and have received e-mail from UIL Academics, then you are on our list.

Our goal is to obtain current contact information for at least one UIL coordinator for each Texas high school.

If you are not positive UIL Academics knows how to contact your school's academic coordinator, please submit that contact information online at:

www.uil.utexas.edu/forms/acacoor.html
Or fax the information.

Name/School/
Address/City/Phone/
Fax/Email (if available).

Questions? Contact UIL Academics:
512-471-5883 / fax
512-232-4711 /
uilacad@
uts.cc.utexas.edu

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ACADEMIC INVITATIONAL MEETS

Feb. 8-9, 2002

Ryan High School, Denton
Contests: all except CX
Debate
Contact: Karen Guenther
phone: (940) 369-3000
fax: (940) 369-4960
e-mail:
kguenther@dentonisd.org

Feb. 8-9, 2002

Robert E. Lee High School,
Tyler
Contests: all academic
events
Contact: Lisa C. Ryan
phone: (903) 531-3955
fax: (903) 533-5112
e-mail:
ryanl@tyler.sprnet.org

Feb. 9, 2002

Wylie High School,
Abilene
Contests: All UIL academic
and speech events including
L/D and C/X Debate
Contact: Amy White
phone: 915-690-1181
fax: 915-690-0320
e-mail:
awhite@wylie.esc14.net

Feb. 9, 2002

Grandview High School
Contests: All UIL events
(1st release date for set B
contests)
Contact: Marilyn Rollins
phone: (817) 866-3320
fax: (817) 866-3351
e-mail: mrollins@gvisd.org

Feb. 9, 2002

Alexander High School -
Laredo
Contests: All contests
except CX debate
Contact: Mario Rosales
phone: (956) 718-9064
fax: (956) 718-9064
e-mail: mrosales@sulfus.net

Feb. 9, 2002

Livingston High School
Contests: All Events Except
C-X
Contact: Luanna Price
phone: (936) 328-2278
fax: (936) 328-2278
e-mail: lprice@esc6.net

Feb. 9, 2002

Monterrey High School,
Lubbock
Contests: all except speech
events
Contact: Matthew C. Hill
phone: (806) 766-0700
fax:
e-mail:
mchill@lubbock.k12.tx.us

Feb. 9, 2002

Yoakum High School
Contests: All events except
ready writing, informative,
persuasive, and debate
Contact: John Chandler
phone: (361) 293-3442
fax: (361) 293-2145
e-mail:
jchandler@yoakumisd.net

Feb. 9, 2002

Lufkin High School and
Middle School combined
meet
Contests: all high school
academic events including CX
and LD (4 rounds prelims);
MS academic contests on
same campus with HS (set B
materials)
Contact: Leann Solice
phone: (936) 630-4399

Feb. 9, 2002

Belton High School
Contests: all UIL events will
be offered
Contact: Alisha Dudley
phone:
fax:
e-mail: adudley@bisd.net

Feb. 9, 2002

Kennedy HS, San Antonio
Contests: all UIL contests (Set
B/spelling ASW) except CX
Debate
Contact: Abel Martinez
phone: (210) 444-8040 x3205
fax: (210) 444-8020

Feb. 9, 2002

Falls City High School
Contest: All academic events
except CX debate, journalism
and ready writing
Contact: Debbie Wiatrek
phone: (830) 254-3551
fax: (830) 254-3354
e-mail: wiatrekd@fcisd.net

Feb. 15-16, 2002

Tuloso-Midway High School
Contests: all academic and
speaking events (+ the social
studies pilot test)
Contact: Linda Utter
phone: (361) 241-4253
fax: (361) 241-4258
e-mail: lutter@tmisd.esc2.net

Feb. 16, 2002

Tarkington High School
Contests: all academic events
except debate (all materials
from outside sources)
Contact: Dorothy McCreight
phone: 592-7739
fax: (281) 592-0693
e-mail: dmccreight
@tarkington.isd.esc4.net

Feb. 22-23, 2002

A&M Consolidated High
School
Contests: all academic and
speech plus CX, LD,
Humorous, Dramatic, Duet,
Impromptu, Group Improv
and Parliamentary Debate.
New materials will be used in
all academic events.
Contact: Lisa Birth
phone: (979) 764 - 5500
fax: (979) 693-0212
e-mail: flingamo@yahoo.com

Feb. 22-23, 2002

Diboll High School
Contests: all UIL speech
events, CX and LD debate
and all other academic
contests
Contact: Gerry Wilbanks
phone: (936) 829-5626
fax: (936) 826-5708
e-mail:
gwilbanks@diboll.esc7.net

Feb. 22-23, 2002

Sulphur Springs High School
Contests: all academic except
CX debate
Contact: LeAnne Verner
phone: (903) 885-2158
fax: (903) 439-6116

Feb. 23, 2002

Cooper High School, Abilene
Contests: All academic events
except speech/debate
Contact: Sharron McClellan
phone: (915) 690-3430
fax: (915) 690-3402
e-mail: mccllellans@aisd.org

Feb. 23, 2002

Westwood High School,
Austin
Contests: All academic,
speaking, and debate events
will be offered
Contact: Susan Seale or Mary
Welch
phone: (512) 428-4167
fax: (512) 464-4020
e-mail: Susan_Seale@
roundrockisd.org or
Mary_Welch
@roundrockisd.org

Feb. 23, 2002

Memorial High School,
Victoria
Contests: All academic events
except speaking events
Contact: Rhonda Wilson
phone: 361-575-7451
fax: 361-788-9701
e-mail:
rhonda.wilson@visd.com

Feb. 23, 2002

Ana Richards Middle School-
La Joya
Middle School UIL Meet
Contests: Middle School UIL
Meet
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail: g.reyes@ljsid.esc1.net

Feb. 23, 2002

McCullum High School, San
Antonio
Contests: all academic events
except C-X
Contact: Gilbert Casas
phone: (210) 977-1659
fax: (210) 921-9673

Feb. 23, 2002

Fabens High School
Contests: all contests except
CX Debate
Contact: Penny Jones
phone: (915) 764-2246
fax: (915) 764-4953
e-mail:
pjones@hs.fabens.k12.tx.us

Feb. 23, 2002

Midlothian High School
Contests: all UIL contests
contact: Marilyn Lynch
phone: (972) 775-8237
fax: (972) 775-3321
e-mail:
marilyn_lynch@midlothian-
isd.net

March 2, 2002

La Joya High School
Contests: All UIL events
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail:
g.reyes@ljsid.esc1.net

March 2, 2002

City View High School -
Wichita Falls
Contests: combination
TMSA Junior High
Individual Qualifier/High
School UIL Invitational -
NS, Calc., Math, SC only
Contact: Chuck Thompson
phone: (940) 855-7511,
ext. 346
fax: (940) 851-5027
e-mail: thompsonc@city-
view.k12.tx.us

March 9, 2002

Memorial Middle School-La
Joya
Contests: Middle School
UIL Meet
Contact: Mrs. E. Nena Garza
phone: (956) 580-5185
fax: (956) 580-5185
e-mail: g.reyes@ljsid.esc1.net

March 14, 2002

Grand Prairie High School,
Grand Prairie
Contests: Current Issues &
Events only
Contact: Jonathan Head
phone: (972) 809-5711
fax: (972) 809-5775
e-mail:
jonathan.head@gpisd.org

World Wide Web — Literally!

Server helps statewide for better access, proves that Texas is leader in the world

by David Trussell
Computer Science Director

I was recently reminded in a personal way of the truly global nature of the Internet when I received an e-mail from a teacher in Kuala Lumpur, Malaysia, requesting advice on new textbooks for her computer science classes. She had searched the Internet, found the UIL web site, and discovered that we recommend the same textbooks for UIL computer science that she currently uses. If nothing else, the Internet has certainly proven true the Disney cliché: it is a small world after all.

One of the most interesting sidenotes to maintaining a web server is watching where the visitors are coming from — not only Malaysia, but also Canada, Germany, Japan, and numerous other countries. But of course the vast majority of the traffic on the UIL web site originates in Texas, and it's those more local visitors who our site is intended to serve.

The UIL web server has now been on-line for more than six months without a single significant glitch (knocking fervently on wood as I write this). During this time, the system has served more than 3 million individual

pages (that's pages, not people — most visitors to the site view several pages per visit), and a total of more than 61 gigabytes of data. Our single busiest week of web traffic so far has been the week of Nov. 5, which was the week of state marching band and state cross country, as well as volleyball regional playoffs. During that week alone the server processed more than 300,000 individual page requests. I expect to far surpass that total the week of Feb. 4, which is when reclassification and realignment information will be released. I am confident the server will handle the traffic spike without a problem, though visitors to the site during the first couple of hours after the R&R release may have to wait a little longer than normal for pages to load.

It's no accident that our server has recorded better than 99 percent uptime. Careful planning and preparation allowed us to have a seamless transition from the central University of Texas web server in July, and laid the foundation for a server system that would equal the UT server in reliability and performance. Getting started on the right foot was critical, as is diligent monitoring and maintenance. But we also intend to continue increasing and improving the services we offer on-line, and we've made some important steps in that regard over the past few months.

Regular visitors to the UIL web site are probably already familiar with the built-in search engine, a feature that continues to be accessed more and more. A quality internal search function was not available to us through the UT server, but we were able to implement it almost immediately after moving our site to www.uil.utexas.edu.

Even more important is the capability to provide on-line access to databases. In the UIL office we make extensive use of FileMaker Pro databases, for everything from accounting records to district alignments to the catalog for our drama library. Our server allows us to begin to serve some of this data on-line directly, as well as to collect data directly in a usable format.

We've launched three on-line database systems so far, and all three have been very successful. The first of these systems allows coaches in our team sports to submit their team information forms electronically (for those who advance into the regional playoffs and thus have a chance to make it to the state tournament). This saves time and paperwork for our coaches, as well as reducing overtime hours for UIL staff who are involved with preparing state tournament programs. The first test of this system came with the state volleyball tournament in November. Of 20 teams advancing to state, 12 successfully submitted their forms on-line, a great percentage for a first effort. Many more coaches also submitted on-line forms, but their teams did not advance to state. We're hoping the numbers will be even higher for our spring sports. Basketball coaches, take note!

The second system allows for electronic reporting of football season records, which is now handled exclusively on-line. This affords our football coaches a quick and easy way to report their records without the hassles of typewriters, paper forms or fax machines. Almost 800 coaches have made use of this system so far.

Third, our database of speech and debate judges is now searchable on-line. This provides our speech coaches an easy way to find qualified judges for invitational and/or district meets, as well as possible contacts to fulfill state meet judging obligations. The database can be searched by event and geographic area; we may add other search criteria as well.

These three systems represent the first steps toward a more interactive web site. Watch for more developments in the months ahead.

Social studies pilot centers around Middle East conflict

By David Rutherford and Paul Nagel
*Gilbert M. Grosvenor Center for Geographic Education,
Southwest Texas State University*

Editor's note: The following article originally appeared in the Social Studies Texan, a publication of the Texas Council for the Social Studies.

In the early morning hours of Sept. 11, 2001, the United States was attacked, and soon after the questions of who and why were being asked. To understand these questions, one needs to have a grasp of Geography and Social Studies. Both subjects have played a central role since that terrible September morning.

In the days that followed, it was revealed that the country of Afghanistan and its government at the time, the Taliban, helped in the attack on the United States. But where is Afghanistan? Where is Kandahar (the home base of the Taliban), or for that matter, where is Kabul, the capital city of Afghanistan?

Just as Americans were asking over 30 years ago, "Where is Da Nang?" (Vietnam), Geography and Social Studies play an ever-important role in our world and in education — the role of helping to answer these questions.

But there is more to geography and social studies than just place names. Understanding and critical thinking come about by addressing various additional issues that play major roles in Afghanistan and the neighboring countries that have emerged as part of a critically important region of the world.

How does Afghanistan's major (and illicit) export crop affect the country's economy and global markets? What is

one of the environmental hazards left by the former Soviet Union in countries such as Uzbekistan and Tajikistan? Why is the Aral Sea drying up in one of the worst environmental disasters of the 20th century? What highly desired natural resource provides increasingly lucrative export income for the little-known country of Turkmenistan?

These are a few examples of the types of questions developed for the new University Interscholastic League (UIL) pilot Social Studies Contest. The pilot Social

Studies contest is a new part of the comprehensive, statewide academic competitions conducted by UIL every spring.

The pilot Social Studies test will contain 50 multiple choice questions about the geography and government of Afghanistan, Iran, Pakistan, Tajikistan, Turkmenistan, and Uzbekistan. The geography portion of the test covers four broad areas: concepts of physical features; concepts of human features; natural resources; and environmental issues. Topics located in these four broad areas include: landforms, weather, absolute location, natural disasters, major exports, natural resources and economic activities to name just a few. More information about the pilot UIL Social Studies test can be found at <http://www.uil.utexas.edu/> under the banner Academics/Speech/Drama.

Resources used for the development of the questions included the CIA World Factbook 2001 (www.odci.gov/cia/publications/factbook/) National Geographic (www.nationalgeographic.com/) and the high school textbook *World Geography* by Dr. Richard Boehm, Glencoe Division, Macmillan/McGraw-Hill School Publishing Company.

Questions found on the geography part of the test represent the diversity that exists in the six countries of this increasingly important region in respect to human activity, physical/environmental conditions, and cultural settings. The questions were written to challenge the high school student to read widely and deeply in the areas of social studies, and the topic choice is part of the UIL's strategy to link each year's questions to relevant contemporary concerns in order to generate enthusiasm for the social studies and to reinforce the importance of social studies in the everyday lives of students.

Surprisingly, the extensive competitions conducted by the UIL have never had a strong social studies component, and the pilot Social Studies contest is a step toward filling that "hole" in the League's academic contest program.

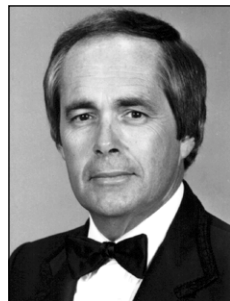
Now is the time for social studies teachers to seize the opportunity to increase the status of social studies in this important statewide event. Moreover, it is an opportunity to provide students with a chance to not only build self-confidence through competitive interaction but also to realize the necessity and importance of a life-long commitment to the social studies.

For more information about UIL competitions or the UIL pilot Social Studies test contact Mr. Bobby Hawthorne (bhawthorne@mail.utexas.edu) or check out the UIL website.

Surprisingly, the extensive competitions conducted by the UIL have never had a strong social studies component, and the pilot Social Studies contest is a step toward filling that "hole" in the League's academic contest program.

Select music with students in mind

The task of revising the UIL Prescribed Music List is under way. The band, choir and orchestra committees met for the first time on Jan. 21 in Austin. The day was productive, and I am excited about the enthusiasm and vision that each music educator in attendance displayed.



Richard Floyd
Music Director

During the early stages of the meeting time was devoted to the discussion of the philosophical issues that will drive the revision process. One of the items shared with the committee was the following article that I wrote several years ago for publication in a national journal. It has been modified to be more "Texas specific." It speaks to the importance of exposing students to exemplary repertoire as a part of the educational process in our bands, choirs and orchestras. It is my hope you will read it thoughtfully.

There is a quote by Zoltan Kodaly that has had a lasting impression on me. It goes something like this: "Children should be taught with only the most musically valuable material. For the young, only the best is good enough. They should be led to masterpieces by means of masterpieces." There is no argument that this is a lofty statement, and I am quite certain that Kodaly did not have the school band, choirs and orchestras of Texas in mind when he made it. Yet the message is clear and offers a challenge for each one of us charged with the responsibility of making decisions about programming for performance organizations in our school music programs.

As you read on please don't accuse me of being in an ivory tower and insensitive to the day-to-day problems that impact the music selection process. Yes, I do know the many external forces that affect our choice of music. Remember that my wife Cheryl is a middle school band director. We have middle school band for dinner every night! I realize that by the time one pauses to ponder the possible selections that might be appropriate for a particular group and the specific performance situation at hand much energy has been drained by fund raising, parent conferences, auditions, the documentation of lesson plans and an endless string of busy Saturdays devoted to our students.

Yet each band, orchestra and choir director must recognize the fact that music selection has to be one of the most important decisions made throughout the year. For the English or math teacher, the choice is made for them. There is a text that must be used. In music one enjoys the luxury and challenge of selecting the "subject matter" for each performance class. This choice offers great options and even greater responsibilities since the musical growth of the students is dependent upon the decisions made by their director.

In every case, the important issue is the quality of the music and the experience it provides for the students. I will always remember a conversation I had with a former student who was in the midst of his year of student teaching. During our visit I asked him how his experience was going and what repertoire the groups he observed and worked with were performing. His answer was, "Oh, everything is okay, but we are just working on a bunch of 'band fodder.'" For those of you who have spent little time on the farm, the dictionary defines fodder as "coarse, dry food for livestock."

To me his message was loud and clear, an indictment of the many works we deal with in all areas of educational music be it band, choir or orchestra. The selections often lack substance, depth, historical value or aesthetic worth.

Somehow, and this is where you come in, we must

place a higher priority on the kinds of music we place in our libraries and program on our concerts. We often times tire of folk music, but isn't it better to use the melodic material that has endured the test of history and represents the musical heritage of mankind rather than a catchy tune supported by an endless ostinato? Are not compositions that take a little study and reflection on the part of both the director and the students more meaningful than the easily forgotten melody accompanied by a trendy redundant chord progression? Will not music of substance be more likely to bond our students to a lifetime pursuit of musical appreciation?

Looking at cartoons does not create an awareness of the beauty in great paintings. The spiritual fulfillment that exists in appreciating the sculpture of Michaelangelo cannot be gained via exposure to plaster-of-paris trinkets. Likewise we do not build appreciation for great music and instill the joy of performing significant music with a product of lesser quality.

The challenge is simple but an overwhelming task. We must utilize the best music possible, not yield to the temptation of always programming what will win, entertain or be popular. At the same time, if we select worthy works we must budget the time to make sure students are aware of the importance of the compositions being prepared and not be concerned only with the notes in their parts.

If the student goes to contest and only remembers the hours it took in practice, how many times his director lost his temper or the number of groups that his group "beat" by preparing that particular work, then we must accept the fact that it is very likely little musical growth or learning took place. In our current academic climate, how can we run the risk of not providing real learning for

our students?

What to do? Remember that no one can make the judgment but you, and no one can be held accountable but you. Accept the fact that no selection is perfect or all-serving. Know that a steady diet of just pieces on a prescribed music list will not assure musical development. Resist the temptation of playing the latest clone of last year's most popular selection. Avoid the pitfall of confusing technical achievement ("this is the hardest piece the Marina Junior High Orchestra has ever played") with comprehensive musical experiences. Select compositions, be they folk song collections, transcriptions, arrangements or original works, that offer you the opportunity to explore worthy musical objectives with your students.

Above all, remember that the music education of your students and the real success of your ensembles is dependent upon how well you meet the challenge of providing appropriate repertoire. Furthermore, the music you choose to bring into the classroom or rehearsal hall will clearly reflect the depth, quality and integrity of your music program and your priorities as a music educator.

This is the kind of thought that must drive this process. It is imperative that our Prescribed Music List contain only the finest music available. Yes, we want the list to be extensive but quantity must not be achieved at the expense of quality. The integrity of our UIL music programs depends on it.

The names of our committee members appear on the UIL web-site. During the coming weeks and months you are welcome to contact them with your comments and suggestions. The Prescribed Music List belongs to all of us. Thus we all should feel a sense of responsibility for the ultimate success of this project.

Adjudicators Promote Musical Excellence

by Gloria J. Stephens
TMAA Vocal vice-president

The beginning of the spring semester signals finality to marching band contests, the end of holiday concerts, and closure-in-sight to the All-State process. This same signal, however, initiates the UIL contest season. Directors structure their schedules around extra rehearsals, contests, festivals, and adjudicating other groups. During this busy time, it is important we retain our perspective as educators in our interactions with our students as well as with the members of groups we judge.

After accepting an invitation to judge, adjudicators must remember they have become invited guests of a region. The role of the adjudicator is that of promoting musical excellence, while providing a student-centered, interactive learning assessment.

When students and directors leave a contest, they should feel affirmed, inspired, motivated and challenged. Consequently, the duties of those associated with running a successful contest are clearly stated in the *Constitution and Contest Rules*. As you review these duties, note the responsibility of maintaining both the "spirit and the intent of the rules and regulations for music competition" rests on the shoulders of the contest chairman, not the judges. In some instances, the Executive Secretary might also serve as the Contest Chairman. Other times it is a designated contest chair. In either case, if irregularities of performance or procedure are noted, the judge shall call them to the attention of this individual.

The contest chairman determines the merit of the violation and the action to be taken. In any case do remember that if a judge notes procedural discrepancies, the contest proceeds, comments are written and ratings are assigned. There is never a need to suspend the

contest or delay the contest schedule in any way.

It is important that a word of caution be given to those who observe or suspect irregularities. The manner in which suspected infractions are reported to the contest officials is paramount. Irregularities should be reported both discreetly and professionally. They need not be discussed openly in front of the students or during the time the organization is in the sight-reading room.

It is noteworthy that more procedural concerns arise in the choral sight-reading room than on the concert stage in the majority of contests. Yet there should be no mystery surrounding the sight-reading process. Procedures are clearly outlined in the *Constitution and Contest Rules*, published by the UIL. Sight-reading contest judges are encouraged to review these guidelines often. Nothing threatens the integrity of this educationally focused event more than the incorrect application of rules or procedures by the contest judges or officials.

Directors who truly prepare their students for contests will practice the sight-reading procedures many times before the day of the contest arrives so their students are thoroughly familiar with the routine. However it is the responsibility of the judges to offer guidance when required and to see that all procedures are consistently and properly applied.

With that said one must remember the judge's role is not simply to make sure everyone "follows the rules". Placed in the proper perspective, this contest should be a tool to help directors become better educators and help our students become better musicians. The purpose of music adjudication is to offer high standards of ethics and to encourage the development of music in our schools. As judges, we accept invitations to evaluate

TSSEC

on-line entries
begin March 1
go to:
www.uil.utexas.edu

Questions?
(512) 471-5883
uilmusic
@uts.cc.utexas.edu



Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
TO:

Dr. Jay Dunnahoo
Executive Secretary
Texas Music
Adjudicators
Association
410 Coronado Dr.
Kerrville, TX 78028
830/792-5224
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Enthusiasm key, Bell recipients say

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the Texas Relays, a major track event few small school athletes get invited to.

"My athletes are students first and athletes second," he said. "I rarely have an athlete ineligible for competition because of their grades because they have learned to discipline themselves in the classroom like they do in athletics. I also believe that not only coaches and sponsors of UIL activities, but teachers, parents and employers must treat those under them with respect and with a positive and caring attitude. No one cares how much you know until they know how much you care."

Principal Merl Brandon sees the commitment and respect Jernigan has for his students and fellow teachers.

"[The success of coach Jernigan] lies in the fact that his success is not one-dimensional," the principal said. "His commitment and dedication to his athletic program is just as strong for his athletes, classroom and family. It is rewarding to work with an individual that can push students to their maximum potential whether it is on the field of competition or in the classroom."

Charles Loggins Bridgeport High School, Bridgeport

When Science is mentioned at Bridgeport High School, Loggins is the person everyone looks to. He has coached the science and computer science contests for 24 years. Now, Bridgeport is known as one of the state's powerhouses in math/science competition, and with his leadership, Bridgeport has won the state 3A academic championship six of the last seven years. His math and science teams have been frequent participants at the state meet, placing in the top five as a team in 1977, 83, 85, 86, 87, 95, and 1996.

He starts his competitive year the second week of school, having students meet him at 7:30 each morning for practice.

"For a student to compete in UIL competition, they must experience success during the path of competition," he said. "Since our society, in part, is based on the competitive spirit, UIL competition will give all participating students a better understanding of this aspect of

our country. We all try to help each other which reinforces the team player value."

His principal, too, recognizes his leadership.

"Mr. Loggins is able to achieve such results in UIL competition because of his great ability to teach in the classroom and his commitment to all students," principal Tom Talley said. "Teaching upper level advanced science courses has given him the opportunity to pass his enthusiasm for science on to many students who, because of his teaching, have chosen careers in the field of science and/or education."

Bobbie Maddox Seguin High School, Seguin

When UIL journalism is mentioned around the state, Maddox's name always comes up. For 27 years, Seguin has been the recipient of the journalism teacher's expertise taking her students to "numerous" competitions in that time.

Maddox, who is the reigning Texas Journalism Teacher of the Year, has been instrumental in teaching many journalism activities throughout the years and is one of the pioneers of introducing broadcast journalism on the high school scene.

"While every student can achieve and succeed, there are many measures of success beyond winning ribbons, medals and trophies," Maddox said. "The real measure of success, whether in UIL competition, the classroom or in life is the individual's dedicated effort to perform at his or her best level. This is what I expect of my UIL competitors — no less. I expect them to put forth their own very best effort in a spirit of competitive sportsmanship."

Principal Irene Garza recognizes her dedication.

"Bobbie Maddox has dedicated her entire career to educating students," the principal said. "Ms. Maddox has had an incredible impact on her students due to her compassion, sincerity and complete devotion to making students the best they can."

Faye Parish Bridge City High School, Bridge City

For over 20 years, Parish has nurtured the talents of interested students through the Bridge City High School UIL math and science program. Under her guidance, the UIL academic program at the school has come from finishing last in district competition to being a perennial sweepstakes winner. In the last five years, Parish's teams have been first in number sense, calculator applications and mathematics in district. The calculator applications team has placed first for 10 years.

"The greatest thing we as teachers can do for our students is to teach them how to learn," she said. "Facts may be forgotten, but if we teach them how to learn we are preparing them for the future. Some of the careers that our students will work in are yet to be developed, therefore facts are not enough. Competition encourages students to learn."

Her principal knows her by another name.

"In Bridge City, Faye Parish is known as Mrs. UIL," he said. "Her knowledge of UIL rules and procedures are invaluable. When the district sought to expand the UIL literary program, Faye was the leading force in the recruitment of new teachers who shared her values and enthusiasm. She does not seek recognition for herself, rather is thrilled by the success of her students."

Dortha Rounsaville Trenton High School, Trenton

When it comes to preparing for the UIL accounting competition, kids in Trenton have to get up pretty early in the morning. In fact, they have breakfast with Rounsaville, who expects her competitors at her house

at 7:30 each morning to prepare for the contest while she fixes them a full breakfast.

Rounsaville has taken students to state in accounting since 1987 and has taken the accounting team to state since 1993. Her students have placed in the top three places 15 times since she made her first appearance at the state meet in 1987.

"It is my desire to help students to realize what they can accomplish through hard work and discipline," she said. "While I push very hard, students learn to prioritize, time management skills and they set goals for themselves."

Her principal, who is a former student himself, knows the asset Rounsaville is to the school.

"Dortha Rounsaville is a valuable asset to Trenton ISD, Trenton High School, and all the students in her district," principal John Orozco said. "Yes, her accounting students excel each year at district, regional and state competition, but more importantly each of her students are much more prepared for the world as they graduate from high school. Due to her dedication, structure and work ethic, we have graduates decide to become accountants and CPAs (certified public accountants)."

Jackie Shandua Fredericksburg High School, Fredericksburg

Since 1972, Shandua has been instrumental in making sure Fredericksburg High School students have had the tools to be successful in UIL math competition, as well as life. He sponsored slide rule until its demise in 1982 and then led his students to the calculator competition, and now sponsors the school's math competition. He has had 12 state qualifiers in his years as a sponsor and can brag of a state championship team as well as an individual state champion.

"UIL competition helps students to set goals and work at achieving those goals," he said. "It helps them to determine what preparation is required and what obstacles may be in the way of achieving those goals. It teaches them how to work effectively in pressure situations and develops their composure and self esteem. I want students to learn to like learning and to enjoy being challenged."

His principal sees Shandua as a good leader.

"While challenging the most gifted students, he provides encouragement to those who lack confidence," principal Mary Alice Deike said. "He instills the belief that success is within the reach of all students. His genuine enthusiasm and curiosity for learning is contagious. He exhibits a relentless commitment and excitement for teaching that inspires those around him."

Karen Stinson Oak Ridge High School, The Woodlands

"A warm body is better than no body" according to Stinson. And she has proved it. Stinson, who has supported Oak Ridge's UIL program in some form for almost 30 years, first participated in public speaking events and, after college graduation, sponsored all the journalism, spelling, ready writing, current issue and events, literary criticism, prose and extemp events. She has coached state finalists in all the journalism events, spelling and ready writing. In keeping with her warm body approach, Stinson was faced one year with a poetry participant getting sick before the contest. She took a student who was between events, coached him, and had him compete successfully.

"UIL activities allow us to create a smaller, more personalized learning community within the larger framework of Oak Ridge high School," she said. "Our goals apply to all students. Our clear, specific expectations are



photo by Excelsha Thomas, Madison High School

Off-Season Program

Following another successful season, head coach and athletic director Jim Streety of Madison High School in San Antonio, works with Joey Gutierrez. Streety has become a mainstay in Texas High school football serving as athletic director at Madison for 27 years and coaching there for 36 years. In 1999, he was inducted into the Texas High School Coaches Association Hall of Honor.

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Award winners provide guidance to students, other teachers

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reliably measured. We do not assume that low-performing students are incapable of meeting high standards, and (we) enjoy proving just the opposite. We give kids a place to belong."

Her principal sees the enthusiasm Stinson brings to the school.

"Whether Karen became the sponsor or solicited an appropriate sponsor for another area, students received the guidance, direction and support they needed," principal Sharon Walker said. "Positive, student-focused, organized, involved, caring and compassionate describe this young woman. The most important aspect of Karen's contribution is her dedication to students. She is the epitome of outstanding."

Jim Streety **Madison High School, San Antonio**

Consistency and stability has been the trademark of Madison High School's athletic program since Streety came around 34 years ago. Serving as head coach and athletic director the past 27 years, Streety has had an opportunity to influence thousands of players. Hundreds of his former players have moved on the college ranks and three have moved on to play professional football. Several of his assistants have become head football coaches, both on the high school and college level. He, too, has a long history of building champions. Since 1976, he has entered the playoffs 17 times and has reached as far as the semi-finals four times. In 1999, he was inducted into the Texas High School Coaches

Association Hall of Honor.

"The best competitors make the best students because they always strive to do their best," he said. "We are here for the students, so there we must find a way to motivate them to want to be competitive."

His principal sees the relationship he has with his players and students.

"His students and associates have undoubtedly been the benefactors of their association with this man and his incredible abilities," principal Donald Smith said. "His care for the well being and providence of others puts Jim Streety in a class by himself. He has managed to maintain the courage to stand strong and firm in his principles, yet he has managed to bend at just the right instant to assist a person, young or old, who may be in a time of need. His integrity is unchallenged."

Patti Wilson **Valley View High School, Valley View**

Wilson started competing in UIL when she was in high school, and, according to her principal, she is still competing.

"She meets all her students as they leave the contest to debrief them about their reaction to the contest," principal Gordon Taylor said. "I think she relives the contest through their description and is able to empathize or celebrate with them."

Wilson, who has served as the campus UIL academic coordinator since 1995, has led the school to two 1A state academic championships in 1999 and 2000 and was the state 2A runner-up in 2001. She has led students to

state in several events, including computer applications, state in five of the seven years she coached them, journalism in two of the four years she coached, and computer science the past three years.

"A quality education involves not just the attainment of knowledge but also the opportunity for self worth and character building and achieving potential," she said. "The UIL academic program at our school has been a core ingredient for enhancing what takes place in our classrooms. Competition at its best makes us all achieve at higher levels — not just individually, but as a group. Participating in academic competition prepares a student for life."

Valley View's UIL academic program began growing when Wilson was hired in 1995.

"Mrs. Wilson actively recruited our students to participate and our teachers to coach events," Taylor said. "By 1996 Valley View was competitive within our district, which included perennial state champion Lindsay. She has the respect of her fellow faculty for her work in the classroom and students have always achieved at an extremely high level."



photo by Mike Wilson, Valley View High School

The trophy

Accepting her trophy as a Southwestern Bell Sponsor Excellence Award recipient, Patti Wilson displays it with Valley View principal Gordon Taylor.

Special teacher makes learning memorable

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for music with everyone. She has always written, produced, and directed variety shows throughout the years in our community and church. She began this in the 8th grade when she and her class produced her first Showboat Variety Show. She continued this through high school producing a show every year until their class earned enough money to be the first DeKalb High School class to be able to take a senior trip by train to New Orleans. She was a voice major at Texas Christian University and graduated with a degree in Music, producing shows there as well. When she graduated, she was offered a chance to go to New York and sing at the Metropolitan Opera, but my grandfather would not let her travel to New York and pursue this interest. She started her first teaching career at Deer Park and produced a Showboat there with the teachers.

She moved back to DeKalb and married my dad 41 years ago. She has raised four daughters, all graduates of Baylor University. She has continued to keep the stage alive in DeKalb and was a vital part of the fund-raising activities for all of our classes. This began when my oldest sister was in the 5th grade and they continued on until they raised enough money to fly to Disneyland their senior year. The entire community was involved in her shows. The city of DeKalb has seen a past superintendent dressed in a mini-skirt and go-go boots singing "Harper Valley PTA" as well as our state representative in a white suit and cowboy hat singing and dancing to "I Want To Do Little Side Step." Current events were used as themes, but all of her shows ended in a patriotic fashion. After the Sept. 11 tragedy, I saw so many things done for tributes with music that I had arranged by my mom since I was a child.

This love for the stage and music has carried over into her classroom. She tries to expose her kids to experiences they may never encounter living in a small East Texas town. She has taken her classes to Fair Park in Dallas to

see musicals, to Las Colinas Studios, to Reunion Tower, and many more exciting locations. Probably the most interesting and fun thing she does with her classes is her annual Christmas Dinner. This is hosted at her house with the help of lots of volunteers. The kids are brought to the dinner by horse and carriage. Volunteers serving are dressed in costumes to fit the theme of the dinner. They listen to chamber music and are served a 6-course dinner usually coinciding with the home countries of the composers they have studied in class. One year, while they were studying opera singers, the theme of the dinner was, of course, Italian. She phoned Mama Leoni's restaurant in New York and they sent menus and souvenirs for each kid to have at their place setting. The kids love this!

She loves John Jacobson and the style he teaches in his workshops. It is not uncommon for her phone to ring at home and a student from several years past tell her that

they are watching television and something they studied in class was on and they recognized the music and knew who the composer was for the selection. Until I started teaching eight years ago, I thought her little stories were cute but never invested much time in them. Now that I have my own students, I see the love a teacher can develop for them and the commitment you put into them when they are competing.

She has not only touched the lives of all four of her daughters by teaching them to sing and play the piano, but she has placed a love for music and the stage in hundreds of lives in a small East Texas town. Although she may retire soon, she is not done. She has a 19-month-old granddaughter whose first Christmas present was a tiny baby grand piano and music book. She has a second grandbaby due in April, so I believe she has her work cut out for her.

English teacher group, UIL academics co-sponsor fiction writing contest

The Texas Book Festival, in association with the University Interscholastic League and the Texas Council of Teachers of English, is sponsoring its first fiction writing contest.

Texas junior high and high school students are invited to submit a piece of original fiction, no more than 2,000 words in length, to be judged by some of the state's finest writers. Winners will be invited to read their pieces during the 2002 Texas Book Festival in Austin.

Entries should focus on the theme, "Growing Up in Texas."

Judges will look for excellence in use of dialogue, character development, setting, plot, conflict and resolution. Entries should be submitted in 12 point type, double-spaced.

Each entry must be titled. Deadline for receipt of entries is June 1, 2002.

Entries will be submitted in three divisions: Grades 7-8; Grades 9-10; Grades 11-12

Schools are limited to three entries per division. There is no entry fee.

Ten finalists will be selected per division. Prizes will be awarded to the first, second and third place finishers per division. First place winners will be invited to Austin to read their entries during the 2002 Texas Book Festival. The winning entries will be published on-line by the Texas Book Festival.

For entry forms and additional information, contact Bobby Hawthorne, UIL bhawthorne@mail.utexas.edu, 512/232-4930 or 232-7311 (fax).

Coaches should set examples for players, school

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Hallsville
David Knight,
Franklin
Chris Edwards,
Wellington

BASEBALL

Ashby Porter,
Paradise

SOCCER

Dennis Vansa,
Silsbee

For most people in the school business, the spring is simply a blur. School resumes in January and before you know it another school year is complete. The same is true for the UIL staff. Especially with Reclassification and Realignment, which has just been released. There is no time to relax.

In the coming weeks the UIL staff will conduct four state championships over a period of three weekends. Wrestling and Swimming Championships Feb. 22-23, followed by Girls Basketball, Feb. 28-March 2, and Boys Basketball, March 7-9.

However, it is not the coming weeks that concern me as much as the weeks that have just passed. In the past two months the number of reportable incidents from officials involving schools, coaches and fans causes me great concern.

Since the beginning of the year in basketball, 85 reportable incidents have been turned in to the UIL office through the Texas Association of Sports Officials (TASO). Similar situations occur in all activities, not just this one sport.

Reportable incidents include coach's ejections, reports of physical contact or verbal abuse by coaches, spectators or fans, early termination of contests due to fights between players/teams and situations where spectators are removed from the facility for inappropriate behaviors or verbally abusing officials.

A few years ago, the number of coaches who were ejected from contests rose to an unacceptable level with 196 coaches across the state being ejected from contests. In response to this rise in unsportsmanlike behavior by coaches, the UIL Legislative Council instituted the Coaches and Officials Positive Expectations or COPE program. Since the inception of the COPE program, the number of coach's ejections has dropped over 50 percent.

However, during that same period of time (from 1995-2002) the number of problems arising from spectators' inappropriate behavior has increased dramatically. What can a school do to educate their spectators on proper behavior at sporting events? That is a question asked by many school administrators across the state.

In response to some of those concerns, the UIL has created and distributed over the past few years a Sportsmanship Manual. If you have not seen it or attempted to use it to educate your parents, students and coaches you are missing a great opportunity.

I am not going to reprint the entire manual (it can be found at our web site www.uil.texas.edu/ath/manuals/index.html) in this article but some general information on behavior expectations of those involved in a contest include:

For Coaches:

- Abiding by and teaching the rules of the game in letter and in spirit.
- Setting a good example for players and spectators to follow.
- Refraining from arguments in front of players and spectators; making no gestures which indicate an official or opposing coach does not know what he or she is doing or talking about; no throwing objects in disgust. Shake hands with the officials and opposing coaches before and after the contest in full view of the public.

- Respecting the integrity and judgement of game officials. The officials are doing their best to help promote athletics and the student-athlete. Treating them with respect, even if you disagree with their judgement will only make a positive impression of you and your



Mark Cousins
Assistant Athletic Director

team in the eyes of all people at the event.

- Instructing participants and spectators in proper sportsmanship responsibilities and demand that they make sportsmanship the #1 priority.

For Participants:

- Accepting and understanding the seriousness of your responsibility, and the privilege of representing your school and the community.
- Living up to standards of sportsmanship established by the school administration and the coaching staff.
- Treating opponents the way you would like to be treated — as a guest or friend. Who better than yourselves can understand all the hard work and team effort that is required of your sport?

- Respecting the integrity and judgement of game officials. The officials are doing their best to help promote you and your sport. Treating them with respect, even if you disagree with their judgement, will only make a positive impression of you and your team in the eyes of the officials and everyone at the event.

For Spectators:

- Remembering that you are at the contest to support and yell for your team, and to enjoy the skill and competition — not to intimidate or ridicule the other team or its fans.

- A ticket is a privilege to observe the contest, not a license to verbally assault others or be generally obnoxious.

- Showing respect for the opposing players, coaches, spectators and support groups.

- Respecting the integrity and judgement of game officials. Understand they are doing their best to help promote the student-athlete, and admire their willingness to participate in full view of the public.

- Being a positive role model at events through your own actions and by censuring those around you whose behavior is unbecoming.

Texas has high school programs that are among the elite in the nation. That success can be directly attributed to the school administrators and coaches charged with the direction of the over 1.5 million students who participate in UIL activities each year. For students to continue to receive the positive benefits participation in extracurricular activities provide, all interested parties must work together.

As I tell coaches and officials all the time, one cannot exist and thrive without the other. Schools need officials in order to play contests and games and without UIL contests to call, the TASO loses its purpose. Once all involved realize that we must work together for the benefit of kids, the situation can only improve.

Scholarship created for former UIL compliance officer

Former coach, League official dies of transplant complications

by Kim Rogers
UIL Public Information Officer

The Texas Interscholastic League Foundation (TILF) has created a memorial scholarship in memory of Carroll Ray Daniel, a longtime figure in Texas high school football and former UIL Compliance Officer.

The scholarship, which will be given annually to students who have participated in the UIL Academic State Meet, was established after Daniel died of complications following a liver transplant on Dec. 24, 2001.

Daniel was born October 14, 1937, in Austin and attended Austin public schools, graduating from Austin

School where he remained until his retirement in 1990.

After his retirement, Daniel spent the last 10 years as UIL Compliance Officer. As an integral part of the UIL staff, Daniel investigated alleged UIL rule violations and was instrumental in enforcing rules set down by the League.

"Carroll Ray believed in enforcing the rules, yet being fair to those who violated them," UIL Director Dr. Bill Farney said. "He was an intelligent, patient and gentle man who leaves an indelible memory and legacy of integrity to his family and friends. We are all richer from his presence in our lives."

With the establishment of this scholarship through the TILF, Carroll Ray Daniel will continue to positively impact the lives of the Texas students for years to come, Farney said.

Contributions to the Carroll Ray Daniel Memorial Scholarship fund may be directed to:

TILF

Carroll Ray Daniel Memorial Scholarship Fund
Box 8028

Austin, TX 78713-8028

Please indicate the contribution is to go to the Carroll Ray Daniel Memorial Scholarship.



Carroll Ray Daniel
1937-2001

"He was an intelligent, patient and gentle man who leaves an indelible memory and legacy of integrity to his family and friends. We are all richer from his presence in our lives."

UIL Director Bill Farney

High School in 1955. He received his B.S. in Education from The University of Texas and began his coaching career at Lamar Junior High in 1960.

After coaching at Austin High School from 1963-1980, where he was named head football coach in 1970, he became head football coach at Austin Crockett High

Lone Star Update

4A schools break away, topping 42 points to lead all conferences

by Kim Rogers
UIL Public Information Officer

The UIL and Texas Dodge Dealers have announced the current standings for the 2002 Lone Star Cup.

Now in its fifth year, the Lone Star Cup honors the best overall academic and athletic programs in Texas and is open to all UIL member high schools.

Standings are based on points earned through a team's success at district and state level UIL activities.

In June 2002, Texas Dodge Dealers will present the Lone Star Cup trophy, along with a \$1,000 scholarship to one high school in each of the five UIL classifications.

Current standings, based on the first tabulation of points, are as follows:

CONFERENCE 5A

1. Austin Westlake	28 pts.
2. Humble Kingwood	24 pts.
3. Corpus Christi Carroll	21 pts.
4. Allen	18 pts.
Arlington	18 pts.
6. Langham Creek	16 pts.
Lewisville Marcus	16 pts.
Lufkin	16 pts.
Houston Stratford	16 pts.
10. Abilene	14 pts.
Clear Creek	14 pts.
Mesquite	14 pts.

CONFERENCE 4A

1. Dallas Highland Park	42 pts.
2. Southlake Carroll	30 pts.
3. Grapevine	26 pts.
4. Cedar Park	24 pts.
5. San Antonio Alamo Heights	22 pts.
6. Dickinson	20 pts.
Friendswood	20 pts.
Hereford	20 pts.
9. New Braunfels Smithson Valley	18 pts.
10. Corpus Christi Calallen	16 pts.
Ennis	16 pts.
Longview Pine Tree	16 pts.
Magnolia	16 pts.
New Braunfels Canyon	16 pts.

CONFERENCE 3A

1. Wimberley	28 pts.
2. Bellville	20 pts.
3. Decatur	18 pts.
4. Bridge City	16 pts.
Cleveland Tarkington	16 pts.
Texarkana Pleasant Grove	16 pts.
7. Atlanta	14 pts.
Commerce	14 pts.
Crane	14 pts.
Everman	14 pts.

CONFERENCE 2A

1. Holliday	28 pts.
2. Celina	24 pts.
3. Ganado	20 pts.
4. Pattonville Prairiland	18 pts.
Refugio	18 pts.
Van Alstyne	18 pts.
7. Jewett Leon	16 pts.
Krum	16 pts.
Wallis Brazos	16 pts.
10. Arp	14 pts.
Blanco	14 pts.
Nocona	14 pts.

CONFERENCE 1A

1. Bremond	20 pts.
Petrolia	20 pts.
3. Burkeville	18 pts.
Iraan	18 pts.
5. Overton	16 pts.
Windthorst	16 pts.
7. Celeste	14 pts.
Round Top Carmine	14 pts.
Shiner	14 pts.
Simms Bowie	14 pts.
Whitharral	14 pts.

Updated standings and final results will appear in upcoming issues of *The Leaguer* and episodes of *High School Xtra*, broadcast on Fox Sports Net. For results, official rules, and scoring structure visit the UIL web site at www.uil.utexas.edu

Prose, poetry categories require more research

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Additionally, if you retrieve information from "other published sources" to serve as your documentation, you are advised to search more than one source to insure the information you have located is definitive.

A perfect example of problems you may encounter is documenting *The Great Santini* by Pat Conroy. Several on-line sites post a biography of Conroy, indicating that his book is an "autobiographical work" and the leading character is based on Conroy's real-life military father. One e-book publisher goes so far as to advertise it as an "autobiographical novel" What an interesting oxymoron! However, it carries a fiction classification number,

and Random House which publishes the book, confirms *The Great Santini* as fiction. Perhaps Conroy did draw on his experiences of having a military father as some information suggests. But the character Conroy writes about is Lieutenant Colonel Bull Meham, and the fate of Meham is one that Conroy's own father was spared in real life.

Publisher's bios might lead you to believe a book is autobiographical with phrases like "based on the life of..." Don't settle for this as adequate proof of non-fiction. There are too many gray areas in such statements. You should see a yellow caution flag when you discover statements such as "founded on the author's life." Suspicion should arise when you encounter combined phrases like "autobiographical novel" or "semi-

autobiographical," phrases that just don't agree.

What we originally believed was simple documentation can still remain so if UIL publications are consulted for guidance, if students allow time for thorough research, and if coaches carefully check their students' documentation now instead of later.

Note: Districts are advised to send out a letter reminding coaches to check the *Leaguer* and web site for clarifications on the categories so that any questionable documentation can be addressed by contest officials prior to the day of the contest. In an effort to aid contest directors, district contest materials for prose and poetry will include helpful guidelines from the State Office for checking documentation.

Academic conference set for June 28-29

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- The language arts matrix: integrating literary criticism, ready writing and spelling and vocabulary into your language arts program
- Q&A about TEA. Questions and answers about UIL and TEA rules
- Integrating Maps, Graphs and Charts into regular social studies curriculum
- Building a speech program and tradition.
- Finding scholarships for your academic students
- Curriculum ideas for the state's required speech course
- Making CX debate user-friendly
- The basics of Lincoln-Douglas debate
- Cross Examination Debate Topic Analysis
- Using the Art Contest to teach art elements and art history

For more information, visit the UIL website at www.uil.utexas.edu or contact Bobby Hawthorne at Box 8028, Austin, TX 78713; bhawthorne@mail.utexas.edu.

Coaches urged to submit state pictures online

This year marks the first year that team information sheets and team photos to be used in State Tournament Programs can be submitted online.

Team rosters, school information, and regular season schedules with scores may now be submitted online through the UIL web-site at www.uil.utexas.edu. Coaches are urged to proofread entries carefully — the way a coach enters the information is the way it will appear in the State Tournament program. Coaches should not use the caps lock key, as that may cause additional problems.

Team photos may be submitted via e-mail to: blinder@mail.utexas.edu. Photos can be either color or black and white, but they must have a resolution of at least 300 dots per inch. All photos must be e-mailed as an attachment in a TIFF format. Team photos should be sized to approximately 3x5 to keep file sizes down. If you do not understand these specifications, please mail an actual photo.

Do not send out of focus, low quality photos. If coaches are unable to e-mail a photo, please overnight a quality photo to the address listed in your manuals.

Girls basketball photos and team information sheets must be received at the UIL office no later than 4 p.m. Feb. 21.

Boys Basketball photos and team information sheets must be received no later than 4 p.m. Feb. 28.

Music adjudicators also serve as educators

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students' performances. Thus our role is to evaluate and educate. We should freely and gladly leave the administration of the contest to others.

I hope you will take the time to review the rules, again, in the *C & CR* before fulfilling your adjudication commitments. It would be wise to remember the awesome job we, as educators, have in relation to any and all students whose paths we happen to cross. Finally, be mindful of the professional support we should proudly extend to our peers and their students.

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 Troussel.

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 MILBY HS

The District 18-AAAAA Executive Committee placed all boys' athletic programs at Houston Milby High School on probation through March 23, 2002.

AUSTIN TRAVIS HS

The State Executive Committee placed Austin Travis High School on probation through April 17, 2002 for allowing an ineligible student to participate.

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).

SMYER ISD

The State Executive Committee issued a public reprimand to Smyer ISD, with probation through February 27, 2002 for inappropriate behavior by fans at a junior high basketball game.

LAREDO NIXON HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to the Nixon High School soccer program for playing an ineligible foreign exchange student. In addition, Mr. Isidro Garcia was issued a public reprimand and placed on probation through April 11, 2002.

BOYD HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to Mr. Arnold Parker, Boyd High School, for violation of state law (no pass, no play).

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. The committee also issued a public reprimand to Mr. Kip Holloway, and placed him on probation through April 11, 2002.

PASADENA DOBIE HS

The State Executive Committee issued a public reprimand to Mr. Abraham Haje and the soccer program at Dobie High School, with probation through April 11, 2002 for violation of Section 1206 (b), Sunday Prohibition.

CHANNELVIEW HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to Mr. Sergio Montanez and the soccer program at Channelview High School for violation of the age restriction.

ENNIS HS

The State Executive Committee issued a public reprimand to the soccer program at Ennis High School, with probation through April 11, 2002 for violation of the Athletic Code, inappropriate interaction with a game official by a student athlete. In addition, the student in question was suspended from participating in all UIL activities through April 11, 2002.

CONROE CANEY CREEK HS

The State Executive Committee issued a public reprimand to the basketball program at Caney Creek High School, with probation through April 11, 2002 for inappropriate interaction with a game official by a fan.

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 competition 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.

CLAUDE ISD

The District 2-A Executive Committee issued a public reprimand to Claude ISD, with probation through post-season basketball play for the 2001-2002 school year for inappropriate interaction with game officials by fans.

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.

Distribution rights

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

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