

Leaguer

Reflections of Success

Top 15 give students credit for successes

W

hether it be in sports, music or academics, most Texas teachers know that their biggest success comes with the success of their students. UIL recognizes this concept and 13 years ago created an award to recognize 15 teachers/sponsors who go "above and beyond" to make their students successful with the UIL Sponsor Excellence Award.

A panel of judges representing the areas of music, academics and athletics selected the winners from nominees submitted by school principals and superintendents statewide. Nomination forms were sent to schools in August.

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.

"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 outstanding educators."

The UIL Sponsor Excellence Award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, a director of the Cain Foundation. Southwestern Bell joined with the UIL in

1997 but dropped their support last year. This year, the UIL is assuming the financial aspect of the award on its own because it believes that a strong extra-curricular program in all areas makes for a strong and successful school. Each of the 15 recipients will receive a \$1,000 check and a symbolic memento from UIL for their outstanding contribution to the success of students in Texas.

"I have always observed her dedication to teaching and coaching," principal James Adams said, "but more importantly her dedication to her students and athletes."



photo courtesy of Mary Beth Kerr, Cypress Creek High School Publications

The UIL-Southwestern Bell Sponsor Excellence Award recipients for 2002 include:

**Mona Sue Cauley
Arlington High School, Arlington**

Cauley has taught physical education and coached volleyball, basketball tennis and track 28 years in schools ranging from junior high to large 5A schools. In that time, her players have earned honors ranging from All-District to All-State and All-Academic. She said she has never had an active player become ineligible due to poor academic grades.

"I try to instill that as young adults they must learn how to handle all situations both positive and negative," she said. "I strive daily to work with athletes with a less motivated background to become leaders of their own and to develop a self-esteem to be productive in society after high school."

In addition to working with her students on the court and classroom, she has worked to get several of her athletes scholarships as well as become active in the Texas Girl's Coaching Association the past 15 years.

continued on page 7

A Little Extra Help

Sponsor Excellence Award winner Mariann Fedrizzi of Cypress Creek High School in Houston helps junior Keith Jones with research. Fedrizzi serves as the fine arts department chair and is running the UIL academic meet this spring. Fifteen sponsors in academics, music and sports are recognized by the UIL each year with the Sponsor Excellence Award. Each recipient receives \$1,000 and a plaque to display his or her accomplishments.

2 private schools given option of joining UIL

by Kim Rogers
UIL Public Information Director

Under certain provisions, two non-public schools may apply for membership in the UIL beginning with the 2003-04 school year. The Legislative Council voted January 13 in favor of amending the *Constitution and Contest Rules* to allow non-public schools to apply for UIL membership in the largest conference (currently conference 5A).

The amendment to the *Constitution* will allow non-public schools to apply for UIL membership in the largest conference unless their right to participate has been suspended or revoked for violating rules or codes by another League similar to the UIL. Additionally, the schools

must meet the following conditions:

1. Are accredited by the Texas Private School Accreditation Commission.
2. Do not qualify for membership in any other organization similar to the UIL.
3. Meet the definition of a high school as described in the *Constitution and Contest Rules*.

The amendment is contingent upon a satisfactory settlement of current litigation regarding this matter, and approval by the Commissioner of Education. A non-public school could be assigned to a UIL district beginning with the 2003-04 school year in all activities except varsity football. Due to reclassification and realignment policies, non-public schools will not be assigned to a varsity football

continued on page 9



Private school inclusion should eliminate pending litigation in federal court system



Bill Farney
UIL Director

The UIL's Legislative Council approved an amendment Jan. 13, 2003, which will, if approved by the Commissioner of Education, permit two private schools to apply for membership — Dallas Jesuit College Preparatory School and Houston Strake Jesuit.

These two boys-only schools do not qualify for membership in any other statewide organization and have been seeking admission to the UIL for almost 10 years. Dallas Jesuit currently has more than 900 students and Houston Strake Jesuit has 806.

Both schools would be assigned to Conference 5A and allowed to participate in all activities except varsity football in 2003-2004. League rules do not permit member schools to join football in the second year of a two-year alignment.

By modifying membership standards, the UIL takes a step in settling pending litigation without risking an adverse decision by the 5th U. S. Circuit Court of Appeals and also addresses legislative concerns regarding private schools.

Why now? Legal counsel advised that taking action would end the possibility of an unfavorable ruling that could allow all private schools to seek membership in the UIL. Public schools are adamantly opposed to private schools joining the UIL and are well aware that the student populations of small private schools pose a distinct disadvantage for public schools that must educate all students, not just the more gifted students.

Why wasn't this issue placed on a referendum ballot? The Council realizes that well over 98 percent of public schools

oppose private schools being in the UIL. However, if member schools were aware of the current conditions and standards by which the two new schools must abide, the proposal may have gained support. The only conference affected is AAAAA, and only boys' competition. It is possible that public schools now have a much better position to speak against other private schools since all other private schools have a viable league of their own.

The UIL staff and the Legislative Council are and will continue to be strong public school advocates. Public schools will continue to oppose allowing private schools membership into the UIL.

Would it be better to deny all private schools admission, including the two Jesuit schools? The Legislative Council believed this is the best course of action at this time. Don Hendrix, Council Chair from Crosby ISD, said, "The Council was reluctant to admit any non-public schools. However, it became apparent that this was the best option for the UIL."

The two new schools must abide by all UIL rules, including rules prohibiting recruiting of athletes. Private schools — by their very nature — must recruit students. But no UIL member school is permitted to recruit or provide inducement to athletes.

Any new student must have a Previous Athletic Participation Form and be approved by the district executive committee. Students are prevented from changing schools for athletic purposes. Students living in one school district will not be able to transfer to another school without being ineligible to play varsity sports for one calendar year.

UIL member schools must have full-time employees as coaches in grades 9-12. All students must be eligible by no pass-no play standards. Number of games, practice hours and amateur rules apply to all athletes.

Does this open the door for other private schools to gain admission at a later date? The new membership standard applies only to bona fide high schools that

do not qualify for membership in another statewide association. All other private schools in Texas are eligible to belong to a private school association. If they drop out of or become suspended from the private school association, they cannot become eligible to apply for UIL membership. The rule has a rational basis and can be defended in court.

What if the Texas Association of Private and Parochial Schools (TAPPS) decides in the future to further limit their membership status causing other schools to be "not eligible for membership?" This situation is not likely to happen.

Most private schools do not want to adhere to state laws because they do not receive state funds and, for the most part, operate with volunteer and/or part-time coaches.

Nobody can predict the future, but all member schools can be assured the UIL staff and the Legislative Council will work with schools to address these challenges. The ability for school superintendents to formulate rules, govern their schools and

keep the benefits of interschool competition for new generations of students is of vital importance to education. What we face in view of the current economic shortfall is an opportunity to pool our creativity and resolve so young men and women will have opportunities to develop their interests and talents.

There are some trying times ahead. Everyone who is involved in school activities must be seen as part of the solution to the economic dilemmas we face. I firmly believe that we can adapt and change so schools will still be able to offer comprehensive curriculums. Let us all remember that promoters and entrepreneurs will see to it that the talented athlete will have ample opportunity in any kind of economic condition.

Our challenge is to preserve that once-in-a-lifetime school experience — not only for the gifted — but for the 96 percent who will not receive college athletic scholarships. What a sad world it would be if only the brightest birds get to sing.

EDITOR
Dr. Bill Farney
UIL Director

MANAGING EDITOR
Randy Vonderheid
Assistant Academic
Director

ADMINISTRATIVE
STAFF
Dr. William D.
Farney, director;

Dr. Charles
Breithaupt, director of
athletics;

Richard Floyd,
director of music;

Bobby Hawthorne,
director of academics;

Rhonda Alves,
assistant academic
director;

Vicki Bryant, project
coordinator;

Diana Cardona,
spring meet materials
director;

Peter Contreras,
athletic coordinator;

Mark Cousins,
assistant
athletic director;

Sandra Deel,
financial officer;

Sam Harper,
waiver officer;

Luis Munoz, one-act
play director;

Bonnie Northcutt,
director of policy;

Jana Riggins,
assistant academic
director;

Kim Rogers, public
information director;

Rachel Seewald,
athletic coordinator;

Edi Stidham,
Compliance Officer

David Trussell,
computer technology
director;

Randy Vonderheid
assistant academic
director.

Academics department notes...

State Meet Schedule

Please check the tentative State Meet schedule, posted on the UIL web site (www.uil.utexas.edu). Because of planned repairs taking place in the Thompson Conference Center that weekend, we've had to move journalism from TCC 1.110 to TCC 2.102 and speech from TCC 2.102 to TCC 1.110.

We've also made minor changes in several contest coaches' conferences and awards assemblies.

Social Studies Contest

The Legislative Council also approved social studies as a full UIL contest beginning in September, 2003. Next year, students competing in the social studies contest will advance from district to region to state. Their points will

count toward League championships.

On Feb. 22, the UIL will host a meeting of a recently-appointed Social Studies Contest Advisory Committee, which will iron out final details on contest rules, guidelines and content. Details of this meeting will be published in the March *Leaguer*.

The UIL is now in the fourth year of the social studies pilot. The first two years centered on economics, the last two on government and geography. We want this contest to appeal to a wide range of students. We want it to challenge more than short-term memory. Ultimately, we want it to provide all participants a wider and deeper understanding of how the world works and why it works that way. — Bobby Hawthorne

Leaguer

"ISSN 0897-4314"

POSTMASTER: Send address changes to The Leaguer, P.O. Box 8028, Austin, TX 78713.

The *Leaguer* is the official publication of the University Interscholastic League. The *Leaguer* is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties.

Access the UIL on the Web at <http://www.uil.utexas.edu>. The UIL office is located at 1701 Manor Rd., Austin, TX 78722 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, Austin, TX 78713-8028.

The *Leaguer* is published monthly by The University Interscholastic League. It is published in September,

October, November/December, January/February, March and April. There are no issues in May, June, July or August. One year's subscription is \$8. Periodicals Postage Paid in Austin, TX.

STATE EXECUTIVE COMMITTEE

Chairman: Kenneth Judy, superintendent, Crawford ISD; **Members:** James Brewer, superintendent, DeKalb ISD; Lloyd Choice, Houston; Paul Galvan, Fort Worth ISD; Elizabeth Gardner, superintendent, Pflugerville ISD; Teresa L. Long, Austin; Ruth Meredith, Horseshoe Bay; Mike Motheral, superintendent, Sundown ISD; Robert Payton, Dallas ISD; Sylvester Perez, superintendent, San Marcos CISD; Ryder Warren, superintendent, Crane ISD.

LEGISLATIVE COUNCIL

Chair: Don Hendrix, Crosby ISD; **1st Vice Chair,** Dan Noll, New Diana ISD; **2nd Vice Chair,** Mark Henry, Sulphur Springs ISD.
5A • Vernon Newsom, Mansfield ISD; Curtis Culwell,

Garland ISD; Gary Crowell, Fort Bend ISD; Pete Anthony, San Antonio Southwest ISD.

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

3A • Jerry Blakely, Littlefield ISD; David Seago, Rains ISD; Robert French, Giddings ISD; John Hall, Cuero ISD.

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

A • Carl Taylor, Wellington ISD; Don Rhodes, May ISD; Dan Jones, Avery ISD; election in progress for 4th representative.

At-large members • Elizabeth Saenz, Balmorhea ISD; Inocente Quintanilla, Socorro ISD; Eugene Young, Kimball HS, Dallas ISD; Kay Waggoner, Red Oak ISD; Alton Frailey, Spring Branch ISD; Elizabeth Treadway, Hardin-Jefferson ISD; Georgia Johnson, Round Rock ISD; Dolores Muñoz, Point Isabel ISD.

Hope for the best at district — be prepared for the worst

Seven unshakable truths:

1. No matter how much they're discounted, oriental rugs always cost about a thousand dollars.

2. All the interesting views will be out the other side of the airplane. Your side will resemble Kansas.

3. This year's wacky "concerned parent" will be next year's school board member who'll think your class is fluff, even if you're teaching AP physics.

4. Unless you act now, the judges at your district UIL meet will be either blood relatives, generally children or parents of the contest director, or truck drivers, or both. The students of the contest sponsor will sweep first, second and third places in ready writing, all four journalism contests, and each of the speech and debate contests. The host school will win the one-act play, even if it's scenes from "Smokey and the Bandit II." The winners will come from schools that have neither a journalism, speech nor drama department — nor even a coherent language arts curriculum past freshman English.

Consequently, someone will call me late Saturday or early Sunday following the district meet. That person will be angry. I'll be in the middle of a meal or asleep. It'll go downhill from there.

These are self-evident truths. Trust me.

Having directed the journalism program for 20 years and observed the speech and debate program for at least that long or longer, I think I've seen and heard it all. For example, I remember a 5A district meet in which the contest director, a young, clueless teacher, figured she could also direct and judge the four journalism contests.

And I remember when the contest director passed out the current issues and events answer keys with the contest, when the bus driver misread a map and ended up at the wrong school, when the electricity blew in the middle of the computer applications contest.

Stephen King couldn't imagine some of the horror stories I've heard.

And while I think I've heard it all, I haven't. Unshakable truth No. 5: This spring, something new, so unusual, so utterly impossibly strange could take place that it will leave me gasping in disbelief.

Sure, chances are this won't happen to you. But it could.

So, plan ahead. Most of the district meet complaints I've heard deal with judging. Make sure your district has hired qualified judges for the subjective contests. Coaches can judge math, science and the other fill-in-the-answer key contests. But you're inviting long-term animosity if your journalism judges don't know the difference between a headline and a wrinkled brow.

Or if your Lincoln-Douglas judge advances three males because "the Bible says girls really shouldn't argue with boys."

Unshakable Truth No. 6: coaches never forget and rarely forgive. So, if you're hosting the district meet, hire the best judges available. If you're green as an avocado, call around. People will help. And if you're not hosting the meet, call the host school and offer to assist. To illustrate:

"Hi. I'm just calling to remind you that in a few short



Bobby Hawthorne
Academics Director

weeks, we're going to be visiting your school for the UIL district contest, and if there's any little thing I can do to help, please don't hesitate to ask because I've been coaching UIL academics for 30 years, and there's not a thing I don't know.

"And by the way, while I have you on the phone, did you by any chance read through the Spring Meet Manual because if you didn't, I know you will want to, and if you don't have one, well I have mine right here and I'm glad to fax it over.

"Of course, I just know you will have everything lined up and ready to go, so really, I'm just calling to tell you how thrilled we are to be coming your way. Tell you what, there's a Krispy Kreme on the way. I'll bring some donuts that morning. Okay? Then good, we'll see you soon, Hon. Bye-bye."

While this tactic is potentially pushy and perhaps unnecessary, it's worth the risk. You do not want to be calling me, Jana, Randy or Luis late Saturday night after the district meet with a horror story about incompetent judges or contest directors. Because chances are, our responses will be, "Geez, that's tough but there's not much we can do about it now."

And that's unshakable Truth No. 7.

One other thing...

Several years ago, my eighth grade daughter went out

for track. An old jock myself, I was proud of her. Problem is, she went out for track on the Monday prior to the first meet that Wednesday, and the coach had her run the 400-meter dash as well as a leg on the 800-meter relay. She was totally unprepared for either, so unprepared that she tripped taking the handoff on the third leg of the relay and splattered herself across the cinder track.

Aside from a few scrapes, she wasn't injured, but her pride took a pounding and between sobs, she choked out a few words I was not aware she knew, and I got mad. Not at her, but at her coach, and it took an unusual degree of self-control not to confront him and ask why he had sent a child who had barely two workouts under her belt to run a quarter-mile and then a leg on the 800-meter relay.

Five years later, I'm still mildly peeved.

I am reminded of this each spring when I'm judging a set of writing entries for a local district. Clearly, some of these students have no idea what an editorial is or does, or what a headline should contain. I've seen students tossed into the current issues and events contest who couldn't tell the Texas governor from the King of Spain.

Competition is healthy only if the participants are prepared to compete. Otherwise, it can be degrading and humiliating. Prepare your students. They probably won't win, may not place, but they deserve to know they've done their best and had a fighting chance.

Private schools in academic contests

In January, the Legislative Council voted to open membership to two private schools: Dallas Jesuit and Houston Jesuit Strake, starting in 2003-04. The question has been raised several times: will they be eligible for academic competition?

The answer: yes. They'll be eligible to compete in all UIL activities next year except football, and we assume they'll compete in academics. We welcome them into our association and look forward to a long and rewarding relationship with both schools, their coaches, administrators and students.

Extemp selection process goes through several steps

continued from page 4

more and more of our academic events, I asked the committee to look intensely at the prospect of allowing computers in the extemp prep room. On the one hand, logistics, monitoring storage files, disparity, loss of interaction and benefits of the traditional filing process make coaches wary of introducing computers into the prep room. One coach asked, "Will computers take away the extemporaneous aspect of the event?" On the other hand, I believe we must force ourselves to think outside of the box and be ready for what is coming in the lives of our students.

UIL contests must remain relevant to the world students live in and enhance the skills they need for success. UIL Director of Technology David Trussell and I will be working on a five-year plan to further implement technology into these contests, balancing trends and capabilities of technology with the educational benefits that make speaking contests so valuable to Texas students. Your continued feedback is appreciated.

Contest helps students master learning skills

continued from page 12

for learning and research. The student is expected to:
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches. B110.25.

English Language Arts and Reading, Reading (Elective Credit).
-2. The student builds vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, listening, and conversing;
(B) determine word meaning by using context.
-4. The student comprehends selections using a variety of strategies. The student is expected to:
(E) draw inferences such as conclusions or generalizations from text and support them with text evidence;
(F) identify structures of text organization such as chronological, cause-effect, and deductive.

-5. The student uses study strategies to learn from texts. The student is expected to:

Ethical source citations were of grave concern to novice and veteran coaches alike. The UIL Spring Meet Code, page 54 of the C&CR, provides clear direction that students should not fabricate sources and their citations. Every educator on the committee agreed — coaches are the key to instilling in their competitors ethical standards in competitive endeavors.

My thanks to this wonderful committee that reviewed the contest handbook and ballots and contributed suggestions to make these more user-friendly and for providing feedback for constitutional rules. Expect continued discussion in future League publications of areas critical to the advancement of the extemporaneous speaking events and expanded clarification in our Informative and Persuasive handbook.

Examining demands of society and evaluating trends of the forensic circuit are commitments we embrace. The cutting edge is where UIL speech strives to be as we continue to provide meaningful extracurricular activities for our students.

(A) identify important text information by taking notes, making marginal notation, and underlining;

(C) recall important text information by reviewing notes, rereading, and writing important ideas;

(D) answer different types of questions, such as multiple choice, open-ended, literal, and interpretive. B110.26

English Language Arts and Reading, Speech

-3. Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:

(E) use appreciative and critical-listening skills to analyze, evaluate, and respond appropriately to class, public, or media.

-6. Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:

(F) use appreciative and critical-listening skills to respond appropriately to class, public, or media performances. B112.7.

State-bound debaters to register on-line

Staying on the cutting edge — that's one of the goals of UIL speech competition. Cutting edge often demands streamlining, upgrading, and all that must begin with examination and review of the status quo.

Debate coaches have already experienced new procedures this season. All data for the Cross-Examination Debate State Meet is now submitted on-line. Judging forms must be accessed via the UIL web site. Coaches: make sure you meet the Feb. 13 deadline for submitting your required judge forms to avoid a late fee. Your Coaches Packet from district details instructions on how to complete the necessary forms on-line. Contact us if you need assistance.



Jana Riggins
Assistant Academic Director

cial. Regional areas encompass the Americas, United States/Texas specific, Africa, Asia, Europe, Middle East, global and what I call "hot topics" of the day. In each set of League topics, you can expect a balance of domestic and international issues.

The committee wholeheartedly supported the inclusion of Texas topics as contest speeches, but pointed out that students tend not to choose these. The State Office has tracked selection patterns of district, regional, and state topics for several years that substantiates this claim. One reason coaches cited was limited sources with substantial credibility and the need for the state topic to carry national impact so the issue would be considered equally strong by the judges when the round is weighted with national/international topics. Attention to maintaining a Texas focus but broadening the impact of the topic will be a step taken by the League.

I often get the question of how far in advance of the contest date are topics written. Timeliness of topics is a great concern of mine, and our shipping department has graciously allowed us to send topics under separate cover from the other academic materials so they can be fresh. Students should continue to update their files until the day of competition. Different topics are created for both weeks of district and are worded to allow the most current information to be included. Regional topics are printed and shipped to contest sites the week of the meet. State topics may be modified as late as the Wednesday before State.

Discussion also centered on providing topics with wording that is clearly Informative or Persuasive. Although this is certainly desirable, as we examined sample topics, it became clear that some coaches and contestants could see common phrasing as informative, while others believe it to be persuasive in nature. This element of perception cannot be avoided. The *UIL Constitution and Contest Rules* states that it is the speaker's obligation to approach the topic appropriate to the contest division in which he is entered. Coaches can assist their students by establishing the purpose and structure of speeches to inform in contrast to speeches with the intent to persuade.

As the committee entertained proposals to alter rules and procedures, the standard was set that for change to be justified, it must increase the educational benefits for students. Dialogue on whether the League should change Informative and Persuasive Speaking contests to Domestic and International revealed little support for this change. Most arguments in favor centered on making UIL synonymous with other organizations so students would not be required to make adaptations in their preparation, filing, and delivery, which might increase participation in the event.

Others countered that diversity was a plus for students so they receive additional challenges. A compelling argument for the status quo is that Texas Essential Knowledge and Skills require speech teachers to teach both informative and persuasive as basic approaches to speech making, making UIL's format a reinforcement of classroom curriculum. In addition, students are challenged in the area of analysis when they must adhere strictly to either informing their audience or persuading them. Bottom line for these educators was that the real world demands our students be proficient in both types of speeches, so the educational benefits for constancy prevail.

Because the League has introduced technology into

EXTEMP TOPICS

INFORMATIVE

1. What issues distinguish the U.S. presidential hopefuls?
2. Why is Turkey in such a difficult position concerning the potential U.S. attack against Iraq?
3. What are the components of Bush's economic stimulus package?
4. What caused the space Shuttle Columbia to fall apart as it passed over Texas?
5. Why does Texas want to go to a deregulated college tuition system?
6. What plans has the U.S. made for Iraq if Sadaam is deposed?
7. Who is Kim Jong Il?
8. Why is the price of gasoline continuing to rise?
9. What position has the Bush administration taken with the North Korean nuclear dispute?
10. Why is the current crisis in Venezuela critical to the U.S.?
11. How does the Texas Legislature propose to alleviate the state's budget deficit?
12. What reforms have been proposed as a result of corporate accounting scandals?
13. What political course did President Bush lay out in his State of the Union address?
14. What steps is the U.S. taking to help rebuild Afghanistan?
15. How is the Chechen conflict a war both of the past and the present?
16. What steps is the U.S. military taking to find bin Laden?
17. Why is there tension among civil rights activists about the creation of a Homeland Security Department?
18. What are the issues creating political instability in the Ivory Coast?

PERSUASIVE

1. Bear or Bull: What is the direction of the stock market?
2. Have U.N. arms inspectors determined a true picture of Iraq's weapons capabilities?
3. What strategies will Democratic presidential hopefuls use in challenging President Bush in the 2004 elections?
4. Can the European Union deliver the prosperity it promises to its members?
5. The death penalty: Are recent actions by then Illinois Governor George Ryan a sign of things to come?
6. Is Kim Jong Il a bigger threat than Saddam?
7. Will the Shiites be able to gain control of Iraq?
8. Should the U.S. mandate restrictions on cloning?
9. How can we balance homeland security and civil liberties?
10. Who or what is to blame for the Texas state budget crisis?
11. Will President Chavez be able to resolve the domestic turmoil in Venezuela?
12. Will the economic stimulus package proposed by President Bush work?
13. Should Texas continue to support publicly funded charter schools?
14. Will proposed increases in defense spending threaten U.S. social programs?
15. Can Ariel Sharon effectively lead Israel in negotiations with the Palestinians?
16. How will the loss of the space shuttle Columbia impact NASA?
17. Have corporate accounting scandals brought about meaningful reform?
18. What must be done to achieve political stability in the Ivory Coast?

SPRING 2003 LD Debate Topic

RESOLVED: In the United States, due process rights ought to be valued above homeland security.

CX Debate resolution for 2003-04

RESOLVED: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

Debate is not the only event to experience upgrades. A blue ribbon committee comprised of contest officials and coaches from each conference representing each region of the state met at the state headquarters this month to examine the UIL extemporaneous speaking contests. Many years had passed since a committee had gathered with this goal in mind and a revisit of our rules and procedures was needed.

The committee's discussion focused on topics, rules, materials in the preparation room, nature of the contest, and UIL support materials for the Informative and Persuasive speaking events.

I shared with my colleagues an overview of the State Office topic writing methods. They felt you and your students would benefit from this information, too. Obviously, current news dictates what subjects become topics for competition. The *C&CR* lists three major newsmagazines that can be used as a guide for preparation: *Newsweek*, *Times*, *U.S. News and World Report*. If all three carry a story, a topic is usually written on the issue. Daily newspapers and Internet news sources are also resource for topics. We provide your students with links to on-line news services on the UIL web-site speech page.

Over the years, I have developed a topic checklist that helps ensure a balance of topic areas, with attention given to topics not only national and international in scope, but also that focus specifically on Texas. Realities in Texas are relevant to what is impacting our students' lives; so topics concerning our state are included in each set of League topics. My checklist includes these problem areas: economic, educational, foreign policy, medical/health, military, political, science/technology, and so-

New York Times creates censorship issue

Many principals found a friend in *The New York Times* in early December. It seems the prestigious paper had a case of censorship on its hands.



Randy Vonderheid
Assistant Academic Director

The paper itself, in its editorial section, came out against the "men only" status of Augusta National Country Club, the site of the Masters golf tournament. A sports columnist of that paper did the unthinkable and wrote a column supporting the club's stance of the "men only" status. In other words, the columnist went against the paper's stance in his column. The newspaper rose up in all its majesty and power and censored the columnist, telling him the column would not run.

A quick journalism lesson: an editorial is the newspaper's stance on some situation or event. In many instances there is an editorial board and everyone votes on the stance the newspaper will take. If the vote doesn't come out unanimous, the person or people voting against the majority have the opportunity to write a "personal" column giving their reasons for not supporting the majority's view. Thus, personal columns were created.

Back to *The Times* — when the editors censored the column, an uprising occurred and the unspeakable happened. Other newspapers published the column and

attacked *The Times* for censoring the column. In most cases, newspapers in America don't like the word "censor" and will do everything imaginable to keep that from happening.

The Times was facing a problem. Should the newspaper run the column and allow a staff writer to express his personal opinion, or should the editors maintain their stance and not run it?

After so much controversy, *The Times'* editors decided to run the column. The problem, though, is that the column got more attention than it would have ever received had it run originally.

The same things happen with principals. In several instances principals will censor stories from school newspapers and yearbooks hoping that the stories those principals feel "are not conducive to learning in the high school" will be erased forever. What happens many times though is that the local media outlets will pick up the story and run it through their publications or broadcasts. In either instance, the story gets a lot more attention than if the principal just allowed the story to be run — just like in *The Times*.

And it's not just the administration. Parents want to do the same thing. One year, mothers of drill team girls didn't think the yearbook I advised gave them adequate coverage and created a petition demanding I lose my job. I had a short talk with the local community newspaper editor. Following that conversation a front page story ran accusing the drill team moms of attempts to censor the publication. Their leader, whose daughter was on my staff, backed off the petition and the situation was muted. As a side note, the drill team didn't have a spread in the

yearbook called "drill team spread," but I counted the number of pictures we used to cover the squad and there were more pictures than they normally received in a traditional coverage of their group. I will say that in all this my principal supported me, and I will confess that with few exceptions I had wonderful administrators who supported the work of the student publications.

In both instances, a situation that could have been dealt with through proper communication was not be-

cause people wanted to display their power. I admit, there are times when some student publications go too far. I admit, too, that there are times when administrators don't allow their student publications to help the overall mood of the school by communicating something that needs to be discussed in open forum.

I've seen too many schools where they claim there is no drug problem, but school resource officers lead students out every day in handcuffs for possession of drugs. I, too, have seen principals claim there are no teen pregnancy problems but have classes designed especially for pregnant girls and teen fathers. The list could go on.

Last year there were several incidents where principals censored certain things in the school newspaper and

The Times was facing a problem. Should the column be run and allow for a staff writer to express his personal opinion, or should the editors maintain their stance and not run it?

continued on page 7

ILPC convention planning begins for April 5-6 event

Following the successful national journalism convention, held in Dallas in November, this year's ILPC convention will top off a successful year for the state.

The convention, scheduled for April 5-6 on The University of Texas in Austin campus, will again be held at the University Teaching Center. Information has been mailed to all ILPC members. More information can be downloaded off the web site (www.uil.texas.edu) or call Randy Vonderheid (512-471-5883).

The convention will not conflict with the national convention, to be held in Portland, but regional UIL competition will conflict, Vonderheid said.

Among the out-of-state speakers scheduled to appear are the incomparable David Knight, former award-winning adviser and popular speaker from Lancaster, South Carolina, won several Best of State and Sweepstakes awards while teaching; Scott Winter, an award-winning teacher from North Dakota, Terry Nelson, the 2001 National Journalism Teacher of the Year; Mark Herron, a former award winning adviser and presently is the director of publications at Ball State University in Indiana, and James Kenney the director of the photojournalism sequence at Western Kentucky State University.

The convention will begin with the Legends keynote address by Paul Ender, an award-winning adviser in California and popular speaker at national conventions.

"The keynote address is sponsored by Herff Jones and we are lucky to have Paul as our featured speaker," Vonderheid said. "We hope he will be able to lead several small sessions for students in addition to giving the keynote address."

There will be approximately 100 sessions over the two-day event.

"In addition to these speakers, many sessions will be given by the teachers and professional journalists of Texas," Vonderheid said. "We like to attend the national conventions to find out how people in other states are doing, but we probably create better conventions in state."

Broadcast is a new area ILPC is about to enter.

"We are planning a broadcast workshop to be held during the convention," Vonderheid said. "The registration form is in the packet sent to you with the *Reporter*. Call if you have more questions."

Cost of the convention has not gone up. Pre-registration is \$15 per person for ILPC members and \$20 for non-ILPC members. Registration at the door is \$20 per person for ILPC members and \$25 per person for non-ILPC members.

Publications get recognition from national competitions

Two newspapers received national recognition at the JEA/NSPA national convention, held in Dallas in November.

The Eagle Eye, DeSoto High School and *Stamperde*, El Paso Burges High School were recognized as Pacemaker recipients, the highest honor the National Scholastic Press Association presents to individual publications. The awards are presented to the top publications nationwide.

In another national competition, the Columbia Scholastic Press Association announced finalists for its crown competition for publications competing on a national level.

In newspaper, finalists include: *Eagle Eye*, DeSoto High School, DeSoto; *Hooftbeat*, King High School, Corpus Christi; *Panther Prints*, Duncanville High School, Duncanville; *Raider Echo*, North Garland High School, Garland; *Stamperde*, Burges High School, El Paso; *The Bagpipe*, Highland Park High School, Dallas; *Westlake Featherduster*, Westlake High School, Austin.

Yearbook finalists include: *El Paisano*, Westlake High School, Austin; *Flashlight*, Abilene High School, Abilene; *Governor*, Connally High School, Pflugerville; *Hooftbeats*, Burges High School, El Paso; *Panther Tale*, Duncanville High School, Duncanville; *The Lion*, McKinney High School, McKinney.

Recipients of the Gold and Silver Crowns will be announced at the organization's convention held in March on the campus of Columbia University in New York City.

Students win cash prizes in association's contest

Six hundred dollars was awarded to Texas journalism students in the annual Lone Star Writing Contest, co-sponsored by the Interscholastic League Press Conference and Texas Press Association.

Students were asked to write a human interest feature and have it published in the local paper. Contestants were divided into large school (4A, 5A and private schools) and small school (1A-3A) categories. Winners in each category were presented with \$125; second place won \$100; and third place won \$75. The Texas Press Association provided funds for the contest.

Winners of the contest include: (small school category) first place — Mandy Countryman, Scurry-Rosser High School; second place — Ryan Keser, Wylie High School; third place — Ashlee Kidd, Clarendon High School; fourth place — Kelsey Phillips, Lindale High School; fifth place — Clay Smith, Wimberley High School; sixth place — Juliana Lehman, Paducah High School.

In large school category, winners are: first place — Victoria Williams, Duncanville High School; second place — Kristy Gillentine, Santa Fe High School; third place — Meaghan Owens, Westlake High

continued on page 7

Congratulations to Wayna Polk of Abilene High School, Abilene, for being named a Distinguished Adviser in the Journalism Education Association's Yearbook Adviser of the Year competition, and to Cindy Todd of Westlake High School, Austin, for being named a Special Recognized Adviser. Texas is lucky to have these two talented advisers, as well as hundreds of other advisers, teaching journalism in Texas.

Teaching is more than winning medals, plaques

The November *Leaguer* went to print today and I'm sitting at my desk processing the news of my high school speech teacher's death.

Yvonne Muñoz taught for the Roma Independent School District over 40 years. In her capacity as a Speech and English teacher she was assigned the task of directing the school's one-act play contest entry. I use the word "task" here but I know that for her it was a joy.

Each spring many of us were privileged to spend several weeks working with Mrs. Muñoz after school and on weekends. There was a ritual to "play practice." I guess I learned it was actually called a "rehearsal" sometime after I graduated from high school. Each one of us took turns buying Mrs. Muñoz a Coca-Cola before rehearsals.

Weekend rehearsals required passing the collection plate for the purchase of several Cokes. At some point there was a trip in her car to buy props or fabric. This trip was important because we got to share the latest gossip with her. An invitation meant we had entered the "inner circle" — a symbol of trust.

We won a third place in district in 1970 and a second place in 1971 during my years in high school. For those of you young whipper-snappers, only the first place play advanced at that point in OAP history. Our record of advancing was anything but stellar, but 30 years later I



Luis Muñoz
Theatre Director

now know that she helped create a community full of champions.

The ideals of hard-work, study and above all commitment don't tarnish like the trophies and medals. There are doctors, lawyers, politicians, teachers, law enforcement officers, bankers, scientists, pharmacists, principals, superintendents, therapists, bilingual teachers, theatre teachers and even a State Theatre Director for the UIL. She was a winner.

More important, Mrs. Muñoz and her work exemplifies the dedicated teachers that form the heart of the UIL program. Their dedication to the child placed in their care is the life-blood in its veins. These are teachers who coach and direct without stipends, without budgets, without facilities and without theatre classes. Yet, they produce brilliant work that is full of creative problem-solving and commitment.

These teachers work with students out of love for teaching and a love for watching these students excel. They are people who know that OAP is about the kids. These directors are winners, too.

These people are winners because they come to grips with the fact that they are teachers who direct and not directors who teach. These master teachers and their success is not measured by the number of state meet appearances or by the pounds of medals they have brought home. These are people who do not worry about the "artistic limitations" placed on directors by UIL rules, but instead see the opportunity to create, problem-solve and do their best for their students with what they are given.

They don't get angry because their set addition was denied or because they didn't advance or because only

seven and not all eight of their students got acting awards. These are people who celebrate the joy of teaching and the joy of watching an individual grow into a fine human and a great citizen. To them "magic" on the stage is not about contrived effects or store-bought costumes and lights. Magic is the moment when that shy, withdrawn 15-year old steps out in front of an audience and is able to remember her lines and blocking. Magic is the moment three years later when that 18-year old steps out in front of the world and faces it, in the words of Charles Dickens, "with the courage of lions."

Theatrefest 2003

It is now the Tuesday after TETA's Theatrefest 2003. The conference was a success. Over 2000 people attended this year's conference and it was a pleasure to meet so many individuals connected to the OAP contest. Many questions were asked and many were, I hope, answered. Questions ranged from rule interpretations to directing methods. During the UIL Open Forum I had the opportunity to address several hundred OAP directors and adjudicators.

Thirty-four new judges were added to the TETA/O list of accredited judges and many more were re-certified. This list can be found in this issue of *The Leaguer*. Over 50 individuals attended the League-sponsored Contest Managers Workshop. Our special thanks to Kevin Hurst and John Woods from Alief ISD for providing this important service. I'd also like to thank Jenny Nichols, UIL administrative assistant, Connie McMillan, UIL assistant, Vince Herod, State Meet technical director; Craig

continued on page 11

YOU WANTED TO KNOW?

Question:

May computer applications participants use an extension keyboard with their laptop computers?

Answer:

No. Allowing keyboards will cause problems because they are mentioned in neither the materials section (Sec. 926 (d) (3) nor in optional materials (Sec. 926 (d) (3) (C)). According to the Constitution and Contest Rules, "Only laptop or notebook computer are permitted. No other peripheral devices, such as scanners, will be allowed in the contest room." An extension keyboard is a peripheral device.

Changes, Additions, Confirmations and Deletions as of January, 2003 of the 2002-2003 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges published in October and November in the *Leaguer*.

* = TETA/O 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) **Raymond Bailey** (McLennan Community College) 2920 Washington Ave., Waco, TX 76710
254/366-0652 cell - II [08]

(1) **David C. Barnes**
1733 Windmill, Mesquite TX 75181
972-222-8512 hm - barnesarcher@attbi.com - II [08]

(2) **Craig Brashers**, Del Mar College
101 Baldwin Blvd., Corpus Christi TX 78404
361/698-1039 wk - cbrasha@delmar.edu - IV [08]

(2) **Chris Day**, (Baylor University)
3009 Summer Ave., Waco TX 76708
254/296-0979 hm - chris_day@baylor.edu - II [08]

(2) **Steven Day** (Baylor University)
3009 Summer Ave., Waco TX 76708
254/296-0979 hm - steven.day@baylor.edu - II [08]

(2) **John Dement**, Tarrant County College Southeast,
2100 Southeast Pkwy., Arlington TX 76018
817/515-3719 wk - john.dement@tccd.edu - II [08]

(3) **David Grantham** (Deer Park HS)
2250 Holly Hall Apt. 150, Houston TX 77054
281/804-1598 cell - dgrantham@dpisd.org 832/668-7300 (wk) III [08]

(2) **Eric Harrell**, Abilene Christian University,
ACU Box 27843, Abilene TX 79699
915/674-2065 wk - eric.harrell@acu.edu - I [08]

(2) **Phil Hoke**, Wharton County Junior College,
911 Boling Highway, Wharton TX 77488
979-532-6397 wk - phoke@wcjc.edu - III [08]

(2) **Lynae Latham Jacob**, Amarillo College,
PO Box 447, Amarillo TX 79178
806/371-5343 wk - jacob-11@actx.edu - I [08]

(3) **Mariana Jones**, (Georgetown HS)
1707 S. Main, Georgetown TX 78626
512/293-6693 hm - mariana_jones@hotmail.com† - IV [08]

(1) **Cecil Jordan** (Blue Sky Solutions),
413 Highland Dr., Athens TX 75751
903/675-3463 hm - cjordan1357@aol.com II [08]

(2) **Lauren Lane**, (UT-Austin)
10005 Michael Dale, Austin TX 78736
512/301-9871 hm - harper2L@aol.com - IV [08]

(2) **Joan Lazarus**, University of Texas at Austin,
Dept. of Theatre and Dance, Austin TX 78712
512/232-5326 wk - j.lazarus.td@mail.utexas.edu - IV [08]

(2) **Sherrae Lott**, McMurry University,
McMurry Station Box 68, Abilene TX 79697
915/793-3838 wk - lotts@mcmmurryadm.mcm.edu - I [08]

(2) **Curt M. Meyer**, San Jacinto College,
8060 Spencer Hwy., Pasadena TX 77505
281/478-3629 wk - curt.meyer@sjcd.edu - III [08]

(3) **Kay Newberry** (Crowley HS)
440 Parkview Ct., Burleson, TX 76028
817/295-8314 hm - kneewberry@crowley.k12.tx.us - II [08] NOT ELIGIBLE TO JUDGE UNTIL FALL 2003.

(2) **Teresa Klattenhoff-Newton**, Western Texas College,
2706 28th Street, Snyder TX 79549
915/573-0038 hm - teresanevton@hotmail.com I [08]

(2) **Ray Newton**, Western Texas College,
2706 28th Street, Snyder TX 79549
915/573-0038 hm - newton@wtc.cc.tx.us - I [08]

(1) **Kelly Parker**,
301 Ben Nevis Lane, Belton, TX 76513
254/780-1874-hm genekelly@msn.com - IV [08]

(3) **Martha Patino** (Marble Falls Middle School)
1208 Sage Street, Burnet TX 78611
512/756-8452 -hm mpatino@marblefalls.tx.ed.net - IV [08]

(not eligible to judge until fall 2003)
(4) **Jimmy Philips** (Annunciation Orthodox School)
2001 W. 14 1/2 Street, Houston TX 77008
713/880-5363 hm - jphilips@aoshouston.org - III [08]

(2) **Steven Pounders**, Baylor University,
PO Box 97262, Waco TX 76798
254/710-6483 wk - steven_pounders@baylor.edu, IV [08]

(1) **Carter Robinson** (Stage Combat ... More)
2300 Stonegate, Mission TX 78574
956/519-1610 hm - papac2000@aol.com - IV [08]

(2) **Kelly Russell** (Baylor University),
1725 N. Lake Brazos Pkwy. #1904, Waco TX 76704

254/867-1026 hm - kelly_russell@baylor.edu - IV [08]
(2) **Julia Schmitt** (Lon Morris College)
143 Briar Cove #248, Jacksonville TX 75766
903/541-2360 hm - jschmitt93@aol.com - III [08]

(3) **Melissa Snyder** (Merkel Middle School)
1444 N. 8th, Abilene TX 79601
915/672-7005 hm - msnyder@merkel.esc14.net - I [08]

(2) **R. Carson Soelberg** (Texas Tech University)
1808 Fourteenth Street Apt. 1, Lubbock TX 79401
806/749-1664 hm - carson.soelberg@ttu.edu - I [08]

(1) **George Sorensen** (Retired-UT Austin)
2 Brentwood Circle, Lubbock TX 79407
806/797-5502 - I [08]

(3) **Travis Springfield** (Klein HS)
1432 Harvard Street #2, Houston TX 77008
713/249-5516 - hm travis818S@aol.com III [08]

(3) **David Stevens** (Keller ISD)
PO Box 92546, Southlake TX 76092
817/744-1029-wk dstevens@kellerisd.net II [08]

(1) **Lory Brassfield Stewart** (Actors Anonymous Theatre Company)
2233 Oak Grove Cir. Garland TX 75040
972/495-6603-hm lroyalison@attbi.com II [08]

(2) **Kenneth J. Tate** (Howard Payne University)
1601 14th Street B, Brownwood TX 76801
915/649-8518 wk ktate@hputx.edu I [08]

(2) **Patrick Vaughn** (Angelina College)
810 Wells, Diboll TX 75941 936/829-0217 III [08]

(2) **Brian J. Warren** (UT-Pan American)
1209 Daffodil Ave., McAllen TX 78501
956/631-6359-hm bjwarren@panam.edu IV [08]

(2) **Tisa Whitfill** (Wayland Baptist University)
215 S. Itasca, Plainview TX 79722
806/296-7013-hm tisaqotu@hotmail.com II [08]

CONFIRM (Re-Certified):
David Allen, Mildred Austin, Jerry Ayers, Cynthia Baker, Jim Bush, Rod Caspers, Eleanor Dryden, Charles Falcon, Dennis Gilmore, Don Howell, Betty Hukill, Cathy Huvar, Jerry Ivins, Charles Jeffries, Ray Karrer, Diane Kaste, J.P. Kyle, Amy Lopez, Andra Allen McLarty, Katy Menges, Rich Montgomery, Lynn Murray, Bradley Nies, Allana Patterson, Jim Rambo, Nicki Roberson, Stacy Schronk, Vic Siller, Robert Singleton, Cindi SoRelle, Richard Tuman, C.Lee Turner, Mathew Wagner, James Worley, Barry Yandell.
REMOVE (Failed to Re-Certify): John Athas, James (Jason) Lee, Wayne Toone
NOTE: Any changes in address, phone numbers, bios or emails of new or current judges can be found on the UIL website.

One-act play judging list increases

15 sponsors, coaches earn top UIL honors

continued from page 1

Her principal recognizes her dedication to her students.

"I have always observed her dedication to teaching and coaching," principal James Adams said, "but more importantly her dedication to her students and athletes. Sue Cauley is a dedicated professional whose contributions to the students of Arlington High School deserve recognition."

Mariann Fedrizzi

Cypress Creek High School, Houston

For 15 years, Fedrizzi has sponsored speech and debate and directed the one-act play. During that time, her students have brought home honors including extemporaneous speaker state champions and state contestants, as well as numerous regional finalists in debate.

Her caring attitude has brought many students into UIL activities.

"My ultimate goal for my students is to be successful in life," she said. "I believe the UIL activities in which we take part prepare our students for this. They learn that through hard work, practice, dedication and commitment, anything is possible."

She knows that medals and trophies don't always represent winners.

"Success is not only represented by a trophy," she said, "but by the knowledge that one has given their best effort. Dedication and commitment to personal values and group goals is instilled through hours of competition. While we work towards being successful at tournaments in class, my goals for each and every student is to be successful in life."

Her sense of right and wrong impressed her former principal.

continued on page 8



photo courtesy of Arlington High School publications, Hayley Harris, photo editor

Perfect Timing

During a late-year practice session, Mona Sue Cauley, volleyball coach at Arlington High School and recipient of the UIL Sponsor Excellence Award, times discipline drills during volleyball practice. "I strive daily to work with athletes with a less motivated background to become leaders on their own and to develop a self-esteem to be productive in society after high school," she said.

Nationally recognized paper causes censorship problem

continued from page 5

yearbook and the local media picked up on them and gave much more coverage than the original stories would have received. I know principals are looking out for community standards, but defining what a community's standards are seems to be becoming tougher each year.

I don't envy a principal's job — dealing with academics, extra-curricular activities, budgets, discipline, personnel, students, the list is endless. I do know, though,

that in the schools where the principal has allowed the student publications freedom to publish responsible journalism, controversial or not, the school itself has profited.

At the recent Journalism Education Convention, held in Dallas, the National Administrator of the Year, principal Chuck Dill of Johnsburg High School, Johnsburg, Ill., spoke to teachers and gave an example of a vibrant school. Here's what he said:

"It's a beautiful, sunny, warm day. You walk into school X. The parking lot on the school grounds is empty. Student are all dressed pretty much the same and are sitting in neat rows, memorizing material. The principal is in his office, and the teachers are lecturing. We examine the high school newspaper. It seems to be used as a pep club memo. To the quick observer, this may seem like a model high school. Things are truly "under control."

"On that same beautiful sunny day, we walk into school Y. We notice on the way in that there are a group of students engaged in prayer at the flagpole. As we enter the school, the receptionist tells us that there are two student/teacher/administrator committee meetings in progress. The first is meeting with the assistant principal to discuss a revision of the discipline code; the second is meeting with the principal to discuss revising the bell schedule.

"We now begin to examine the students. Lots of them are dressing very differently, yet they all seem to respect each other. As we round corners, we aren't sure what color students' hair will be or which way it will be pointing. Finally, we look at the student newspaper. All kinds of issues are covered, including those that are controversial. Students have control of the paper and its contents and view it as a vehicle to exchange ideas.

"This is the school where I want to be principal. Where students are actually practicing democracy and celebrating diversity. It's a place where real learning occurs. Where learning is an exciting adventure. Where we don't eliminate engagement, diminish spirit, deny diversity, inhibit potential, destroy curiosity, discourage questioning, or in other ways impair the enthusiasm of a learner. It's where teachers and administrators give students real responsibility — not cosmetic input or pretend autonomy. Where students are partners — not mere subordinates — with parents, teachers, administrators, and others in the community. Students can offer their perspectives of issues and events freely, even if others personally find them disagreeable. Students are allowed to demand accountability from teachers and administrators just as those people demand accountability from students."

I know by experience that many schools in Texas are as vibrant as this example, but I know through listening to my colleagues that quite a few more are not. I hope that changes.

ILPC, TPA combine for newspaper writing contest

continued from page 5

School; fourth place — Annie Gasparro, Coppell High School.

"We had a lot of outstanding entries from both size schools and had a difficult time finding the winners," ILPC Director Randy Vonderheid said. "Money for the contest was provided by the Texas Press Association. Since UIL academics has no amateur rule, this doesn't conflict with UIL rules."

High school paper set to covers legislature

Coverage of the current Texas Legislative session is offered once again by *The Edition*, the Austin Anderson High School newspaper staff to any interested student publication in Texas.

The Edition has a team of experienced reporters and photographers providing special coverage of educational and teen-oriented issues undertaken by the State Legislature during the next four months. Stories and photos will be transmitted via the Internet on a monthly basis, or more often, if warranted. There is no charge for the service. However, story and photo credit for the reporter or photographer is requested.

Special emphasis will be given to coverage of school finance, curriculum and calendar changes, press freedom and school related issues. Advance and any current articles which already have been written by the reporters will be made available upon request.

For further information, or to register for the service, contact adviser Jack Harkrider at fharkrid@austin.isd.tenet.edu.

Journalism scholarship opportunities exceed \$9K

With contributions from the four major yearbook companies, Texas journalism students now have the opportunity to earn over \$9,000 in scholarship money.

For the past several years, Taylor Publishing has donated a \$1,500 scholarship for the Texas Journalist of the Year. Now, Herff Jones and Walsworth Publishing companies are donating \$1,500 scholarships and Jostens is donating a \$1,000 scholarship to Texas scholastic journalists. Along with the \$1,000 ILPC scholarship and the Texas Association of Journalism Educators' \$3000 in scholarships, students can now be eligible for over \$9,000 in scholarship money. This does not count the \$1.4 million in scholarships presented by TILF each year.

Requirements for all the scholarships include maintaining a certain grade point average as well as pursuing a degree in a journalism-related field. Schools do not have to have their yearbook published by a certain yearbook company for their students to be eligible for that scholarship.

The ILPC scholarship and TAJE scholarships have the requirement of the applicant's school being a member of those organizations.

Applications for the yearbook company scholarships and ILPC scholarship can be downloaded off the UIL web page (www.uil.utexas.edu) then go to academics and to journalism). Applications for the TAJE scholarships have been mailed to members. For more information on TAJE scholarships contact Rhonda Moore at rmoore512@sbcglobal.net. For information on all scholarships contact Randy Vonderheid at rvonderheid@mail.utexas.edu.

15 prescribe to teaching students leadership

continued from page 7

"Her students know what to expect, how to attain a goal and how to succeed," said her former principal Sue Heineman. "Her high expectations of students elevated their debate expertise to state levels of competition."

Patrick Gatons

Spring Hill High School, Longview

Austin has almost become a second home to this East Texas product. Rarely has a year gone by since 1978 that Gatons has not brought a Spring Hill student to the UIL academic championships in some category. He has sponsored all the math and science contests as well as computer science and current events when he could find no one else to direct that contest.

As executive director of the Texas Math and Science Coaches Association, he has authored the rules and format for the Mathematics contest, which was introduced several years ago as a UIL event. His students have won the 2A and 3A state championships in the calculator contest and have several second and third place individual and team finishes. He sponsors a local invitational math/science meet for area schools and serves as director general of their district.

"Educational competition provides a perfect complement to the school's basic educational mission which is to develop a well-prepared citizen for success in today's ever more-demanding society," Gatons said. "(In the different UIL contests) students are afforded opportunities to work with highly skilled, dedicated educators who give unselfishly of their time and talents to assist students in furthering their knowledge."

The 25-year educator knows there is more to academic competition than ribbons and medals.

"Whether or not a student receives a medal or other award is secondary to the fact that the student is willing to extend himself beyond the minimal requirements of the classroom," he said.

Anthony Gibson,

Allen High School, Allen

For the past 20 years, Gibson has led his students in the different aspects of band — marching, concert, sightreading and solo/ensemble competition. Through these competitions, his students have brought home 19 consecutive Sweepstakes trophies and has represented the area at the marching contest every possible year and has been alternate to state marching band contest three times. There are, on average, five students each year who are named to the All-State band.

"There is a place for everyone in our band program regardless of their ability," Gibson said. "I am an educator first a band director second. Passion, compassion, sense of humor, sensitivity and resourcefulness are all personal teaching attributes. I strive to be the best role model for my students. Before you capture a student's mind you must first capture their heart."

His principal sees his communication skills as one of his greater attributes.

"Anthony is extremely effective in communicating his message," Allen High School principal Bob Caudle said. "It would be impossible for these students to be in his program and not understand the importance of individual character, ethics and moral behavior."

John Guice

Midway High School, Henrietta

Most people are lucky enough to have one person coach all the children in the family, but Guice can possibly brag about coaching mothers, fathers and possibly even grandparents. Guice, who was inducted into the Texas Coaches Hall of Fame in 1999 has coached at Midway School 41 years. During his long career, he has won 33 district championships on the basketball court, appeared at the regional tournament 21 times and made it to state three times.

"Mr. Guice recognizes the best attributes of his athletes and then enhances them," principal Dwight McNew said. "All the while, he encourages them to improve in all areas of the game, of basketball and of life."

Guice sees the teacher as a leader, not just an instructor.

"The teacher/coach should not be expected to simply deliver the message," he said, "but to support the student in his quest for the message. The teacher/coach is not present simply to instruct, but to lead the students in self-discovery and in their recognition of the world around them."

McNew knows that Guice stayed at Midway School for several reasons, but not for recognition.

"He has received recognition from numerous organizations, groups, alumni, but he has never sought the spotlight," the principal said. "He has been humbled by any recognition. Many people go through life searching for their purpose in this world. John Guice has found his and has never wavered from the challenges and responsibilities of his chosen career."

Lydia Miller,

Wimberley High School, Wimberley

In the past 25 years, Miller's name has become synonymous with state speech, debate and drama. In one-act she has directed two state, four regional, 10 area and 13 district championships. In debate, she has sponsored a state runner-up, 16 state qualifiers and 10 district champions. She has served on the Regional Speech Advisory committee seven years, has presented at different Student Activity Conferences and at the Texas Educational Theatre Association (TETA) convention nine years. A co-founder and director of Shakespeare Under the Stars summer theatre program, she was named TETA Educator of the Year in 2001.

"From my first 'picture memory' contest in elementary school (in 1954) UIL has been at the core of my educational philosophy," she said. "I learned early on that competition was a valuable tool for learning and achieving. To see a student elevate himself, to see him or her find those inner resources is to know why I became a teacher."

Her principal sees more accomplishments than just the many trophies she has brought home.

"Lydia's list of UIL successes are impressive," principal Dwain York said. "However, her greatest achievements cannot be acknowledged with trophies or awards. Why Lydia finds most rewarding are her students' statements of gratitude for the educational and personal impact she has had on their lives."

Tom Nolen,

Lamar High School, Houston

Nolen, a mainstay at Lamar High School the past 18 years as head football coach, has advanced to the playoffs every year and has won eight district championships. His career record is 201-62-8. Under his direction, over 150 players have gone on to play college ball, and nine have advanced to the professional leagues.

"He coaches young men from affluent families as well as young men living in dire financial and family situations," Lamar principal James McSwain said. "He has the capability, through his leadership, to take young men from every socio-economic and ethnic background and

teach them the importance of being part of a team through hard work and dedication, while instilling in them the importance of an education."

Nolen himself encourages students to participate in a wide variety of extra-curricular activities.

"These programs allow students to develop their individual talents and social skills," he said. "Competition enhances the educational experience by allowing the student to display their leadership ability while participating in an activity that is enjoyable. I encourage students to accept the challenge of competition and learn from the life lessons that this activity has to offer."

Michael O'Hern

Lake Highlands High School, Richardson

For the past 20 years, the Richardson ISD and Texas has profited from O'Hern's expertise. He has authored a textbook now being used in over 70 percent of Texas schools, served as president-elect of the Texas Choral Directors Association, has worked on several committees for UIL, judged UIL music contests, and conducted and served as clinician in music clinics throughout Texas and the United States.

He has also been named as one of his students' Most Influential Teachers four times, has had over 350 students involved in different school musicals, sent 19 students to the TMEA All-State Choirs and has dispensed over \$36,000 in scholarship money to graduating seniors through the John Stallings Memorial Scholarship.

"He possesses all the traits that characterize the most outstanding UIL sponsor — passion, enthusiasm, humor, creativity, caring, excellent communication skills and commitment to the teaching profession," Lake Highlands High School principal Dr. Bob Iden said. "Of greatest importance, however, is the lifelong love of music he imbues in his students which is evidenced by the many students who pursue music degrees in college, and who return each year to perform together as an alumni choir."

O'Hern himself sees music as part of the overall goal to create a complete person.

"My goal as a teacher and UIL sponsor is that my students leave my program better singers, better musicians and better people as a result of the journey through competition," he said.

Travis Poe

Barbers Hill High School, Mont Belvieu

For those attending the state one-act play competition, the face of Travis Poe has been a familiar sight the past nine years. In that time, he has produced several runner-ups and in 1996 and 1999 produced the state champion. At the same time, acting as UIL academic coordinator, Poe's UIL team has won five district championships and three regional championships. All in all, he has directed one-act 17 years and served as UIL coordinator the past six years.

"Travis has the unique ability to spot talent in those students who themselves may not recognize their gifts," principal Susan Haynie said. "Many of his students graduate and continue with college studies and careers in theatre. The inspiration he provides seems to be lifelong."

Poe himself wants students to gain several qualities while competing in UIL.

"It is my hope that students leave my program with a sense of knowing camaraderie, teamwork, leadership and tolerance for others," he said. "They'll understand that self-discipline under strict deadlines and restrictions develops a strong work ethic. But most importantly, they'll develop a sense of humility. When we are afforded the opportunity to advance to the next level of competition, gracious humility is by far a greater possession than any medal or trophy."

Ward Sanders



photo courtesy of Mitzi Neely, Spring Hill HS publications

Correct Formula

Seniors Jenni Thompson and Heather McKinley get personalized attention from Pat Gatons in their Advanced Chemistry class. One of 15 UIL Sponsor Excellence Award recipients, Gatons was helping the two girls with dimensional analysis problems. "Educational competition provides a perfect complement to the school's basic educational mission, which is to develop a well-prepared citizen for success in today's ever more-demanding society," he said.

UIL award recipients dedicated to helping students

continued from page 8

Lytle High School, Lytle

In his 33 years of teaching, Sanders has seen many changes, not to mention changing from a large school of 4000 to a school of 400.

"The transition from a large urban school to a small rural high school required more flexibility than I had anticipated," he said.

The change was obviously good for him. In the 13 years he has been at Lytle High School, he has taken students to state every year, and as academic coordinator, his UIL team has won the district meet 11 of the past 13 years. In fact, when UIL began naming state champions in 1991, Lytle, under the direction of Sanders, was the first 2A state champion. In specific contests, his students have placed first every year in literary criticism at the district and regional level and his students have won state twice. As prose/poetry coach, he has had nine state competitors and six state medals.

"It is a joy to encourage this kind of competition," he said. "It not only builds character and positive values in students, but also gives the school itself a wonderful focus and direction. Even student not involved in the competitive events feel the success that has brought honor to our school."

Principal Rose Mary Mares knows that a big part of the successful UIL academic program can be credited to Sanders.

"His genuine approach to every undertaking results in students and fellow colleagues adopting his vision of a championship program," she said. "His unselfishness leads him to share his talents and knowledge with the entire UIL team of coaches so that success is experienced by many."

Ruth Trumble Atlanta High School, Atlanta

Since Literary Criticism became a UIL contest in 1988, Trumble has been there. In fact, since 1992, Trumble's students have taken home the team state championship in the event six times. The first year of the event, one of Trumble's students, who was legally blind, won with a perfect score of 100. As sponsor of the Ready Writing students, she has had a first and second place winner at state and in spelling has had two first place and a second place winner.

"UIL competition provides a place for those students who are academically gifted and gives them an opportunity to mingle with other students who are motivated by learning new skills and challenging others," Trumble said.

Her principal recognizes the dedication Trumble has made to the students of Atlanta High School.

"She has shown a great amount of dedication to the UIL program at Atlanta High School over the last quarter of a century," principal Michael White said. "Her reputation as a successful sponsor of many UIL events is widely known across the state. As she nears retirement, we realize how difficult it will be to fill her shoes."

Peggy Wallace Holliday High School, Holliday

Most professional educators correlate the color yellow with a school bus, and none more than Wallace, who at times has crawled on a bus at 3 a.m. not to return until 3 the next morning so her students will have the opportunity to compete in a UIL contest or other speech tournament. Wallace has been doing this for 16 years and coaches extemporaneous speaking as well as poetry, prose and debate. She, too, coaches current events and acts as the school's academic coordinator.

"Peggy not only works with the gifted students to help them polish their talents until they glow, but she also encourages and nurtures those students who have never dared to complete officially," Holliday High School principal Kent Lemons said. "Under her leadership, 36 stu-

dents have advanced to state competition. Of that number, 20 have advanced to finals, and 19 have placed in the top three."

Lemons goes on to report that Wallace has coached 11 students to state championships.

"Whenever a student needs anything, from literary selections, meal money, to a shoulder to lean on, Mrs. Wallace is always available," he said.

Wallace wants to give all her students a chance at success.

"I believe that everyone deserves a chance to be successful at something," she said. "Success is a state of mind. That is why I insist on appropriate clothing and grooming, appropriate etiquette and team values. Not everyone steps off the bus with a trophy, but everyone steps off the bus as a winner."

Debbie Winkler Giddings High School, Giddings

In almost any UIL speech activity, participants and others would probably see Winkler participating or helping in some way. She has had several state qualifiers and winners in the different speech events and has served on the UIL Speech Advisory committee, presented sessions at different UIL activities, served on the state textbook committee for speech textbooks, and even judged the Miss Texas Teenage Pageant in the essay/speech portion. She has had CX Debate state qualifiers nine of the past 10 years and has been a regular at the regional competition the past decade.

"UIL academics competition leads to success for all students," she said. "They learn to work as a team. It develops their character and they learn skills that they will use throughout their lifetime."

Her principal said that Winkler has made Giddings High School a force in UIL academic competition.

"Until Debbie arrived at GHS, the status of our UIL teams was very poor," principal Andy Masek said. "As our UIL coordinator, Debbie has invigorated other teachers to work with our students to the fullest and set high expectations for them. We have been district champions two consecutive years, and have sent numerous students to the regional and state level."

Andy Zapata Azle High School, Azle

For almost 28 years, Azle math and Zapata have become synonymous. He helped create a Azle Math and Science Booster club and has created math and science teams in both the high school and junior high in Azle. On the state level, he was one of the founders of the Texas Math and Science Coaches Association, which enhances UIL style competition in math and science. He has led several sessions in math and science in both Student Activity Conferences and the summer Capital Confer-

ence. During his 28 years in Azle, he has taken 26 different students to UIL state competition and has had five teams place first at the state meet. There have been students from Azle High School compete at the state meet in one of the four math/science events every year except for two since Zapata started in Azle in 1978.

"In our society, its citizens must possess critical thinking, math and literacy skills," he said. "It's been my experience that working with students in academic competition through the UIL's math and science events has allowed me to teach those skills. Our children must learn how to push themselves to overcome defeats. They also need to learn that the journey is really more important than actually arriving at the destination. A child's involvement in UIL academic extra-curricular activities not only enlarges his knowledge base, it also enables the retention of knowledge for a longer period of time."

Azle principal Paul Holliday sees Zapata's positive influence in his leadership abilities.

"He is an integral part of the success we have here at Azle High School," the principal said. "Without his leadership and devotion to the math and science team, we would not have the success that we have seen. Both students and colleagues respect him."

2 schools can join UIL

continued from page 1

district until the next realignment period, which will be in the 2004-05 school year.

"The Council was reluctant to admit any non-public school," Legislative Council Chairman Don Hendrix said. "However, it became apparent that this was the best of our options for the UIL."

Prior to this amendment, the UIL's membership has consisted of Texas public schools, including charter schools.

Currently, the only two non-public schools in Texas that meet the criteria of the above amendment are Jesuit College Preparatory School of Dallas and Strake Jesuit College Preparatory School of Houston, which are not eligible for membership in the Texas Association of Private and Parochial Schools.

"The Council took action at this time because of current litigation and legislation," UIL Director Dr. Bill Farney said. "The amendment, upon approval by the Commissioner of Education, would allow all students in Texas a chance to participate in a recognized association — an opportunity they do not currently have."

For further information, refer to the UIL website at www.uil.utexas.edu.

YOU WANTED TO KNOW?

Question

On pages 130 and 151 of the Spring Meet Manual, there is no mention of points to be awarded to top scorers in the individual biology, chemistry and physics portion of the Science contest. Then on page 166, it states that three points are to be awarded to each of the top scorers. Are points awarded for the top scorers in each of the three contests?

Answer:

Yes. Top scorers in biology, physics and chemistry earn three points each (see C&CR Sec. 901 (m))

Listening skills contest correlate with TEKS

continued from page 10

levels of difficulty. The student is expected to:

- (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;
- (F) determine a text's main (or major ideas) and how those ideas are supported with details;
- (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;
- (J) distinguish fact and opinion in various texts; ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.

13. Reading/inquiry/research. Student inquires and conducts research using a variety of sources. The student is expected to:

- (E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.
- 16. Writing/pennmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, pennmanship, and spelling to communicate clearly. The

student is expected to:

- (A) write legibly by selecting cursive or manuscript.
- 20. Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:
- (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and online searches.

§110.24.

English Language Arts and Reading, Grade 8

- 1. Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Sstudent is expected to:
 - (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate;
 - (B) eliminate barriers to effective listening;
 - (C) understand the major ideas and supporting evidence in spoken messages;
 - (D) listen to learn by taking notes, organizing, and summarizing spoken ideas.
- 2. Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The

continued on page 3

Listen Up

Contest teaches students to do more than just hear materials

Listening is not some thing that most people do very well. I have certainly learned some hard lessons that might have been avoided if I'd "only listened." One of my mother's favorite phrases is "if you'd only listened." I hate to admit it, but I should have listened to her some of the time.

She insisted I take Spanish and typing in high school, and I talked Mr. James, my principal, into letting me drop those classes. We both knew my mother was a formidable woman, so we didn't tell her until after I'd graduated. She was snotty about it. Still is. My freshman year in college she gave my older sister a beautiful china cabinet. Guess what I got? A typewriter. Not a particularly useful gift for me, but I think she relished every penny she spent on it.

After awhile, the machine assumed a menacing look, something like the air-conditioner in *Brave Little Toaster*. The paper-roller appeared ready to smash my fingers should I dare insert a piece of paper, not that it mattered because I couldn't type. It began to smell like the doctor's office when I walked past it. I had visions of vaccinations.

During the first four years of my teaching career, I managed to con friends into typing my tests. After that, I had fewer friends. When they removed the ditto machine from the workroom, I knew it was time to bite the bullet. So at 27 I hauled the ogre out of the closet and pecked away. I can type now and my life is much simpler, but don't tell my mother.

Another thing that is unnecessary for her to know involves a summer during which five students in my multi-level English class had failed the exit exam several times. They were bright individuals whose only difficulty with the test was that they didn't speak English. They only spoke Spanish. I knew I was in trouble. Thank goodness I had bilingual students in the class who could help me and the five students eventually passed the test. I should have listened to mother.

You would think these incidents were enough to make a good listener out of me, but such is not the case. Driving down the road the other day I zoned out while my 7-year old son chattered with what appeared to be dogged determination. On and on he went! It wasn't until I heard the end of a dirty little ditty that my ears perked up.

"What did you say?"

He repeated the limerick.

"What does it mean?" he asked.

We now have a better understanding about language and meaning, and I am working on actively listening, but it is definitely a work in progress.

Why are people poor listeners? Do they just need to get the quarters out of their ears (to steal an old cliché), stop daydreaming, and pay attention? Society thinks because people can talk, they should be able to listen, but listening is a skill — not a gift. We have to learn to listen.

Curriculum requires that we teach students to listen, and practice is a key element. The UIL Listening contest is a great way to support this effort. Script topics are taken from a variety of subject areas so transference of listening skills is reinforced. Participants must actively listen and take notes while the speaker reads a seven to 10-minute script. Students may then use their notes while taking a multiple-choice test. It's no panacea for poor listening,



Rhonda Alves

Assistant Academic Director

but it is a fun way to teach and learn listening skills.

If your campus does not participate in the Listening contest, check into it. A description of the contest is posted at <http://www.uil.utexas.edu/aca/ejh/listen.html>. Last year's scripts and tests are available from UIL.

Anything can be used to prepare for the contest: children's books, newspaper articles, and other materials.

Consider using the contest format as a class activity. Correlation between the TEKS and listening contest are included in this publication. I hope you'll think about volunteering as a listening contest coach.

President Calvin Coolidge said it best when he said, "No man ever listened himself out of a job."

If you won't listen to me, at least listen to your mom!

TEKS CORRELATION WITH THE LISTENING CONTEST ENGLISH/LANGUAGE ARTS GRADES 5-8

English Language Arts and Reading, Grade 5

1. Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to: (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate; (B) eliminate barriers to effective listening; (C) understand the major ideas and supporting evidence in spoken messages.

2. Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to: (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives; (C) distinguish between the speaker's opinion and verifiable fact.

3. Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to: (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud.
10. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: (E) Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; (F) determine a text's main (or major) ideas and how those ideas are supported with details;

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience; (J) distinguish fact and opinion in various texts; (K) answer different types and levels of questions such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true-false, and short-answer.

13. Reading/inquiry/research. Student inquires and conducts research using a variety of sources. The student is expected to: (E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.

16. Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to: (A) write legibly by selecting cursive or manuscript.

21. Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches. §110.22.

English Language Arts and Reading, Grade 6

1. Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to: (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate; (B) eliminate barriers to effective listening; (C) understand the major ideas and supporting evidence in spoken messages; (D) listen to learn by taking notes, organizing, and summarizing spoken ideas.

2. Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to: (A) interpret speakers' messages (both verbal and nonverbal),

purposes, and perspectives;

(C) distinguish between speaker's opinion and verifiable fact; 3. Listening/speaking/appreciation. Student listens to enjoy and appreciate spoken language. The student is expected to: (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud.
10. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; (F) determine a text's main (or major) ideas and how those ideas are supported with details;

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience; (J) distinguish fact and opinion in various texts; (K) answer different types and levels of questions such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true-false, and short answer.

13. Reading/inquiry/research. Student inquires and conducts research using a variety of sources. The student is expected to: (E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.

16. Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript.

20. Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to: (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and online searches. §110.23.

English Language Arts and Reading, Grade 7

1. Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Student is expected to: (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate; (B) eliminate barriers to effective listening; (C) understand the major ideas and supporting evidence in spoken messages;

(D) listen to learn by taking notes, organizing, and summarizing spoken ideas.

2. Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives; (C) distinguish between speaker's opinion and verifiable fact; 3. Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to: (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud.
10. Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing

continued on page 12

Please note:

*1994-2003

editions of the
Nystrom Desk Atlas
may be used for
maps, graphs &
charts contest.

*The Merriam

Webster's Intermediate Dictionary is
the official dictionary
for the elementary
and junior high
dictionary skills and
spelling contests.

*The UIL contest

tapes for music
memory must be

used at the UIL
district meet. You
may not make your
own contest tapes.

Prepare early for OAP set approvals

continued from page 6

Hertel, Lindsay High School; Gloria McLuckie, New Diana High School and Denise Green at Stinnett West Texas High School for providing excellent workshops at our OAP A-Z workshop on Saturday. Close to 100 participants took part in workshops on vocabulary, auditioning, tech theatre, staging and working with the actor. We plan to offer these workshops again in Houston at Theatrefest 2004.

Play and Set Approvals

The Dec. 21 deadline has passed, and you should have received final word on your play and set requests. We had close to 400 play and set approvals submitted this year. Half of them were waiting for the committee on Jan. 2 when staff returned from Christmas vacation. The reading committee has worked hard to carefully evaluate your submissions. If you have not received your notification, please contact us immediately.

Next year, please remember that when play approval is involved, set approval requests must be submitted together with it. Many approvals were submitted without drawings, dimensions, materials, etc. The required items are clearly listed on page 20 of the 15th Edition of the OAP Handbook under 1033 (c) (2) (G) (i-iv).

Title Cards

Title cards have been mailed out and must be returned to this office by the Feb. 23 deadline. Make sure you put THE TITLE on the card. We have received at least two cards without titles and at least one was submitted on the OAP A-Z workshop registration card. It is the pink one. To receive your eligibility notice, make sure you include a self-addressed stamped #10 envelope. (\$.37 postage)

Eligibility Notice

It is important you list *everything you are using*, including unit sets pieces, on the back of your eligibility form. Many problems and potential headache can be avoided by fully disclosing what you are using. UIL staff members will sometimes spot potential rule violations long before

you arrive at the contest site.

It is also crucial that you show your contest manager everything you plan to use in performance during your rehearsal. Your contest manager, or representative, should be at each rehearsal and should be able to answer any questions regarding rules. State Meet participants will be required to fully disclose everything they will be using in the performance at the official rehearsal.

One for All and All for One

This year we had several scripts submitted where rights were granted for one particular school. The March 2001 *Leaguer* stated, "scripts approved by publishers for one school must be available to all UIL schools on the same basis. Special restrictions on *Greater Tuna*, Neil Simon plays and others make them unavailable to all." As a result, schools were not permitted to produce these plays for this year's contest.

Play No Attention to the Man Behind the Curtain

Several people have called the League office regarding rule interpretations made at clinics and workshops. Clinicians, workshop presenters, judges, or fellow directors cannot give official interpretations or be the justification for violations of OAP rules. Official staff interpretation must be obtained from the League.

Off-Stage Voices

Off-stage voices may be recorded (by anyone), amplified or spoken live off-stage by a cast or crew member. Off-stage voices are considered dialogue, NOT incidental sound/music, and DO NOT count in the 10 minutes. They are NOT judgable characters and MAY NOT be cast separately. They are not to be listed on the eligibility form. If any of this is unclear, you should call the State Office for further clarification.

Approved List/ Publisher Approval Changes

You will need to remove Eugene Ionesco's *Exit the King* from the approved list. Samuel French has had to place cutting restrictions on this play. On a happier note, Samuel French is allowing scenes from *Look Homeward Angel* for League competition. This play will require

submission for approval.

Anchorage Press will allow production of a specific cutting of David Sarr's *Yellow Boat* for UIL contest. The cutting approved by Mr. Sarr will need to be done exactly as written, without alteration or additional cuts.

The royalties printed in the 15th Edition are merely ballpark figures. At least two of the approved publishers have contacted the League office regarding directors who were upset the royalties listed in the book and the royalties they actually charge were different. The League does not regulate royalties charged by the publishers. After obtaining publishers' permission to perform, make sure you send them the royalty they have quoted and not the Handbook amount.

Forrest Newlin and Robert Franco

Since November we have lost two friends of the OAP. Dr. Forrest A. Newlin was born Oct. 16, 1938, in Emporia, KS. Pursuing his theatrical design career in scenic, lighting, and costume design included professorships with Emporia State University, University of Nebraska-Lincoln, Southern Methodist University, Texas Tech University, and University of Oklahoma, following which he joined Texas Christian University in 1993 as the Chairman of Theatre and a Theatre History and Criticism Professor. Dr. Newlin served as a Fulbright Scholar at the National Institute for the Arts, Taipei, Taiwan, in 1985-86, supported many interactive exchange programs with Instituto Nacional de Bellas Artes, Mexico City, and Theatre Koleso, Russia, as well as taught abroad at the TCU London campus yearly. Persons wishing to make contributions in his name may contact Adam Baggs, TCU College of Fine Arts in regards to the Forrest A. Newlin Memorial Theatre Endowment.

Robert Lee Franco, drama and speech teacher at Odem High School died Dec. 16. He was 43. Robert served as OAP director at Odem High for many years and his production of *And They Dance Real Slow in Jackson* was at the State Meet in 1991.

Break-a-leg!

ACADEMIC INVITATIONAL MEETS

Feb. 15, 2003
Alexander HS, Laredo
Contests: All events except CX-Debate

fax: 936-829-5708
e-mail:
gwilbanks@diboll.esc7.net

Contact: Mario Rosales
phone: 956-718-9064
fax:
e-mail: mrosales@surfus.net

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

Feb. 15, 2003
Tarkington HS, Cleveland
Contests: All events except CX

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

Feb. 15, 2003
Yoakum HS, Yoakum
Contests: Testing events only
(Limited to Class A, AA, and
AAA)
Contact: John Chandler
phone: (361) 293-3442
fax: (361) 293-22145
e-mail:
jchandler@yoakumisd.net

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

Feb. 21-22, 2003
Diboll HS, Diboll
Contests: all UIL events
including CX, plus Student
Congress
Contact: Gerry Wilbanks
phone: 936-829-5626

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

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

Feb. 22, 2003
McCollum HS, San Antonio
Contests: all academic
events—no CX and LD
debate
Contact: Gilbert Casas
phone: (210) 977-1659
fax: (210) 921-9673
e-mail:

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

March 1, 2003
North Lamar HS, North
Lamar
Contests: math/science
practice tournament using
TMSCA materials
Contact: Dennis Hodgkiss
phone: (903) 737-2011
fax:
e-mail:
dhodgkiss@nlamar.esc8.net

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

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

March 1, 2003
Falls City HS, Falls City
Contests: Accounting,
Calculator, Computer
Applications, Current Issues

March 1, 2003
Port Neches-Grove, Port
Neches
Contests: Number sense,
mathe-matics, calculator
applications, science,
Computer science, news
writing, headline writing,
feature writing, editorial
writing.
Contact: Jim Ramsden
phone:
fax:
e-mail: jramsden@esc5.net

March 1, 2003
Falls City HS, Falls City
Contests: Accounting,
Calculator, Computer
Applications, Current Issues

and Events, Literary Criticism,
math, Number Sense, Science,
Informative, Persuasive,
Poetry, Prose, LD
Contact: Debbie Wiatrek
phone: (830) 254-3551
fax: (830) 254-3354
e-mail: wiatrekd@fcisd.net

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

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

Please note:

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

Beginning in the
2003-2004 school
year, the list of
invitational meets
will appear only on
the UIL web-site:
[www.UIL.utexas.edu](http://www UIL.utexas.edu).

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

State basketball fans to face minor obstacles

Due to major renovations currently taking place at the Frank Erwin Center, spectator entrances and exits, as well as parking and traffic situations at the 2003 UIL basketball tournaments, will differ from previous years.

Erwin Center spectator entrances will be modified to accommodate the construction, and certain areas inside the facility may be restricted. Parking lots surrounding the Frank Erwin Center will be closed to the general public, and permits will be required.

The general public is encouraged to utilize the UIL Park and Ride Shuttle Service, which will be available

throughout both tournaments.

UIL Park & Ride Shuttle Service

Parking is available at Highland Mall in the East lot outside the Foley's department store entrance at the northwest intersection of Hwy. 290 & IH-35 (Exit 238A).

Mall pick-up/drop-off is located near the corner of Middle Fiskville Road in the Highland Mall parking lot.

Shuttle buses drop-off/pick-up in front of the Erwin Center on the East side of the building on the South-bound access road. Shuttle prices: \$3 per person round trip, or \$10 for an all-tournament pass (unlimited trips)

Girls' Basketball Tournament Shuttle Service

Feb. 27-March 1, 2003:

Thursday, Feb. 27

Service begins: 7:30 a.m. Service ends: 11 p.m.

Friday, Feb. 28

Service begins: 8:30 a.m. Service ends: 10 p.m.

Saturday, March 1

Service begins: 8 a.m. Service ends: 10:30 p.m.

Boys' Basketball Tournament Shuttle Service

March 6-8, 2003:

Thursday, March 6

Service begins: 7:30 a.m. Service ends: 11 p.m.

Friday, March 7

Service begins: 8:30 a.m. Service ends: 10 p.m.

Saturday, March 8

Service begins: 8 a.m. Service ends: 10:30 p.m.

Vehicles illegally parked at the Erwin Center and surrounding neighborhoods are subject to fines and/or towing.

Ticket Information

All-tournament tickets will be available for purchase through TEXAS BOXOFFICE (512) 477-6060 or www.texasboxoffice.com until 9 p.m. Wednesday prior to the tournament (Feb. 26 for the girls; March 5 for the boys). All-tournament tickets are \$70 for girls arena/lower level seats, and \$60 for boys mezzanine/upper level seating (there is no available lower level seating for the boys tournament).

Beginning Thursday of each tournament (Feb. 27 for the girls; March 6 for the boys) at various times, session tickets will be available for \$10 per session. For specific session on-sale times, contact TEXAS BOXOFFICE. The box office will open one hour prior to game time each day of the tournament.

TEA works with UIL on TAKS

The UIL has been notified by Felipe Alanis, Texas Commissioner of Education, that the Student Assessment Division of the Texas Education Agency will allow school districts to make necessary changes to calendar dates in order to accommodate students participating in extra-curricular activities scheduled beyond the district's control.

School districts will receive notification from the TEA in the upcoming weeks, but should schools have questions, they are asked to contact TEA at (512) 463-9536.

Computer Science sees changes

by David Trussell

Computer Science Director

As most everyone should know by now, the most significant rule change affecting the Computer Science contest goes into effect not this year, but next year, in 2003-04. Of course that change is the transition from C++ to Java. There will be much more to say about the language change in the months ahead, but with this spring's district meets fast approaching, there are a number of important rule changes to keep in mind that are currently in effect.

First, the scoring system for UIL Computer Science has changed. On the written test, correct answers now receive SIX points instead of five, and there are now TWO points deducted for an incorrect answer instead of one. No points are deducted for unanswered questions. Contestants need to be aware the new system carries a more severe guess penalty. Random guessing will definitely work to your disadvantage not only in initial scoring, but also if the tiebreaker (highest percentage of correct answers) comes into play.

Scoring for the hands-on portion of the contest at region and state has also changed this year, with all problems now worth six points instead of the variable point system used in the past. Hands-on problem sets will still include problems of varying difficulty — some easy, some medium difficulty and some hard. Determining a problem's degree of difficulty will now be part of the challenge of the contest. Teams will have to select problems to solve based on their content rather than their point value, which should enhance the educational value of the contest.

Another important change that impacts primarily the written portion of the contest deals with calculators. For this spring's contests, only basic four-function calculators may be used. These are the simple calculators that can be found for a few dollars at any discount store. Most people probably have a couple lying around the house. They are typically solar-powered, not battery-powered. They can add, subtract, multiply and divide, and may have simple memory (M+ and M-). In some cases they may have a square root and/or percent key. Common sense should be all you need to help you determine if your calculator is acceptable. Does it have more than 25 keys? Does it do base conversions? Does it have a built-in GPS receiver? If the answers to any of these questions are "yes," chances are it's not acceptable for the contest.

This calculator rule interpretation is intended to aid contest directors in determining what calculators are acceptable, and also to begin steering contestants away from calculator usage. Calculators will be prohibited altogether beginning in 2003-04. One additional note: the calculator rules apply to the hands-on portion of the contest as well, but since contestants have access to their computer's calculation functions it's not much of an issue.

A couple of changes affecting team advancement are also in effect this year for Computer Science as well as other academic contests with a team component. All four

members of first-place teams now advance from district to region and region to state. Team scoring remains the same, with only the top three scores being counted toward the team score. Only three team members of the computer science team will participate in the hands-on portion of the contest at region and state. The coach makes the decision on which three, and must notify the contest director prior to the beginning of the contest.

The wild card system that was piloted statewide last spring is now fully and officially a part of the Spring Meet process. District Directors — please be sure to report your team scores as well as places in timely fashion so those teams will be eligible for wild card consideration.

Finally, a clarification regarding the returning of district contest materials. It is critical that TESTS from the first district week not be released until after the second district week is completed.

Contestant answer sheets and answer keys may be released anytime after March 22 for District 1 meets, and anytime after March 29 for District 2. For both district weeks, the actual tests may not be released until after March 29. Confidentiality of contest materials is vital to ensuring fair competition for all participants.

A few final reminders:

1. Practice, practice, practice.

One of the best ways to prepare students for district competition is to attend UIL invitational meets offered at schools in your area. Not all hosting schools send information to the UIL office, but for those that do we publish meet listings in the Leaguer and on the UIL website.

There are a number of excellent third party test writers around the state, and any well-organized meet is good practice for potential district contestants. However, it's a good idea to make a point of attending at least one meet where official UIL Invitational materials will be used. The UIL Set A and Set B Computer Science materials are written by the same experts who write the district contests, and thus provide students with an excellent guide for what they can expect at district and beyond.

2. Know the contest rules.

Rules pertaining to contest materials, procedures and scoring are detailed in the UIL Constitution and Contest Rules. If you don't have access to a printed copy, the complete C&CR is available on the UIL web site.

3. Always plan to attend your verification period and awards presentation.

The verification period serves as your opportunity to check your students' test papers for grading or tabulation errors, or to seek clarification for individual questions before official results are announced. And don't rely on secondhand information to find out what those results are — plan to attend the awards presentation if at all possible.

4. Relax and have fun.

Every student who participates in UIL competition is a winner, regardless of whether they take home a medal. Knowledge gained and memories made will mean far more than medals long after the high school years fly by.

Listening contest helps with TEKS skills

continued from page 10

student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;

(C) distinguish between the speaker's opinion and verifiable fact.

·3. Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

·9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud.

·10. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;

(F) determine a text's main (or major ideas) and how those ideas are supported with details;

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;

(J) distinguish fact and opinion in various texts;

(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.

·13. Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(E) summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts.

·16. Writing/pennmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, pennmanship, and spelling to communicate clearly. The student is expected to:

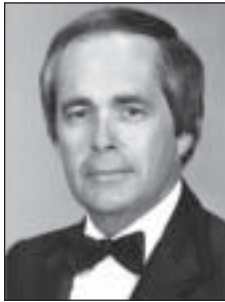
(A) write legibly by selecting cursive or manuscript as appropriate.

·20. Writing/inquiry/research. The student uses writing as a tool

continued on page 3

Music committee investigates uses, abuses of rules, plans to make suggestions for change

The UIL/TMEA Marching Band study committee has met. Rumors abound! Understandably every one who has a vested interest in marching bands in Texas is eager to know the result of ongoing deliberations. Yet, as more and more accounts of committee proceedings make their way across the state, it is inevitable that points of misunderstanding and misconception will surface.



Richard Floyd
Music Director

One issue should be put to rest immediately. This is not a rules-making committee. It has no power to change rules or take action that results in a fundamental change in our marching band programs.

The charge to this committee was and is to look carefully at current trends and practices in our marching band programs in Texas, to listen thoughtfully to the comments and voices of concern that have been growing over the past two to three years and to make recommendations regarding the future of our marching band programs and the balanced role they should play in the musical lives of the students we teach every day. It's called self-evaluation — an exercise that is essential to the long-term success and well-being of any human endeavor.

At this point it is clear we have some good news and some bad news. There is no doubt that marching band and all its peripherals are flourishing in the state. The survey results contained many positive comments regarding the value of this activity in the lives of our young people. It was also clear that many of our directors know the rules and respect them. There are countless programs that seek a balanced approach to the many components that are a part of our band programs. In these programs the marching band is not the proverbial "tail that wags the dog." We can take pride in these programs and hold them up as models of what is good and right about bands in Texas.

The bad news? We do have problems. While it was agreed the existing 8-hour rule was fair, survey results indicate a majority of band directors feel the drive for competitive success, especially in the larger schools, results in abuse of the 8-hour rule. The general public and school administrators agrees. Even in cases where the rules were observed, there were countless reports of directors requiring 20-plus hours a week of combined rehearsal, performance and contest participation from mid-September to early November. Little or no time is left for family, community or other worthy activities.

Clearly this is not just a "band contest issue." Community and school expectations compound the dilemma. Appearances at football games, booster club meetings, pep rallies, team "send-offs" and the like all add up to create a seemingly endless schedule of activities for band members. In many cases the cumulative effect of these time requirements suggests to parents that the band director is abusing the 8-hour rule when in fact no violation existed. Still survey responses asked the question again and again, "How much time should my child spend in marching band to get a music education during his or her high school years?"

In addition concerns also surfaced regarding the excessive funds being spent to develop and produce contest shows, the expanded use of electronics to enhance or replace the role of traditional band instruments, perfor-

mance standards, adjudicator training and inconsistencies in judging and contest administration. The bottom line? We have work to do.

At this point the committee has focused on several key initiatives it plans to recommend to the appropriate organizations. The UIL, Texas Music Educators Association and the Texas Music Adjudicators Association will all have key roles to play if they agree with the findings of the committee and choose to be proactive in addressing these concerns. A summary of these proposals follows.

It is clear that there are misunderstandings regarding the 8-hour rule, both on the part of directors who misapply the rule and parents who are unclear about what the rule covers. It has been proposed that a Statement of Compliance be created that will be signed by students, parents and directors. The statement will clearly define the rule and ask participants to confirm they understand the rule, will abide by the rule and report violations of the rule. Such a document is not new to UIL activities. Athletes and their parents have signed a similar document for many years. Our ever-increasing emphasis on competition suggests it is time for us to adopt a similar policy.

There is strong agreement by committee members we need a Philosophy Statement regarding marching band and its role in the music education programs of our schools. Such a statement should include proactive statements regarding recommended practices and specific examples of the kinds of extremes that are viewed to be contrary to the priorities of a balanced program. TMEA will be asked to take the lead in the development of such a document. School districts, directors, parents and communities will then determine how these expectations can be applied at the local level.

Careful consideration is being given to the wording of the current rules relating to the use of electronics. While the committee feels that creativity should not be discouraged, the use of electronics should not be allowed to replace or dominate the role traditional band instruments play in our music education programs. Any such rule would flow through the normal rule changing procedure including region input, a vote by the UIL/TMEA Music Advisory Committee and final adoption by school administrators and the Commissioner of Education.

Options are being explored that would result in more consistent procedures for the Area Contests. Such issues as the assignment of judges and the determination of performance order are under study. The goal is to make these procedures consistent across the state, thus insuring that these competitions are administered fairly and without even the appearance of impropriety.

Certain conditions require PAPF

continued from page 14

(2) the superintendent (or designated administrator) and principal and/or coach of the previous school sign a PAPF stating that the student was not recruited to the new school and did not change schools or attendance zones for athletic purposes; and

(3) the superintendent (or designated administrator) of the new school signs a PAPF stating that the student was not recruited and is not changing schools for athletic purposes; and

(4) the parents sign a PAPF either in front of the new school's administrator or a notary public that they reside in the new school district or attendance zone and the change was not made for their child's athletic purposes; and

Rating standards and consistency of adjudication are also under review. TMAA will be asked to look carefully at its adjudicator workshops and seek ways to provide a higher level of training for marching band judges. An effort will also be made to create a more consistent judging format between region and area.

Changes under consideration include a modified caption judging system at the region level that will provide more meaningful critiques for competing bands or the use of five judges as currently employed at the Area and State level of competition. Regardless of the recommendations that come forward, the rating system, not rankings, will prevail.

There will also be steps taken to enhance the contest experience at the Area and State levels of competition. Enhancements under consideration include the possibility of a prelims and finals format for area and a more formal recognition and awards ceremony at both the Area and State levels.

You may be assured the committee has been thoughtful and methodical in its deliberations. The exchange between committee members has been both professional and passionate. The concerns and priorities of all size schools from A to 5A have been carefully considered. There is no desire on the part of the committee to come forward with any recommendation that has not been carefully examined from every perspective.

The next meeting of the committee will take place at TMEA Headquarters Monday, March 24. The meeting will be open to the public. All interested parties are welcome to attend. In the meantime do not hesitate to contact a member of the committee, the TMEA state office or the Music Division of UIL with your suggestions, comments or concerns. All input is welcome.

The members of the Marching Review Committee are: Mark Chambers, Reagan HS; Scott Coulson, Poteet HS; Jack Fariss, Pearland ISD (Rit); Tony Gibbs, Hays HS; Anthony Gibson, Allen HS; Stan Mauldin, Holliday HS; Charles Nail, Ector County ISD; Willy Perez, Edinburg North HS; Gary Robbins, Rusk HS; Tom Shine, Duncanville HS; Ferd Vollmer, Northeast ISD; Larry Ward Kingwood HS; Bill Watson Richland HS. The committee is co-chaired by Richard Clardy, TMEA, and Richard Floyd, UIL.

**TSSEC Entry Deadline is April 1
TSSEC Online Entry will be available
from March 1 through April 1 on the
UIL web site:**

<http://www.uil.utexas.edu>

(5) the district executive committee approves the completed PAPF.

NO PREVIOUS ATHLETIC PARTICIPATION FORM REQUIRED. The Previous Athletic Participation Forms are not required if:

(1) the student did not practice or participate with his or her former school in grades 8-12 during any previous school year in any athletic activity.

Again, these changes are contingent upon the approval of the Commissioner of Education and the PAPF change will coincide with a new version of the PAPF being released by the UIL office. The new PAPF, once approved, will be required for the 2003-2004 school year and previous forms will not be accepted.

Soccer readies for changes in coming years

PUBLIC REPRIMANDS

BASKETBALL
Eric Heskett,
Mansfield Worley MS
Jeff Ward, Linden Kildare
Jeff Richters,
Palestine Westwood
Roderick Hall,
Faith Family Academy
Greg Bowers, Greenville
Jared Campbell, Joaquin
Deron Clay, Rockdale
Danny Copeland, Roby
Arlene Elizondo, Uvalde
Shawn Glenn, Pittsburg
Pat Harvey,
SA Brackenridge
Erick Jupe, Somerville
Wesley Kohl,
Houston Westside
Alan Kostedt, Van Horn
Dwight McKissic,
Arlington
Rick Miller, Humble
Bill Rehl, Kerens
Mark Reynolds,
El Paso High
Rusty Segler,
A&M Consolidated
Jody Bass, Lewisville
Jeff Teague, Jasper
Keith Toland, Clarksville
Steve Voth, Arlington
Cindy Williams,
Grand Prairie
Leland Hand, Huntington
Lance Shelton, Dodd City
Jesus Araujo, El Paso Irvin
Carolyn Callahan,
Dallas Pinkston

SOCCER
Dennis Vansa, Silsbee
Tom Waite,
Longview Pinetree
Scott Tucker,
Langham Creek

WRESTLING
Patrick O'Harra,
Austin Westlake

Where does the time go? It seems like just a couple of days ago we were crowning state champions in our fall sports. By the time you read this, UIL will be well under way with our spring sports championship season. I am not sure about you, but it looks like my time for the next couple of months is pretty planned out.

It starts with the Valentine Day weekend swimming and diving state championships. The next weekend is the wrestling state championships. The next weekend is the girls basketball state championship. The weekend after that is the boys basketball state championship.

Then there comes a restful three-week period where we prepare for the Soccer state championships. Included in this issue is an updated schedule for the State Soccer tournament, which is April 3-5 in Georgetown. The times for games on Thursday for 4A and Friday for 5A are different than were released in the Soccer Coaches Manual so please take note.

After making it through soccer, the staff gets a much needed month to prepare for golf, tennis and track and



Mark Cousins
Assistant Athletic Director

field championships. As if that is not enough, softball and baseball state championships follow a couple of weeks later.

I don't know about you, but I am already tired and we have not even started yet!

UIL rules are made by the Legislative Council, which is a peer elected group of school superintendents. The Council met in October and passed rules that will be effective for the 2003-2004 school year, upon approval by the Commissioner of Education.

If approved by the Commissioner, the soccer season will be one week longer for the 2003-2004 season. Practice will still begin the first Monday after Thanksgiving (Dec. 1, 2003). Scrimmages may still begin on Jan. 2, 2004. With the extension of the season, games may begin no earlier than Jan. 8, 2004. This will move the state tournament to April 8-10, 2004. The Texas Association of Soccer Coaches had asked for additional time for scrimmages and the Council responded.

Soccer was not alone in having rule changes approved for the 2003-2004 school year. In baseball and softball, if approved by the Commissioner, tournament regulations have been relaxed. Pool play tournament regulations have not changed and pool play tournaments are still allowed. The restrictions on what days tournaments may be played (never on Monday, Tuesday or Wednesday, unless school is not in session) are still the same. What has changed is that teams are allowed to play no more than three (regulation) games in any one day and may not

Schools battle for top spot in Lone Star Cup competition

Three schools in each of conference 2A and 3A are tied for the top spot in the UIL and Texas Dodge Dealers current standings for the 2003 Lone Star Cup. All other conferences have a distinct first place school, but those totals may change as the year continues.

Now in its sixth 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 school's success at district and state level UIL activities.

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 (1A-5A).

Current standings, based on points earned from fall activities, are as follows:

CONFERENCE 5A

1. Humble Kingwood—30 pts.
2. Austin Westlake—24 pts.
3. Arlington—22 pts.
4. Southlake Carroll—20 pts.
- Klein—20 pts.
6. Hurst Bell—18 pts.
- Arlington Martin—18 pts.
8. Duncanville—16 pts.
- College Station A&M Consolidated—16 pts.
- Tyler Lee—16 pts.
- Allen—16 pts.
- Katy—16 pts.
- League City Clear Creek—16 pts.
- Katy Taylor—16 pts.
- Houston Stratford—16 pts.
- Converse Judson—16 pts.

CONFERENCE 4A

1. Dallas Highland Park—34 pts.
2. New Braunfels—28 pts.
3. Conroe Oak Ridge—23 pts.
4. Red Oak—18 pts.
- Boerne—18 pts.

CONFERENCE 3A

1. Monahans—22 pts.
- Kountze—22 pts.
- Yoakum—22 pts.
4. Wimberly—20 pts.
5. Midland Greenwood—16 pts.
- Texarkana Pleasant Grove—16 pts.
- Carthage—16 pts.
- Jasper—16 pts.
- Cameron Yoe—16 pts.
- Burnet—16 pts.
- Bandera—16 pts.
- Celina—16 pts.

CONFERENCE 2A

1. Alpine—20 pts.
- Pattonville Prairiland—20 pts.

CONFERENCE 1A

1. Iraan—30 pts.
2. Windthorst—22 pts.
3. Briscoe Fort Elliott—16 pts.
- Round Top Carmine—16 pts.
- Flatonia—16 pts.
- Petrolia—16 pts.
7. Abbott—14 pts.
- Milano—14 pts.
- Granger—14 pts.
- Calvert—14 pts.
- Celeste—14 pts.

Revised Schedule of State Soccer Tournament April 3-5, 2003

Thursday, April 3

Session 1 — 4A girls semifinal games 11 a.m. and 1 p.m.
Session 2 — 4A boys semifinal games 4 p.m. and 6 p.m.

Friday, April 4

Session 3 — 5A girls semifinal games 11 a.m. and 1 p.m.
Session 4 — 5A boys semifinal games 4 p.m. and 6 p.m.

Saturday, April 5

Session 5	4A girls final	11 a.m.
	4A boys final	1 p.m.
Session 6	5A girls final	4 p.m.
	5A boys final	6 p.m.

play more than six games total in any one tournament. This allows schools and teams more flexibility in the scheduling of tournaments while still allowing the use of the pool play concept. It should be repeated that this regulation in no way changes true pool play tournament regulations as they currently stand.

Additionally, if approved by the Commissioner, the UIL Legislative Council has amended the requirements for the Previous Athletic Participation Form. Beginning with the 2003-2004 school year the PAFP requirements will be as follows:

PREVIOUS ATHLETIC PARTICIPATION FORM (PAFP). An individual is presumed to have changed schools for athletic purposes if he or she participated with his or her former school in any League athletic contest or practice in grades 8-12 during any previous school year until:

- (1) the student's parents change their residence to the new school or attendance zone; (See Section 442 (g) for a student who changes residence with a separated parent); and

continued on page 13

State basketball info to be submitted online

Team information sheets and team photos to be used in State Tournament programs must be submitted online again this year.

Team rosters, school information, and regular season schedules with scores should now be submitted online through the UIL web-site at <http://www UIL.utexas.edu>.

Coaches are encouraged 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 or JPEG 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 UIL Athletics; 1701 Manor Rd.; Austin, TX 78722.

Girls basketball photos and team information sheets must be received at the UIL office no later than 4 p.m. Feb. 20.

Boys basketball photos and team information sheets must be received no later than 4 p.m. Feb. 27.

Eliminating athletic period

Students could lose more than just time if sports become totally after-school activity

Texas high school athletic programs have been tremendously popular for many years. The success of these programs can be attributed to at least three ingredients.

The first ingredient includes the terrific athletes who compete individually and collectively for Texas high schools. Texas will again have over 300 Division I signees in football. The National Federation Track and Field record book is filled with the exploits of Texas athletes.

Female and male athletes dot the rosters of college teams in practically every sport across our nation. Few would argue that Texas is a fertile recruiting ground for college programs. Few would argue that it takes good athletes to have great teams. Most championship teams possess quality athletes.

The second ingredient for success in Texas high school sports is coaching. Texas has many of the best coaches in the nation. While our football coaches garner most of the acclaim, coaches in other activities have also received much deserved national recognition.

Texas rules require coaches to be full-time employees of the school for which they coach. While there are a few exceptions that allow retired coaches to remain involved, coaches in Texas are part of the school district, which hires them. This makes Texas coaches part of a noble profession.

Texas has approximately 20,000 coaches. These coaches help students become better citizens through the use of character-building techniques. Coaches supply discipline, motivation, care, concern and the teaching of the fundamentals of each sport for each student in the program. Without quality full-time coaches, students would not have the opportunity to work with committed professionals who place the educational interests of the student first.

The third ingredient contributing to the success of athletics in Texas is the inclusion of an in-school athletic period. Currently, schools are permitted one athletic period during the school day. This period is used for in-season training and is the only time period outside the season which can be used for off-season training during the school year.

The discussion to remove all athletics and extra-curricular activities from the school day is disturbing. Most of this discussion centers on the financial crisis facing numerous schools. Some believe that eliminating athletics from the school day can make financial savings. Those who espouse the theory of school consisting only of academic courses fail to recognize several other factors.

The National Federation of State High Schools in the *Case for High School Activities* states the following:

Activities Support the Academic Mission of Schools. They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.

Activities are Inherently Educational. Activity programs provide valuable lessons for practical situations, teamwork, sportsmanship, winning and losing and hard work. Through participation in activity programs,



Charles Breithaupt
Athletic Director

students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so they become responsible adults and productive citizens.

Foster Activities Success in Later Life. Participation in high school activities is often a predictor of later success — in college, a career, and becoming a contributing member of society.

The value of the school day athletic period is multifaceted. The most significant factor is the opportunity for each individual student to receive the instruction and counsel of the school coach on a daily basis both in and out of season. Coaches are concerned with the academic progress of each athlete. Coaches in many cases are the primary disciplinarians in a school. They insist on proper conduct and behavior from athletes both on and off the court or field.

Coaches provide much needed counseling to students. They know what makes kids tick and they know the issues and problems facing these students each day. Coaches know (perhaps even more so than parents in some circumstances) many details about the athlete. They know the dietary habits of the student, who the student is socializing with, who the student is dating and other activities in which the student is involved.

Without this daily ritual of interaction and intervention the student loses a role model, confidant and parent figure. This loss is imminent because of the limited time afforded both coach and student with all activities pushed outside the school day. Furthermore, in many instances the coach literally will have no contact with the student outside the school season in that sport.

The 300 minutes per week allotted for activity periods during the school day allows all students the opportunity to participate. Moving all activity outside the school day could force some to decline participation for a variety of reasons. Most importantly, students will have less time for their studies than before if all activities are held after school.

Students have a difficult time juggling the rigors of academia, along with family obligations, part-time jobs, social lives and extra-curricular activities. Pushing all extra-curricular activities outside the school day forces students to make tough choices as they prioritize their day. Eventually participation could dwindle as has been the case in some schools and states that have eliminated athletic periods.

Facilities become a major factor when schools eliminate a school day athletic period. Gyms and fields sit vacant during the school day, yet cannot accommodate all of the teams and/or individuals during practice for all involved before or after school.

Practice could virtually be eliminated on game nights in places with limited facilities because the games will take precedence. For example, a school with only one gym would have to determine what takes place on a Tuesday night. If the ninth grade, junior-varsity and varsity boys basketball teams are scheduled, where do the girls practice? Generally on game days practices take place during the athletic period.

This phenomenon will cause some schools to eliminate some sub-varsity teams because of lack of space. This erosion of participation begins a chain of events that could eventually lead to disinterested students and schools that lack discipline and motivation.

The premium on space further impacts the local community. Groups who previously used school facilities could be forced out. Schools should and do give priority for facility usage to the school teams. This leaves churches,

Boy Scouts, Girl Scouts, Little League, senior groups, etc. without facilities, creating public relation problems for the school.

Most coaches are teaching a full load of classes, plus coaching multiple sports. Does adding another class assignment to a coach improve instruction for all involved?

And what happens to the students previously assigned en masse to an athletic period? These students must be assigned to another class. Does this change the student-teacher ratio? Are teachers able to effectively assimilate additional students to what are already overcrowded classrooms? Does this create a morale problem for the faculty?

More importantly, what impact does this decision have on an individual student? Will the student be motivated to attend school each and every day? Many attend simply because they know the wrath of the coach will be upon them if they are absent from the athletic period. Once in the athletic period the student is further scrutinized about absences, tardiness and discipline referrals in other classes. Without the athletic period this will not occur.

Are there safety implications that could also occur with the elimination of athletic periods? Travel obviously would be a concern. Students would either be traveling early in the morning or later at night to or from practice. Without the athletic period students will have less opportunity to get treatment for injuries. Students would be getting home later, under more stress and would obtain less rest. All of these factors have a negative impact upon the student.

Is the exclusion of athletics from the school day worth the negative impact on the school? If money can be saved through the abolition of the athletic period, how much will be lost due to declining attendance, increased security and higher utility bills? All of these questions need to be addressed before considering removing athletics from the school day.

Some believe the athletic period is simply a time for coaches to teach fundamentals and offensive and defensive schemes. Few realize the great influence the coach has on the student. The daily athletic period allows the coach the opportunity to teach the whole child not just as an athlete but as a future citizen.

This significant relationship could be destroyed with the elimination of athletics from the school day. The cost of operating a school is expensive. The cost of operating athletic programs is less than two percent of the total school budget. Keeping student-athletes connected with a school coach each and every day is priceless.



"Competing at the state level in both UIL academic and athletics has given me the initiative and the confidence I need to make an impact in college. My participation in UIL gave me a perspective on life unmatched in ingenuity."

**Brittany Cole
Wilson
Boyd HS,
Boyd**

Volleyball tournament expands to three days

One more day of competition has been added to the UIL sports schedule as the state volleyball tournament will be adding a third day beginning next year.

"The UIL is pleased and excited to expand the state volleyball tournament to a three-day format," UIL volleyball director Rachel Seewald said. "We feel this will benefit not only the participating teams, but also the coaches and fans in attendance."

The tournament, held at Strahan Coliseum on the Southwest Texas State University campus, will be held Nov. 20-22, 2003.

"Southwest Texas State University has been a gracious host," Seewald said. "We welcome the opportunity to continue our relationship with them."

ELEMENTARY/JUNIOR HIGH

ART CONTEST

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

HIGH SCHOOL

SECOND PLACE TEAM POINTS

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

HIGH SCHOOL SPELLING & VOCABULARY

Note clarification of the *C&CR* and *Word Power*: Misuse of any non-alphabetic element, such as accent, apostrophe, hyphen, tilde, umlaut, etc., or capitalization is an error. Also, the *American Heritage Dictionary of the English Language, Third Edition*, will continue to be the official dictionary until further notice, but the new *Fourth Edition* is also acceptable.

MATHEMATICS & SCIENCE

Re: Sec. 942 (e) (2) and Sec. 952 (e) (5): Add to List of Approved Calculators: Hewlett Packard 11C 15C 20S (20S II not permitted) 32S 32SII

These calculators were omitted from the approved lists in the *C&CR* and in the *Academic Coordinator's Manual*. They have been added to the lists in the *Spring Meet Manual*. Also, note that the Hewlett Packard calculators are still forbidden in the *Accounting Contest*.

CALCULATOR APPLICATIONS

"The ratio of A to B" and the "ratio between A and B" are each defined to be the result of the division, A/B.

ONE-ACT PLAY CONTEST c. CONTEST PLAY SELECTION AND ELIGIBILITY.

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

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

Conclusion:

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

EL PASO BURGESS HS

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

ROBSTOWN HS

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

CARROLLTON TURNER HS

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

KELLER FOSSIL RIDGE HS

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

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.

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.

VAN ALSTYNE HS

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

SHERMAN HS

The State Executive Committee issued a public reprimand to Coach Jeffrey McCullough of Sherman High School and placed him on probation through April 16, 2003 for participating in and allowing Sherman High School basketball team members to participate in a scrim-

mage against another high school basketball team after the district certification date.

SHALLOWATER HS

The State Executive Committee issued a public reprimand to Coach Max Kattwinkel, Shallowater High School, and placed him on probation through April 16, 2003 for violation of the Amateur Rule (providing a meal prior to a home game).

PITTSBURG HS

The State Executive Committee issued a public reprimand with probation through April 16, 2003 for violation of the Athletic Code, Section 1201 (a) (3), inappropriate interaction (physical contact) with an official. In addition, the fan involved was banned from attending any UIL athletic activities for the same period of time.

BEEVILLE JONES HS

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

GARLAND LAKEVIEW CENTENNIAL HS

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

DALLAS MOLINA HS

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

FORT BEND WILLOWRIDGE HS

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

ONE-ACT PLAY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BIG SANDY HARMONY HS

The State Executive Committee issued a public reprimand to

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

LIBERTY HS

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

IRVING UNIVERSAL ACADEMY

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

WESTFIELD HS

The Region IX Music Executive Committee issued a public reprimand to the Westfield High School marching band for being in violation of Rule 1105 (f) (4) (A), all electronic equipment situated off the field.

GALVESTON BALL HS

The District 24-5A Executive Committee issued a public reprimand to Galveston Ball High School and placed the school on probation for the 2002-03 and 2003-04 school years for violation of Section 1202, Employment of Coaches.

CHRISTOVAL HS

The District 16-A Executive Committee issued a public reprimand to Christoval High School, with probation through the 2003 football season, for violation of Section 1202 (a) (1). In addition, the State Executive Committee issued a public reprimand with probation through January 15, 2004, to Coach Robert Willis.

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
Librarian
Academic Coordinator
Yearbook/Newspaper Adviser
Speech Director
Band Director
Choir Director
One-Act Play Director

Volleyball Coach
Baseball Coach
Girls Basketball Coach
Boys Basketball Coach
Football Coach
Girls Track Coach
Boys Track Coach