

Leaguer

ILPC known as strongest, largest state scholastic organizations in nation

If it's going to be done, it's going to be done right." That saying has been used throughout the ages for many sports, activities and organizations. More than 75 years ago, Dr. Paul Thompson, a University of Texas journalism professor, believed that wherever journalism was taught, it should be taught well. He originated the idea of a spring meet for high school journalism students and held that first meet May 8-9, 1925.

The second meet was not held until 1928 because Texas Governor Miriam Ferguson had vetoed funding for the UT Department of Journalism in 1926, thus eliminating funding for the meet as well. Funding was not reinstated until the fall of 1927.

75th
anniversary
Today, that meet has turned into the Interscholastic League Press Conference and has become one of the largest and strongest scholastic journalism organizations in the nation.

This year marks ILPC's 75th anniversary, and the special occasion will be celebrated during the organization's annual convention April 6-7.

"Anywhere I go in the national scholastic journalism circles, I am asked about ILPC," director Randy Vonderheid said. "We have such a good reputation, many people want to emulate us."

Although Thompson ultimately created the organization, former University of Texas professor Dewitt C. Reddick is credited with giving it its first official director and providing the necessary and permanent

leadership to establish the association.

"Dr. Reddick instituted a lot of things that are still around today," Vonderheid said. "He started the journalism contests, and those contests were originally held during the convention rather than when the other academic contests were held. That didn't change until the mid 1960s when the convention moved to a March date."

Vonderheid also credits Reddick for the Leaguetown Lobo mascot.

"During some research I was doing for a district prompt a couple of years ago, I ran across some information about Dr. Reddick and his good friend, author J. Frank Dobie," he said. "After doing a little more research, I found that Dr. Reddick used the Lobo because Mr. Dobie used it in a lot of his writings."

Although there were several directors in between, the next director who had a major impact on the organization was Max Haddick. Haddick was the first director to have



A Surprise Award

During the 1981 ILPC state convention, Max Haddick presents Ann Hale, then adviser at Lampasas High School, the Max Haddick Teacher of the Year award for her leadership in scholastic journalism. Haddick created the award to recognize journalism teachers for work in the field, and after his retirement the award was named after him.

taught high school journalism.

"Max believed in bedrock journalism: solid reporting, crisp writing and editorial leadership," former ILPC Director Bobby Hawthorne said. "He was not entirely comfortable with the

graphics revolution of the early 1970s, but to his credit, he didn't resist the design changes. In fact, he brought to Texas people like Mario Garcia and Chuck Savedge, and then nurtured and defended programs at Austin McCallum, led by Randy Stano, and at San Antonio Lee, led by Chet Hunt. He was a traditionalist who understood that journalism was changing and that change could be for the better."

During Haddick's tenure, the ILPC expanded the number of contests offered for both newspaper and yearbook, and membership climbed to almost 900 schools.

"This was during the time of Watergate and many people were interested in journalism," Vonderheid said.

Haddick suffered a heart attack and had to resign in 1978 forcing a young Hawthorne to take the reigns of the organization.

Anniversary convention recognizes Texas Legends

It started with 30 people in 1925 attending a conference for high school journalism students, and now has over 1,500 students and teachers converging on The University of Texas for the annual ILPC state convention. This year the organization, an affiliate of the UIL, is celebrating its 75th anniversary as the largest and strongest journalism organizations in the nation.

"Our organization is used as a model for state and national scholastic journalism organizations," ILPC Director Randy Vonderheid said. "Because we are a part of UIL, we have the opportunity to do a lot of things other state organizations

cannot do. People are amazed at what Texas journalism teachers have accomplished, and a lot of that is because of the support of the UIL and its schools throughout the state."

Several special events will highlight the convention, Vonderheid said.

"We will have our first keynote speaker in ages," he said. "Kathy Daly, one of the most respected scholastic journalism teachers in the nation, will be here to talk about motivation and the special place high school journalism should have in the schools."

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We receive letters...

Sept. 11 tragedy brings hopes of community together

**To The Editor:**

As most Americans did on Sept. 11, I hovered near a radio or TV all day. I first heard that a plane had hit the World Trade Center as I made my way to our football practice field at about 8 a.m. One of my assistant coaches had caught part of a radio report. We speculated that it could have been a terrorist, but never could I have imagined the horror brought by this day's heinous acts.

I felt somewhat guilty as I tried to focus my energy and emotion on football. Should we practice today? In light of such atrocity how can I ask my coaches and players to focus on something as insignificant as football? But, at 4:05 we hit the field and practiced — business as usual.

I watched the news that night, but not for long. I was sickened. My mind could not handle the fact that the scenes were not special effects. As a history teacher I have used pictures, video and eyewitness accounts to stir some sense of the emotion of past atrocious acts: wars, plague, genocide, slavery, the holocaust. But now I was so dizzied by the pictures, video and eyewitness accounts of this intrusion into my own peaceful period in history, I had to turn from them.

Bill, from the Naples, Texas Wednesday morning men's breakfast, had given me a choice of several dates when he invited me to speak to the group. Sept. 12 sounded good — it would give me some time to think about my message, and as the new football coach I would need to say just the right things. After the events of the 11th I wished I had chosen another date. My God, what will I say to them on one of the most somber mornings in our history? What can I offer them on such a day? I can't talk about something as trivial as football. Such were my thoughts on what would be a distressed night of tossing and turning. Then, at about 2:30 a.m. I lurched from my state of semi-consciousness. "Football is just what they need to hear about!" I thought. Not the Xs and Os, or the usual politically correct roll call of the names of the kids from prominent families. No, these men need to hear the truth about how sorely today's kids need the values inherent in the game of football. They need to hear that in the shadow of such inhumanity there is a generation starved for the virtues that feed humanity: loyalty, commitment, perseverance, character, pride, honor and yes, faith in a God of peace and love! I slept soundly for the next couple of hours.

I walked into the Naples Methodist Church on the morning of the 12th and shook the hands of men mostly

of my father's generation. Comparison was made to their memories of Dec. 7, 1941. The mood was somber indeed. I told them how I had doubted the importance of a game on such a day, but that I was now of more firm resolve than ever that my chosen vocation and the merits one can find in sport are vital to our nation. We try to put a face on the perpetrator of such inhumanity, but each day I look into the face of a generation that we must prepare to save our humanity. And I admitted that as a public school educator I still try to bring the God of love and peace into my program. I found myself holding my eyes on the faces of others just a little longer than normal. How sad that it took such monstrous acts for me to so clearly see the reflection of my own humanity in every face I saw that day.

On Thursday I heard that most college and professional contests had been cancelled. I heard of a few high schools that chose to cancel, and that the governing body of interscholastic sports in the state of Texas was under fire for not cancelling Friday's contests. Several phone calls came, echoing rumors that the games would be cancelled.

On Friday at the Pewitt High School pep-rally. I looked into the face of a generation filled with so much hope and potential. The reflection of my own humanity in these young faces connected me in a way that erased all lines of race, gender and generation. We all fell silent as a lone trumpeter from the Brahma band played taps. As one of our volleyball players stood and sang our anthem the pride built on two centuries of sacrifice and

perseverance united the crowd.

That night two committees gathered in Brahma Stadium to celebrate a small slice of American achievement. Prior to the game the officials made known their intention to have their fees for the contest donated to the Red Cross. This act brought another clear reflection of my own humanity as I looked in their faces, and I knew that it would be difficult for me to harbor any malice when a call did not go my way. I have heard the National Anthem played before a lot of football games, but for the first time in my career I heard the unrehearsed voices of two communities unite. And for the first time in my career I ignored my judgement to keep my crusty singing voice quiet, and instead sang with pride.

The contest demanded every ounce of pride, commitment and perseverance from the contestants. In the end my team fell short. I made my jog across the field to shake the hand of the opposing coach, and I was jealous that it was he who got the ice water shower on this night. But as I shook his hand I took just a little longer than usual, and looked for my reflection in his face. It was there, and I was able to share in his joy.

We were right to go on with our lives and have our games. What better way to show our ability to persevere and our resolve to protect freedom? The generation that is our hope for humanity exhibited their finest virtues in the shadow of acts of inhumanity.

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Omaha Paul Pewitt HS
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assistant academic
director.



TILF outlines scholarship opportunities

With graduation getting close, scholarships are on the mind of seniors and parents alike. TILF scholarship information is now available for those eligible.

All UIL academic regional meet winners should receive: **2002-2003 Scholarship Opportunities**, a brochure from the Texas Interscholastic League Foundation, and an application.

Graduating high school seniors who compete in the UIL academic state meet either this year or in previous years may apply for TILF scholarships between April 1- May 7.

Dr. Bailey Marshall, TILF Executive Director, reports that the foundation will award 435 new scholarships for the 2002-2003 school year and 280 renewals totaling 715 scholarships valued over \$1.3 million.

Since the inception of TILF in 1958, \$15.5 million

has been disbursed through colleges in Texas to more than 13,000 academically talented students.

Brochures and applications were mailed to all high school principals and counselors in March and can be viewed on the UIL website at www.uil.texas.edu. Click on the TILF button.

All TILF scholarship applicants must meet these five requirements:

1. Compete in one of the UIL academic state meet Contests (*applicants must have competed on the state level of competition*). Special Note: **Only Cross-Examination Debate State Meet competitors advancing to the second day elimination rounds as one of the top 16 speakers may apply. Do not list first day CX competition on page one of the application.*

2. Submit high school transcript including verified

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Leaguer

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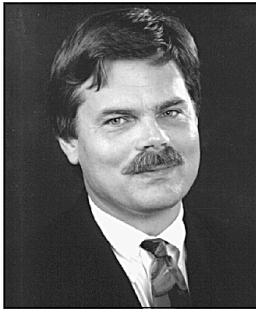
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Academic sponsors must push for media coverage

During a 7-day period last spring, the *Austin American-Statesman* ran approximately 1,334 column inches of copy about the state athletic meets and tournaments. During a comparable period of time, they ran perhaps 25 column inches of copy about state academic contests.



Bobby Hawthorne
Academics Director

I mention this only to make a point. I'm not bitter. High school athletes deserve all the copy they can get.

At the same time, it grates when the same newspaper runs pious editorials about balancing athletics and academic priorities. For example, the *Statesman* editorial writers, who clearly are in major denial about the media's role in setting and maintaining those priorities, intoned, "Texas and other sports powerhouses ... can take positive steps to realign sports with the overall aims of the university, insist upon academic rigor and wrest control from broadcasters and commercial interests."

Has the newspaper itself taken positive steps to realign sports coverage with coverage of the overall aims of the university? Or with any public or private academic institution, primary, secondary or post-secondary? Of course not. Its coverage of UT is limited to high-ranking appointments, guest speakers, fires in Welch Hall and Longhorn athletics. Its high school coverage is even more lopsided.

Apparently, the newsroom paradigm holds that readers care who won the 5A state pie tossing championship, even if the winner resides 500 miles away. Readers here do not care who won the 5A state number sense championship, even if the winner resides around the corner.

'Tis frustrating and I'm not sure what to do or can be done about it. Perhaps we might change "feature writing contest" to something like the "Vonderheid Prize." This sounds prestigious, don't you think? I assure you, it will be more rigorous and newsworthy than the Turner Prize for contemporary art, which, according to a story in the *Dallas Morning News*, was presented to minimalist artist Martin Creed. His winning piece? An empty gallery whose ceiling lights flash at five-second intervals.

"The judges praised its 'strength, rigor, wit and sensitivity to the site' —and Mr. Creed's 'audacity' in presenting just a single work," the AP reported.

This contest is open to British artists under 50 who have exhibited during the previous 12 months, none of whom I'm sure subscribe to the *Dallas Morning News*. Asked to describe his winning piece, Creed said, "I think people can make of it what they like. I don't think it is for me to explain it."

This is news. Covering high school academic contests isn't unless the newspaper sponsored the contest itself. Then, it's news.

You figure it out.

This spring (and I hope this reaches you prior to the academic regional meets), contact your local media and insist that they cover academic contestants, and not just UIL but all academic competitors: FFA, Student Congress, Math Counts, whatever. Raise a stink. This doesn't require that they sacrifice a column inch of copy they'd normally devote to athletics. Heck, we're talking about a lot of the same kids, particularly in small schools. But academic contestants dedicate as much time and effort to their activity as anyone else and deserve to be recognized. Sadly, it won't happen unless you insist upon it.

Moving on...

Recipients of the UIL/Southwestern Bell UIL Sponsor Excellence Award were listed in last month's *Leaguer*. The award was established in 1991 to identify and

recognize outstanding educators whom through UIL music, academic and athletic activities help students develop and refine their talents and skills, to become better leaders and citizens.

Their words, not mine.

One of the best indicators of success in high school, college and beyond is participation in extracurricular activities, whether it's baseball, choir, drill team or yearbook. Study after study has proven this.

Southwestern Bell became the official sponsor of this award in 1997.

What makes the UIL academic program so special, apart from the fact that it is the only program of its type and scope in the nation, is how important it is in preparing young people for life in college and beyond. These young people dedicate themselves to excellence, knowing that they're just as likely as not to get their names in the newspaper (unless you raise a stink; see earlier comments). They sacrifice their weeknights and weekends, reading novels, studying dictionaries and spelling word lists, working endless math problems, poring over newspapers and newsmagazines, practicing speeches and debates.

It makes them better students, better leaders. It gives them self-confidence. It teaches them that through hard work, they can achieve a goal and in the process, acquire important new learning, new understanding.

Basically, a principal is allowed to nominate one person per year. Of the total nominated each year, approximately 75 percent coach UIL academic contests. Among the 15 recipients this year were two or three journalism advisers, a couple of speech coaches, an accounting coach, several math/science coaches and an English teacher who coaches ready writing and literary criticism. Most of them coach more than one contest, and several of them double as campus UIL academic directors as well.

It's been our policy to present the award to the recipient at his or her school, either during a board meeting, a faculty reception or a special assembly. I've made a number of these presentations, and the one thing that strikes me is how admired and respected these teachers are, how important they are in their schools and community, how loved they are.

They arrive every morning before sunrise, devote their lunch break and time after school working with students, get up at 4 or 5 a.m. on Saturdays and spend the rest of the day on a school bus or drive their own cars to invitational meets in some far-flung corner of the state. They spend thousands of hours writing tests, hosting meets and raising money to support their programs. They beg, borrow or in some other way creatively appropriate the materials and equipment they need in order for their students to compete and succeed.

They're part best friend, part parent, part child psychologist, part zoo keeper. They demonstrate and teach

character, dedication and diligence. Public education works because of these men and women, and the UIL is fortunate to have them participate in its program.

Of course, nothing happens without support from the top. Schools like Bridge City, Valley View, Bridgeport, Lindsay and Lindale consistently win because they have support at the highest level of administration.

One example: Klein High School. The principal, Robert Grove, has five State Meet gold medals encased and hanging on the wall of his office, each representing a state team academic championship Klein's won since 1993, including the past four in a row.

Grove pushes UIL academics. He recruits excellent coaches like Josie Mallery, and he supports them. He lets students know that UIL academics is a priority. Last spring, he told me, "When students ask me for a favor, to write a letter of recommendation for example, I tell them that they must do something for me in return: compete in UIL academics."

The results speak for themselves. The school doesn't get a lot of local ink for its academic prowess, but students in the school — particularly the upper echelon students — understand that in terms of winning a state chemistry or literary criticism championship, substance is more important than celebrity. In today's society, this is a lesson all students should learn.

We're all fortunate to have a superintendent like Don Hendrix of Crosby serving on the UIL Legislative Council. A month or so ago, Don called, wanting to know if being nominated for a crown award by the Columbia Scholastic Press Association was a "real award" or one of those "Who's Who" scams.

"It's a real award," I assured him, given to perhaps the top one percent of student publications nationally. In these cash strapped times, he found the money to send the adviser and a couple of students to New York City to attend the CSPA convention, held on the Columbia University campus and accept a Gold Crown, its highest honor.

That's the kind of support I wish for all coaches and advisers.

Not too long ago, I received the following e-mail:

"I have a general concern. It is becoming increasingly difficult to recruit both dedicated students and dedicated sponsors. Is this a local problem, or have you had similar concerns from others? What do you suggest?"

"Success in recruiting sponsors and students for UIL academics will correlate to the emphasis placed on it by the administration," I answered. "If sponsors are not paid a nominal stipend and are neither recognized nor appreciated for their efforts, then they will not want to participate in UIL. Ditto for students. But if the administration makes it clear that success in UIL is a priority, then teachers will respond, and students will respond."

And if at some point they get their names in the newspaper, so much the better.

So You Want To Know

Invitational Meets

Here's a common question: Is it legal for schools to compete in more than one practice meet that uses the same contest material? Answer: yes.

Is it ethical? Questionable.

Certainly, the purpose of invitational meets is to allow students to get as much experience under their belts as possible. But is it fair for a school to attend three consecutive meets using the same current issues & events, literary criticism or ready writing materials? No.

Fiction writing contest deadline approaching

June 1 is the deadline for entering the Texas Book Festival's Fiction Writing Contest, which is co-sponsored by the UIL and the Texas Council of Teachers of English. Texas junior high and high school students are invited to submit a piece of original fiction, no more than 2,000 words in length, to be judged by some of the state's finest writers. Winners will be invited to read their pieces during the 2002 Texas Book Festival in Austin.

Entries should focus on the theme, "Growing Up in Texas." Judges will look for excellence in use of dialogue, character development, setting, plot, conflict and resolution. Entries should be submitted in 12 point type, double-spaced. Each entry must be titled. Deadline for receipt: June 1, 2002.

Entries will be submitted in three divisions: Grades 7-8; Grades 9-10; Grades 11-12. Schools are limited to three entries per division. There is no entry fee.

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

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

Downloadable PDF entry forms are available on the UIL and TCTE web sites.

2001 CX Debate topic mirrors real-life situation

Cross-examination Debate state meet 2002 couldn't have run smoother. My special thanks to the wonderful staff at UIL, as well as the state contest officials: Professor Wayne Kraemer, Southwest Texas State University; Dr. Rich Edwards, Baylor University; Dr. Cinthia Salinas, University of Colorado-Boulder; Tim Cook, Lago Vista High School; Randy Ellis, Spring High School; Myrna Bass, Athens ISD; Larry McCarty, Tom Moore High School; Bill Schuetz, Gregory-Portland High School; David Gardiner, King High School and Christy Spruiell, Calallen High School. The crowning of five state champions was the climax of quite a memorable year of debate.

This year's national debate topic was selected in



Jana Riggins
Assistant Academic Director

January of 2001, developed from a study report authored by a debate coach from New York. Who could have imagined nine months later the hypothetical scenarios our debaters formulated in debate rounds would become a reality in our lives? That new meaning would come to the definition of a "weapon of mass destruction."

For many of us, the place we were on the morning of Sept. 11, 2001 will live in our memories just as where we were when President Kennedy was assassinated.

It didn't take long for calls and e-mails to come into the League office from teachers, administrators, parents, and even students claiming that the weapons of mass destruction resolution was no longer a valid school debate topic. Their claims: "the use of horrific weapons has taken on profound meaning; foreign policy is now life and death, not theory; our students should not argue the rightness or wrongness of our government policies during wartime, especially when their own family members might be actively engaged in the war against terrorism."

The UIL and states throughout the nation chose not to change topics. We believe that it is through intelligent discourse that truth and greater understanding may be found. Personally, I believe that even healing may have taken place. We could pay no greater tribute to Bryan Creed Jack, 1970 UIL State Debate Champion, who died in the tragedy of Sept. 11, 2001.

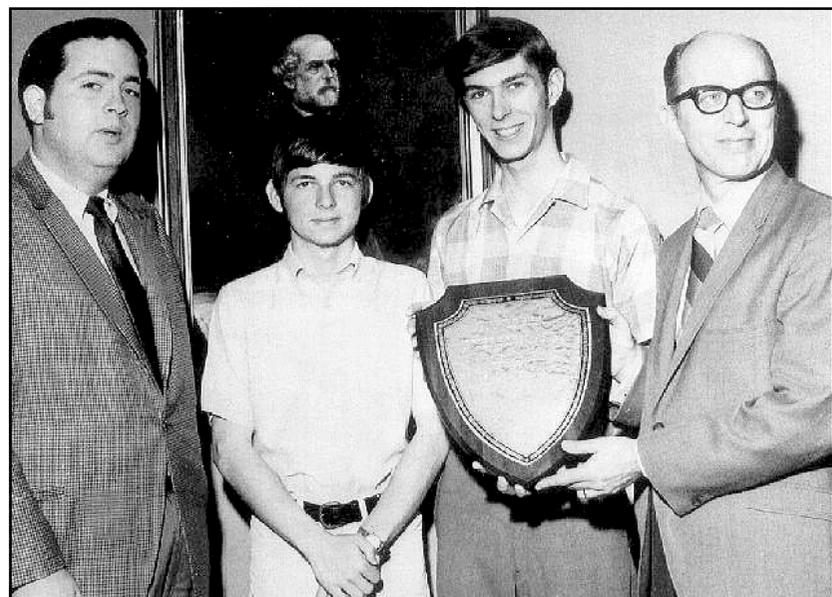
Bryan had worked at the Pentagon for more than 25 years, and served as head of the Defense Department's programming and fiscal economics division.

He was not at the office on the morning of Sept. 11, having boarded a plane to California for a business trip. In an incredible twist of fate, his flight was American Airlines 77, which crashed into the Pentagon at 9:43 a.m.

Bryan attended Lee High School in Tyler.

"Bryan truly was a genius, but he worked so hard to fit in and not let his intelligence isolate him," said Alan Schumate, Bryan's high school debate coach. "He was well-liked and everyone respected him tremendously. He was not only a champion in debate, he was a champion in life."

May we never forget UIL State Champion Bryan Jack and his contributions to our country's defense. And may we continue to persevere in the quest for truth and understanding through discourse, through argument, through debate.



Proud Winner

After winning the state debate championship in 1970, Bryan Creed Jack (second from right) accepts a plaque from Tyler Lee principal N. W. Kilgore. His debate coach, Alan Schumate (far left) and partner Bob Jones, who is now an attorney in Dallas, look on. Jack died in the Sept. 11 tragedy when he was on the plane that crashed into the Pentagon.

Topic brings groups together

by Stan Magee

Dulles High School Debate Coach

When the national cross-examination topic was announced last April, I began to feel a certain amount of apprehension. It was not because the topic did not have merit, or even difficult to research; I was concerned about some divisions which might occur on my team, such that I have never seen in coaching debate at Dulles High School for the past 18 years.

My squad is an international team with 88 percent being students with deep roots in India, Pakistan, China, Taiwan, Viet Nam, Cambodia, and Russia; also a few from the Middle East and a few Caucasians from America.

I began trying to place myself in the shoes of my debaters. Even though I was born in the United States, I am truly Irish-American, and it disturbs me every time I read or watch another conflict occurring in Northern Ireland with the struggle between Protestants and Catholics. So, even though most of my students were born in

America, their family roots are deeply ingrained in Asian soil, and some of those countries are at odds with each other, bringing into the picture the threat of weapons of mass destruction; and those conflicts affect them the way mine do me.

Playing my role as a coach, I tried overlooking and even down-playing the fact my students were under intense pressure to debate a topic that was not only a heated political and diplomatic one, but also one of close, personal feelings. How does one look past what is instilled in them from birth and debate against that in an educational environment? What about the real world?

Next comes the Sept. 11 tragedy and another flare-up between India and Pakistan over the Kashmir region and the threat of nuclear weapons.

Now its time to meet with the team and get a sense of focus. To my own amazement, these brave, dedicated young debaters saw the big picture.

EXTEMP TOPICS

INFORMATIVE

1. Civil war in Angola: what are the latest developments?
2. What are Switzerland's reasons for joining the United Nations?
3. What are the specifics of the economic stimulus bill?
4. According to President Bush, which nations comprise an "axis of evil?"
5. What has Rick Perry accomplished as governor of Texas?
6. What is the plight of North Korean refugees in China?
7. What role is Pakistan playing in the fight against al-Qaeda?
8. Why is Nepal in a state of emergency?
9. Nursing home abuse: what facts did the Senate investigation uncover?
10. The Daniel Pearl investigation: what are the latest findings?
11. What are the responsibilities of the new homeland security officer?
12. What is the controversy surrounding Texas' Caddo Lake?
13. Why is Brent Marsh in the midst of a scandal?
14. U.S. military involvement in the former Soviet state of Georgia: what's happening?
15. What are Tony Sanchez's qualifications to be the governor of Texas?
16. The Bush welfare reform plan: what are the details?
17. Why did the GAO sue the Bush administration?
18. What are the details of the Mideast peace plan proposed by Saudi Arabia?

PERSUASIVE

1. What is likely to be Arthur Andersen's future?
2. How can employees best protect their 401K plans?
3. Sharon vs. Arafat: what must both leaders do to bring peace to their people?
4. Operation Anaconda: has it accomplished its goals?
5. Does democracy have a chance in Nigeria?
6. The hunt for Osama bin Laden: is the U.S. making progress?
7. Are owners criminally responsible if their dogs kill?
8. Steel industry tariffs: good policy or smart politics?
9. Is it time to replace Texas' Robin Hood school property tax?
10. Are Alan Greenspan's claims about economic recovery for the U.S. justified?
11. How can the U.S. decrease its dependence on foreign oil?
12. U.N. vs. Milosevic: who will win?
13. Andrea Yates: villain or victim?
14. Can Argentina restore economic and political stability?
15. Iraq: Should the U.S. investigate or attack?
16. What does the future hold for Rudy Giuliani?
17. Can Hamid Karzai bring democracy to Afghanistan?
18. How has Sept. 11 shaped Bush's presidency?

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Regional preparations should include training writers for different judges

By this time, a lot of people are planning trips to the different regional sites after winning at their district contest, and a lot of people are cursing the judges for not having the intelligence to pick the correct entries in the district contest. I can't help you on the second situation. I've admonished you before (as I've been admonished in the past) that you should have taken a more active interest in choosing the judges in the district contest.



Randy Vonderheid
Assistant Academic Director

Those of you who have been calling to make housing reservations for your regional contest (and I assume some of you have already reserved rooms in Austin for state) should make a few more plans.

Every year I hear from some teachers (way too often they are the same teachers, which reminds me of the story of the boy who cried wolf) about the judging at the regional level.

Let me assure you I do everything possible to acquaint the regional journalism directors with judging criteria for UIL journalism. They receive much of the same information I send to district contests: individual instructions for judging each of the four contests, judging tips, explanations and even a "grading" rubric I created this year (although I hate to use the word "grade" when talking about a journalism competition). This year I also sent each region a personal letter outlining some of the areas they can help to make the contest more successful for both the college and the students participating. Each site received three Journalism Contest Manuals as well as all the judging criteria. I have also been in e-mail contact with several directors.

Many of these directors know as much about the UIL contests as any teacher around, and they put on a great contest.

The one complaint I always hear, though, is to let high school journalism teachers be the judges because "we know what the kids should know and how to do the contests." Before I make the next statement, let me say I've probably made the same statement above I'm accusing others of saying, but in my position at the League I have seen the problems from a different angle, and now

know there are ways to look at judging other than just the "journalism teacher's way."

By a high school journalism teacher saying he or she knows the way the contest should be judged is looking at journalistic writing in a very arrogant way. Just because a journalism teacher says a lead should be written one way does not mean that's the way it should be written. We all know there's more than one way to skin a cat (whoops, sorry Baylor folks), and in this instance there's more than one way to write a lead, or in fact, a complete news, feature, editorial or headline. And just because I include a sample story does not mean that's the only way to write the story.

I used to harp on my students that there's always more than one way to write a story, and just because their story didn't read like someone else's didn't make that story wrong. It's the same way with judges.

Granted, there are some things all judges should be aware of, such as it not being necessary to use League-town on all occasions, style use should be consistent even if it varies somewhat from AP style and understanding the audience the students are writing to. But for journalism teachers to claim they know better than a seasoned newspaper writer on how to better write a story is ludicrous. Teachers may know as well as the seasoned professional, but to think a teacher knows more is a bit arrogant, especially for those teachers with little experience in the classroom, even if they have had some success in UIL competition.

I took kids to state competition nine consecutive years, and there was never a time that I felt at a disadvantage because I had judges other than high school journalism teachers. Of course, I did a little pre-preparation. I asked the contest director for a little background on the judges so I would know what kind of last minute advice to give to the kids because I knew the difference in how a newspaper writer or editor would look at an entry and a teacher would look at an entry. Yes, I did prepare my contestants with old UIL materials and other materials I was able to find, and yes, I even prepared them on how to write for the different kinds of judges.

Maybe that's the problem with a lot of the younger teachers today. They don't see the difference in expectations of someone "in the field" and someone "in the classroom." Maybe someone in the classroom knows more about the little eccentricities of high school writing, but is that what we want our students to know, or do we want to them to be complete journalists with a wide range of experiences?

I know there are extenuating circumstances in the regional competition. I have discouraged regional directors from using students judges, and I have even recommended they put a teacher on the judging panel in order to stop some of the bickering coming from the teachers. Remember, though, that most of the faculty at these colleges and universities have worked in the field and in the classroom, so they do have an idea of both areas.

As always, let me know if there are problems in the contests. It's a battle each year to make sure everything is done to the best possible way for the students (and I know last year there was a huge error I made and I apologize for that). We are in this for the students, not for our own personal glory.

The one complaint I always hear, though, is to let high school journalism teachers be the judges because "we know what the kids should know and how to do the contests."

ATPI announces summer workshop

The ATPI Summer Workshop for Instructors Only takes place June 26-29 at Texas A&M University - Commerce. Providing teachers from all curriculum areas the opportunity to learn from each other in a relaxed and fun atmosphere, participants may select from one of four tracks:

Black and White Projects

Teachers will spend three days working with a mix of black-and-white processes and practices including several different types of film and developers, electronic flash, printing techniques and print finishing.

Digital Video

Get instruction in digital video and other computer-based multimedia projects including working with digital video cameras, nonlinear video editing software, and other programs.

My Life as a Journalism Teacher

Designed for the yearbook or newspaper adviser who wants technical help for their classroom, this class will spend time with the entire work flow process, from taking pictures with film or digital cameras, to preparing those images on the computer for publishing and then finally bringing images into page layout programs and outputting them for your printer.

Teaching Basic Photo in a Digital Environment

Learn new ways to teach students basic photography through the use of digital cameras, computers and output devices.

The \$175 registration fee covers the workshop, all lunches, dinner on Friday evening, the ATPI Curriculum CD and other fun items. Teachers that have attended the Summer Workshop in the past who bring one new person with them this year can register both individuals for \$150 each.

The workshop hotel is the Holiday Inn Express in Greenville, about 25 minutes away from the campus. The cost is \$64 per night plus 7 percent city tax and 6 percent state sales tax. Contact the hotel directly at

903/455-7700 and ask for the ATPI block of rooms. Reservations must be made by May 27.

For more information, check out the ATPI website at www.atpi.org or contact Mark Murray at mmurray@aisd.net.

Six yearbooks named as Pacemaker finalists

Six Texas high school yearbooks were selected as Pacemaker finalists by the National Scholastic Press Association. With this selection, these publications have been designated as some of the top publications in the nation.

The publications include: *Flashlight*, Abilene HS, Abilene; *El Paisano*, Westlake HS, Austin; *Hillcrest Panther*, Hillcrest HS, Dallas; *Panther Tale*, Duncanville HS, Duncanville; *Hoofbeats*, Burges HS, El Paso; *Highlander*, The Woodlands High School McCullough Campus The Woodlands.

Winners will be announced at the organization's annual convention, April 6, in Phoenix.

ILPC summer workshop set for June 21-24

The ILPC summer publications workshop has been set for June 21-24. During the workshop students will learn how to write for their publications, design pages for the school newspaper and yearbook, use photography to their best advantage and use the computer to its fullest capacity.

"The dates have changed a bit from last year so we don't conflict with Father's Day this year," ILPC Director Randy Vonderheid said.

The workshop, known as one of the strongest nationwide, teaches students how to better prepare their publications for their schools.

"We have three former National Journalism Teachers of the Year teaching at the workshop," Vonderheid said. "Few other workshops can boast of that."

Follow handbook to determine rules for OAP

Well, I offered again, but found no guest column takers. Leaguer copy is due March 19 and by the time it reaches any of you, the application deadline will have passed for the UIL Drama Director position and district OAP will be over except for those scheduled during Passover, Good Friday and the Saturday before Easter.

Simply stated, what I have to preach this issue will impact only those advancing. I can't make them mad; they are only too happy to be lucky enough to be at the right place, time, judge, atmospheric pressure, etc., etc., etc.

Those that believe I have picked a successor are further from the truth than those that think I read and approve all plays. It is State Meet prep time and we expect to have fun with great work for three days. All honor crew applications should be in. The absolute deadline is April 9.

I don't write fun (entertainment) columns, but this attempt is an exception and there are no exceptions to UIL "rules."

The following is the most positive and exceptional recommendation I have received this year. The names and faces have been changed to protect the innocent but the facts are real and the letter is just as received. The two will recognize themselves and I trust one will realize the impact made on this UIL Drama Director. You can tell that the picture was made as I enjoyed the moment.

RE: UIL Leaguer
Mr. Murray,

You have no idea who I am so let me take this opportunity to introduce myself, my name is (name) and I am the (school) Speech and Debate Coach. I am also (name) One-Act Play assistant. A job I enjoy doing.

The reason I am writing this letter is because I have a question to ask.

Let me preface the question by just giving some general comments that would warrant me asking the question. Here they are: 1) I have noticed that everyone in West Texas, especially (name) thinks you are "GOD"; 2) I have seen people move out of your way at the State UIL OAP competition, like you were Moses parting the sea; 3) I have been around enough West Texas tab rooms (speech tournaments) to hear them say, "don't do it until you get permission from Lynn!"; 4) My favorite is, how blunt you are on your comments!

So with this in mind, here is my question, All of the Directors are smiling in their pictures (Leaguer), why don't you?

Personally, I think that before you retire you should have Mr. Vonderheid take a picture of you smiling. This would above all else show what a regal man you are.

Please don't think of this letter as frivolous, because all I wanted to do was tell you that a man of your distinction should have a picture that does something instead of scaring the fire out of you!!!!

God Bless, and please don't yell.

Well, I sincerely hope you enjoy the transition. It was especially for you and those that have been scared by my picture. All this time I thought this picture with more



Lynn Murray
Drama Director

hair was flattering and Hawthorne's picture was frightening. I must confess that Randy did not make the picture. He probably thinks I would yell. Your colleague is not scared of me, but she uses a coy disarming technique of being frightened and also says "please don't yell!"

Other fun questions that may offend the source but have created light moments and a little sunshine in UIL Drama. "I need a newspaper for my show, but I was told we can't have any words on props. Is that true?" "Can we have two people playing the same part simultaneously?" "Can we have food on stage and if we can, can we eat it?" "I know you can't change the gender of a character in a long play on the approved list but can you change it on a short play?" "The play says a person reads a letter that is heard as a voice-over tape. Can we do that?" "Does the 50 percent rule apply to covering actors as well?" "I know the new music rule is 10 minutes but can I be an exception and have 12?"

These are more fun than the letter to Ann Landers that opened with "I have been a virgin twice but..." Well, so have I and laughed both times. This is not nearly as entertaining as the eligibility notice scenery/property listing of a "hand held twitch." The most interesting lists we maintain in UIL Drama are names that are arresting alliterations, names difficult to live with, unusual first names, unusual full names, optional spellings and truly Texas names. I would like to include these but don't dare and won't share. Make your own list and promise never to saddle your children with such burdens.

Thirty-two years have been a great ride and one of my favorites is to discover the real spelling of pylon. The drama staff kept a list this year: "A pylon by any other name..." Pillow, pylon, plion, pylan, pylon, pillon, column, pillar, columbs, pillion and tower are the best examples. The winner is pile-on! A pylon may be defined as a tower, gateway, monumental mass or any of the above.

Enough of this nonsense. It is time for facts. Permission is not required from publisher or UIL for females to play male roles as males. I recommend that initials be used rather than given names for purposes of objectivity. Dressing room sex checks are not required by UIL OAP rules. I could list all of the e-mail questions from Jody Worsham this year but the *Leaguer* editor will not permit

the column length. Will Jody's students please believe her without my written approval. Adult timekeepers cannot legally give cues to company members!

We have made many new discoveries in UIL Drama this year. We don't know all the answers but seek help from the best available sources. We often read entire scripts seeking meanings of words or answers to questions. *Meet Me In St. Louis* has de dumming. If you can la-lah you do the same. The music staff couldn't help with the question.

I have taken up preaching in the last few columns. I guess mother got her way even though I resisted. Perhaps I should consider it full-time after Aug. 31. Now I dare to become a lawyer. I'm not a lawyer and cannot give legal opinion as to copyright law. Legal sources have told us that OAP directors in compliance with Section 1033 (c) (1) (G) sound/music the way it is written, will have complied with copyright law. You can't add actor delivered vocal music on stage unless it is scripted by the playwright and permission is obtained. Incidental music from the original source used for educational non-profit public school theatre performances should not get us into trouble.

You can get into trouble by listing off-stage voices on your eligibility notice or bringing them onstage without UIL permission. The new **Addendum** page 4 has an error in the fourth paragraph under "Selecting Your Contest Play." It should read "...in most cases **NOT** considered incidental sound/music effects..."

There are other glitches you might want to know for the future. They will be corrected in the new **Handbook** but will not have the advantage of bold face/underlined as does the Addendum. I did that so I could find changes and not appear to be de dumming. You can't add supports to the fence beyond the 6" width. The 1' platforms are not cubes or pylons. You are not required to cover them with canvas even though the **Handbook** says so. You can't use Gobos in the four lighting instruments allowed by (F) (i).

There isn't space left to say thanks to UIL programming contributors for the TETA Convention. I must say thanks to Arlington Martin and Southlake Carroll for the demo plays and all the AO people making contributions. All that provided programming to help UIL direc-

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a smiling Lynn Murray

University Interscholastic League 2002 State Meet One-Act Play Schedule

May 2, Thursday (Note: PAC = Performing Arts Center)

7:30 am AAA company meeting & rehearsals: Bass Concert Hall, South Entrance PAC

4:00 pm AAA contest (4 plays), Bass Concert Hall

7:30 pm AAA contest (4 plays), Bass Concert Hall

May 3, Friday

7:30 am AA company meeting & rehearsals: McCullough Theatre, Northeast Corner PAC

AAAA company meeting & rehearsals: Bass Concert Hall, South Entrance PAC

9 am-noon Conference AAA critiques: Bass Concert Hall, Lobby Level

4:00 pm AA contest (4 plays), *McCullough Theatre

AAAA contest (4 plays), Bass Concert Hall

7:30 pm AA contest (4 plays), *McCullough Theatre - Awards presentation in Bates Recital Hall

Hall

AAAA contest (4 plays), Bass Concert Hall

May 4, Saturday

7:30 am A company meeting & rehearsals: McCullough Theatre, Northeast Corner PAC

AAAAA company meeting & rehearsals: Bass Concert Hall, South Entrance PAC

9 am-noon Conference AA & AAAA critiques: Bass Concert Hall, Mezzanine & Lobby

4:00 pm A contest (4 plays), *McCullough Theatre

AAAAA contest (4 plays), Bass Concert Hall

7:30 pm A contest (4 plays), *McCullough Theatre

- Critiques following awards presentations in Bates Recital Hall

AAAAA contest (4 plays), Bass Concert Hall

- Critiques following awards presentations in Bass Concert Hall

One-Act Play Admission

\$5 for students and \$8 for adults for EACH SESSION.

* Complimentary tickets **WILL NOT** be honored in the McCullough Theatre. Participants' tickets will be honored in the McCullough Theatre **ONLY** for the participants' conference. Advance tickets will be made available on an equal basis to participating schools **for their session only**. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit. Tickets will be available to the general public if any are returned by participating schools. Unoccupied seats will be sold five minutes prior to the beginning of each play.

ILPC emphasizes high expectations of publications

continued from page 1

"When Max retired due to a chronic heart condition, I was imminently unprepared to replace him." Hawthorne said. "However, Bailey Marshall (then UIL director) tapped me for the job, and I suppose I grew into it. I was fortunate to have mentors like Jim Paschal, Jim Davidson and Gloria Shields."

Hawthorne assumed the dual role of UIL Academic Director and ILPC Director five years ago and soon saw the need to give up one of the two roles. Vonderheid was hired to serve as UIL director of journalism and to take over the ILPC in 1999.

"The major accomplishments during the 20 years of my tenure as ILPC director and UIL director of journalism include revising the summer workshop, reformatting the UIL contests, producing the Journalism Contest Manual and updating the newspaper and yearbook rating booklets," Hawthorne said.

The organization has done much to further scholastic journalism in Texas. Its major task is the critiquing and rating of school newspapers and yearbooks. Each year, hundreds of publications flow into the ILPC offices for critique. Schools are looking to improve their publications through these critiques and other services the organization offers.

"Not only does ILPC provide a spring convention for students and teachers, it allows us the opportunity to attend publications workshops, get feedback on our publications yearly and compete against schools of our size," Decatur publications adviser Cindy Berry said. "ILPC also provides assistance. They are just a phone call away any time I have a publications question, need UIL information, a booklet on sports writing — the list is endless."

Haddick began recognizing teachers in 1969. He created a new award, called the Edith Fox King award, to recognize teachers for leadership in scholastic journalism.

"King was a high school journalism teacher in San Antonio and provided much of the impetus to improve

"ILPC also provides assistance. They are just a phone call away any time I have a publications question, need UIL information, a booklet on sports writing — the list is endless." Cindy Berry, Decatur HS

scholastic journalism education in Texas," Vonderheid said. "She was a leader who teachers today still hold in reverence."

Several teachers each year are recognized with the Edith Fox King award, presented during the annual convention.

Another award presented each year is the Max Haddick Teacher of the Year award, given to a teacher whose leadership throughout the year has placed him at the forefront of teacher and student journalism education in Texas.

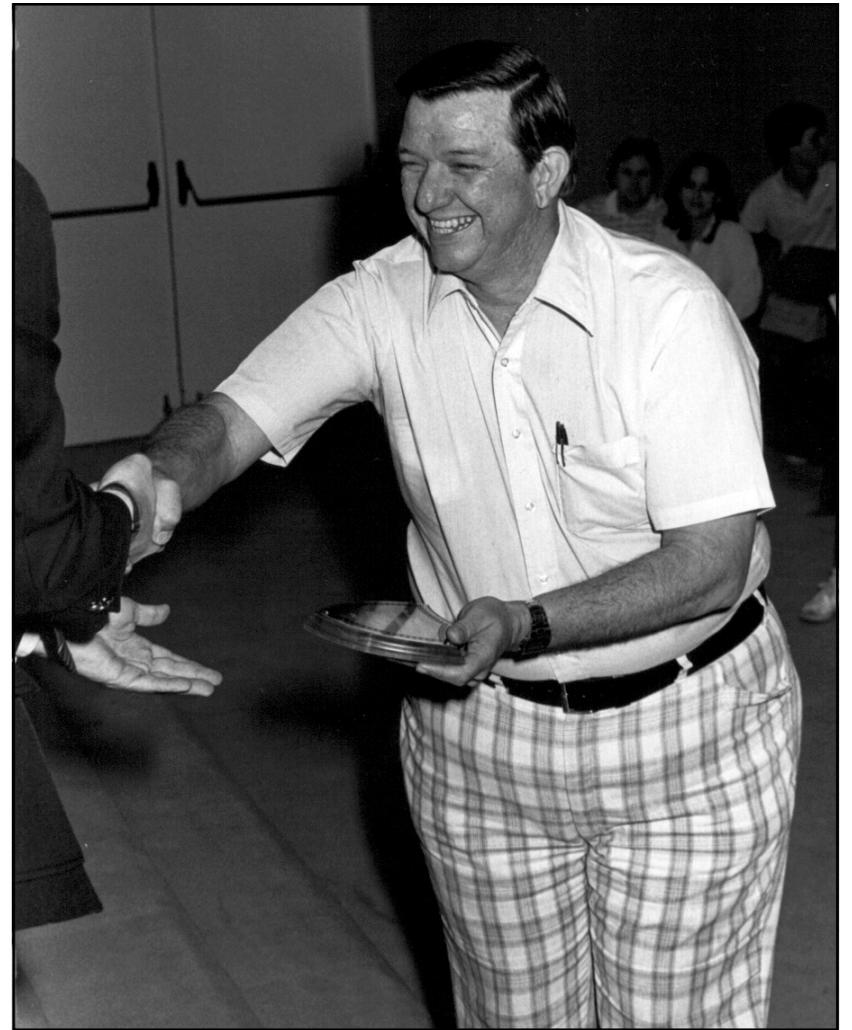
"Some years, a teacher goes through a hard time with a censorship, free speech or student-related issue that brings a lot of focus to that campus or publication," Vonderheid explained. "In other years, a teacher stands apart from everyone else in leadership for scholastic journalism issues or other journalism activities. These are the kinds of teachers who are selected as the Max Haddick Teacher of the Year recipients."

In addition to recognizing teachers, ILPC also recognizes students in different ways.

"One of the things I noticed when I became director was that other academic areas had special areas where they recognized students," Vonderheid said. "Speech had an all-state crew and one-act play had a similar recognition. I looked at these and created the All-State Journalism Staff. Students can be on the staff after accumulating a certain amount of points earned through UIL and ILPC activities."

He also re-introduced Certificates of Superiority, created several years ago by Hawthorne but abandoned because of time restraints when Hawthorne assumed both positions.

"ILPC member schools send me their papers through-



Texas Legend

Named as the Max Haddick Teacher of the Year in 1992, Jim Davidson, former teacher at Lake Highlands High School in Dallas, accepts the award from Bobby Hawthorne, ILPC Director. Davidson was a leader in scholastic journalism in Texas and is credited as being a mentor to the last two ILPC directors.

out the year," Vonderheid explained. "When I find a story where the writer has done an outstanding job, that person receives a Certificate of Superiority. It's just another way to recognize students for hard work. As Dr. Thompson said, if it's going to be done, it's going to be done right. And that's why I recognize the students."

TETA seminars help OAP rules

continued from page 6

tors at all levels have my greatest admiration. You play for the love of the game, not for power or fame. You give for what can be achieved by the players, not us, and I thank you. You do what you do because it is worth doing and you create an educationally sound environment. The ultimate challenge is to teach and you accepted that challenge. It was said by someone that the "two best teachers are love and pain." If you're involved in UIL, you experience both equally. For that, I thank you.

Did you miss the TETA Convention at Dallas/Fort Worth International Airport? What a shame! These three days, all-day-and-into-the-night, make up for the loss of programming time at UIL Student Activity Conferences that Hawthorne humorously (not totally accurately) described in the December *Leaguer*. It was not only entertaining but highly informative. Read his column if you didn't. Most of us are envious of his ability to write. In my oversimplification of the facts, I'm encouraging you for the last time, you hope, to plan a year in advance, modify your performance schedule and convince your administration of the

educational value for you and your students. TheatreFest is set for Jan. 21-25 at the Austin Renaissance Hotel. Betsy Cornwell and her AISD colleagues are at it again.

We hope directors, critics and contest managers will take time to return questionnaires. This evaluation and feedback process helps us help you meet the needs of students. As you evaluate each contest level, focus on meeting the needs of students without getting hung up on why you didn't win. If winning was the only goal, you were destined to lose. I trust you will accept the belief that in OAP the success is in the journey. If your students develop personal self-esteem, integrity and control, the journey has been worth the time and effort.

I sometimes say too much, play too much (jokingly) and dream too much, but the world needs dreamers as a part of the mix. My dream 45 years ago was to help make educational theatre in Texas the best it could be. I haven't reached the end of the dream and don't plan to awaken anytime soon. Theatre at the UIL State Meet OAP is certainly superior to what I witnessed the first half of the last century.

Debate topic causes group to get closer

continued from page 4

After I explained to them that... "this is not your war nor my war but our war," and each of us would work together no matter what our personal feelings, persuasion or religious preference, they had the thing sized up.

I did not want my students to feel isolated on the topic, but rather to explore it for its full worth on both sides of the resolution. They accepted the challenge and what a great year we had! Five of my six CCX teams qualified for TFA State and one of them, Sagar Desai and Prabha Mathew was the final Houston team remaining in quarterfinals. Sagar was TFA State's 3rd best debate speaker.

At UIL District, we placed first, second and third, winning the speech and debate district title 13 out of the last 15 years. At UIL State, the team of Shiju Thomas and Nehal Shah won the bronze medal in the 5A Division, Thomas ranking as the second best speaker in debate. Desai and Mathew made it to Octofinals and Desai was the tournament's fourth best speaker.

So, what is the point of all this? It is important to let others know what a powerful tool debate is in our society. Through this medium of dialogue exchanging and

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Competition serves to enrich educational experience

Congratulations to everyone who participated in a district meet, and good luck to those of you who have not yet completed yours.

We are on the down-slope for '01-'02, and as you make summer plans I hope you put the Capital Conference on the agenda. Scheduled for the last week of June, the conference takes place at The University of Texas at Austin.

Sessions on coaching specific events, building programs and running meets prepare sponsors and administrators for bigger and better things in '02-'03. Experienced coaches serve as presenters, and if you are interested in doing a workshop, call, e-mail or FAX me. Information on the conference is posted at <http://www.uil.utexas.edu/aca/capcon.html>.

Recommendations by the elementary and junior high academic advisory committee are just that — recommendations. Releasing information on the listserve and e-mailing it to addresses submitted on participation cards has created a deluge of responses. Thank you for the feedback, and I hope I will receive more. I ask this, though: please be specific and constructive in your responses, and if possible, include your ideas for addressing issues raised by the committee.

Committee members volunteered their time and expertise for what was not an easy workday. The next time I ask for volunteers, I hope your name is on the list.

It is the philosophy of the League that competition should serve to enrich the education experience. While recall is certainly important, synthesis and analysis are more the focus of academic events. Application skills, aesthetic appreciation and developing critical thinking skills are integral to success in life, and as such must be more intensely utilized than rote memorization in the UIL program.

If a person is familiar with "The Infernal Dance," he or she should recognize it equally when played by the Chicago Symphony Orchestra or the school band. I am not saying there is no difference between the two versions; I am saying that truly prepared competitors can bridge the gap.

One of the recommendations from the committee is for UIL to resume publishing a bulletin. Vendor's sell these with practice tapes and CDs. Listening maps and other materials are all part of the package. In the past, titles on the official list were taken from a record album collection that was available to everyone for purchase. UIL produced the companion practice manuals for the records. This is no longer the case. The records are not in print and few people have turntables anymore. A non-profit radio station makes the contest tapes, not the practice tapes for music memory. A list of the exact arrangements used on the contest tapes is posted at <http://www.uil.utexas.edu/aca/ejh/news.html>.

The rules have allowed people to gather the music themselves or to purchase practice materials from vendors. **UIL WILL NOT SUPPLY PRACTICE TAPES EVEN IF IT PUBLISHES A BULLETIN.** A League-published bulletin would match the arrangements used on the contest tapes, not those sold by vendors.

No one can reproduce music without paying mechanical licensing fees, and the cost is extremely high. The League is funded by school districts, and money for a project like this is not available. Given all this information, are you interested in a bulletin produced by the League?

Several campuses were unable to participate in dis-



Rhonda Alves
Assistant Academic Director

trict meets this year because they had no place to compete. The reasons are varied: they waited too late to find a district, schools refused to admit them into their UIL districts or other schools refused to compete so there was not a UIL district.

There seems to be a fundamental misunderstanding about how elementary and junior high campuses form UIL districts. Ultimately, it is a choice. Schools may choose to follow the high school's alignment or they may form their own academic districts. UIL does not assign elementary and junior high campuses to districts, though many people think we do. Schools may compete with other public schools regardless of classification. An elementary campus in a school district with a class 5A

high school may compete with elementary campuses from districts with conference A high schools. It does not matter.

Campuses that do not currently have districts in which to compete should start the hunt for one as soon as possible. If your school district has three or more campuses with the same grade levels, you can form your own UIL district. Those of you with established UIL districts, please accept those campuses with no where to go. After all, UIL contests are student-centered. What is best for children should be the top priority.

I thank you for all that you do, and I look forward to hearing from you.

OFFICIAL MUSIC MEMORY LIST 2002-2003

Titles for all competitors:

| | | |
|---------------------|--|-------------------------------------|
| 1. J.S. Bach | <u>Italian Concerto in F major, BWV 971</u> | 3 rd Movement |
| 2. Handel | <u>Solomon</u> | "The Arrival of the Queen of Sheba" |
| 3. W. A. Mozart | <u>Horn Concerto #2 in E flat major, K.417</u> | 3 rd Movement |
| 4. Brahms/Schmeling | | Hungarian Dance #5 in g minor |
| 5. R. Schumann | <u>Kinderszenen</u> | "Träumerei" |
| 6. Verdi | <u>Requiem</u> | "Dies Irae" |
| 7. Tchaikovsky | <u>Swan Lake, Op.20</u> | Act I, Waltz |
| 8. Dvorak | <u>Slavonic Dances, Op.46</u> | #8 in g minor |
| 9. Bock/Harnick | <u>Fiddler on the Roof</u> | "If I Were a Rich Man" |
| 10. Grainger | <u>Lincolnshire Posy</u> | #2, "Horkstow Grange" |
| 11. Rodrigo | <u>Fantasia para un gentilhombre</u> | 1st Movement |
| 12. Ives/W. Schuman | | Variations on "America" |

Titles for Grades 3 & 4 only

| | | |
|------------------|--------------------------------------|-------------------------------|
| 13. J. Clarke | | "The Prince of Denmark March" |
| 14. Beethoven | <u>Symphony #5 in c minor, Op.67</u> | 3 rd Movement |
| 15. W. A. Mozart | <u>Die Zauberflöte, K.620</u> | "Der Vogelfänger bin ich" |
| 16. Brubeck | | "Unsquare Dance" |

Titles for Grades 5 & 6 only

| | | |
|--------------------|---------------------------------------|------------------------------|
| 13. A. Gabrieli | | Ricercar in the Twelfth Mode |
| 14. Beethoven | <u>Symphony #5 in c minor, Op.,67</u> | 4 th Movement |
| 15. Puccini | <u>Gianni Schicci</u> | "O Mio Babbino Caro" |
| 16. Holiday/Herzog | | "God Bless the Child" |

Capital Conference set for June 28-29

"Extremely helpful."
"This was super, especially networking with other sponsors."

"Very organized. Outstanding topics."
"We got wonderful ideas for interp. All presenters were excellent. The very best part was catching up with friends and colleagues."

Those are among the comments emanating from last summer's UIL's annual Capital Conference, which the League bills as coaching school for academic sponsors and coordinators, speech teachers and elementary/junior high academic directors.

Like the athletic coaching schools, this conference is the best way to have UIL academic coaches learn from the top educators in the business. More than 400 teachers and academic coordinators attended the 2001 conference, and this summer's program, June 28-29, promises to be the best ever.

The conference will begin with an early-bird registration program Thursday, June 27, academic director Bobby Hawthorne said. Sessions will begin at 9 a.m. Friday, June 28 and will go until 4:50 that afternoon. Coaches will return Saturday for sessions from 9 a.m. - 1:30 p.m.

Among the topics planned for this year's program include:

- tips for beginning academic coordinators
- UIL policy and state law
- resources for the prose and poetry categories
- the UIL language arts strand: coaching lit crit, ready writing and spelling
- speech and one-act play contests
- analysis of the new C-X debate resolution
- roundtable for veteran academic coordinators
- coaching math and science contests
- creating a strong elementary/junior high program
- the Internet and UIL contests
- the Legislature, the State Board of Education and the Legislative Council and their relationship to UIL
- tips on hosting invitational and district meets
- working with the athletic department, booster clubs and other groups; and
- training speech and debate judges
- many other topics

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

So You Want To Know

What accommodations has the League made to encourage and assist ESL students to compete in academic contests?

At the moment, nothing specifically. The League takes extraordinary steps to accommodate special needs students, those with visual, hearing or motor skills impairments. But thus far, ESL has not fallen under that umbrella, nor is it likely to soon.

"We are not in a position to offer tests in a variety of languages," Academics director Bobby Hawthorne said. "It's difficult composing tests and conducting contests in one language. Providing competition in one or two others would be virtually impossible."

"With that said, however, schools should be doing everything necessary to encourage ESL students to participate in academic contests," he added.

"Several of the League contests are not highly language-dependent. And the ones that are — ready writing and spelling, for example — are excellent ways for student to hone their language skills."

History of ILPC recognized in 75th anniversary convention

continued from page 1

Following her speech, Vonderheid will name 75 Texas Legends of scholastic journalism.

"I took nominations from around the state and solicited input from a number of retired and veteran journalism educators," he said. "They had a lot of problems paring the list down to 75."

The convention each year brings in some of the top names in scholastic journalism around the nation, including Bruce Watterson of Georgia, David Knight of South Carolina and Sherri Taylor, a former Texas high school journalism teacher who now teaches at Syracuse University. In addition to outside speakers, several of the state's premiere teachers will be giving sessions and some area professional journalists will present sessions.

"In those sessions, students will learn how to put together their stories more professionally," Vonderheid said. "Although a lot of people think journalists make up a lot of their information, we try to train future journalists that credibility breeds success, and credibility comes from doing a good job with their stories."

In addition to the regular sessions, the organization is bringing in Tom French, a Pulitzer Prize-winning reporter for the *St. Petersburg Times* to lead a special four-hour writing seminar.

The convention will end with the naming of the top publications in the state.

"Texas is known as having many of the strongest publications in the nation, so when a publication is recognized in Texas, it is obviously one of the best in the nation," Vonderheid said. "Publications are recognized for their writing, photography, news and feature coverage, integrity, ethics and other leadership characteristics. The good publications take their job seriously and try to produce publications that are equal to or better than their community papers."

Many Texas teachers understand this fact and take advantage of it.

"When we want the right answer, we turn to ILPC,"



photo by Bobby Hawthorne

Gina Harvey, who is in her 10th year teaching journalism at Barbers Hill High School in Mont Belvieu. "ILPC has given me the tools to become a better journalism teacher through thoughtful, well-planned conventions, publications and resource materials. My students benefit from the ILPC convention sessions that provide a relaxed atmosphere with sophisticated advice from experienced professionals.

Some teachers began coming as high school students.

"I've always enjoyed attending ILPC's annual convention," North Garland High School newspaper adviser Scott Russell said. "To this day, my friends and I have fond memories of piling into our adviser's convertible

and heading down to Austin. Attending ILPC is one of those rare high school experiences that's both fun and educational for the students."

Vonderheid said the journalism convention is different from the other educational conventions students attend.

"Journalism is the only organization where every convention is student-centered," he said. "We never have a convention where students aren't invited and encouraged to attend. Journalism teachers believe that publications are to be student produced, therefore we need to have them at any kind of teaching assembly we have."

Do You Love Your Publications?

Getting a student's attention, David Knight of Lancaster, South Carolina asks her how much she loves her publications. Knight is a mainstay at the ILPC convention and always receives rave reviews. Knight, along with several other out-of-state experts, will teach students different aspects of preparing their school newspapers and year-books at the 75th anniversary convention, April 6-7.

Jim Colvin

Former UT administrator remembered as UIL supporter

By Bailey Marshall
UIL Director, 1975-95

Chances are, you didn't know Jim Colvin. His name doesn't appear in the pantheon of UIL legends: Shurter, Bedichek, Kidd, Williams, but in his own way for more than two decades, Mr. Colvin was as instrumental in the survival and success of the League as anyone. A business administrator at The University of Texas at Austin for more than 24 years, he rose from a hardscrabble childhood on a north Texas farm to become UT senior vice president for business affairs.

In my years as athletic director and director of the League, I had a number of opportunities to work with Mr. Colvin. He first became acquainted with the UIL while working at Texas A&I (now Texas A&M Kingsville), which then as now hosted academic, music and athletic regional meets. He was totally supportive of the opportunities provided by the UIL in educational competition.

As an UT business administrator, he was one of the most respected and influential men in the administration. If you ever had a problem getting an answer to a question through the system, whether it was financial or personnel related, you could get an immediate answer from Mr. Colvin.

I will always remember when I went to him once to complain that the Erwin Center, in my opinion, was charging the League too much for use during the basketball tournaments. I dropped him a note, arguing that the regional sites normally did not charge us for using their athletic facilities and that we had not paid for using Gregory Gym in prior years.

A few days later, I went to see him to discuss the issue. He had two stacks of documents about two feet high on each side of his desk. That was his filing system. When I told him what I wanted to discuss, he immediately went about half way down in a stack and found the letter I had sent earlier and reread it. When finished, he said, "Bailey you have a good argument and you can go to the President or to the Board of Regents to overrule the decision if you want to, but we are going to have to pay for that (expletive deleted) thing, and you are going to help us."

I assured him I would never try to go over his head on any decision, and that was that. Of course I later found out the UT athletic department had to pay to use the facility for workouts and games as well.

Mr. Colvin repeatedly defended the UIL within the University and kept departments from getting money he had allocated to the UIL moved into their department. He also had enough influence with the Board of

Regents to deflect problems they might have had with the League. He went with us and our attorneys to Beaumont and Amarillo to serve as a witness when the UIL authority was being threatened in court.

He loved the Texas Interscholastic League Foundation scholarship program and continually supported it. He attended most of the TILF banquets held for the many recipients who attended UT. In honor of his long-time support of all UIL programs, the TILF Board named a scholarship in his honor, effective the 2002-03 school year.

Jim loved to play golf and always wanted to play in the annual staff UIL tournament but always wanted to be on the team with my wife who could hit the ball "a ton" off the tee. Of course they usually won the scramble tournament. After a rare bad shot, you may not think you were playing with that kind and gentle man from the UT upper administration, but rather with that young man who grew up during the depression on the farm getting those mules to gee and ha.

He was a kind and gentle person but tough when he needed to be and supportive always. He is among that legend of unsung professionals whose unbending support of the League has made it into the world-class organization it is today. We will miss him.

Computer Science changes from 8 to 10 problems

by David Trussell
Computer Science Director

I'm not sure what happened to January, February and March, but some sort of sinister time-compressing conspiracy must be at work. Regional weekend seems to sneak up on us faster every year.

TILF scholarship applications available

continued from page 2

ACT and/or SAT scores, verified rank in graduating class and size of graduating class. Transcript should be complete through mid-year of the senior year and include the seven-semester high school grade point average converted to a 0-100 scale with decimals, (i.e., 93.45.) Additional six weeks grade reports are appreciated. School may place materials in a sealed envelope.

3. Submit a completed application and parents' IRS 1040 forms, pages one and two, to the League office between April 1 - May 15, 20012.

4. Graduate from high school during the current year and begin college or university in Texas by the following fall semester.

5. Attend an accredited college or university in Texas, take a 12-hour per term minimum course load, and maintain a minimum 2.5 grade point average. Some donors require a higher GPA and more hours per term.

Listings not included in the 2002-2003 brochure:
RED OAK FOUNDATION SCHOLARSHIPS

Three awards of \$4,800 each, payable \$600 each semester, for four years. The scholarships will be for applicants who declare and pursue the intention to teach in the public school system. Applicants must show a financial need and maintain a 2.75 GPA while attending the University of Texas at Austin, Texas A&M University - College Station, Texas Tech University, Baylor University or Texas Wesleyan University. Applicants please attach a page stating in 50 words or less why you want to teach in the public schools grades K-12.

Marshall reported that during the 2001 fall semester, grades for 682 scholarship recipients attending 71 colleges and universities in Texas compiled impressive GPA statistics. Approximately 28 percent of the students made a 4.0 GPA, 62 percent made a 3.5 or better GPA, and 84 percent made a 3.0 or better GPA.

Students who have participated in the UIL academic state meet during any year in high school are eligible to apply to TILF during their senior year. Qualified students may write for an application by enclosing a self-addressed, stamped (two first class stamps) envelope to: TILF, Box 8028, Austin, Texas 78713-8028.

Recipients must begin school by the fall following graduation from high school and must attend school at a college or university in Texas. Applications must be postmarked by May 7 2002. Announcements will be mailed to all applicants on June 21, 2002.

Debate topic teaches more than obvious

continued from page 7

thought sharing, students and adults can look beyond personal thoughts and feelings and even prejudices, and gain a true sense of unity — what is good for the whole of society, and team building, which, in its final analysis, is what makes a democratic society so powerful and effective!

At least that is what it taught me again, and my students. An author once declared: "No society can function as it should without the democratic process of debate."

With the inclusion of the hands-on programming session, regional Computer Science is always a challenge, not only for the students who participate but also for the staff at the host sites who administer the contest. These folks give a herculean effort every year, and they should be commended for their willingness to give of their time and expertise for little or no financial compensation.

With that in mind, here are a few reminders of what is expected from our students and coaches. First and foremost, students and coaches alike must always be respectful of contest directors, judges and other contest staff. Remember that regional contest directors and staff are designated UIL officials, and they should be treated as such. These individuals volunteer their time and expertise because they believe in the educational value of UIL competition, and because they hope that some of the best and brightest who are participating in the contest will consider their college or university come graduation. Imagine how their feelings change when they must deal with contentious coaches or disrespectful students.

Along the same lines, please take good care of your regional host's facilities. These colleges and universities have opened up their classrooms and labs to you — please be good guests. Place all your trash in the proper receptacles, and do not take food out of designated areas. In general, do everything you can to leave your regional site exactly as you found it when you arrived.

The preceding are statements of the obvious for most coaches and students, and I've made these points in previous *Leaguer* columns and at Student Activities Conferences. But I believe they bear repeating as we work to make the regional contest a positive experience for everyone involved.

Last year we had no significant problems at our regional contests, and I'm hoping to build on that success for this year. The written portion of the contest remains unchanged, but we have made a few adjustments to hands-on that we hope will be beneficial.

This year's problem set will consist of 10 problems instead of eight to provide an additional challenge for our more advanced teams. The point values for each problem have also been adjusted so that one problem can no longer have such a huge impact on the overall contest standings. Problems will range in difficulty from easy to medium to hard, and will be assigned four, five and six points, respectively. Teams may still work the problems in any order, and incorrect solutions may still be reworked and resubmitted (though the one-point deduc-

tion remains a part of the team score regardless of whether a correct solution is eventually submitted).

One important procedural change for this year involves the way solutions are submitted. In previous years, teams submitted only source code on their disks, which the judges then compiled on their computers. This system tended to amplify the compatibility problems that sometimes arise due to differences among compilers. This year, teams will continue to submit their source code, but they will also include an executable file of their program on each disk. The judges will be able to look at the executable first and then refer to the source code as needed. This system worked extremely well at the 2001 state contest, virtually eliminating the compatibility problems experienced in previous years.

A few additional reminders:

- **The hands-on programming contest is for teams only.** Students who advance only in individual competition will participate in only the written portion of the contest. Members of advancing teams take the written test as well as participating in programming. All contestants compete for individual honors, which are determined solely on the basis of written test scores.

- **Teams may bring their own computers or use equipment provided by the host site.** However, the majority of regional sites REQUIRE that teams bring their own computers. Check with your regional site well ahead of time if you are unsure what to bring. Computers brought by contestants should have "clean" drives, meaning that no previously written code may be present (the only exceptions are sample files that are included with compiler software).

- **A team may use only one computer during the hands-on contest.** Team members should work together to solve the programming contest problems, so only one computer is needed. However, each team may bring a backup computer to use in case of equipment failure.

- **Remember to bring all required supplies.** Each team must bring one unopened box of at least 10 formatted floppy disks. Each team may bring two C++ reference books to use during the contest. Books must be published works that are available to the general public, and they must be reasonably free of handwritten notes. Printers are allowed but not necessary, as all solutions will be submitted on disk.

Keeping the points listed here in mind, as well as other contest rules and procedures, will help to ensure a trouble-free regional meet. If you have questions, please send them to uilcs@mail.uil.utexas.edu. Good luck at regionals!

Tough adjudicators not always so

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piece. Most young players over-articulate. Be aware of heavy tonguing and strive to eliminate it. Just ask the player to use a softer tongue or better yet, dust off your instrument case and show them. Modeling, who me? Yes YOU! Match note length, especially releases!

Finally, teach them to make a phrase which is a musical sentence. It must have meaning...even emotion. You are technically correct if you play a line "mp" for eight measures, if that's all that's indicated. But wouldn't it be nice to hear a "musical sentence" with a highlight in the line? Phrasing is the biggest opportunity for students to add emotion to the music.

Too often, the person on the podium snatches that opportunity from them. To help students understand phrasing try this. Take the wonderful melody of America the Beautiful." Play it mono-tone and mono-dynamic, then play it with "feeling" by creating energy on long notes, or by maintaining energy from note to note. Gosh, even add a slight crescendo or decrescendo. Students

will hear the difference. Does your band actually have more than three dynamic levels? Work for at least six- and make sure you use them! If these things are covered in rehearsal the ensemble begins to make music.

Remember, an adjudicator listens for accuracy and...music! The greatest comment I've ever heard from judges concerning any band's performance has not been "that was the loudest, softest, most mechanical, most technical, etc. band I've ever heard," but rather, "that was the most musical performance I've ever heard." Yes, it has to have many other ingredients for that compliment to be uttered, but the most important challenge is to capture the "spirit of the piece."

We, as adjudicators, look forward to hearing your marvelous work this spring. Texas enjoys being home to the finest directors and the greatest band programs anywhere. Accept the challenge of being a part of that tradition. Take the time to re-read last year's comment sheets, then make your performance better this year. We wish you and your students great musical moments as you prepare and study your program!

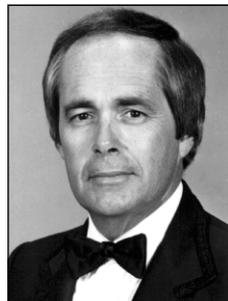


"Participating in UIL means learning to win and lose gracefully. In these many years, I've found our events, from Science to Editorial Writing, are all special crafts bettered by competition. UIL is about relationships with our competitors, sponsors, schools, state, and the winner in all of us."

**Amanda
Green
Odem HS**

Advisory committee looks for suggestions from members to help music education

This is the time of the year that all of us begin to evaluate the activities of the current school term and initiate the process of seeking improvements for the future. While we all take pride in our many successes, we also are vigilant in our pursuit of modifications, revisions and innovations that will serve to refine our interscholastic programs.



Richard Floyd
Music Director

In the case of the UIL this process is ongoing and exists in many arenas, including the Music Advisory Committee, special study committees and joint task forces appointed by UIL and TMEA.

Suggestions from individual directors, school administrators and citizens across the state are also a part of the mix. The goal of all such exercises is to strive to provide the best possible interscholastic music programs for the approximately one half million music students in Texas.

One of the primary forums for study and change is the Music Advisory Committee. This committee consists of one elected band, choir and orchestra representative from each of the 24 UIL/TMEA Regions. This body convenes each summer in San Antonio between the meetings of the Texas Bandmasters Association, Texas Choral Directors Association and the Texas Orchestra

Directors Association.

The agenda for this meeting consists of any and all issues that have been submitted from the UIL/TMEA regions of the state. Research will show that most changes in UIL rules and guidelines that have occurred over the past 16 years have originated in these meetings. This is a true "grass roots" approach to the legislative process.

This is the time of the year that proposals should be submitted for inclusion on the Music Advisory Committee agenda for the 2002 meeting. Issues submitted to the state office in the coming weeks will be distributed to all regions in the state for discussion during the Spring Region Meetings. The result of this dialogue will be the foundation for action taken during the summer meeting.

The final vote on each issue will determine the recommendations that will be forwarded to the UIL Legislative Council for its consideration and action. It is encouraging to note that the school superintendents who serve on the Legislative Council have enthusiastically endorsed the vast majority of proposals that have surfaced through this process. As a result such proposals have become a part of the UIL Music Contest Plan the following year.

Through this process the directors of the state have enjoyed an efficient means to initiate change in our contest programs.

Another singular issue looms on the horizon. There are growing concerns regarding the ever-increasing emphasis on marching band competition, and in particular

the emphasis on the visual components that seems to drive the scoring system in many events.

While innovation should be welcome and indeed encouraged, we, as music educators, must be vigilant to make sure our musical priorities and the true values of music education that we proclaim do not suffer at the hands of visual one-upmanship. The UIL and TMEA have agreed to co-sponsor a task force to study the current status of marching band competition in our state and to examine the emerging trends and sources of influence that appear to be shaping the dimensions of this activity for the future. Details concerning this project will be forthcoming shortly.

As discussed in a recent issue of *The Leaguer* the Prescribed Music List revision committees are busy at work. Principle meetings will take place during the summer of 2002. A list of committee members can be found on the UIL web-site at: www.uil.texas.edu. Recommendations regarding revisions on the existing PML should be submitted directly to these individuals. They are eager to hear from you.

Thus the process of revision and refinement continues. The success of each of these ventures depends upon you. Now is the time to share your concerns and your recommendations.

In doing so you can be a part of our future and help mold the events that benefit music students and serve our music programs throughout Texas.

Concert Band Judging Standards

Use adjudicator's comments to achieve success in rehearsals, performances

by Mr. Keith Bearden
TMAA Concert Band Vice-President

UIL Concert/Sight-reading contest is just around the corner for most, perhaps completed for a few. I've had several younger directors tell me about their "nervous jitters" during this time of the year. It's been my experience that older directors have the same feelings. It's only human to worry or anticipate what might or might not be.

Another sentiment I hear is that "I'm worried about our panel of judges...they're tough!" When I hear that, I wonder how a judge gets that honorary title of "tough judge."

After taking my own bands to contest for several years then having the opportunity to judge with several other adjudicators, I've determined that if you give a Division II or lower, you just might be classified as one of those "tough judges." I thought exactly that for years after one of my non-varsity bands received a 1-2-3 split. I really believed the judge awarding the first division was a great and fair judge! I didn't have much use for the other two. Then, after another year with a 1-2-3 split with a non-varsity band, I started reading the comment sheets with the attitude to improve my ensembles, rather than blaming someone else for my lower ratings. I began to respect the difficult job adjudicators have.

My own high school experience includes Classes B, A, and AAAA under the old classification system so I know first-hand about the tough job band directors have.

At the AAAA school, we had four concert bands performing at a variety of levels. We all soon learned that no matter the classification, the judges were always

looking for the same thing. Then after my first few adjudicator invitations, it started to become clear that the overwhelming majority of adjudicators weren't "tough," but simply called it like they heard it.

I sincerely believe that in the mind of the majority of adjudicators, each performing group starts with a first division. It's the responsibility of the director and the band to maintain that level during the performance. Obviously, the more areas an adjudicator finds that need improvement the lower the rating. Yes, sometimes there are errors in adjudication. That's why our system of three judges is used. Some suggest that we should even go to a five-judge panel and possibly utilize a point system. This is an issue for another day and possibly a concept worthy of more discussion and study.

So, back to the topic at hand, what does a judge listen for? During the march, it quickly becomes evident if the band plays with (1) good ensemble sound, balance/blend, and correct notes/intonation, (2) rhythmic precision/accurate rhythms, vertical alignment of rhythms, pulse and (3) style-stressed notes, short notes, long notes, lift, phrase shaping, dynamics and interpretation. Unfortunately these elements can fluctuate between the three selections. However, consistent, quality performance throughout the program is what the judges want and what the "standard" requires.

So, how do we achieve these qualities in rehearsal? You, the director, are the cook and the "ingredients" are set before you. Carefully prepare the recipe!

Pleasing ensemble sound must begin with each player having a good, characteristic tone quality. After that, students need to understand the importance of not "sticking out," but rather "playing inside" the ensemble sound.

This does not suggest that important lines should not be emphasized. It's important that the clarinets and flutes be able to hear the oboe (if you have oboes!). Take the time to teach each of your students to listen for other instruments. Stop them and ask them what a particular section just played. Try "scrambling" your seating where no two like-instruments sit together. Have them play. They will be enlightened. This will also magnify the importance of individual preparation.

Intonation must be developed through student listening. If there is no daily emphasis on listening in rehearsal, it's difficult to play "in tune" on contest day. If you will concentrate on intonation in the trombones, saxophones, and low reeds, the majority of your tuning problems will be solved...not all, but most. Obviously the characteristics of soft flute playing (flat) and soft clarinet playing (sharp) tendencies must receive constant attention. Addressing these issues daily will be a good starting point for improving your "ensemble sound".

It goes without saying to check carefully the score and rehearsal tapes for wrong notes. Constant and continual incorrect notes in a performance, in my opinion, are grounds alone for a third division.

The next item is rhythmic precision. Again, this must be addressed on a daily basis. The metronome is a valuable tool in teaching pulse, if used in moderation. However, I disagree with the constant pounding of the metronome throughout rehearsal. I do believe that it is necessary on occasion, especially in the beginning, to develop the inner pulse within directors and students. But, remember, music must "breathe."

In addition, you must teach the correct style of each



Texas Music
Adjudicators Association

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That's not the point

Defending his case against his opponent, Michael Wills of Christoval High School answers a question from Jason Neal of Whitharral High School.



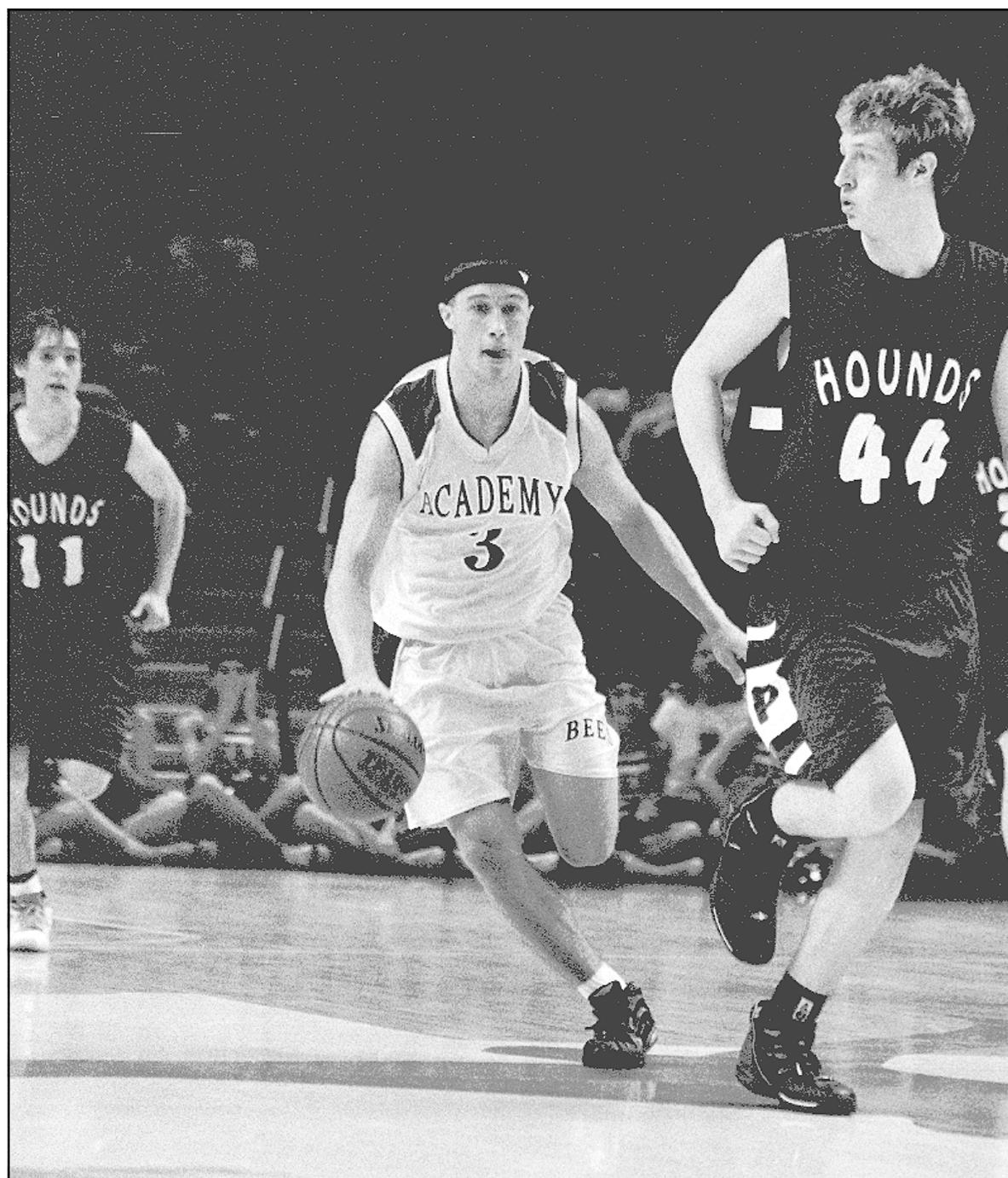
Therefore...

Making her point during the affirmative side of the CX state debate on using weapons of mass destruction, Kayal Biggerstaff of Christoval High School emphasizes her point.



Driving

In semi-final action, Luke Barganier of Little River Academy drives to the basket around Peaster High School's Jake Morgan. Academy won the game and eventually won the state championship, beating Frankston, 49-48.



Winners Row

Beginning in the third weekend of February, UIL had five state tournaments in four weeks. Pictured on these pages are some of the highlights of those activities and listed are some of the winners.

Debate -

- 1A - Michael Wills and Kayla Biggerstaff, Christoval HS
- 2A - Blaine LaBron and Michael Morelli, Gunter HS
- 3A - Jana Summers and Jennifer Taylor, Royse City HS
- 4A - Patrick Epperson and John Long, Crosby HS
- 5A - Kevin Lennox and Gabby Rodriguez, Houston Jersey Village HS

Wrestling and swimming are individual contests. Winners are listed on the uil web-site at www.uil.utexas.edu

girls basketball

- 1A (Division II) - Nazareth
- 1A (Division I) - Brock
- 2A - Buffalo
- 3A - Llano
- 4A - Plainview
- 5A - Mansfield

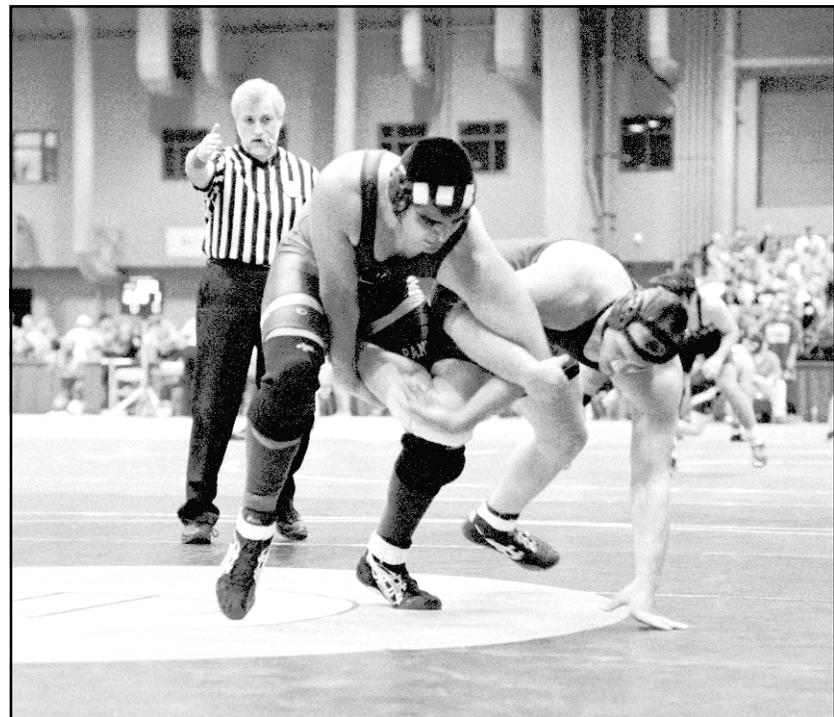
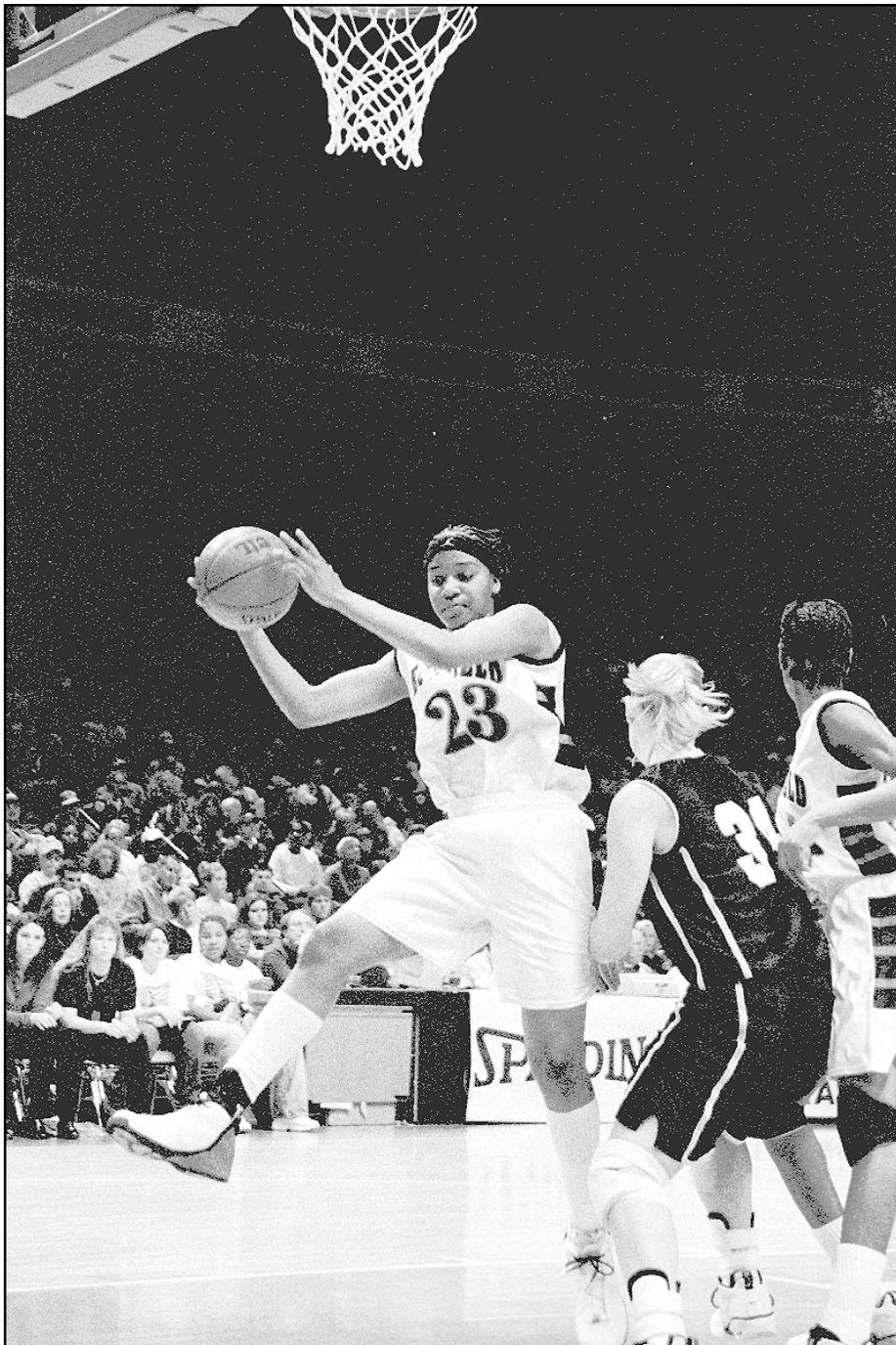
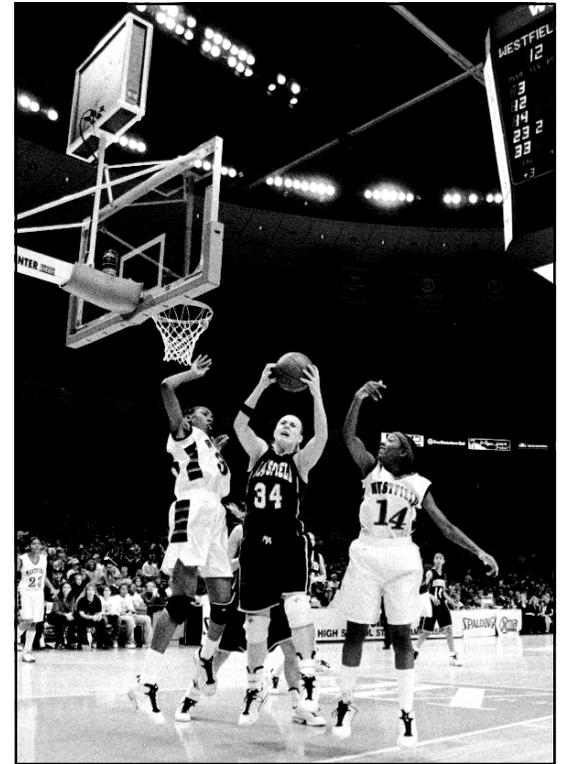
boys basketball

- 1A (Division II) - Nazareth
- 1A (Division I) - Brock
- 2A - Little River Academy
- 3A - Gainesville
- 4A - Dallas Lincoln
- 5A - San Antonio Jay



Last lap

Reaching for that last breath of air before making the final turn, this swimmer heads toward the finish line. The state swimming and diving championships occurred the same weekend as the state wrestling championships.



Quick rebound

In their semi-final game against Spring Westfield, Kelsie Edwards (34) goes between Nichelle Roberts (34) and LaResha Stockman (14) for a basket. Mansfield beat Westfield 61-57 in overtime then went on to beat San Antonio Taft 47-42 for its fourth consecutive state championship.

Take Down

Two wrestlers get tangled up as they fight for their weight's state championship. The wrestling state meet had record crowds during the two-day event.

Strong rebound

Grabbing the ball from an anxious Kelsie Edwards (34) of Mansfield, Westfield's Tyeisha Jackson grabs the rebound to keep the Mustangs in the game. Westfield took Mansfield to overtime before losing the semi-final game to the eventual four-time state champs.

Keep pace during golf tournaments

PUBLIC REPRIMANDS

BASKETBALL

Eric Heskett,
Mansfield Worley MS
Ron Smith,
Houston Sharpstown
Jeff Ward,
Linden Kildare
Jeff Richters,
Palestine Westwood
Roderick Hall,
Faith Family Academy
Mark Harris,
Irving
Robert Stewart,
Conroe Oak Ridge
Donnie Dutton,
Anton
Greg Carrera,
Goliad MS
Rennie Waldrop,
Bowie

BASEBALL

Ashby Porter,
Paradise
Tom McPherson,
Katy
Rob Surratt,
Lindale

SOFTBALL

Jaime Barrera,
Corpus Christi
West Osó

SOCCER

Dennis Vansa,
Silsbee
Silver Martinez,
Uvalde
Ricky Pena,
Dallas Kimball
Alton Jackson,
Dallas Carter
Alan Pocock,
McKinney

From time to time, the athletic staff will debate this question. What tournaments give us the most problems — the district, regional or state tournament?

Understand that when we talked about “problems” we are usually talking about phone calls to our office from the district chairperson, a school coach and believe or not, a parent.

It has been the consensus that district tournaments offer more challenges each school year. Why? Probably because every school is involved in a district tournament. That is not the case at regional or state tournaments.

Let’s talk about a challenge we both (UIL and a school coach) can relate to: district golf tournaments. Why is it becoming increasing difficult each year to find a golf course(s) to host a district tournament? Nothing has really changed over the years with a school’s request — “We need your golf course for an invitational tournament and then a month later for one round of district.”

Several of the reasons for the increased difficulty are factors you and I have no real control over. The main reason is lost revenue a golf course will incur by closing the course for a day for a high school tournament, or if you’re at a country club, local membership has lost the interest they once had in promoting junior golf.

How can you help yourself? Several suggestions have been passed along over the years. They come from individuals that have hosted invitational, district, regional and state tournaments. The suggestions do not



Peter Contreras
Athletic Coordinator

indicate problems all together, just ideas on how a school and its golfers can make a more favorable impression, and that may be the key factor down the road.

- Pace of play. Should it take a high school golfer more than four or four and half-hours to play a round of golf? The realistic exception is closer to five hours, but a round of golf longer than that wears on a tournament director, the golf course management and the membership. How do you help this problem? How about not walking the halls the day before a tournament finding a “warm body” and informing them they are playing in a golf tournament the next day.

While I understand regionals are viewed differently than district a coach needs to be realistic about the exceptions at district. Is that warm body going to make the difference in your team advancing to regionals? Probably not. Take the golfers you already have to district and let them compete as individuals. That is one of the positives of golf... you don’t need a teammate to compete.

2002 State Golf Championship Schedule

May 6-7 (Monday-Tuesday)

1A Morris Williams Golf Course
2A Jimmy Clay Course
4A Roy Kizer Golf Course

May 9-10 (Thursday-Friday)

3A Jimmy Clay Golf Course
5A Roy Kizer Golf Course

Play each day will begin at approximately 8 a.m. and split tee boxes will be used both days.

- Language. It is a huge turnoff to golf course management and its members when a student acts like a kid and not a golfer. If there is one sport in the UIL that it is expected and demands proper protocol, it is golf. USGA rules do not allow it, as it relates to sportsmanship, so why should you?

I was taught this at a very early age playing golf and one of the few things I can still remember and believe in. If you look good (i.e. feeling good about your appearance), you might play good. As much as mental strength is a requirement for golf, every little bit helps. If nothing else, no one will think you shot 92 if you look like a 78.

- Look the part. You find your football team or basketball team looking their best. The same should hold true for golfers. Make it a requirement to wear a collar shirt!

- Should a school coach be allowed to coach their kids during a golf tournament? The “other” sports coaches are allowed. Not tennis. Be careful with this argument because it is also like comparing apples and oranges. This single question can be a column issue all by itself. That question was surveyed several years ago by the Texas High School Coaches Association and the majority wanted the rule left as is.

Encourage your kids every opportunity you get during the course of the round. Talk to them at the turn, just be mindful of the pace of play. You have always been able to do that. From my experiences in high school and college, I didn’t need another thing to worry about ... my coach on my butt.

As a coach, make yourself available to the tournament director. Help marshal. Help posting scores. Help get the kids off on the first tee. You get the idea.

Just some suggestions. Take them for what they are worth. But remember a lot of times we are not going to get help until we help ourselves first.

Spring tournaments bring great athletes

The hills are alive with the sound of ... tournaments! Yes, it is spring and the UIL athletic staff has been frantic over the past month. In a three-week span, the UIL athletic staff held four state tournaments.

The state swimming and diving meet, along with the state wrestling meet, started the flurry with some great athletic participation Feb. 22-23. State records fell at the hands and feet of the talented swimmers and divers from around the state.

The state wrestling meet was no different. Wrestling programs in the state have grown tremendously over the past three years. Texas is one of two states that have a separate division for women to participate. Wrestlers in this year’s event, as in the years past, proved that “everything is better in Texas.”

Following those events, the staff began to put the finishing touches on the state basketball tournaments. The girls tournament, Feb. 28 - March 2, saw the return of a lot of teams from previous years and some new faces as well.

As the tournament progressed, buzz of a possible 4-peat for Mansfield in the 5A championship began to grow. The Tigers battled through a tough Spring Westfield



Jane Teixeira
Assistant to the
Athletic Director

team to have a match-up versus newcomer San Antonio Taft. In the final 5A game of the 2001-2002 basketball season, a chant of 4-peat was heard in the Erwin Center as Mansfield took the game.

The boys tournament the following weekend would not disappoint. The 1A Texas Cup would see Brock bring home the Cup just as the girls had done a week earlier. Some would say the representatives in 4A were the best the UIL had seen in at least 10 years. The 4A championship would be highly anticipated. Dallas Lincoln, the number one team in the nation, would face a highly regarded Beaumont Ozen. The crowd came to watch some great basketball and they were not disappointed. Dallas Lincoln would bring to Texas the mythical national championship after becoming state champions. Yet, the 5A Championship game was still the talk of the town and state.

In the 5A game, Dallas Kimball faced San Antonio Jay. Both teams played outstanding. It was difficult to see such great basketball and know only one team could win. Kimball worked hard all year and without the heroic effort of the tournament MVP Chris Ross from Jay, Kimball would have won.

With less than five seconds left on the clock, San Antonio Jay in-bounded the ball to Ross who dribbled through some Kimball defenders. Ross took a shot from behind half-court and put up the proverbial shot heard around the state. Ross’s shot would hit nothing but the net to give San Antonio Jay the 2002 5A state championship.

The past month has brought great joy to the faces of

all who love athletics. It has been especially a great month for the UIL staff to see the hard work paying off in the efforts of the young people of Texas, the schools, and communities.

After all the great things that did happen at the events, there is something that was disheartening. The UIL does not charge entry fees for state championship bound teams and individuals. Texas is one of a limited few that does not do this. I was discouraged in the amount of dishonesty that occurred with school passes that were given to each team or individuals.

It has become an epidemic with coaches and participating athletes giving passes to non-competing students or non-staff members. The UIL staff is making policies to ensure this type of dishonesty is curbed. The UIL does not want to get to the point where there is a charge for every pass issued, but the dishonesty by adults and young people alike are limiting the options the UIL has.

I was especially discouraged this past boys tournament when a person fraudulently made a floor pass and stated to a staff member that a member school’s coach made it for him. State championship is a great way for young people to showcase their talent. The UIL and Erwin facility police are in place to make the event enjoyable not only by parents, fans, and schools, but also for the athletes participating. Please make every effort to ensure this special time is not taken away from them by being dishonest.

Congratulations to all the State Champions and State Championship participants! Good job on wonderful seasons.

New programs for conditioning, weight-lifting face limitations

The UIL Legislative Council approved a referendum ballot proposing a summer strength and conditioning program conducted by school coaches. This ballot item was approved by school superintendents by a vote of 734 - 213. At the conclusion of the 2001-2002 school year school coaches may conduct strength and conditioning programs under the following conditions.



Charles Breithaupt
Athletic Director

a. *Limitations.* Sessions may be conducted from the first day of summer vacation through the third Thursday in July. A session shall be no more than two consecutive hours per day, Monday through Thursday, and a student shall attend no more than one session of supervised instruction per day.

b. *Activities Allowed.* The sessions shall include only strength and conditioning instruction and exercises. No specific sports skills shall be taught and no specific sports equipment, such as balls, dummies, sleds, contact equipment, etc., shall be used. School shorts, shirts and shoes may be provided by the school (local school option).

c. *Attendance.* Attendance in a maximum of one session per day shall be voluntary and not required in order to try out for or participate in any UIL activity. Attendance records shall be kept, however, students shall not be required or allowed to make up missed days or workouts.

d. *Fees.* Fees, if any, shall be established by the superintendent and collected by the school. Any payment to coaches shall be from the school and from no other source.

Important points to remember for coaches, athletes and parents are as follows:

- Strength and conditioning sessions may be held after the last official day of school through the third Thursday in July (July 18, 2002).

- Sessions may be conducted by school coaches only on Monday through Thursday of each week.

- Sessions conducted by coaches shall be no more than two consecutive hours per day.

- A student shall not attend more than one two-hour session (conducted by a school coach) per day.

- Sessions conducted by school coaches shall only include students who are incoming ninth graders or above.

- Sessions shall include only strength and conditioning instruction and exercises.

- Sport specific skill instruction is prohibited.

- Sports specific equipment (balls, dummies, sleds, contact equipment) is prohibited.

- School shirts, shorts and shoes may be provided by the school (local school option).

- Attendance shall be voluntary. Coaches shall not require athletes to attend in order to try out for or participate in any UIL sport.

- Attendance records shall be kept, however students shall not be required or allowed to make up missed days. Students may work out on their own, without direction of the school coach.

- Fees, if any, shall be established and approved by the superintendent and collected by the school.

- Any payment for conducting strength and conditioning sessions to school coaches who instruct students from their attendance zone shall be from the school and no other source.

- Schools must take administrative care to prohibit an athlete from working with one school coach for two hours and a separate school coach for another two hours.

questions and answers concerning the new strength and conditioning program

Question - May a school coach conduct a strength and conditioning program this summer?

Answer - Yes, beginning no earlier than the first day of summer vacation.

Question - May school coaches be paid for conducting these sessions?

Answer - Yes, if payment is provided by the school and no other source.

Question - In what activities are school coaches allowed to give instruction during these summer sessions?

Answer - Weight training, including a specific workout plan for each individual, agility, running programs, plyometrics, running bleachers and other conditioning exercises.

Question - May school coaches group athletes by sport or position?

Answer - No. Student athletes are allowed to receive instruction from school coaches however, specific groupings of athletes by sport or position is prohibited.

Question - Are spacer dummies allowed for agility purposes?

Answer - No.

Question - Are athletes allowed to attend an open gym or weight room before or after a supervised session?

Answer - Yes, provided the student is not receiving additional instruction from a school coach and the facilities are available to other students in the school as described in Section 1206 (h).

Question - May sessions be conducted for students in middle school or below?

Answer - No. Supervised sessions may be conducted only for students entering the ninth through twelfth grades. Incoming seventh and eighth grade students may use school facilities, but may not receive instruction from a school coach.

Question - May a school allow outside groups to conduct strength and conditioning sessions?

Answer - Yes.

Question - May outside groups or individuals hire school coaches to conduct strength and conditioning programs for students from the coaches' attendance zone?

Answer - Yes, provided they comply with the aforementioned guidelines regarding limits on time, equipment, fees, payment, etc.

Question - Are outside groups and individuals allowed to conduct strength and conditioning programs after the third Thursday in July?

Answer - No.

Question - May school booster clubs pay coaches for conducting these programs?

Answer - No. However, school booster clubs may provide funds to the school to offset expenses associated with strength and conditioning programs.

Question - May school booster clubs pay fees for an individual athlete to participate in a school sponsored summer strength and conditioning program?

Answer - No. However, a school booster club could provide funds to the local school to help offset the cost of the program for the school. Funds are not to be specified for any particular athlete or group of athletes.

Question - May schools waive or reduce fees for strength and conditioning programs sponsored by the school?

Answer - Yes, The Texas Education Code requires school districts to adopt procedures for waiving fees charged for participation if a student is unable to pay the fee, and the procedures must be made known to the public. Fees for all other students shall be paid by the students and/or their parents.

Question - Who determines what fees, if any, are to be charged to the student?

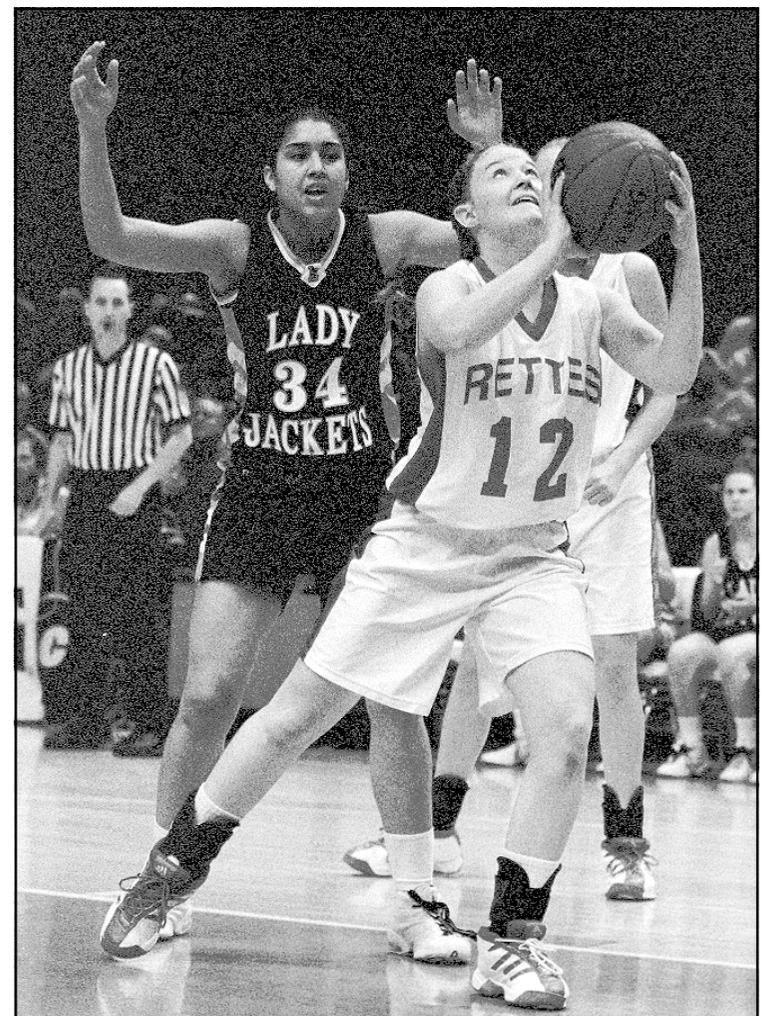
Answer - The school superintendent.

Question - Can the football coach conduct a session with an athlete for one hour and the basketball coach conduct a session for another hour?

Answer - Yes, provided these are conducted in consecutive hours and there is no specific grouping of athletes by sport or position.

Question - What penalty will be assessed to a coach for requiring a student to participate in a strength and conditioning program?

Answer - A range of penalties from private reprimand to suspension.



Going for Two

During the girls semi-finals, Perryton's Tabatha Fletcher works to make the field goal against Llano's Sonya West. Although she made the basket, Llano went on to win the game and the 3A state championship.

ELEMENTARY/JUNIOR HIGH

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

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

EDITORIAL WRITING

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

DICTIONARY

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

ART CONTEST

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

HIGH SCHOOL

SECTION 409 (a)

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

CORRECTION TO THE ACCOUNTING CONTEST IN REGARDS TO APPROVED CALCULATORS

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

SECOND PLACE TEAM POINTS

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

HIGH SCHOOL SPELLING & VOCABULARY

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

HOUSTON MILBY HS

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

AUSTIN TRAVIS HS

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

HOUSTON HS

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

CORPUS CHRISTI MILLER HS

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

EL PASO BURGESS HS

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

ROBSTOWN HS

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

CARROLLTON TURNER HS

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

SMYER ISD

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

LAREDO NIXON HS

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

BOYD HS

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

KELLER FOSSIL RIDGE HS

The State Executive Committee issued a public reprimand with probation through April 11, 2003 to Mr. Doug Dulany, Fossil Ridge High School, for violation of the Athletic Code. The committee also issued a public reprimand to Mr. Kip Holloway, and placed him on probation through April 11, 2002.

PASADENA DOBIE HS

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

CHANNELVIEW HS

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

ENNIS HS

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

CONROE CANEY CREEK HS

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

NAZARETH HS

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

FORT WORTH EAGLE

CHARTER SCHOOL

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

BROWNSVILLE LOPEZ HS

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

DALLAS JEFFERSON HS

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

DALLAS SPRUCE HS

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

DALLAS SCHOOL OF EDUCATION AND SOCIAL SERVICES

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

HUMBLE HS

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

BROOKELAND HS

The State Executive Committee issued a public reprimand to Mr. Chris Carter, with probation through January 16, 2003, for violation of Section 1202 and state law and (selling supplements to students).

ARLINGTON MARTIN HS

The State Executive Committee issued a public reprimand to Mr. Terry King and placed him on probation through January 16, 2005, for violation of Sections 441, 481, 1201, 1202 and Booster Club Guidelines.

AMARILLO TASCOSA HS

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

BUFFALO ISD

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee suspended Prepared Table Charter School from all UIL activities until a school administrator appears before the Committee to answer allegations involving misconduct by coach and players.

CLAUDE ISD

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

Distribution rights

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

| | |
|----------------------------|------------------------|
| Principal | Volleyball Coach |
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| Yearbook/Newspaper Adviser | Boys Basketball Coach |
| Speech Director | Football Coach |
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| Choir Director | Boys Track Coach |
| One-Act Play Director | |