

Leaguer

What happens when... Tragedy strikes

Chloe Dixon couldn't look at the empty desk where her friend, Kourtnei Livingston, once sat in Algebra class at DeSoto High School, a suburb just south of Dallas. She did her schoolwork in the hallway for several days. She just couldn't sit next to Kourtnei's desk.

Livingston, a freshman, was running around the track last August as part of the freshman basketball team's pre-season workouts. The goal was to run a mile in under nine minutes, and Livingston was the third to finish.

As she completed her run, she complained of dizziness and fell to the ground. Teammates helped her to the field house while another called an ambulance, but Livingston was gone before it would arrive.

Much has been written about preventing accidents and death to high school athletes, but that hasn't stopped the tragedy. In the past few years, people throughout the United States are reading about young people dying on the field of play, some due to exertion of a game. Some due to outside sources. Professional players such as Minnesota Viking Koree Stringer and Baltimore Oriole Stephen Bechler have died.

High school athletes, too, have been victims of tragic accidents or death. Livingston of DeSoto died while training for basketball practice, and Corey Fulbright, a football player at Everman High School, was paralyzed during the state championship football game last fall.

Once the tragedy has occurred, though, how do schools and coaches keep student athletes motivated to go back out and continue playing?

Counselors at DeSoto High School immediately set up a room for students to go to and deal with their feelings surrounding the death of their classmate.

"We opened an area usually used as a tardy station and allowed any students in who wanted a place to go," counselor Teresa Reynolds said. "We provided a Kleenex and a shoulder to cry on."

DeSoto has seen its share of tragedy. In the spring of 2000, DeSoto ISD athletic director Ben Dial died of a massive heart attack on his way to look at a new softball facility.

Reynolds said students react differently in these situations.

"We always try to talk to them and let them talk, but some students were silent," she said.

"For them it was just 'a time for peace and quiet, so we gave them markers and paper so they could write down their thoughts if they wanted.'"

Students cope in different ways with each situation.

"Algebra class wasn't complete after that," Dixon said. "It was very quiet and very boring."

Dixon's teacher allowed her to do her class work in the hallway until a new seating arrangement was put into place and she felt comfortable back inside the classroom.

"I didn't want to sit in that seat anymore," she said.

Another athlete, senior golfer Jason Samuels, said that the day Livingston died was a quiet day on campus. His coaches asked the team not to practice out of respect for Livingston.

"You never expect things like this to happen at your high school," he said. "And it shouldn't. But it did."

The girls basketball team was also helpful in the immediate grieving process, Reynolds said.

"The bigger girls were like big sisters to the freshman campus,"



Preventive Measures

Although schools take many preventive measures, such as cooling down players like this trainer is doing with the player at Brownsboro High School, sometimes tragedies do happen. According to many, schools handle these tragedies with care and attention to all students. (photo submitted by Elise Brooking of Brownsboro, who won first place in ILPC's photo competition)

she said. "The basketball teams and their families are very close. They always go on trips and watch each other play."

After the initial shock of Livingston's death, it came time to decide what to do next. Reynolds said while some students wanted to go home and be with their families, most students stayed in class.

"I know the kids felt better after talking to mom and dad," she said. "But most of them wanted to stay at school and be together, just like all high school students do. That was a time to be together."

In the days after Livingston's death, students and the community began to express themselves in different ways. The Fellowship of Christian Athletes facilitated student-led prayer and youth ministers paid visits to the campus to talk to students. The girls basketball team all signed a basketball and presented it to the family. Some students even made t-shirts with Livingston's picture and name and wore them around campus. But Reynolds said since last fall, she rarely sees the shirts on students.

"There are still tender feelings and still tears," she said. "But it's a process."

She said it's hard for young people to see another young person die. It reminds them of their own mortality. In the loss of the head coach and athletic director, the entire town was affected.

"There was a huge community reaction, even among the adults," she said. "When the younger boys saw their coaches cry, it made them feel better about crying themselves."

Young or old, student, faculty or parent, Reynolds said that in times of tragedy, it's important for the community to stick together.

"We have to work together and we have to work as a family," she said. "This is a part of education and it's a part of facing life."

UIL director of athletics Charles Breithaupt said Texas schools are prepared for events like these, and administrations are good at

dealing with the healing process.

"When bad things happen, we find out the value of the coaches and administrators who work to lift the spirits of the student body," he said. "When you lose a student, there's a void that has to be filled."

Everman High School athletic director Dale Keeling said it's important to keep the players in a positive frame of mind.

"What we learned is that you handle things like that better than you ever thought you could," he said. "In football, it's not a question of 'if' something like this will happen. It's a question of when."

Preventative measures are being taken, according to Sam Tipton, executive director of the Texas Girls Coaches Association. He said that providing a detailed medical history and conducting thorough physical examinations are important in preventing tragedies. Though, some things are unpreventable.

"It's not something that the coaches or personnel do wrong," he said. "But if you're a coach, that's no consolation. You have to live with it for the rest of your life."

He said the situation at DeSoto was handled tremendously.

"They did everything possible to guide and help those young people," he said. "It's not something that's going to go away tomorrow, but we pray to God we don't see it again."

Still playing basketball at DeSoto, Dixon said she is almost ready to go back on the track for another run.

"I can't let it hold me down," she said. "I won't give up basketball. I know Kourtnei wouldn't want me to."



UIL created so public school students participate in an equal environment

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Many people inquire about the UIL. What is it? How old is it? Who makes the rules? Who does it answer to? Why do we need it?

The UIL is a nonprofit association of Texas schools which serves as a statewide organization for interschool performance and competition in academics, music and athletics. It was created by the University of Texas in 1909 and answers to the University of Texas President's office.

The Director of the UIL is a university employee, appointed by the university President.

In fact, all UIL staff members are UT employees. Schools that belong to the UIL must comply with applicable state law and terms of participation in League contests set out in the *Constitution and Contest Rules*.

UIL rules are adopted by its Legislative Council, a 28-member body consisting of school administrators elected by the superintendents of the member schools. All rules made by this body or by a referendum ballot process (one vote per each member school) must be approved by the Commissioner of Education, who is appointed by the Governor of the State. If a rule is not approved by the commissioner, the Legislative Council is allowed to bring the rule up for consideration after a one-year period.

Anyone is permitted to present a rule change request. A statutorily-established advisory committee composed of members of the House of Representative and Senate is required to review the UIL rules and make recommendations for change.

Any rule change goes into effect the following school year so as not to impact



Bill Farney
UIL Director

student eligibility unevenly. This process of rule-making assures that member schools have a voice in making and changing rules by which they must abide.

Each school, in joining the League annually, agrees to abide by UIL rules. Schools are not required to join, but when they do, they must follow the existing rules. Inherent in their membership is the right to seek change in rules they do not want. If they can convince a

majority of other member schools to vote with them, rules can be changed and are changed every year.

The entire structure of the UIL seeks to facilitate equity in competition with five different conferences to divide schools into divisions of similar school enrollment. Other rules regulate sport seasons, practice time, number of contests, amount of practice time during the school week.

The UIL has changed its rules through the years so as not to be a detriment or hindrance to the academic mission of schools. The first academic course and grade standards in the state were instituted by the UIL.

The UIL has been acknowledged several times by the state legislature. Most recently Senate Bill 1 of the 74th Legislature in 1995 expressly provided for validation of UIL rules. The intent was for the UIL to continue enforcing its existing rules.

There is no constitutionally-protected right for students to participate in interschool activities. Coaches are not required to play every member of their teams an equal amount of time. Schools are not required to offer any activities. The decision of whether to offer one or every one of the UIL contests rests with the local school board. In this way, the elected trustees determine the menu of

activities. Obviously, their decisions will reflect the collective will of the parents and patrons in their school district.

Why have rules? Rules are a leveling agent that seeks a degree of order. Just as traffic laws protect the passengers of motor vehicles, so function the rules for interschool competition. Rules help to emphasize that skill, determination and consistency prevail, rather than advantage of bending or breaking the rules.

Why have penalties? If you and I are playing poker and after two hours of losing money to you, I find you have been using extra cards, I want my money back. The extra cards presented an advantage. If a team uses an ineligible player in a game, the losing team wants forfeiture. This is the essence of why penalties are necessary to enforce rules.

In the future there could be a serious challenge to school activities. The United States is unique in its inclusion of school competition. Almost all other countries have clubs that offers sports outside schools.

Moscow has various sports clubs that serve students athletic interests. Students come to these clubs after the academic school day. Academic standards are not a prerequisite for participating in a club sport. Only the best athletes in their age groups get to play. I don't think that structure serves the over 96 percent of high school students who will never get a college scholarship. Nor does it serve the one-half to one percent of the collegiate athletes who will make a living as a professional.

School activities are a vital part of a well-rounded education. There is a *value* in participation, *individual growth* in the lessons learned in competition, *carry-over* in a positive way to productive adulthood and a *sense of self-worth* derived from winning and losing. There is strong logic for helping these experiences tied to schools and, more importantly, to keeping them

educational.

Through the years the UIL has been proud of the champions it has helped produce. We applaud the winners who excite and thrill us by magnificent performance. But we are equally proud of those who never shine for the sports pages or those who have never become theatre stars, debate champions, professional journalists, or those who have not advanced past a district academic contest. In short, we are proud of all those who have tried their best.

Though not especially talented, these students are part of the continuing legacy of honest endeavor. Their lessons are as valuable to them as the lessons accruing to the talented performers. In the journey from adolescence to adulthood it is paramount to belong — to be a part of an organization striving for a common goal. Victory, defeat, hope, joy, sorrow, elation, are all equal parts of life. But the effort to do our best and the ability to work through whatever challenge faces us are the lessons that last. And they are lessons which can be gained through school activities.

When the plow broke the sod on the blackland prairie where I grew up, it turned up an old tobacco tin. Rusted shut and battered, it gave a metallic click when I shook it. Inside I found a wax paper wrapped object. It was an old tarnished bronze medal that read — barely discernible — “3rd place Declamation 1932.”

The family who had rented that farm moved to California, finally defeated by the Great Depression. But someone in that family had competed in a UIL event and had been made richer by the competition.

To those forgotten names and faces, we say “thank you” and hope the experience of being involved in UIL activities lasted long after the laurels withered and the trophies tarnished.

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Social studies contest similar to current events, literary criticism competition

Now that the U.S. and its allies have kicked the sand fleas out of Iraq again, young Americans must ask themselves, "Where is Iraq?"

Most of them don't know.

According to a survey of geographic literacy conducted recently by the National Geographic Society, only 12 percent to 14 percent of Americans ages 18-24 could find Iraq, Iran, Israel or Afghanistan on a map, which isn't nearly as depressing as the fact that one in 10 couldn't locate the United States on a world map. Somehow, nine in 10 could pinpoint California on a map of the United States, but then there's no war in California except between state officials and Texas oil and gas executives.

Sweden scored the highest on the test, followed by Germany, Italy and France, which is yet another reason to boycott truffles, Bleu d'Auvergne and Muscat dBeaulieu. The U.S. and Mexico scored lowest.

Similar results for civics and history aren't any better, except that U.S. students barely edged their French counterparts on American civics. Both knew that bombs fall (a) when planes release them; (b) when the President says so; (c) no matter what our major allies or the United Nations say; (d) all of the above. Correct answer: D.

A survey conducted in 1994 by the federally funded National Assessment of Educational Progress found that 57 percent of high school seniors were "below basic in the knowledge of history," which is as low as possible to score.

And last May, the U.S. Department of Education reported that more than half of American 12th graders lack even a basic knowledge of U.S. history. In other words, seniors believed the Cold War was fought between Bill and Hillary Clinton. I'm not sure if this is an improvement from '94.

I am certain of one thing: next year, the UIL will expand the achievement gap by providing smart kids another reason to act and feel superior to their peers, who think bicameral is a dromedary with two humps.

Here's how: the social studies contest that we've piloted for four years now will become a full-fledged UIL academic contest with points counting and students advancing from district to region to state. Let's examine the history of this pilot so far:

◆ 2000: Millennium ends. Computers crash worldwide, creating chaos and destruction, not the best time to pilot the UIL economics contest even though it was an excellent contest. Sadly, not that many people signed up because economics is a half-credit course taught during the senior year, which makes team-building almost impossible. Besides, we had all that chaos and destruction.

◆ 2001: UIL continues economics pilot with similar results, minus the chaos and destruction.

◆ 2002: Responding to the 9/11 attacks, UIL pilots social studies contest that focuses on (geography) Afghanistan and the countries that surround it — Fajitastand, (the "d" is silent), Oozzbekistan and Steveurkistan among others — as well as (government) the executive branch of the U.S. presidency before it all became part of the Department of Homeland Security.

◆ 2003: UIL continues pilot, with government and geography sections focusing on Texas. I can't think of a



Bobby Hawthorne
Academics Director

joke there that won't get me fired.

In February, a blue-ribbon, elite, totally righteous Social Studies Advisory Committee examined all facets of the contest, reviewed teacher input and answered an essential question: what now? Committee members included Bronwen Choate, Graham High School; Alan Hildebrandt, Georgetown HS; Lori Strader, Burkburnett ISD; Pete Evans, R. L. Turner HS (Carrollton); Delma Yzaguirre, Calallen HS (Corpus Christi); and Dr. Cinthia Salinas, UT-Austin.

Among the committee's decisions:

- The test will consist of elements similar to the Literary Criticism and the Current Issues and Events contests. Like Lit Crit, it will be based on selected readings. For example, next year's theme might be "The Middle Ages," and the primary reading selection might be William Manchester's *A World Lit Only By Fire*. Committee members noted the contest will be student-driven rather than coach/teacher driven. That is, a student equipped with the reading selections, a study packet

conflict pattern, during editorial and headline writing, LD finals, prose and poetry finals, computer science and mathematics.

- Like CI&E, it will contain multiple choice questions and an essay. Fifteen of the questions will deal with the major reading selection (two points each), 10 with documents (three points each), 10 with terms and concepts (one point each), and 10 with general knowledge (one point each).

- The essay will be worth a maximum of 20 points. Like in CI&E, the top eight competitors in the objective scoring will advance to the finals and have their essays scored against a rubric that emphasizes effective incorporation of information and ideas provided in the reading materials.

- Students may advance as either individuals or members of a team, or both.

- As in all UIL academic endeavors, the purpose of this contest is to go beyond the regular classroom, to require students to read widely and deeply in specific



But What About?

During the first Social Studies study committee meeting, Alan Hildebrandt of Georgetown High School, Delma Yzaguirre of Calallen High School and Lori Strader of Burkburnett ISD, listen to UIL Academics Director Bobby Hawthorne explain the direction the test will be taken. The committee made several decisions concerning the direction and scoring of the contest.

from the UIL and a computer terminal connected to the Internet can prepare for the contest with a minimum of assistance from social studies teachers, many of whom have their minds, hands and whistles on Stage Orange alert already.

- Since document-based questions are all the rage these days, we decided to toss in a few of them also. Thus, students will be required to master selected secondary documents such as a map of the world, circa 1200, or an atlas of the Crusades or the movie *Monty Python and the Holy Grail*.

- Finally, students will answer questions relating to a list of concepts and terms that will be compiled by the contest director and provided in a study packet. It will be equivalent to Lit Crit's *Handbook to Literature*.

- Students will have 90 minutes to take the contest, which will be scheduled in the third block of the UIL

areas of the social studies and to synthesize, analyze and apply that knowledge. I could use a lot of other fancy hyphenated edu-speak phrases here but they're trite. Besides, you get the point. This contest may not be easy (especially if you can't find California on a map of the United States) but it will be challenging, even fun for brain-based, results-oriented, driver-friendly students.

Okay, test yourself: how many fact errors of history, geography, economics or government did you find in this column? Here they are:

1. A dromedary has one hump.
2. Muscat dBeaulieu is a California wine, a favorite, I hear, among former Enron officials.
3. The Millennium actually ended in 2001.
4. Fajitastand is located in Central America — not Central Asia. And remember, the "d" is silent.

Touchstones

Standards should apply to interp, extemp, debate selections topics

A touchstone is a test or criterion for determining the quality of something. The origin of the word's meaning came from a black siliceous stone related to flint that was once used to test the purity of gold and silver by the streak left on the stone when rubbed by the metal.

In a world with few absolutes, touchstones prove intriguing and what may well be the key to what makes UIL competition unique. In every speaking contest sponsored by the UIL, we strive for standards of excellence. The educational benefits for students are the touchstones for every UIL academic contest.



Jana Riggins
Assistant Academic Director

crude plots that defame certain populations or professions have no place in UIL competitions. I'm not advocating censorship. I'm just supporting common sense.

Standards for high school minors should not be the same as those of young adults on the collegiate forensic circuit.

The *Constitution and Contest Rules* holds sponsors responsible for assisting students in selecting literature that does not offend the moral standards of the community, nor be in bad taste. UIL oral interpretation contests are a grand opportunity for educators to teach students the difference between what Laurence Perrine of Southern Methodist University calls interpretive and escape writing.

An interpretive piece of literature "gives us a keener awareness of what it is to be a human being in a universe sometimes friendly, sometimes hostile. It helps us to understand our world, our neighbors, and ourselves. Escape writers are like inventors who devise a contrivance for our diversion. When we push a button, lights flash, bells ring and cardboard figures move jerkily across a painted horizon." Coaches as educators should guide students to select literature of merit, keeping in mind that not all literature is appropriate for competition or high school students, even if it meets category requirements.

Interpretation events are not the only contests where the line is being crossed. A concerned principal called to inquire if the League had a list of approved debate cases. He had recently learned of the case his debaters had constructed, one that raised red flags for he and his superintendent concerning the appropriateness of its subject matter.

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Applications for Speech State Honor Crew can be accessed on our web site. Please apply early.

My most memorable exploration of the idea was in an oral interpretation class at Baylor when Professor Enfield introduced us to the teachings of Charlotte Lee, renowned authority on oral performance of literature. Lee maintained that all literature worth performing should

meet certain standards, and she had synthesized those evaluative standards into three touchstones: universality, individuality and suggestion.

That is why I am disheartened to receive calls from sponsors incensed by prose and poetry selections students have performed at invitational contests. Stories with

More formal approach made to L/D debate selection topic

by Russell Kirksey
Speech Director, Blanco High School

In the past few years, the UIL Lincoln-Douglas debate resolution selection process has changed significantly from its early roots.

At the inception of L/D in the 1980s, representatives in different speech and debate organizations across the country chose topics in several fashions, ranging from informal committees to unflinching edicts.

The UIL was no different. Using informal feedback from coaches, the director of speech and debate essentially chose the topic.

While some of these topics worked well, others showed signs of needing more thought and research to provide the most educational experience possible for the students and coaches involved.

UIL Director of Speech and Debate Jana Riggins wanted a more formal approach to the L/D process that more closely paralleled the national CX debate resolution process. Through her guidance, several speech and debate associations across the U.S. now use the UIL process as a model for selecting their L/D resolutions.

In 1999, Riggins formed a committee of outstanding

debate coaches who represent all conferences from across the state. Also on the committee are long-time UIL speech and debate advisors Dr. Cynthia Salinas, a former Texas high school and collegiate coach, and Southwest Texas State University Director of Forensics, Wayne Kraemer. Several members rotate on and off the committee each year so that the process is inclusive. Coaches can be considered for committee membership by submitting an interest form posted on the UIL web-site.

The committee dedicates two days each summer to the process of drafting potential topics for the coming year.

Members first review the criteria for quality topics, which include significance, timeliness, balance, student appeal, and essential values that students could debate. The committee at this point closely assesses resolutions used in the last three years so that students gain the widest possible breadth of topics during their high school experience.

With these issues in mind, members then break into dyads with the list of possible resolutional areas submitted by coaches through the UIL web-site or through

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EXTEMP TOPICS

INFORMATIVE

1. North Korea and Iraq: In what ways are the issues alike or different?
2. The Venezuelan oil crisis: What effect has it had on the international oil market?
3. What are the challenges in addressing the Texas budget shortfall?
4. What is China's position toward U.S. and North Korean negotiations?
5. What is the political agenda of Brazil's new President Luiz da Silva?
6. What are the issues surrounding tort reform in Texas?
7. Why are Mexico's farmers protesting against their government?
8. Reported abuse by rebel groups in the Congo: What charges is the U.N. investigating?
9. What do new limits on Medicaid mean for America's poor?
10. Thirty years after *Roe vs. Wade*: What issues are still being debated?
11. What are the advantages and disadvantages to President Bush's tax-free savings plan?
12. Who is vying for the 2004 Democratic presidential nomination?
13. Why did France refuse to support a war with Iraq?
14. What are the details surrounding the Elizabeth Smart kidnapping?
15. What are the details of President Bush's economic stimulus plan?
16. The U.S. airline industry: What steps are being taken to prevent bankruptcy?
17. What is the White House proposal for Medicare changes in 2003?
18. Cloning: What are the ethical issues?

PERSUASIVE

1. Does a domestic spy agency pose a threat to American civil liberties?
2. Is Israel's ban on travel for Palestinian leaders justified?
3. Should sanctions be enacted against countries accused of harboring terrorists?
4. Win or lose: Will Democrats come to regret their opposition to Miguel Estrada's confirmation to the federal court of appeals?
5. Global warming: Is it still a threat?
6. Is Russia taking the proper position against the rebellion in Chechnya?
7. What effects will a weakening U.S. economy have on President Bush's re-election bid?
8. Does North Korea's withdrawal from the Non-Proliferation Treaty increase the risk of war with the U.S.?
9. Is the "Robin Hood" school finance plan the best way to achieve financial equity for Texas public schools?
10. Should the U.S. government continue to expand oil drilling in Alaska?
11. How will Texas budget cuts affect rural Republicans and urban Democrats alike?
12. What will the report of the Department of Education's commission on Title IX mean for girls and women in sports?
13. Is electricity deregulation working?
14. Will reduced U.S. attention to Afghanistan today create new dangers in the future?
15. Does NASA need to increase the scope of its missions to justify its program?
16. Can the peace pact in Ivory Coast be salvaged?
17. Will rising oil prices send economies around the world into recession?
18. Should the Philippines be a U.S. anti-terrorist target?

Texas journalism programs lead way to students learning professionalism

Many people don't realize that there are less than 50 employees at the UIL office, and most of its state tournaments are run with the help of hundreds of volunteers. So a lot of times when an avid reader of the *Leaguer* sees someone whose picture appears with a sports column helping with an academic meet, or an academic person at a athletic event, they wonder why.



Randy Vonderheid
Assistant Academic Director

I use that as a preface to the fact that I spent the first two weeks of March helping at the state basketball tournaments. I helped by participating with the presentation of medals, was interviewed by radio stations at half-time of the different games, helped escort coaches and players to the media room after games and was available to help the athletic staff do anything to make the tournaments a success for those players, teams and communities involved.

I got to see a lot of things. I saw how a lot of the professional media acted (much like prima donnas). There are many professional journalists, though, who take their jobs seriously and don't take advantage of their positions. I saw how some coaches and administrators acted (there's a strong correlation between some professional journalists and some administrators and coaches).

I heard professional media grumble about the high school staffs covering their different teams and having the same privileges of the professional media. I let more than one "professional" know that what the kids are writing and shooting many times is better than what they, the professionals, produce. A few even agreed with me! Which brings me to the point of the column — the one thing I saw about student journalists (and even their advisers) was that many have not been trained in protocol of covering sports activities.

Journalists, whether professional or scholastic, should not cheer for a certain team they are covering for their publication, and yes, this means teachers, also. A journalist, by definition, is an impartial observer to an event. I know that, especially in sports, it is extremely difficult to hold your enthusiasm, especially when the people (student athletes) you are around all the time are about to do something few others have been able to do — win a state championship. Or they are about to lose the state championship. But journalists MUST NEVER cheer their team from the sidelines while they are holding a camera or notepad — in Austin or in your home town. It is not professional, and that is the key to student journalists trying to get people to take them seriously.

Students and teachers should not take advantage of the opportunity to get press passes. Many people think they are entitled to a press pass since they are journalists, either professional or scholastic. Yes, you deserve the opportunity to cover the game. Watching a game and covering a game are two different entities. As a fan, you watch a game and cheer on your home team — and you are not entitled to a press pass. As a journalist, you cover the game as an impartial observer.

At state tournaments, journalists have taken so much advantage of this situation that UIL has started issuing passes for each session/game rather than one for the entire tournament. We have had journalists sell their passes if the team they were covering did not advance.

This is highly unprofessional and hurts the credibility of every journalist doing their job.

Many student journalists do a great job serving as a journalist. One reason for this, especially in Texas, is ILPC. This organization has always expected the best from Texas scholastic journalists, and in most cases it has not been disappointed.

I can always tell the difference between the student journalists whose schools are members of ILPC and those who are not. Those who are members come ready to cover the game and do their job. Those who are not members seem to wander around trying to figure out what and where they are supposed to be.

Of course, I am a little biased toward those who are members. In fact, I make it my responsibility to follow through on making sure schools who are members of ILPC have press passes for the tournaments, and if they have not contacted our media relations person, Kim Rogers, I contact them to explain the steps in obtaining the passes if they are planning to attend. I even made sure ILPC-member schools had my cell phone number in case there was a problem when they arrived at the tournament.

Many times student journalists think they will not be treated as professionals because they have not been treated that way at their home school. The people in the UIL office know I protect my member schools, and I have helped them come up with a policy dealing with scholastic journalists so they will have the same opportunities as the professional press.

That is one of the many opportunities schools receive when they join ILPC. And ILPC is a unique organization. There are scholastic journalism organizations in other states that have contests and critiques like ILPC, but there are no other organizations nationwide where the academic contests and athletic contests are run by the same organization. This puts Texas scholastic journalists at a distinct advantage. In fact, two of the last five National High School Journalists of the Year have been from Texas schools.

Texas is blessed to have strong journalism programs. Many other states look to Texas for guidance when it comes to creating or running their scholastic journalism program, their athletic program or any program that relates to high school students. We have the edge because we've been doing this for close to 100 years.

What does ILPC do exactly to make sure Texas scholastic journalism is run as professionals do? Obviously, competition is the key to success. We expect schools to produce top-quality stories, pictures and publications. We hold our schools to higher standards through our critique services. Our demands are more vigorous, but our rewards are much higher. Few if any other states rewards its publications with awards such as a Gold Star or even recognize a publication with an Award of Distinguished Merit. It seems many states pass out awards much like little league baseball — "you played so you get a trophy." In Texas, school publications earn their awards.

I am always shocked to find out that some administrators don't expect much of their publications, and that what is most of them see — publications that don't teach the kids what a good journalism program would teach.

Laurel Golden, a senior journalism student at the University of Southern California, wrote this recently about her high school journalism experience. I think she wraps up many of the qualities students learn in a good journalism program. She writes:

"Journalism isn't like any other elective. Enrollment in journalism is a way to better one's writing skills. I have often discussed with fellow classmates the strength of

(our high school) English department — and for those of us in journalism, we were doubly blessed, for writing academically and journalistically are too entirely different things.

"Besides writing, editing, computer and layout skills, we learned how to communicate orally through our interviews and work to sell advertising. Best of all, we couldn't help but build stronger relationships with our teachers and other school staff, as well as members of the community as we covered all the different stories relating to our high school experience.

"Although I didn't totally realize it then, journalism was critical in my preparation for college. My experiences

I heard professional media grumble about the high school staffs covering their different teams and having the same privileges of the professional media. I let more than one "professional" know that what the kids are writing and shooting many times is better than what they produce. A few even agreed with me!

helped me develop various writing skills, including the ability to write under pressure and with deadlines, along with the confidence to ask tough questions in class and take on risky projects. Perhaps more significantly, it also gave me direction in choosing a major and a university as well as a career goal. And probably more than any of my other activities, having two years of journalism experience on my transcript gave me an edge over other applicants and helped me get into a major university."

This is only the "tip of the iceberg" of the advantages of a strong journalism program. ILPC helps makes those programs even stronger than they are.

Administrators should expect only the best from their publications much like they expect only the best from their athletic teams, their band, their choir and even their Student Council. High expectations do make a difference.

ATPI schedules summer photo workshop for teachers

The annual ATPI summer photo workshop especially for teachers will be held June 25-28 at Texas A&M-Commerce. Cost to the workshop is \$200 plus \$15 membership fees to join the organization.

"This is one workshop created especially for teachers who need help in teaching photography," ILPC Director Randy Vonderheid said. "They cover all aspects of photography that allow the teacher to take back enough information to fill a complete year's teaching. There are also a lot of handouts and other teaching materials available."

Different sequences include: "Teaching Photography in A Digital Environment", "Life As A Journalism Teacher", "Digital Video", "Basic Training" and "Where Do I Start". Teachers will select one sequence for the entire workshop.

"This is the first time I have attended a workshop that actually gave me information I can use in the classroom," said Martha Wolf of El Paso Hillcrest Middle School.

Participants will be able to stay at the Holiday Lodge in Commerce during the workshop.

For more information check the organization's website at <http://www.atpi.org>.

Judges need critiques much like participants

By the time this copy of the *Leaguer* gets to you, zone and district contests should be history, and 320 lucky casts are preparing for area competition. I hope the journey was a positive one for you and your students.

Some of you may have some strong opinions about the process and your adjudicators at this time. I can't begin to stress the importance of returning the critic judge questionnaires. It is only through constructive criticism from the directors and contest managers that our adjudicators can be made aware of what they are doing.

We need to reinforce the strengths and bring to light the weaknesses of each and every one of our judges. Feel free to vent your feelings, but make sure you support your contentions with valid and constructive criticism.

Our judges are there to do their best to evaluate your work objectively. The judge should approach this task with a thorough knowledge of theatre, UIL rules and your script. You need to evaluate their work the same way.

You should have a thorough knowledge of criticism,

UIL rules and judging standards. Copies of your responses, minus your names and other school info, are sent to the adjudicators. During the summer each questionnaire is read by the TETAAO Administrative Committee and re-occurring problems are addressed.

Jenny Nichols, UIL administrative assistant, just told me that less than a third of all participants return the forms. The quality of performance in UIL contest has improved over

the years as a result of constructive criticism from our judges. How can the quality of adjudication continue to improve without constructive criticism from our directors? If you haven't sent them in, do it now!

While on the subject of adjudicators, I'd like to take a moment to thank Charlie Hukill, McMurry University, for his strong leadership the last two years and wish to welcome Jim Mammarella as the new chair of the TETAAO. I am sure the organization will continue to grow and improve with Jim as it did with Charlie.

Alexander Graham Bell would be proud to sit in this office during February and March. The phones have been ringing off the walls. The topics of conversation vary greatly. There have been numerous issues I've had the opportunity to discuss with colleagues during the last 10 months. These have ranged from questions regarding "adaptations" (discussed later) to guiding OAP novices through the process of filling out an enrollment card. I love to talk to people and I've certainly had the opportunity.

One of the more interesting and thought-provoking discussions I experienced with at least three directors dealt with "inflammatory" language and the depiction of unpleasant moments in history. Let's face it, Eldritch (*The Rimers of Eldritch*) and Jackson (where they dance real slow) are not *Pleasantville*. There are certain scripts that, because of their historical or thematic content, contain "hate" words and moments in history one would rather forget ever happened. Plays like *The Crucible*, *To*



Luis Muñoz
Theatre Director

Kill a Mockingbird, *Unconquered Spirits*, *God's Country* or *Ragtime* are by their very nature plays that deal with and enlighten us about humanity's destructive potential. Did slavery, the inquisition, the conquest of Mexico, ethnic cleansing, and religious persecution happen in our history or do we selectively remove them out of our history and literature because they are unpleasant to remember?

If these plays are to be done then these moments of hate, although uncomfortable, must be played with truth and historical accuracy. It is the role of theatre to educate and theatre can be used to remind ourselves and others about the lessons history has to offer. One cannot make hate or racism politically correct.

Before you decide to do one of these plays, consult with members of your community. In particular, meet with civic and religious leaders who can provide you with an insight about the piece and how it relates to your particular community.

15th Edition (Revisited) (Again!)

Earlier today I asked Randy Vonderheid, UIL Journalism Director, if I could do a three-word column for this issue of *The Leaguer*. Unfortunately, my request was not approved. The three words were going to be "READ YOUR HANDBOOK."

I sometimes think that we can be our own worst enemies. I have suggested, pleaded, and begged you to obtain copies of the 15th Edition of the Handbook for One Act Play. In the last few weeks I have encountered scenarios where OAP directors have jeopardized the hard work they and their students have put into the production of their OAP entry by not being familiar with the rules and rule changes.

Directors have had to change sets, cuttings, adaptations and even titles. It's hard to justify ignorance of the rules because you don't have the correct book. Ten bucks, a stamp and some reading can eliminate a lot of heartache.

It's bad enough that many are not familiar with the rules but some feel compelled to make up their own. Here are a few of the type of pseudo-rules that we've encountered.

Pseudo-Rule 1: UIL rules do not restrict or prohibit a student having drinking water backstage. Local rules may apply.

Pseudo-Rule 2: It appears casts are being blocked frantically running around the stage making sure they "touch" everything. I can only imagine that this is a variation on "without which the play may not be performed." UIL rules do not require that you touch everything on the stage.

Pseudo-Rule 3: This one continues to rear its ugly head throughout the state. You may use a marked or imaginary line to organize a cast for setup or strike, but crossing or stepping on the line is NOT grounds for disqualification. Nor is it justification for the timekeepers to start the set-up or strike time.

Pseudo-Rule 5: At least four calls last week dealt with not being able to stack the unit set above eight feet. UIL rules do not allow you to use non-unit set elements to elevate the set; however, stacking the set is permissible as long as the set is not damaged. There is no limitation on how high the set can be. Common sense and safety must dictate what the limits are.

Pseudo-Rule 6: There is no rule that restricts the amount of space a school is allotted for storage at the contest site. That should be determined by the contest manager based on available space, the number of schools and safety issues.

Pseudo-Rule 7: Just hung up the phone on another. Yes, a director may help your cast and crew with setup and strike. You may not be there for the actual performance, but I've seen many a director lift and move world-record tonnage in order to set or strike within seven minutes.

Clinics

We have had several calls regarding "Clinics in a Crisis!" UIL rules require that clinics have a minimum of three plays being seen on the same day and at the same site.

What happens if one of those three drops out or is not able to make it due to vehicle problems? People organizing the many festivals and clinics around the state have a responsibility to guarantee that schools attending them are not subjected to potential sanctions. We would strongly suggest you get more than three schools involved or make sure that all of them are present before beginning.

The role of the critic at these clinics and festivals should be to provide an in-depth and extended critique and no more. Cases where the clinician gets directly involved in directing or staging the show may be in violation of 1033(b)(5)(C).

Proof of Royalty Payment

It is not necessary for you to request proof of royalty payment from the publishers. It appears several of the publishing companies were flooded with calls, e-mails and faxes from Texas OAP participants requesting proof. A copy of the purchase order, a copy of the check, a cancelled check or a letter from an administrator will suffice.

Adaptations

Directors should pay close attention to the sections in the handbook discussing adaptation. Revision of the text other than deletions to comply with League rules. Such changes become adaptations.

It's important you understand the "addition" of opening tableaux, dances or narration, adding material, relocating dialogue or scenes, changing gender, adding characters, splitting characters constitutes adaptation. If you have any questions, please contact the League office for an interpretation. This is not a situation where The League is arbitrarily and maliciously trying to "stifle directorial creativity." These are serious issues that can involve copyright law violations. It's really simple. If you move, rewrite or create a scene, character or dialogue, you have an adaptation.

Area Site Change

Those involved please note the site for Area 1, Region II - 4A has been moved from Mesquite: Poteet to West Mesquite High School.

State Meet

The State Meet performance schedule is included in this issue. If you've never attended the state meet and can make it to Austin the first weekend in May, I would highly recommend it. State Meet provides you with the opportunity to see some of the finest theatrical work in the country. Watching the state meet can be inspiring.

As a director, I always found that watching the shows always served as a springboard into the next year. My students learned to watch plays and see the standards being set by these fine directors and students. If you plan to come, make room reservations now. Even the "Roach Motels" are booked that weekend.

State Meet Scenic Disclosure

State Meet participants should be aware that you will be required to show the contest and stage managers everything you will be setting up for your performance. The letter advancing schools will receive will include the following: *Full disclosure of the use of the unit set, properties, scenery, approved additions, and items approved under 1033(c)(2)(F)(i-v) is required at rehearsal. Items, excluding costumes and hand properties, not disclosed during the rehearsal will not be allowed for performance. This requirement is intended to avoid set rule disqualification. Failure to comply may result in disqualification.*

Community standards should be considered with speech topics

continued from page 4

Sponsors are urged to set standards for students based on the educational goals of the contests and those of the school district. One of the stated purposes of UIL is to provide opportunities for the classroom to be enriched by the flow of student energy into the more intensified arena of competition and back into the classroom. It is the teacher, though, that must insure that preparation for UIL contests is educationally beneficial to the student.

Recently, companies have developed on-line news source subscriptions specifically for extemporaneous speaking contestants that develop a speaking topic by blending information from 7-10 different news sources into one essay. Basically, what you have is an instant, pre-prepared "extemp" speech.

Although the current wording in the *C&CR* does not clearly disallow such materials in the extemporaneous preparation room, these materials do not reinforce the purpose or educational benefits of this contest. With these documents in hand, the student does not have to do any thinking, organizing, or selecting of appropriate main ideas and supporting evidence on his own. That has already been done for him.

Using these materials as a classroom resource is one matter. However, the state advisory committee was unanimous and adamant in its opinion that the use of them in the preparation room negates the goals and educational purpose of the extemporaneous speaking contests.

Technology is a great adventure and we all are enjoying the journey. It's important to adapt along the way as the electronic age increases our access to materials. However, a touchstone of any contest is the rewards that come from the hard work invested, work done by the student himself.

Our standards also should not waiver when it comes to following the rules at the district contest. Sometimes, it seems easier to pass along a student without adequate documentation, admonishing her to get better references before the regional meet. That eliminates a confrontation with her coach and a school who will be in your UIL district again next year.

Not enforcing the rules at district actually puts the student at a disadvantage since rules will be enforced at the next level of competition. It's much more heart-breaking at State Meet for contest directors to have to disqualify a student than it would have been earlier. Students and coaches always ask, "Why did I get all the way to State before anyone said my documentation wasn't adequate?" That's a question state contest officials wonder about, too.

Touchstones...sometimes in life, there just have to be absolutes.

Elementary, junior high contests closely follow TEKS requirements

continued from page 10

- 8);
- (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);
- (D) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);
- (E) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).
- (11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:
 - (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);
 - (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8).
 - (12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:
 - (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);
 - (B) recognize that authors organize information in specific ways (4-5);
 - (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
 - (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);
 - (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (4-8);
 - (F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (4-5);
 - (G) understand and identify literary terms such as playwright, theatre, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);
 - (H) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (4-7), tragedy and comedy (8);
 - (I) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);
 - (J) recognize and analyze story plot, setting, and problem resolution (4-8); and
 - (K) describe how the author's perspective or point of view affects the text (4-8);
 - (L) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8);
 - (M) recognize how style, tone, and mood contribute to the effect of the text (6-8).
 - (15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:
 - (A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);
 - (B) write to influence such as to persuade, argue, and request (4-8);
 - (C) write to inform such as to explain, describe, report, and narrate (4-8);
 - (D) write to entertain such as to compose humorous poems or short stories (4-8);
 - (E) exhibit an identifiable voice in personal narratives and in stories (4-5).
 - (18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:
 - (A) use regular and irregular plurals correctly (4-6);
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
 - (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).

- (B) write to influence such as to persuade, argue, and request (4-8);
- (C) write to inform such as to explain, describe, report, and narrate (4-8);
- (D) write to entertain such as to compose humorous poems or short stories (4-8);
- (E) exhibit an identifiable voice in personal narratives and in stories (4-5).
- (18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:
 - (A) use regular and irregular plurals correctly (4-6);
 - (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
 - (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).

Storytelling TEKS, contests similar in expectations

continued from page 10

- of texts (2-3);
- (B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (2-3);
- (C) retell or act out the order of important events in stories (2-3);
- (D) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (2-3);
- (I) represent text information in different ways, including story maps, graphs and charts (2-3).
- (10) Reading/literary response. The student responds to various texts. The student is expected to:
 - (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);
 - (B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3).
 - (11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:
 - (A) distinguish fiction from nonfiction, including fact and fantasy (2-3);
 - (B) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (2-3);
 - (C) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (2-3);
 - (D) analyze characters, including their traits, relationships, and changes (2-3);
 - (E) identify the importance of the setting to a story's meaning (2-3);
 - (F) recognize the story problem(s) or plot (2-3).



"UIL academics was a time to show my school that students can excel and advance to state competition in something other than a sport. While experiencing the same competition drive that is experienced in sports, one also is able to learn something academically that will be beneficial later in life."

**Mary Keilers
Fayetteville
HS,
Fayetteville**

Debate topic goes through several steps for approval

continued from page 4

feedback at student activity conferences. The pairs combine and organize ideas and develop a working list, which they then bring to the main group.

In the main group, members again winnow the list and combine topic areas until they reach a manageable number of topics. Using the original criteria again, the committee then prioritizes the new list before dividing into new dyads and writing possible resolutions.

The pairs then bring their work back to the large group for criticism, wording scrutiny and fine tuning. At the end of this portion, the committee discusses the

appropriateness of resolutions for use in the fall or the spring and also individually ranks topics. Since the fall topic is the first one novice debaters research and many coaches use it as a recruiting method, this topic is generally one that is easily embraced by first-timers. Coaches leave the meeting without knowledge of the fall and spring topics. Final topic selections are made by the UIL Director and consultants at a later date.

In a wrap-up session, the committee also reviews rules, procedures, supplementary materials such as the L/D handbook, judging instructions, ballots as well as any other concerns that would affect the L/D contest.

Texas theatre loses leader

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David Flemming

Retired Southwest Texas State University professor David G. (Pops) Flemming passed away Feb. 11 from complications related to heart disease, emphysema and diabetes. Flemming was also a member of the United States Institute for Theatre Technology. He was named a USITT Fellow during his career. Flemming was born Feb. 3, 1926 in Orange, N.J. He served in the US Navy during World War II. He received his master's degree from Cornell University and started his teaching career at the University of Kansas in Lawrence. Flemming started working at Southwest Texas State in 1970.

Best of luck to those advancing to area, regionals and state. Break-a-leg!

March Madness — UIL Style!

Three seemed to be magic number at the “March Madness — UIL Style” basketball tournaments held the first two weeks of March. In the girls tournament, Plainview started the ‘three-peat’ with its third consecutive state championship, and in the boys tournament, Nazareth took three overtimes before it came out on top over Oakwood in the 1ADivision II state championship.

Brock brought about another interesting fact in the madness. Both the Brock boys and girls came into their respective tournaments with 2002 state championships under their belt. But the championships came last year when the school was in conference A. This year the school made their state appearances as a 2A school. For only the second time in the history of the UIL, the school won both the girls and boys state championships in two different conferences in consecutive years.

Other teams winning championships in Texas’s version of March Madness include: (girls) Priddy, Confer-

ence A Division II; La Rue La Poynter, Conference A Division I. Priddy won the Texas Cup. Brock (2A), Canyon (3A), Plainview (4A) and Duncanville (5A) won other girls championships.

In boys championships, Nazareth, Conference A Division II; Tenaha, Conference A Division I. Nazareth won the Texas Cup. Brock (2A), Everman (3A), Fort Worth Dunbar (4A) and DeSoto (5A) won other boys championships.

UIL’s March Madness really began in the middle of February when the state swimming and diving championships were held at the Texas Swimming Center on the University of Texas at Austin campus. It was followed the next week with the state wrestling championships, held at the Austin Convention Center. Highland Park brought home the championship at that meet, followed by The Woodlands, Coppell, Trinity and Azle.



(1) Brandon Brown (32) fights for the rebound against Marcus Hernandez (34) and Tyler Ogle (25) early in the 3A semi-final game pitting Everman and Aransas Pass. Everman won 86-58 and went on to beat Tatum for the state championship. (2) Krystal Cole (3) of Brock fights with Shallowater’s Kristen Harris (24) for possession of the ball. Brock won their second consecutive championship and in a new conference, 55-36. (3) Canyon’s sophomore Catherine McMenemy (12) towers over Llano’s Sarah Barkley to block the upcoming shot. Canyon defeated Llano and went on to beat Kountze for the 3A state championship. (4) A Westwood swimmer tries to catch up with the field in the 200-meter butterfly. Although he made up some time, it wasn’t enough to win the heat. (5) The Texas Cup was the reward for the winner of the Nazareth/Tenaha. Bruce Shields (10) works to get the rebound from Eric Shilling (41) as Adam Acker (30) readies for a play. Nazareth won the Cup, 51-47.



The Debate Continues!

photo by Randy Vonderheid

As they debate the consequences of their sides, Elizabeth London of Carthage High School seems amused at the answers from her questioning the suggestions brought forth by Jon Jackson of Van High School. The state CX Debate tournament was held in Austin March 9-15. Winners in each conference include: A — 1st place — Billy Roper and John Wilson, Gail Borden County HS; 2nd place — Chance Propps and Laura Benson, Benjamin HS; 3rd place — Valerie Cortinas and Christine Cornelius, Bruni HS and Courtney Redwine and Kelli Benham, Wink HS; 2A — 1st place — Taylor Norwood and Luke Walker, Callisburg HS; 2nd place — Chris Judy and Nicole Musser, Crawford HS; 3rd place — Eva Wolchover and Garlyn Schwarzlose, Blanco HS and Isaac zmerriman and Chad Milam, Alpine HS; 3A — 1st place — Kevin King and London, Carthage HS; 2nd place — Jackson and Shauna Manning, Van HS; 3rd place — Ryan James and Simon Porter, Monahans HS and John Butcher and Brian Crabb, Bandera HS; 4A — 1st place — Jaime Flores and Ricardo Galinda, Sharyland HS; 2nd place — Luke MacDowall and Georgios Gramatakakis, Tivy HS; 3rd place — Adam Heugel and Weston Elkins, Lamar Consolidated HS and Derek Denman and Rod Afshar, Oak Ridge HS; 5A — 1st place — Sadie Dunn and Rachel Federhoff, A&M Consolidated HS; 2nd place — Namrata Bhattacharya and Lauren Gentry, Stratford HS; 3rd place — Harrison Shih and Ben Reynolds, Westwood HS and Ronnie Durham and Neal Pariswan, Plano East HS.



Verizon recognizes officials

Verizon Wireless has been an official UIL Corporate Partner since 2001, sponsoring the 'Zebra Zone' award on weekly episodes of the UIL's 'High School Xtra' on Fox Sports Net.

Each week throughout the academic year, Verizon Wireless recognizes a deserving high school official or referee with an attractive plaque and presentation on 'High School

Xtra.'

Those officials recognized this year include: Mark Denny, Graham; Miles Adamson, Mertens; James Carroll Jr., San Antonio; Greg Boggs, Bushland; Brett Wright, Abilene; Eugene Smith, Baytown; Dickie Dunn, Dallas; Richard Bjerke, Kountze; Mark Rori, Como; Bill Allen, Kingsville; George Cobb, Dallas; Kris Bernard,

McKinney; Bob Dietze, Dallas; Don Whitaker, San Antonio; Brent Spray, Wichita Falls; Ronnie Girouard, Port Arthur; Peter Contreras, Austin; J.J. Johnson, San Antonio; Jay Evans, Grand Prairie; Rod Currie, Fort Worth; Tony Scazzero, College Station; Frank Trevino, Corpus Christi, Willard Young, Longview; Randy Bervell, Beaumont; Walt Sparks, San Antonio

Around the corner

Trying to work around Canyon's Dixie Bell (11) in the 3A semi-final girls state basketball game, Llano Yellow Jacket Kelli Edwards (10) uses the sideline to inch around her. She was fouled on the play. The Yellow Jackets did not win and Canyon went on to win the state championship. The official, Randy Malazzo, of College Station, standing to the left, is one of many officials in Texas who helps make UIL sports successful. Verizon Wireless shows thanks with a weekly award presented to officials each week.

Capital Conference set for June 27-28 at UT

"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 at the athletic coaching schools, this conference is the best way to have UIL academic coaches learn from the top educators in the business. More than 400 teachers and academic coordinators attended the 2002 conference, and this summer's program, June 27-28, promises to be the best ever.

The conference will begin at 8 a.m. Friday, June 27. Sessions will begin at 9 a.m. and will go until 4:50 that afternoon. Coaches will return on 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.
- training speech and debate judges.

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.

Fiction contest sets real deadline

The Texas Book Festival in association with the UIL and the Texas Council of Teachers of English is sponsoring its second annual fiction writing contest.

Texas junior high and high school students are invited to submit a piece of original fiction, no more than 2,000 words in length, to be judged by some of the state's finest writers. Winners will be invited to attend the official awards ceremony at the beginning of the opening session of the Texas Book Festival, at 10:30 a.m. Saturday, Nov. 7 in the House Chamber of the State Capitol during the 2003 Texas Book Festival in Austin.

Entries should focus on the theme, "Take What the Road Gives You." 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 and mailed flat. A copy of the entry as a word file must be submitted on a computer disk. Schools may submit multiple entries per disk.

Each entry must be titled. Deadline for receipt: June 1, 2003.

Entries will be submitted in three divisions: Grades 7-



Texas Book Festival

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. The winning entries will be published on-line by the Texas Book Festival. Awards are made possible by Bank of America, one of the festival's major corporate sponsors.

Last year's entries were judged by authors Barbara Burnett Smith (*Skeletons in Purple Sage*), Edward Swift (*Miss Spellbinder's Point of View*), and Janice Woods Windle (*True Women and Will's War*). All three of the judges were featured authors at the Nov. 16-17 festival.

For entry forms and additional information, contact Bobby Hawthorne, uilbhawthorne@mail.utexas.edu, 512/232-4930 or 232-7311 (fax). PDF-based entry forms may be downloaded from the UIL website at www.uil.utexas.edu. Click on "Academics" and scroll down to Texas Book Festival.

Or visit the festival web-site: www.texasbookfestival.org.

Communication key to getting accurate information

I received several e-mail messages from a parent who was unhappy with UIL. While this is not an uncommon occurrence and addressing such concerns is an important part of my job, much of this parent's frustration was due to inaccurate information.

He was under the impression that UIL offered team competition only in the art and music memory contests. This is not the case. Along with art and music memory, UIL offers team competition in calculator applications, dictionary skills, listening, maps, graphs & charts, mathematics, number sense, science, spelling and, of course, the one-act play contest.

The district executive committee for the UIL district determines which contests are offered at the district meet. It may choose to offer all competitions, but it is not required to do so.



Rhonda Alves
Assistant Academic Director

As this parent communicated with the campus coordinator, he continued to receive inaccurate information. After the League receives the participation card for a school, we mail a copy of the *A+ Handbook*, which contains all rules pertaining to elementary and junior high contests to the campus coordinator. The *Constitution & Contest Rules* is posted on the UIL web site at <http://www.uil.utexas.edu/admin/rules/index.html>.

The *Leaguer*, the UIL newspaper which contains information regarding UIL activities, is posted at <http://www.uil.utexas.edu/leaguer/index.html>. Every UIL coordinator and coach is responsible for knowing the rules for UIL events, and disseminating this information to contestants and parents.

If a copy of the *A+ Handbook* has not been mailed to your campus, call me and find out if your campus is registered. I can easily remedy the situation. Give the web site address to parents, and let them print the rules. No child should be left to discover the rules after he or she participates in a contest. Such a situation is a formula for failure, and creates the type of frustration experienced by the parent who contacted me. Having the rules clearly understood prior to the contest makes everyone's job easier.

Another great web link to give sponsors and parents

is <http://www.uil.utexas.edu/forms/newrule.html>, which is the address for the form to propose a new rule or a change to an existing rule. As all educators know, parental participation is vital to student success, and allowing parents to be part of the UIL process is a great way to nurture their interest. Input from sponsors, administrators, parents and students is integral to the success of the UIL program. Let's just make sure that people aren't frustrated due to lack of accurate information.

I hope most of you have had or will have positive UIL experiences this year. You certainly are participating in greater numbers.

The number of registered campuses for the 2002-2003 school year has increased from the 1999-2000 school year by almost 800 schools. You are doing something right out there!

I hope all children who try out and prepare for contests are counted as UIL participants. I told more than one tearful competitor that contest results don't determine one's success in life but the knowledge he or she absorbs from the experience will contribute to success. I hope you remind your students the awards are fun, but it's the getting there that counts. Best wishes for a great denouement to another year's journey.

TEKS CORRELATION WITH THE ORAL READING CONTEST

*Contest material is taken from a variety of subject areas.

(b) Knowledge and skills.
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
(B) eliminate barriers to effective listening (4-8);
(C) understand the major ideas and supporting evidence in spoken messages (4-8).

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

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);
(B) evaluate a spoken message in terms of content, credibility, and delivery (6-8).

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
(B) assess how language choice and delivery affect the tone of the message (4-5);
(C) analyze oral interpretations of literature for effects on the listener (6-8).

(4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);
(B) identify how language use such as labels and sayings reflects regions and cultures (4-8).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);
(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).

(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:

(A) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);
(B) demonstrate characteristics of fluent and effective reading (4-6);
(C) adjust reading rate based on purposes for reading (4-8);
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8);
(E) read silently with increasing ease for longer periods (4-8).

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (4-8);
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5);
(C) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, and electronic texts when reading for information or pleasure (6-8);
(D) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

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

(A) develop vocabulary by listening to selections read aloud (4-8);
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);
(C) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);
(D) use multiple reference aids, including a thesaurus, a synonym finder, dictionary, and software, to clarify meanings and usage (4-8);
(E) distinguish denotative and connotative meanings (6-8).

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

(A) use his/her own knowledge and experience to comprehend (4-8);
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
(C) use his/her own knowledge and experience to comprehend (4-8);
(D) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
(E) distinguish denotative and connotative meanings (6-8).

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(A) use his/her own knowledge and experience to comprehend (4-8);
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
(C) use his/her own knowledge and experience to comprehend (4-8);
(D) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
(E) distinguish denotative and connotative meanings (6-8).

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(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
(C) use his/her own knowledge and experience to comprehend (4-8);
(D) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
(E) distinguish denotative and connotative meanings (6-8).

TEKS CORRELATION WITH THE STORYTELLING CONTEST

GRADES 2-3

*Contest material is taken from a variety of subject areas.
110. 4 AND 110.5 ENGLISH LANGUAGE ARTS AND READING, GRADES 2-3

(b) Knowledge and skills
(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (2-3);
(B) listen critically to interpret and evaluate (2-3);
(C) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (2-3).
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (2-3);
(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (2-3);
(D) present dramatic interpretations of experiences, stories, poems, or plays (2-3);
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (2-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (2-3);
(B) retell a spoken message by summarizing or clarifying (2-3).
(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (2-3).
(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense

(A) use prior knowledge to anticipate meaning and make sense

(A) use prior knowledge to anticipate meaning and make sense

Contests go along with TEKS requirements

TILF scholarship monies exceed one million dollars

With state academic competition approaching, more students are turning their attention to obtaining scholarships for their efforts. The TILF offers over one million dollars in scholarships each year. All scholarships are available to students who advance to state academic competitions and will be attending college in Texas.

Students who qualify should follow the requirements listed below:

All UIL Academic Regional Meet winners...

* should receive the following items in the winners packets: *2003-2004 Scholarship Opportunities*, a brochure from the Texas Interscholastic League Foundation, and an application. (* Except one-act play which will be sent with the participating school's passes.) 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 6, 2003.

Dr. Bailey Marshall, Executive Director of TILF reports that the foundation will award 300 new scholarships in June for the 2003-2004 school year, and renew 255 two- and four-year scholarships totaling 555 scholarships valued over \$1,160,000.

Since the inception of TILF in 1958, \$16.9 million has been disbursed through colleges in Texas to more than 14,000 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.utexas.edu.

Click on the TILF button at the UIL website.

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*), including: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* and Lincoln-Douglas), Journalism (Editorial Writing, Feature Writing, Headline Writing and News Writing), Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writing, Science, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking and Persuasive Speaking) and Spelling & Vocabulary.

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 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 con-

verted to a 0-100 scale with decimals, (i.e., 93.45.) Additional six weeks grade reports are appreciated. Schools may place materials in a sealed envelope, if desired.

3. Submit a completed application and parents' IRS 1040 forms, pages one and two, to the League office between April 1 - May 6, 2003.

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.

Scholars' grades impressive

Marshall reported that during the 2002 fall semester, grades for 685 scholarship recipients attending 66 colleges and universities in Texas compiled some impressive GPA statistics.

Approximately 26 percent of the students made a 4.0

TILF looks for new donors

Are you interested in honoring someone with a scholarship? The Texas Interscholastic League Foundation offers a unique service.

TILF's motto is: An Investment in Young Minds.

"TILF will award a minimum scholarship of \$500 for a one year. Funds are submitted to TILF and we handle the rest," TILF Director Dr. Bailey Marshall said. "We advertise the scholarship in the annual TILF Scholarship Opportunities brochure, and in the *Leaguer*. TILF selects the recipients based on individual donor requirements, and sends award letters to the students selected for the scholarships.

"Students are given a donor address to thank their donors. Funds are disbursed to the Texas college or university the student plans to attend, and the student is paid in four payments throughout the school year. Grades are obtained by TILF and reported to the donors at the conclusion of the fall and spring terms."

According to Marshall values of current TILF scholarships range from \$500 for one year only, to \$3,500 a year for four years, or \$14,000. Scholarships can be designed to fit ones needs.

"This year the TILF will disburse over a million dollars to about 700 students attending 70 Texas colleges and universities," he said. "Since 1954 through this year the TILF has disbursed \$16.9 million.

GPA, 62 percent made a 3.5 or better GPA, and 84 percent made a 3.0 or better GPA.

"These students are typical of the quality of students that apply for and receive TILF scholarships," Marshall said. "Though not everyone that applies can receive a TILF scholarship, certainly those who are eligible to apply should do so."

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 *2002-2003 Scholarship Opportunities* and 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 6, 2003. Announcements will be mailed to all applicants on June 20, 2003.

"There are no administrative costs to donors and 100 percent of the contributions go directly to student scholarships. Salaries, housing, and office expenses are provided by the University Interscholastic League for TILF."

All TILF scholarship applicants must compete in one of the UIL academic state meet contests (*applicants must have competed on the state level of competition*), including: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* and Lincoln-Douglas), Journalism (Editorial Writing, Feature Writing, Headline Writing and News Writing), Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writing, Science, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking and Persuasive Speaking) and Spelling & Vocabulary.

Students must attend an accredited college or university in Texas and enroll for and pass a minimum of 12 hours per term with a minimum 2.5 college grade point average. *Some donors require a 3.0 college grade point averages.*

TILF will be happy to discuss establishing a scholarship with eligible donors. Contact Bailey Marshall or Carolyn Scott at (512) 471-5883 or write: TILF, Box 8028, Austin, Texas, 78713-8028; or Email: carolyn.scott@mail.utexas.edu



"To say that my time with UIL was important would be an understatement. From my first UIL tournament all the way to my last UIL state appearance, these experiences have given me the skills, attitudes, and work ethic that will last for a lifetime."

Benedict Lee
Elkins HS,
Missouri
City

Parent residency rule allows teams to play on equal field

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who live in other cities. Their own children will be left on the bench, victims of the select mentality of sports.

School teams being made of unknown kids have little appeal. Why do people caravan on Friday night to football games across this state? Because they know and love the kids they support. Having little or no knowledge of the kids or their families, many fans could quickly lose interest.

The school teams in all activities could simply become select all-star teams. The communities with the best recruiters would become the state championships each year. These phenomena existed prior to 1936.

School administrators at that time saw fit to curb the frenzy of winning at all cost. The purposes of athletic programs for the participant schools, as designed by the University Interscholastic League, are:

(a) To regulate competition so that students, schools and communities can secure the greatest educational, social, recreational and aesthetic benefits from the contests.

(b) To devise and prepare eligibility rules that will equalize and stimulate wholesome competition between schools of similar size.

The elimination of the parent residence rule has occurred in several other states. Many of those states have gone back to recapture the rule. They have found that in eliminating the rule they created teams that were not representative of the community. Interest in state championship events waned as "all-star" teams dominated play.

Texas has long been a leader in athletic excellence. Large followings of fans flock to high school games. This is the rule rather than the exception, even for schools with less than sterling records.

Opponents of the parent residence requirement will sneer and say that kids who are cut from teams should have an opportunity elsewhere. But this negates the educational aspect of participation. Preparing young people to deal with the adversity life brings is paramount to the process.

Non-school leagues have become prolific. There are teams and leagues in every sport year-round. These leagues have little or no educational value. They are purely recreational experiences where students are attempting to showcase individual talents often at the expense of the team.

Some of these teams and leagues do value the educational experience and espouse teamwork and sportsmanship. But generally they are meat market clubs seeking self-aggrandization at the expense of the school and the individual student.

The parent residence rule has not outlived its purpose. Enforcing the rule keeps sports in Texas on an even keel. Those looking for a Little League experience at the high school level need to carefully examine the potential damage the elimination of the parent residence rule could create. Texas has the finest athletic competition in the world. If it's not broken, there is nothing to fix.

Eligibility for students in foster care facilities same as others

More and more students find themselves in foster care facilities or foster homes. The placement of these students, whether done by the courts or an outside agency, affects their eligibility status for varsity athletics.

Varsity athletics is the only area of UIL competition affected by the Parent Residence Rule. Students may

participate in any other UIL competition — music, drama, academics, and sub-varsity athletics — with no parent residency problem.

The only way for a student who is in foster care to become eligible for varsity athletics is through the waiver process. Administrators and coaches, when preparing the

waiver application, should be diligent in providing ample evidence and documentation concerning the student's situation and why he/she is in foster care.

Often times the student is placed through the courts and occasionally through Child Protective Services (CPS), however, **court orders or CPS placement does not grant the student eligibility.**

While CPS records are bound to confidentiality, there still must be an explanation to the Waiver Officer concerning the placement. Court orders should be included with the documentation required for making application for a waiver. If CPS is involved, there should be documentation verifying the placement of a student.

Whether or not the waiver can be granted by the Waiver Officer will be dependent upon the circumstances surrounding the placement.

As in all other waiver application decisions, the student must be placed in foster care due to both involuntary and unavoidable situations in which the student has done nothing to cause the placement. A judge's placement is often perceived as "involuntary," but that perception may be erroneous if the student through either undesirable or unlawful behavior has caused the judge to take the action that places the student in a home.

Coaches and educators want all students who qualify to be eligible for varsity competition. If a school has students who are in foster care, administrators should do everything in their power to see that the proper steps are taken to insure their eligibility.

HEB Pharmacy, UIL join together to reward community service

HEB Pharmacy and the UIL have joined together to honor member schools who exemplify community service within their hometowns.

The HEB Pharmacy-UIL Community Service Award was created to reward Texas high schools for making a difference in their hometowns in an effort to enhance their community's way of life. A \$1,000 award, donated by HEB Pharmacy, will be awarded to one high school in each classification (1A-5A) to schools whose projects most positively affect their communities. The money is to be used toward a future service project sponsored by the school.

All UIL member schools are encouraged to compete for the community service award through various service projects. Examples of potential projects schools can pursue include, but are not limited to, organizing a food drive for a local food bank, taking part in a beautification

project at a local park or visiting the elderly. However, any action that is taken to make a school's hometown a better place to live would qualify as the proper criteria for the award.

To be considered for the award, projects must be completed by May 30, 2003, and documentation must be provided to the UIL on the official HEB Pharmacy-UIL Community Service Award nomination form by June 16, 2003.

HEB Pharmacy and the UIL hope to recognize outstanding Texas high schools that exemplify an admirable sense of community spirit and giving.

For more information about the HEB Pharmacy-UIL Community Service Award, and examples of community service projects, please visit the UIL website at www.uil.utexas.edu.

Don't neglect sight-reading for solo/ensemble practice

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— a lot. We know students will be expected to play with good characteristic sounds. We know the band will be judged on accuracy of pitches, rhythms and tempo. We know the students will be expected to follow the conductor — ritards, accelerandos, fermatas. We know students will need to perform the music in the correct style and with the correct interpretation — staccato, legato, proper phrasing, and we know the students will be expected to play with good balance and blend.

I have judged music contests for more than 20 years now, and still the greatest problem I see in the sight-reading room is a lack of attention to detail. Students concentrate on notes and rhythms, but often fail to observe the musical nuance markings in the work. When

this happens, they have not succeeded in reading the music because what makes the composition musical are the musical details.

As you prepare your groups for sight-reading competition, I would encourage you to consider a number of things.

- Sight-read something regularly. It does not have to take a lot of time and you do not have to go through the entire sight-reading process, but read something. It can be from a method book — anything. Just read.

- Teach your students to play with good sound — sound is everything. There are so many intonation and balance problems that can be corrected by simply playing with good tone quality. It does not matter how good the other components of the performance may be, if students

are not playing with good sounds, those other elements of performance may go unnoticed.

- Some groups respond well to silent study — some do not. Usually this takes a very mature group. Younger bands tend to sit and watch the conductor do silent study because they do not know exactly what to do regardless of how many times they are told. With younger or more immature students, I believe it is better to begin immediately. Conduct as you talk the students through the selection. This will give them an idea as to what they can expect from the baton when they actually perform.

- Be sure to have the students kinesthetically involved. Have them point to things on their music, silently finger over passages from the music, and so on. They will remember the things they do far better than the things they are told.

- When you get on the podium, be energetic. More often than not, your students will respond in the same way that you approach your explanation. If we expect our students to be energetic and passionate about the music, we must be as well.

- Require your students to observe the musical nuance markings. Don't allow them to just concentrate on notes and rhythms.

- Be sure that your students understand that sight-reading is also a performance. The same decorum that one would use entering, performing, and leaving the concert stage is appropriate in the sight-reading room as well.

A colleague of mine once told me, "If we teach our students to play with good sounds and appropriately work fundamentals every day, they will be able to perform anything we want." It is true. And they will be able to sight-read, too.

Our goals should always be about providing students with a meaningful educational experience. Competition is certainly a part of those goals. It helps students grow musically, and it helps prepare them for life. We must give our students the tools to be successful in both concert and sight-reading competition, and we must teach them that success does not equate to winning awards. Success is achieved when we know that we have done our best.

Volleyball readies for rally scoring change next year

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to 25 (cap at 30). If one school wants to play 3 out of 5, then the sub-varsity guidelines for 3 out of 5 will be used.

JUNIOR HIGH

- 2 out of 3 to 25 (cap at 30).
- 3rd game to 25 (cap at 30).
- The let serve shall be allowed.
- Each team shall be allowed two time-outs per game.
- By mutual consent, 7th and 8th grade teams may play the third game of a match even if the same team has won the first two games, provided a player does not play in more than two games. Any student who has not played in the first two games must be allowed to participate in the entire third game.

TOURNAMENT PLAY – ALL LEVELS

- Pool play must consist of two rally scored games to 15 (cap at 20).

- Pool play games start at 0-0.

- Bracket play will use the appropriate scoring format based on the level of play (i.e. varsity teams will play 3 out of 5 to 25, no cap, with the 5th game being played to 15, no cap; sub-varsity teams will play 3 out of 5 to 25, cap at 30, with the 5th game being played to 15, cap at 20; junior high teams will play 2 out of 3 to 25, cap at 30, with the 3rd game being played to 25, cap at 30).

EXCEPTION: Varsity and sub-varsity tournaments can choose to play 2 out of 3 matches for bracket play (it is up to the discretion of the tournament director). If the 2 out of 3 format is used, it will be 2 out of 3 to 25 (cap at 30), with the third game being played to 25 (cap at 30).

WARM-UP PROCEDURES

It is recommended that schools use the 15 minute warm-up procedure that is used at the state tournament: Each team will have the court for six minutes. Both teams will share the court for the last three minutes for serves.

Please note that the UIL order department now has a fax number. Schools may place orders with a fax, by calling (512) 232-6471.

Strive for high standards, not high marks

It's that time of the year. The end of the 2003 contest season is near. Spring concerts and graduation will soon bring closure to the current school term. Plans are already in full swing for next year. Yet, there remains plenty of "contest conversation."

The music director's network, coffee conversations and web site bulletin boards are filled with dialogue regarding concert and sight-reading contest experiences.

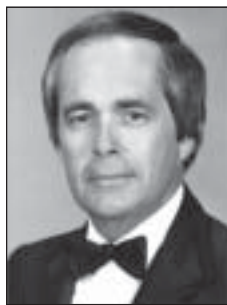
Questions and comments abound: "The judges just didn't appreciate what I was trying to do."

"The sight-reading music was too hard for my class." "It is obvious the judges we had didn't understand the problems in small schools!" "How could the committee pick such an unmusical piece of sight-reading music?" "Don't the judges realize low ratings discourage students." "My ensemble has made great strides and still got the same rating as last year." The list goes on and on.

Senior members of our profession tell us that some things never change. There always have been and always will be complaints, negative feelings and derogatory comments regarding the contest experience, judging standards and "what might have been." It would appear we have a love-hate relationship with contest.

We make it a primary focus, seemingly can't live without it yet we tend to thrive on criticism regarding the event. This phenomenon is not unique to music. It exists in all competitive ventures. It's human nature, perhaps even good therapy!

One must acknowledge the fact, however, that the contest must have some "social redeeming value." After all we have preserved the event throughout the modern history of music education in the schools. There are even references to music competition dating back to the Re-



Richard Floyd
Music Director

naissance. Even when we complain about the standards and gripe about the ratings we must remember that lofty expectations and high goals have been an integral part of what has developed the quality of music education that we enjoy in Texas.

Recently a "senior member" of our profession shared with me a letter he had received from a fellow Texas band director. It clearly validates the importance of standards and the potential value of the contest experience. It also reminds us that the initial response to the contest results do not always represent the long-term value of the experience. The letter is as follows:

"I wanted to let you know that after almost 15 years of directing bands in Texas I will be relocating with my husband. I plan to stay home with my young sons for the time being so I don't think I will be teaching. All my friends know that I love to direct band, and they are all taking bets as to how long I can stay away from school! Funny thing is, when we went on my husband's interview trip, we wound-up at the band solo and ensemble contest on the very first day! Some things never change! I guess this profession gets in your blood!

"Anyway, I'm sure you cannot possibly remember this, but you judged my very first band 15 years ago. Unfortunately for me the ratings did not turn out quite the way I expected them to. I was devastated for a time, but am happy to say that determination paid off. Over the years God has blessed me with several successful bands. All of them hold special memories and all of the kids are special to me.

"After all of these years I will never forget that first contest in West Texas when a certain young first year director got quite a shock from you! Seriously, I learned a lot on that day and from talking with you later. Even though I was torn apart on the inside over that contest, in the long run it was all for the best. I have come to understand that without high standards, high ratings mean nothing. Best wishes to you and again thank you for everything."

Don Stockton, former president of ATSSB put it

another way. He is a dedicated teacher and highly successful educator. Here is what he has to say on the topic.

"Have you every told your kids that so and so judge was brain-dead and would not know a good performance if it walked all over him? What did you teach the students? The year that my band won honor band we received a I-I-II on the concert stage. I asked those students if they personally did not make a single mistake in the performance. I told my band that we had a lot of work to do. It was obvious that at least one person did not agree that our performance was of honor band caliber. I used that judge's comments as my lesson plan for the next two weeks to prepare for the State Wind Ensemble Contest. The rest of the story is history.

"I learned a long time ago that the students will believe what you say about your performance. Tell them the truth. They can handle it. Use your ratings to improve your ensemble. If you tell the students that the Division Two rating was a bad call, they will believe you and decide they do not need to improve. On the other hand, a lower rating can be very helpful when it comes time to motivate the students to be the best they can be.

"Don't forget that we as music teachers probably have more influence on our students than any other person with the exception of their parents. Let us use our influence in a positive way. Set the example."

This is what contest should be all about. Setting high standards, striving to reach those standards, reflecting on the comments and evaluations of the adjudicators and learning from the experience.

Will we always agree with the results? Perhaps not. Can we always learn from the experience? Absolutely. It is a part of our professional responsibility and our commitment to the continued refinement of the art and craft of teaching and making music. Let us never forget the importance of high standards and the determination we must have to instill those standards in the minds of the young people that we teach every day.

Director's energy reflects in students' performances

by David Lambert

TMAA Concert Band Vice-President

UIL Concert and Sight-reading competition is almost here. You and your students are probably spending hours preparing your musical selections. During this process, let's remember the educational purposes for which this event was created: "The purposes of the University Interscholastic League music contests are to provide statewide music competitions that foster high performance standards, nurture aesthetic development and reinforce the many functions of music within the society."

Our goal should be to give our students an educational experience and have them perform to the best of their abilities — not to win an award. Read the adjudication criteria for performance as set forth in the UIL Constitution and Contest Rules, and you will find the following descriptors of performance:

1. Division I (Superior). A superior performance for the event and the class of participants being judged; worthy of the distinction of being recognized as a first place winner.

2. Division II (Excellent). An unusual performance in many respects but not worthy of the highest rating due to minor defects in performance or ineffective interpretation. A performance of distinctive quality.

3. Division III (Average). An average performance, but not outstanding, showing accomplishment and marked promise, but lacking in one or more essential

qualities.

4. Division IV (Below Average). A below average performance not worthy of higher rating because of basic weaknesses in most of the fundamental factors.

5. Division V (Poor). Much room for improvement. The director should check his or her methods, instrumentation, etc. with those of more mature organizations.

If these descriptors are utilized, a division three would be an average performance — not outstanding — but showing promise. A division two would be an excellent performance — one of distinctive quality but not worthy of the highest rating. There are two key words here — excellent and distinctive. These describe a quality performance.

Let's not get too caught up in the belief that the only way to succeed is to make the Division I. That is certainly our goal, but not one that should equate to the success or failure of our programs. Competition day is just one day of many. It is a day when anything can happen. There are numerous other opportunities in which our students have the occasion to excel.

Our students will take our lead. The educational goals of musical competition may be lost if we display the attitude that a Division I is the only way to have a successful day at contest.

"Winning the trophy isn't everything, but wanting to is." — a favorite quote of mine. We must believe in our students and take them to their finest performance regardless of the rating given that day. It needs to be about

the experience of doing one's best and reaping the benefits from those efforts. These are the things our students will come to value.

Remember that there is also a sight-reading component of this competition. Sometimes directors neglect this portion of the contest in their preparation and hope for the best. Many of us spend much of our time working on the three selections to be performed on the concert stage and "practice" sight-reading just so the students will have gone through the procedure at least once.

There could be any number of reasons why we do this:

- I don't have enough time during the day to practice sight-reading.

- I don't know exactly what to expect in the sight-reading room.

- I have no idea what the judges are looking for from the students.

These are really all excuses. We have the time for anything that is important to us. If we are not doing it, it just isn't important enough yet. We do know what to expect in the sight-reading room. The UIL website has a listing of all the criteria that one can expect to find in the sight-reading selection for any given classification. We do know what the judges are looking for. It is spelled out in the adjudication standards above.

So, now that we see we no longer have excuses, how does one prepare students for UIL sight-reading? We read

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
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Rally scoring comes to volleyball

PUBLIC REPRIMANDS

BASKETBALL
Dwight McKissic,
Arlington
Brenda Womack, Devine
Ron Capello, Edcouch-Elsa
Brett White,
Spring Hill (Longview)
Gary Grahn, Kennard
Deron Clay, Rockdale
Nora Knight,
Corpus Christi Kaffie MS

SOCCER
Dennis Vansa, Silsbee
Mitch Moore, Brownwood
Tami Malone, Hays

BASEBALL
Cody Vanderford,
Flower Mound HS
Wayne Stephenson,
Little Cypress-Mauriceville

The great debate is finally over. After several weeks of deliberations, the UIL has made the decision to implement rally scoring beginning with the 2003-04 school year.

I can assure you that much thought was put into this decision, and it was not one that was made easily or without input from all relevant parties.

The UIL staff worked closely with the Texas Girls Coaches Association, specifically Sam Tipton, executive director, and the TGCA volleyball committee. I would like to thank Sam and all of the coaches who took the time to provide me with their thoughts and opinions on rally scoring. This was valuable information that proved to be influential in the decision making process.

The National Federation Volleyball Rules Committee approved the rally scoring format at its January meeting. By National Federation rule, rally scoring must be implemented by the 2004-05 school year. It was left up to each individual state association to determine which scoring format would be used during the 2003-04 school year.

It was the opinion of UIL staff that the best option was to begin using the rally scoring format immediately, rather than putting it off for a year.

According to data obtained from the National Federation, the average duration of matches, based on statistics gathered from states who experimented with the 3 out of 5 rally scoring format during the 2002 season, was 72 minutes, with each individual game lasting an average of 18 minutes. In contrast, the average time for matches using traditional side-out scoring was 22 minutes. According to statistics from the NCAA, over 54 percent of 3 out of 5 rally scored matches end in three games, while approximately 80 percent of matches end in four games.

The following information outlines the scoring format that will be used during the 2003 volleyball season. Keep in mind that there are no exceptions to using the rally scoring format. Traditional scoring methods shall no longer be used at any level of play.



Rachel Seewald
Athletic Coordinator

2003-04 Rally Scoring Format

VARSITY

- Will play by National Federation rules outlined for the 2004-05 school year.
- 3 out of 5 to 25 (no cap).
- 5th game to 15 (no cap).
- The let serve shall be allowed.
- Each team shall be allowed two time-outs per game.

SUB-VARSITY

- 3 out of 5 to 25 (cap at 30).
- 5th game to 15 (cap at 20).
- The let serve shall be allowed.
- Each team shall be allowed two time-outs per game.
- By mutual consent, sub-varsity teams may play 2 out of 3 to 25 (cap at 30), with the third game being played

continued on page 12

2003-04 National Federation Volleyball Rule Changes

1-2-1

Effective no later than 2004-05 scoring format (rally scoring)

- 3 out of 5
- 25 point games (no cap)
- 15 point deciding game (no cap)
- include let serve
- 2 time-outs per game

Rationale: Scoring preference for high school volleyball.

1-4-1

(NEW) Upon entering the facility, the home team shall select their team bench.

Rationale: Encourages good sportsmanship by pre-determining bench.

1-4-3

The visiting captain shall call the toss. The winner shall choose either to serve or receive.

Rationale: Choice of court is no longer involved in pre-match coin toss.

1-4-4

If necessary, prior to the deciding game of a match, the home captain shall call the toss. The winner shall choose to serve/receive or the playing area. The loser of the toss shall be given the remaining choice.

Rationale: Pre-determining who calls the toss in the deciding game keeps the flow and order of all matches consistent.

4-1-6

Players shall not wear jewelry (including during pre-match warm-ups) with the exception of religious or medical medals. If such medals are worn, they shall be taped to the body under the uniform.

Rationale: Rule compliance for jewelry is to be for pre-match warm-up as well as competition.

4 Note-Uniforms shall be worn as intended by manufacturers.

Rationale: Consistent with uniform restrictions in other rule codes.

4-2-3f

Placed so the top of the number on the front of the uniform is no more than 5 inches down from the shoulder seam; or placed so the number is centered no more than two inches below the neckline opening on the upper body or no more than two inches below the bottom edge of the neckline ribbing on the uniform top.

Rationale: Uniform sales personnel indicate the manufacturers cannot place a number two inches from the neckline opening because of the ribbing around the neckline opening.

9-3-3l

A live ball becomes dead when an official's whistle sounds.

Rationale: Clarifies that if in the judgement of the official, the ball is dead when an inadvertent whistle sounds on that court.

9-3-3m

A live ball becomes dead when a timer's audio signal

interrupts play.

Rationale: Clarifies that if in the judgement of the official the signal interrupted play, the point may be replayed.

9-4-8

Multiple contacts are more than one contact by a player during one attempt to play the ball. Multiple contacts are permitted only:

b. On any first team hit, whether or not the ball is touched by the block.

Rationale: Delete the "provided there is no finger action" from the existing rule. "Finger action" is open to a multitude of interpretations and makes for inconsistent application.

9-5-4

Play continues when a back-row player (on or in front of the attack line) contacts the ball, which is completely above the height of the net, on the team's first or second contact, and the flight of the ball is toward a teammate and the opponent legally contacts the ball before it completely crosses the vertical plane of the net (even if it is also in the direction of the opponent's court). It is a back-row player foul if the flight of the ball is toward the opponent's court and not toward a teammate and is legally touched by an opponent above the net. If the ball is hit back into a back-row player, it is ruled as the team's first hit/contact.

Rationale: Removes the need for an official to judge the intent of the back-row player by only judging the direction of the ball.

9-6-1 ART

Effective 2003 with rally scoring... A ball contacting and crossing the net shall remain in play provided the ball is entirely within the net antennas.

Rationale: This rule change is necessary to support the rule change allowing continuation of play on a net serve (let serve). (8-2-6a)

10-2-6b

Substitute enters or a player leaves the court before the umpire directs them to do so.

Rationale: The official must release a player onto the court rather than have players enter and leave without confirming the readiness of the scorer.

11-2-4

A time-out will last for a maximum of 60 seconds or less if both teams are ready for play.

Rationale: Consistent administration of time-outs. Time-outs will end early if both teams are ready to play.

11-2-6

Effective 2003-04 with rally scoring. Delete.

12-2-7f,

12-2-8e

Disrespectfully addressing, baiting or taunting anyone involved in the contest;

Rationale: This modification would conform to the language found at the top of page 46, points of emphasis in the 2001-2002 rules book. Although rare, coaches, for example, have been known to disrespectfully address their own players – an offense that can be penalized.

2003 STATE VOLLEYBALL TOURNAMENT TENTATIVE SCHEDULE

THURSDAY, NOVEMBER 20

- 1 p.m. 2A Semifinal
- 3 p.m. 2A Semifinal
- 5 p.m. 4A Semifinal
- 7 p.m. 4A Semifinal

FRIDAY, NOVEMBER 21

- 9 a.m. 1A Semifinal
- 11 a.m. 1A Semifinal
- 1 p.m. 3A Semifinal
- 3 p.m. 3A Semifinal
- 5 p.m. 5A Semifinal
- 7 p.m. 5A Semifinal

SATURDAY, NOVEMBER 22

- 9 a.m. 1A Final
- 11 a.m. 2A Final
- 1 p.m. 3A Final
- 3 p.m. 4A Final
- 5 p.m. 5A Final

Parent residency rule helps keep communities, fan support together

The parent residence rule has often been criticized and maligned as unfair and inequitable. Past articles regarding the validity of this rule have been printed in this same space.

Opponents of this section of the UIL *Constitution and Contest Rules* have argued the rule has served its usefulness and is no longer necessary because of changing demographics and mobility factor of the modern family.

These same opponents have indicated that UIL rules



Charles Breithaupt
Athletic Director

should allow students to select any school they wish with full eligibility. They argue that it is impossible for schools to keep up with the residence of both parents, particularly in urban settings. Furthermore they insist that parents should have a right to educate their child wherever they see fit. Parents in many cases argue they should not have to move into a school district attendance zone in order for a son or daughter to be eligible for varsity competition.

The parent residence rule came into existence in 1936-37 following a period when schools were bringing athletes to campus in order to enhance their chances for winning in football and basketball. The rule has been a significant factor in creating community support for athletic programs.

Large crowds in Texas follow athletics for a variety of reasons. One of the primary reasons is that UIL school teams are comprised of students whose parents and families reside in the high school attendance zone.

Many local fans support their teams because they work with those parents or live next door to them. They know the kids from church and youth leagues. They support the students from their community even if they have no children of their own in the program.

While the constraints of the parent residence rule prevent students from simply choosing the school they desire without a subsequent move by the parents, it must be remembered that the UIL developed a waiver process that deal with exceptions based on specific hardships.

It must also be remembered that students can always enroll and attend schools of their choice (local policies for enrollment prevail) without parents living in the attendance area of the school they choose. These students can participate in sub-varsity sports and after one year of attendance become eligible for varsity competition.

Let's fast forward to say the year 2010, ironically the 100th anniversary of the UIL. Let's presume that the

parent residence rule has been eliminated allowing students freedom of choice to participate on the varsity level without the parent residence requirement.

What will quickly become evident as you peruse the rosters of each high school team is that the teams most likely will not be representative of the local communities.

Teams, at first, will become select all star teams. The great athletes will gravitate toward the best programs, hoping to achieve individual stardom along with a championship. This will leave a vacuum in the schools with less than quality programs. Their best athletes will leave, chasing individual gratification.

After a while many of these athletes will find themselves part of a good team but unable to break into the starting lineup. After all, there can only be one starting quarterback. Soon the disgruntled athletes will be on the move again. Unable to find individual stardom they will shop their wares at another school.

Let's get even more specific. A central Texas ISD has two of the finest 5A baseball programs in the state. They have two great coaches and youth leagues that supply them with quality talent. Because only 20-25 players are selected for each team each year from 50 who try out many will be left off the squad.

These players not wanting their dreams to die will search for a place to play. Without the restrictions of a parent residence rule the players could easily transfer to a school about 10 miles from their home. This 2A school could be flooded with kids whose parents live elsewhere. Certainly a school would welcome fine athletes and a chance at district and state championships.

Many of these athletes, cut from 5A programs, could easily make the squad at a school in a smaller conference. However, they would supplant kids who have grown up in the program and have waited their turn to participate and perhaps start on the team.

Parents who pay taxes and have lived regularly in the school district could find their teams manned by players

continued on page 11

Correct answers may be just a phone call away

By my own admission, I can be an impatient person to the point where I don't want to hear the logic on why a person did that or didn't do that. I don't care! I don't want to hear the answer because it is not going to change my mind.

The answer is irrelevant. They should have known better. What am I talking about?

Explain to me why a coach would not call the UIL for an answer to a UIL question? Okay, I walked right into that one. Why would a school coach, when the issue deals with eligibility, not ask his/her athletic director? Why not call the UIL if you don't have time to look up the answer in your coach's manual or on the UIL web page or your athletic director is not available?

Too many times a coach will ask another coach, seeking an answer to a question that, if wrong, will cost the team and school dearly in the end. Too many times, as a consequence, a phone call is finally made to our office and in the end we are left shaking our head because the answer is so simple if asked to the right person originally. Many coaches know and understand UIL rules, especially when it deals with eligibility and no-pass, no-play issues.

The frustration comes because so many of the problems the UIL deals with on a daily basis could have been prevented with a phone call to a person who has knowledge of the correct answer. That person does not have to be the UIL. I am certainly not advocating more phone calls.

The big stuff we can't miss on. No-pass, no-play. Residence rule. Game limits. Practice time. Issues and questions that if wrong, could and probably will cost your team a game and you a penalty of some sort.

Other than House Bill 72 (no-pass, no-play), the



Peter Contreras
Athletic Coordinator

residence rule seems to give more headaches year-in, year-out. Let's start with the obvious. Provided the student is not moving for athletic reasons, that student is always eligible in the attendance zone where the family resides.

If the student is not living in the school attendance zone with both parents, that student is INELIGIBLE for varsity athletics for one calendar year from his or her first date of enrollment at your school.

They become eligible one year later if they are in compliance with local school district policy (i.e. student living outside school attendance zone). When parents are divorced, the student can live with either parent and be eligible in the attendance zone where that parent resides.

Can a student live with a divorced father one year at one school and a divorced mother the next year at a different school? Yes, provided the move is not for athletic purposes.

Here's where the confusion begins, and it shouldn't. Separated parents mean one thing — ineligibility for one year if the student moves with a separated parent. A student living with a legal guardian also means one thing — ineligibility for one year if the guardianship has not been in affect for one year and the student has been living with the guardian for one year. In both cases, the student must be continuously enrolled at your school for one year before he or she is eligible for varsity athletics. Legal guardianship may allow the student to attend your school, but it does not mean the student is eligible for varsity athletics their first year at your school.

There is a waiver of every UIL rule. There is a waiver of the UIL residence rule, but a hardship must be present for the waiver to have any chance of being granted — the move by the student or student and a parent must be avoidable and to a certain extent, beyond their control.

Here's my point. If we all agree that some questions are more important than others, why not treat them that way and make certain of the answer. Don't get me wrong, fellow coaches are a great resource in a lot of different ways for a lot of different reasons. So is an athletic director or athletic coordinator. So is the UIL.

ELEMENTARY/JUNIOR HIGH

ART CONTEST

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

HIGH SCHOOL

SECOND PLACE TEAM POINTS

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

HIGH SCHOOL SPELLING & VOCABULARY

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

MATHEMATICS & SCIENCE

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

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

CALCULATOR APPLICATIONS

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

ONE-ACT PLAY CONTEST

c. CONTEST PLAY SELECTION AND ELIGIBILITY.

Section 1033:

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

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

Conclusion:

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

EL PASO BURGESS HS

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

KELLER FOSSIL RIDGE HS

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

ARLINGTON MARTIN HS

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

BUFFALO ISD

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

VAN ALSTYNE HS

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

SHERMAN HS

The State Executive Committee issued a public reprimand to Coach Jeffrey McCullough of Sherman High School and placed him on probation through April 16, 2003 for participating in and allowing Sherman High School basketball team members to participate in a scrimmage against another high school basketball team after the district certification date.

SHALLOWATER HS

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

PITTSBURG HS

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

BEEVILLE JONES HS

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

GARLAND LAKEVIEW CENTENNIAL HS

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

DALLAS MOLINA HS

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

FORT BEND WILLOWRIDGE HS

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

ONE-ACT PLAY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BIG SANDY HARMONY HS

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

LIBERTY HS

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

IRVING UNIVERSAL ACADEMY

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

GALVESTON BALL HS

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

CHRISTOVAL HS

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

ELKHART SLOCUM HS

The District 24-1A Executive Committee issued a public reprimand to Elkhart Slocum High School and placed the school on probation through January 10, 2004 for lack of fan control during an athletic contest.

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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.

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