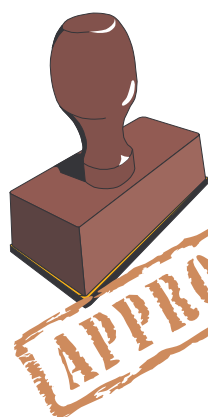


Leaguer

Approved

Council faces no controversy, but plenty to accept



Although there was no rubber stamp, the UIL Legislative Council approved several minor amendments to the Constitution in its semi-annual meetings, held in October in Austin.

Several issues that had been presented to the Council as well as UIL staff over the summer provided the topic of discussion at several points in the two-day meeting. "The Policy Committee asked us in June to investigate the possibility of adding a 6A conference to our next realignment," UIL athletic director Charles Breithaupt said. "We investigated and found out that we really don't have enough schools right now to warrant adding an additional conference."

There are 1221 schools in UIL at this point and approximately 12 schools are added each year.

"Most of these new schools are either 5A size schools or charter schools," he said.

Breithaupt did say that there really are six conferences in football and basketball, although the UIL does not specifically have a designated conference 6A.

"Because we have 6-man and 11-man football in 1A, that really separates that

conference into two distinctly different conferences," he said. "Also, in basketball, we name a Division I champion and a Division II champion. Both of these receive gold medals and a trophy to signify they are

state champions."

The biggest drawback to adding a sixth conference would be travel.

"If we added another conference, we could not structure it where teams would not have a lot more travel," Breithaupt said.

Although most people think the biggest change in adding a new conference would be in the large school categories, according to the athletic department's study, the largest change would come at the small schools end.

At this time, 339 schools are in conference A, 222 schools are in conference AA

and 211 schools are in 3A. In the study, conference A would have 186 schools, conference AA would have 211 schools and conference 3A would have 223 schools.

In the larger conferences, 4A currently has 224 schools and would have 168 schools by adding a new conference; 5A now has 225 schools and would have 224 schools, and the new 6A conference would have 229 schools.

"We really don't have enough schools to warrant a new conference," Breithaupt said.

In another survey, the Medical Advisory Committee asked that schools be questioned about drug and steroid use.

"It seems most schools think they don't have a problem, but their neighboring districts do," Breithaupt said. "The biggest thing, though, about this survey is that people are now aware of the problems being faced in the school systems. We are working to let parents know about steroid use, and we are working on educational programs with the parents."

One other question that was later tabled brought several speakers to the first day of the program. A measure in the Music Committee brought the question of limiting the number of bands that could advance to state.

"This was based on last year's results of bands earning 'ones' at the marching contests," music director Richard Floyd said. "Had 5A bands advanced to state last year, 35 bands would have advanced to state where we are only capable of handling 32. All we were doing is looking for an option



photo by Randy Vonderheid

Stretching Out

During the semi-finals against Wichita Falls, a Highland Park player returns the volley for the point. The Scots won the match against Wichita Falls, but fell in the finals to San Antonio Alamo Heights. In the 5A competition, Katy Taylor defeated Corpus Christ Carroll for the 5A championship. Play following the semi-final round was delayed a week because of rain at Lakeway Tennis Center, the site of the championships.

to keep this from happening. Judges had told us it was impossible to rate so many bands in the time we had during state."

The band proposal was tabled pending additional study.

Other proposals passed during the session included: (academic) several elementary/junior high proposals to make those contests consistent with each other, chang-

continued on page 12

"It seems most schools think they don't have a problem, but their neighboring districts do," Breithaupt said.

UIL readies process to accept credit cards

The cost of a UIL constitution — \$10. The cost of a One-Act Play Handbook — \$8. The cost of renting a bus to take the football team to its bi-district game — \$5,000. Using a credit card for UIL purchases — priceless!

Beginning sometime in February, the UIL will begin allowing people to use credit cards for some purchases of UIL materials and registrations.

"We get a lot of calls from schools who just want to pay with a credit card," UIL financial director Sandra Deel said. "Some

larger schools won't give purchase orders for transactions under a certain amount. Hopefully this will help those schools buy the things they need."

When the program is implemented, schools will be able to pay for UIL services by faxing or mailing their credit card number and other pertinent information needed to complete the transaction.

No credit card orders will be taken over the phone, and items such as football and basketball gate receipts and fees for the drama library cannot be paid for with a

credit card. The UIL will still accept checks and purchase orders.

"According to what we have talked about, newspaper and yearbook staffs will be able to use a credit card to pay for convention and workshop registration," ILPC director Randy Vonderheid said. "I understand that music registration will also be able to be done with credit cards."

Checks will still be accepted, and preferred, according to Deel.

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New man in town

Stidham takes over as compliance officer after serving on Legislative Council

by Alyssa Armentrout
UIL Intern

When most people retire, they are ready to relax, fish, travel and spend years of leisure. Ed Stidham, who has assumed the duties of UIL compliance officer, fits none of that criteria.

Stidham, who recently retired after serving 17 years as school superintendent, the last 12 in the Bartlett ISD, and serving on the UIL Legislative Council since 1996, is ready to face new challenges.

"My short term goal is to learn as quickly as I can the job so that I might make an impact or be of assistance to the UIL," he said.

As a Legislative Council member, Stidham served UIL in several areas.

"He not only served as chairman of the Music Committee, but he was also on the Athletic Committee," UIL Director Bill Farney said. "He's an exceptional person, and we are lucky to have him on staff."

UIL Music Director Richard Floyd saw Stidham as a catalyst in his committee's success.

"I place Ed among the most professional and caring educators I have ever known," Floyd said. "He was a great council member. I am excited that I will have the opportunity to continue to work with him. The schools of Texas will be the fortunate benefactor of his presence on our staff."

Stidham, who represented Conference A Region 4 as a Council member, recognized that the members of the council as well as the UIL staff made his job easier.

"I really enjoyed the working relationships and professionalism of



photo by Randy Vonderheid

Making a Point

While serving as chairman of the Music Committee, former Legislative Council member Ed Stidham makes a point about the state marching band contest. Stidham served on the Council from 1996 until his recent retirement as superintendent of the Bartlett ISD. Timing was perfect for the retired superintendent to take over as UIL Compliance Officer. He fills a position that had been vacant since C. Ray Daniel's death last year.

the staff," he said. "The council was always most interested in the overall aspect of student competition and the UIL was ready, willing and able to do anything the council asked. That made it an excellent working relationship between the two entities."

Stidham graduated from Southwestern State College in Weatherford, Oklahoma, and taught math and coached for seven years. He then moved into administration where he served as an assistant principal and principal before assuming the superintendent's position.

"I think the superintendent has to

be the most demanding and the most rewarding (position)," he said. "The decisions made as superintendent had a direct impact on the learning of students in the district. It's really rewarding to know that the programs and decisions had an impact on one of your campuses being rated 'exemplary' by the TEA."

In addition to his service to the schools, Stidham also served in the U. S. Army Reserves until he retired as a lieutenant colonel in 1996. He served in the reserves 26 years. During that time he completed command and general staff course work at Fort Leavenworth, Kansas.

He talks little, though, of his

service to his country and concentrates on service to his students. While teaching and coaching at Lake Dallas High School, Stidham was named as Greater Dallas Area Coach of the Year in 1974-75 school year.

Although Stidham has been recognized in several areas for his work as superintendent and leader in the school and community, his most prized award is being named as the "Citizen of the Year" in 1985 by the Lake Cities Area Chamber of Commerce.

"That is an honor I'll always cherish and be proud of," he said. "My certificate to recognize my award was presented to me and signed by Dick Arney, United States Congressman from the 26th District."

Stidham will be take over the position left vacant after C. Ray Daniel passed away over a year ago.

"I'll be working desperately trying to fill the gap he left when he died," Stidham said. "It won't be an easy job."

As for now, he is looking forward to contributing to the success of the UIL and wanting to make sure that success continues.

"I want to contribute to the League and ultimately to the students of Texas public schools," he said.

Even though he has retired as superintendent, Stidham does see that by working for the UIL he can continue being involved as an educator and receive those rewards he received as an educator.

"Just to see the smiles and the confidence in the students and staff has to be a highlight of my career."

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UIL Director

MANAGING EDITOR
Randy Vonderheid
Assistant Academic
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Bobby Hawthorne,
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Taking the 'tie' out of tiebreakers

Amount of people advancing bring changes to methods to break deadlocks

For a guy who has avoided mathematics since the third grade, who has never balanced a checkbook in his life, who majored in journalism because its degree plan then required no more math than was needed to figure out the tip for a cup of coffee and a Manske roll at the old 2-Js on the Drag, I've been giving mathematics a lot of thought lately.



Bobby Hawthorne
Academics Director

Not in any deep, abstract, philosophical way, of course. Oh sure, I've tried to understand the calculus that would allow Washington State to leapfrog the Texas Longhorns in the BCS standings, but I'll fully grasp Godel's Theorem before I understand college football rankings or any statistical equation that places UT behind Oklahoma in anything beyond poultry science or tornado studies. (*editor's note: this column was written prior to the UT-Texas Tech football game*)

And recently, I read the liner notes of Stephen Hawking's *A Brief History of Time*. So I'm not totally math challenged. Still, I don't generally spend an inordinate amount of time contemplating ordinates. Or fractals. Or vectors.

All that's changed, and I blame Jim Seale of Waco Midway. Here's the story: last spring, I proposed that the UIL install tie-breakers in the various academic contests where they do not exist. Why? Because we've expanded participation to the point that we're swamping district and region meets — and may deluge State Meet as well. Consider, for example, District 30-A. It consists of 13 schools. Each school is eligible to enter four students in the academic contests that contain a team component. In number sense, for example, that's 52 kids.

How many Conference A schools have classrooms large enough to seat 52? And even if they have one, do they have three more because they'll need at least four in order to host a district meet, given that accounting, literary criticism, science and spelling and vocabulary take place simultaneously unless the district spreads the meet over two or three days.

My tie-breaker proposal wouldn't change this, and I mention it only to buttress the point that participation in UIL academics continues to expand. The more pressing problem is at region. Each region consists of eight districts. Again, let's consider number sense. The top three individual winners advance as well as the first place team and one wild card team. Though it's unlikely to occur, it's possible that 60 students could advance to the regional meet (24 individuals, 32 first place team members, four wild card team members). While it may not stretch the facilities (and patience and stamina) of some of the larger universities, it poses a considerable challenge for the smaller ones.

Allowing ties to advance further strains the system. Last spring, one district advanced six individuals to region: first, second and a four-way tie for third. Granted, this happens rarely, and there's a legal axiom that bad cases make for bad law. Still, eliminating ties can restore balance to the program and calm a few of our regional directors' jittery nerves so I proposed tie-breakers for current issues and events, literary criticism, mathematics, number sense and science teams as well as calculator applications, number sense and science individuals.

I had it all worked out. In the event of a tie, judges would invoke the formula for percent accuracy, which divides the number of problems attempted by the number of problems correct. It's cumbersome but entirely doable.

This is where Jim Seale comes in. Jim correctly surmises that using the formula for percent accuracy would fundamentally change the delicate balance between speed and accuracy so critical to the nature of the number sense contest, and several of his colleagues with the Texas Math/Science Coaches Association agree. This is months after the Academic Committee of the Legislative Council passed the proposals, and less than a week before they're taken up by the full Legislative Council in mid-October.

So now I'm thinking about math a lot. I'm wondering, "How am I going to convince the Academic Committee to table the proposals on the thin assumption that I know what I'm talking about, which, of course, I don't because *it involves math.*"

Fortunately, one of the TMSCA officers — and I honestly can't recall who — suggested another option: use the fourth team member's score to break the tie. It's brilliant, simple, so much easier than trying to figure out percent accuracy, plus it encourages and rewards team building. Best of all, it requires hardly any additional math.

Thus, in June 2003, the Academic Committee will entertain proposals that in the event two or more teams tie for first place, the highest overall net score of the fourth place member of the team will be used to break the tie. Should two or more contestants who are the fourth-place member of their team have the same overall net score, then a tie will be declared and all involved in the tie shall advance.

What if a team does not contain a fourth member? It forfeits the right to participate in the tie-breaker. At the State Meet, a tie or ties for first place overall team shall not be broken.

We will also submit proposals to break ties for individual calculator applications and science places. As for ties for individual number sense, I've decided not to monkey with the delicate balance between speed and accuracy so if ties exist for first, second or third place, so be it.

Moving on...

- A reminder: computer applications is a "laptop only" contest this spring. Contestants must provide their own laptop or notebook computers, printers and peripherals, and all equipment must be fully functional at the beginning of the contest.

Exception: a district may vote to use a networked computer lab with shared printers. We discourage it, however, since students will be required to use laptops at region and state.

- A clarification: in the science team competition, the top four members of the first place science team will advance. For whatever reason some believe that all six members of the top team should advance. Not so. According to the *C & CR* (Sec.952 (f) (13) (I)) "Four members of the winning team will advance to the next higher level of competition."

In all team contests, the sum of the school's three highest contestant scores will determine the team score.

- Information regarding the pilot social studies contest is posted on the UIL website (www.uil.utexas.edu). Click on academics and scroll down.

The test will consist of 40 multiple-choice questions, evenly divided between Texas government and Texas geography. Sample questions are posted on the website.

The League will make available two invitational contests as well as a district contest. To request an invitational contest, e-mail me at uilacad@uts.cc.utexas.edu. District contest materials will be mailed to all district spring meet directors. The district entry form may be downloaded from the academic page of the UIL website as a PDF file or you can use the district entry form in the *Spring Meet Handbook*.

This is the fourth year of a social studies pilot. We piloted an economics contest for two years, and are in the second year of the government/geography pilot. If you think we're taking too long to bring the contest into the spring meet program as a full-fledged contest, keep in mind the literary criticism pilot lasted five years.

Fortunately, one of the TMSCA officers — and I honestly can't recall who — suggested another option: use the fourth team member's score to break the tie. It's brilliant, simple, so much easier than trying to figure out percent accuracy, plus it encourages and rewards team building. Best of all, it requires hardly any additional math.

We think we can bring social studies aboard next year. I met with a number of social studies instructors and coordinators this fall, and we're appointing members to an advisory committee that will meet in early 2003 to draw up specific contest substance and format guidelines. I envision a contest that resembles literary criticism: thematic, focused on selected readings and requiring more analysis than rote memorization. It will appeal to all grade levels and will delve into economics, history, geography and government.

More on this to come.

- Finally, we've recently completed another successful Student Activities Conference season. We tried to reach new regions of the state by visiting Tyler Junior College and UT-Pan American in Edinburg. Next fall, we'll return to the University of North Texas and Sam Houston State University.

For now, thanks to the following regional academic directors and their staffs for all their hard work: Lynn Elms of Texas Tech; Sally Miller of UT-Pan American; and M'Liss Hindman of Tyler Junior College. Also, to Patty Wilson of Valley View High School and William Kelly of Conroe Caney Creek High School, two of the state's outstanding UIL academic coordinators, and to all those teachers out there who shared their knowledge and experience with coaches and students.

And, of course, thanks to our UIL contest directors who spend their weekends criss-crossing the state with the League caravan: LaVerne Funderburk, David Bourell, Denis Kohl, Linda Tarrant, Tom Buckley, Karen Werkenthin, Marcia Hilsabeck, Fred Tarpley and our two new directors, Larry White and Lawrence Shepley. Thanks, guys.

To you all, happy holidays. See you in the spring.

Committee created to review procedures of extemp speakers

Standards of public speaking have long been structured around the five classical canons of rhetoric. I still recall my mentor at Baylor University, legendary debate coach Dr. Glenn Capp ("Prof", we respectfully and endearingly called him) expounding on the virtues of Aristotle, Cicero, Socrates and their contemporaries. Though the world has changed much since the life and times of these rhetorical giants, their understanding of effective communication still rings true.

The UIL extemporaneous speaking contests are designed to enable students to speak in an integrated manner on a central issue, organize their ideas in a meaningful pattern, and orally communicate those ideas effectively to an audience.



Jana Riggins
Assistant Academic Director

Contestants draw five topics, select one and then have 30 minutes to prepare a speech. The limit for the oral speech is seven minutes maximum; there is no minimum.

Both extemporaneous events are designed to emphasize current affairs at the state, national and international levels. Informative Speaking teaches the student to present facts

in a clear and impartial manner. Persuasive Speaking trains students to determine a point of view and then organize and deliver a speech that seeks to persuade listeners to agree with that viewpoint.

The five Canons of rhetoric developed by the classical rhetoricians provide essential keys to success for extemporaneous speakers. Canon One: Invention, the

methods of presenting information and formulating arguments. Canon Two: Arrangement, the organization of the parts of a presentation. Canon Three: Style, the use of correct, appropriate, and remarkable language. The tone of voice, the level of language, the body language used, and even jokes that are added all affect the strength of the speech. Canon Four: Memory, the process of recalling. Canon Five: Delivery, presenting the message with effective gestures and vocal modulation.

Socrates held that arrangement was one of the most important canons, insisting that "every discourse, like a living creature, should be so put together that it has its own body and lacks neither head nor feet, middle nor extremities, all composed in such a way that they suit both each other and the whole." Long-time coach and state meet judge Linda Alderson in her guest article this month demonstrates how critical ordering the material in a text in such a way that most appropriately and smoothly delivers the intended information is to the persuasive speech.

UIL extemporaneous speaking contest rules and procedures have not been scrutinized in many years. Soon, a state advisory committee will examine issues such as whether or not laptop computers should be allowed in the preparation room, and if our current contest divisions of informative and persuasion provide the most educational benefits to students. Current rules will be carefully examined to ensure clarity.

Changes will be explored. Should the League select specific topic areas (such as U.S., Africa, Asia, Middle East) for preliminary and final rounds at district, region, state, and release the topic areas in advance of each contest? Should restrictions of certain materials in the preparation room be increased or at least clarified? What is the best method of promoting ethical standards with source citations? Are oral footnote requirements tough enough to promote honesty? How far should technology be embraced in the extemporaneous speaking event?

Your input, questions, and comments are requested. A link is posted on the web page so you can forward your concerns and suggestions to the state office. Please take a moment to share your thoughts so we can make these contests even more real world and beneficial for our students.

Organization is part of preparation for extemporaneous speakers

by Linda Alderson
Boling High School

Linda Alderson has coached 27 years and has served as a judge at the UIL state meet for more than 20 years

The second of the classical canons for rhetoric is that of organization (arrangement) of ideas. Many extemporaneous speakers seem to lack knowledge and application of organizational patterns appropriate for the two different purposes of speaking embodied in UIL extemporaneous speaking: informative and persuasive. As a result, a speech is less effective in reaching its intended purpose.

Speakers at the UIL State Meet usually have mastered invention (sometimes quite creatively), language for expression, voice and personality for expression, and memory. But most persuasive speeches follow an organizational pattern appropriate for informative speaking. Often times, judges hear a historical approach to a persuasive topic that is chronological in nature. Other times, judges hear a topical or linear approach in that the

student examines the various areas inherent in the speech topic. But few students seem to master the art of a persuasive organizational pattern, an art that coaches need to promote to best prepare their students for success in this contest.

It is the student's responsibility to make the speech topic they have drawn into a persuasive speech. Part of that responsibility lies with invention, but a great deal lies with organization.

In order to be an effective persuasive speech, a student should choose a persuasive organizational pattern such as cause-effect, problem-solution, or the motivated sequence advocated by professor Alan Monroe. Any one of these patterns helps the student to achieve the goal of the speech — to persuade. By taking a distinct position in the preview of the speech, and then by developing the speech in a persuasive manner, UIL speakers will improve their skills in persuasive extemporaneous speaking.

EXTEMP TOPICS

INFORMATIVE

1. How did Democrat Nancy Pelosi shatter the glass ceiling?
2. Why has Putin received criticism for the Russian hostage crisis?
3. How has Governor Perry promised to address the insurance crisis in Texas?
4. Why did Harvey L. Pitt step down as chairman of the Securities and Exchange Commission?
5. What reorganization plan is Congress contemplating for the I.N.S.?
6. Why do Haitian boat people continue to flee to the U.S.?
7. What positions has Colin Powell taken that have distinguished him in the Bush administration?
8. How does the revised U.N. resolution on Iraq differ from the one originally submitted by the U.S.?
9. What is the controversy over the Roman Catholic bishops' revised policy on sexual abuse?
10. What part did Karl Rove play in the Republicans' big victory in the 2002 elections?
11. How have recent changes in Turkey allowed the Kurds to gain more prominence?
12. What factors will determine whether or not the U.S. will go to war with Iraq?
13. With a newly elected Republican House and Senate, what are the President's political agenda priorities?
14. Who are the most prominent leaders in the changing Chinese government?
15. What role has the Federal Reserve played in improving the U.S. economy?
16. What are Rwandan gacaca courts and what do they hope to achieve?
17. What are the details in the latest Microsoft settlement?
18. Charter schools in Texas: How are they measuring up?

PERSUASIVE

1. Will Ariel Sharon be able to maintain power in his own party?
2. Has the U.S. foreign policy helped to establish economic and political stability in Haiti?
3. What does the future hold for the INS?
4. How effective has Colin Powell been as Secretary of State?
5. What changes are likely to occur as a result of Turkey's latest elections?
6. Has Texas become a one-party state?
7. New from North Korea: Is there a shift in security balance of East Asia?
8. Brazil under Lula: Can he steer the country toward economic success?
9. What must the Democratic Party do to regroup after the elections?
10. Will the 3 strikes law withstand constitutional scrutiny?
11. Is Russia's recent handling of the hostage crisis a reflection of Putin's leadership?
12. What will become of Enron executives?
13. Should John Mavlov, a juvenile, receive the death penalty?
14. Will Rwandan gacaca courts be able to bring justice for the genocide of the Tutsis?
15. Will a shift in China's leadership mean a shift in governance?
16. Can the Federal Reserve turn around America's current economic recession?
17. Will the U.S. go to war with Iraq?
18. Why are Microsoft competitors unhappy with the latest Microsoft ruling?

Laptop computers soon to be allowed at region, state level UIL contests

Soon after my first state meet as journalism director, I received an e-mail from a colleague asking (okay, she may have been demanding) when we were going to move into the 21st century and allow computers at state journalism competition. All I could tell her was the old standby, “we’re investigating the possibilities of instituting the use of computers at state in the journalism contests.” Sounds intelligent, huh?



Randy Vonderheid
Assistant Academic Director

Now I can give a definitive answer — next fall, if the creek don’t rise and Education Commissioner Felipe Alanis approves the plan.

At the recent UIL Legislative Council meeting, I created a proposal that would take the responsibility of furnishing computers off the host school and put it on the schools wishing to use computers. The proposal, which passed, went something like this: for news, feature and editorial writing contests (there is no need for computers in the headline writing contest) contestants may choose to use their own computers, which must be a laptop. If a contestant choose to use his own computer, he must bring his own printer, which must also be portable, associated hardware, software and paper. Spell check, thesaurus and Associated Press stylebook functions may be used if available on computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting or compose on another computer. Typed entries should use any standard 12-point font double-spaced and one-inch margins on regular-sized computer paper. When printing the contest on an electronic printer, the printer command must be started by the time contest time expires. Contestants shall not include their names or the names of their schools on the contest entry. Papers will be identified by numbers assigned by the contest director.

In other words, beginning next fall, students may use their computers (which must be a laptop) at the district, region and state contests. THEY DON’T HAVE TO, but they may.

There were several arguments on both sides when I started surveying people throughout the state. On one side, people said that a person using a computer will have a better chance of winning because that contestant’s paper will be neater. I agree, to an extent. First and foremost, judges are instructed to consider neatness, spelling and grammar secondary.

As a judge I always tried to make sure neatness was not a factor in determining the credibility and superiority of a specific paper. I can only hope all judges are professional enough not to consider neatness as a primary factor. As a teacher, I know of kids who have fared better in all their work because their papers were neater. Is it bad to put a little more consideration into a paper because the student took the needed time to prepare a quality-looking product? I know we as teachers shouldn’t do this, but it does happen.

Even though the neatness issue may be a good argument, the other side of the argument may be just as strong. What happens if a computer malfunctions? If a

student spends 43 of the 45 minutes of news writing creating a masterpiece, and then the computer crashes, that masterpiece will never be seen, and the student accepts the fact he won’t be advancing to the next higher level. This is an argument against using computers.

I know that when I taught my students always composed on computers in class and for newspaper stories, so they were at a disadvantage when having to hand write their UIL stories. When computers were allowed, I always accepted the chance of the computer crashing because my students had been trained in using computers for their journalistic endeavors.

Another concern some teachers voiced was that the “clacking of keys” of the computers as well as the printers printing would be distracting. My response — there are a lot of distracting things that occur during a contest. As a monitor, I’ve had kids complain about the sound of a pencil writing on a piece of paper to the sounds people make when erasing to the sounds of people thumping on the desk while trying to compose a masterpiece. Journalists are taught to tune-out distractions, whether it be from the editor or adviser, when they are writing. I can even remember a jackhammer pounding outside while I was trying to take my TECAT (now that dates me!). There will be distractions. We do try to limit those distractions, but the sounds of a computer or printer are not disabling distractions. It will also be up to the monitor to alleviate any unnecessary commotion students make when the printer and computer are not talking to each other.

Other disadvantages people listed include the intimidation factor (watch your debaters if you really want to see some intimidation factors); cost of acquiring equipment and transporting it, and power sources. The only disadvantage that carries some weight is the power source issue. Each host school will be expected to provide some extra power strips so computers can be hooked up. Today’s computers do not take up much energy, and it is not a significant draw of electricity to hook several computers into the same power source.

One question I expect to come up will be “how many computers can be hooked up to one printer?” Each school can hook up all three contestants’ computers to one printer. Understand, though, that all three contestants must have completed the print command before time expires. The contest monitor will decide if anyone in the room is still composing a story after time is called. If the monitor decides a contestant is still composing a story, that contestant will be disqualified — and I will stand behind the monitor 100 percent of the time. Another question will be whether students can still hand write their contests. Yes. We are not changing the contest. We are just opening it up for more uses of computers. Students can still hand write their contests. They can still use bound dictionaries, thesauruses and AP stylebooks. These can also be electronic. The host school will still be responsible for furnishing paper for those students who wish to hand write their papers. Lined paper can still be used if students brings their own.

Remember — this doesn’t affect this year’s contests. The host school is still responsible for furnishing computers if the District Executive Committee decides it is okay to use computers. Schools may still bring their own computers, and laptops may be used this year. But be aware that you may not be able to use laptops at the regional level and certainly not at the state level.

Bits and Pieces

By the time you read this, deadlines for yearbook

critiques and IAAs have passed. All ILPC members should receive a mailing sometime in December with newspaper forms for submission as well as a *Reporter* and information for the upcoming convention included. I hope to have had some time to read some more papers and give some Certificates of Superiority to outstanding newspaper stories. Also, don’t forget that your students are eligible for scholarship money through the Governor’s office for writing stories, editorials and other in-depth packages. Be sure to get the application from <http://www.2young2drink.com/youth/> or e-mail me and I can send you a pdf form.

This brings me to another thought — it is becoming easier for all of us to communicate with each other via e-mail. I have sent out several announcements and other messages to ILPC members this fall about certain workshops and other information. If you are a member of ILPC and have not been receiving these messages, please let me know at rvonderheid@mail.utexas.edu so I can make sure I have you on my list.

Many times you will give me an e-mail with your registration materials and for some reason it won’t go through. I’m sure I’m getting “filtered” by some of your school districts. I receive messages at times that messages sent to certain school districts are not getting through. This is something we need to work through as our country is becoming more acceptable to censorship issues.

Naturally this idea of censorship sends me, and I hope everyone with a journalism background or even a slight idea of what our country was built on, on a soapbox. I’ve “preached” before about administrators accepting that the student-produced publications are going to have errors, much like a band presentation, a choir presentation or even a football or basketball game.

It’s okay if an administrator points out those errors to the staff. It, too, would be acceptable if an administrator discussed with a staff as to why a certain story or story package shouldn’t run in the school newspaper. Too many times, though, administrators pull the “you won’t do this because I said so” attitude which brings about an adversarial relationship between the two entities.

I have found, both firsthand and through observation, that if administrators can give students specific reasons why a story can’t run, those students will be more understanding and accepting of the administrator’s decision. If the administrator and staff work together, a valuable entity can rise in any school — the idea of open communication.

When I teach workshops I give several examples of how the newspaper I advised approached controversial subjects, and because of that story, a lot of hearsay and gossip was averted and there was less controversy and dissension within the school. I know this comes with the adviser earning respect and trust from the administrators in that the teacher will teach the students properly. But if the administrators don’t give the teacher the opportunity to earn that trust, professional and personal growth, both from the adviser and staff will never happen.

Finally, by the time this issue of the *Leaguer* is distributed, National Scholastic Press Association’s *Pacemaker* winners will have already been announced. Congratulations to the following Texas newspapers for being recognized as some of the top publications in the nation with *Pacemaker* finalists nominations: *Sidekick*, Coppell HS; *Bagpipe*, Highland Park HS (Dallas); *Eagle Eye*, DeSoto HS; *Panther Prints*, Duncanville HS; *Stampede*, Burges HS (El Paso).



“My involvement with UIL journalism events gave me more than just the critical thinking skills needed to succeed in the classroom, it also gave me the confidence to continue my journalistic dreams in the future.”

Bryan Babbs
Livingston HS
Livingston

One-act play selection should be for students, not for competition

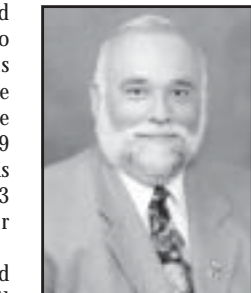
Nov. 1 has come and gone and those who will enroll in this year's OAP contest have done so. Participating schools have risen to 1,172. Last year 1,169 schools had enrolled at this time. The total constitutes 93 percent of UIL member schools.

Those of you who enrolled should have received or will soon receive an enrollment packet from our office. The enrollment packet was sent to directors and principals at each school. There are several important forms and announcements that should be read carefully. Sometimes they look like the same form letters you've received year after year but the content may change.

Directors' thoughts now turn to play selection and the Dec. 21 deadline for play approvals. We have fielded many calls over the last few weeks regarding specific titles. The staff is more than glad to answer questions about a particular title's approval history or to help you work your way through the approval process, but because we don't know your students, it makes the task of suggesting a specific play nearly impossible for us.

It is important you get in the habit of reading, reading, reading. It is only through a thorough knowledge of dramatic literature that a director can make responsible choices for their students.

Pick the play with your students in mind. Be careful not to set them up for potential failure by selecting a play that you are wanting to do for your own needs. Find something they can do and do well.



Luis Muñoz
Theatre Director

I would strongly suggest that new directors start off by reading all the plays on the approved lists. If you make your selections from the lists, you avoid the additional work related to having to submit for script approval. These plays are tried and true and some of the best literature in the world is on the lists. All of these plays are available from the Drama Loan Library. Where else can you borrow 10 plays for three weeks for a mere \$3 to

cover the cost of shipping and handling?

You should also contact the approved publishers for copies of their catalogs. Their addresses and web sites are listed on page 70 of the 15th Edition of the *Handbook for One-Act Play*. Although this may be ancient history to most of you, there are new teachers who call the League office looking for places to find play synopses. Many of them are catalogued or indexed in some fashion by cast size and genre.

Another great resource is the *One Act Plays Entries* document. This document lists all the entries for the previous year. If you attended one of the four Student Activities Conferences this year, you should have received the 2002 entries in your packet. If not, copies of lists for the last 10 years are available from the League office at a cost of \$2 per year.

Get in the habit of reading reviews (local papers and web sites such as www.nytimes.com) and watching play

performances on television and videotape. This is particularly useful to those living in rural areas who do not have the access to live theatres that some of us in the larger cities have. Check out the *New York Times* on-line. There was a time when PBS was the resource, but cable and satellite have changed that. Networks such as A&E, Bravo, HBO, and Showtime carry several recordings of live performances. Some of them are excellent. Check out www.broadwayarchive.com for some great performances on tape. There are others out there. Try your search engine.

Speaking of the Internet, the current *Play Selection Policy of The University Interscholastic League* does not endorse Internet publishers of non-public domain scripts. Until these publishers go through the endorsement process, their plays may not be used for OAP contest.

I remember a quote I heard many years ago: "A hunch is creativity trying to tell you something." With a solid foundation in dramatic literature, a recognition of your strengths and weaknesses as a director and a knowledge of the student and technical resources available to you, you'll start getting "hunches" about the plays that are right for this year.

Make sure you pick material that will challenge you and your students. Don't force square pegs into round holes. The pegs end up rough along the edges. Pick the play with your students in mind. Be careful not to set them up for potential failure by selecting a play that you are wanting to do for your own needs. Find something they can do and do well.

Don't neglect scripts for young audiences. There is a treasure of excellent literature designed for the younger audience that is on the approved lists or can be submitted for approval. I recently had a conversation with Dr. Coleman Jennings, UT-Austin, and discussed the need to promote the production of theatre for young audiences. Don't assume that all that's out there are the standard fairy tales and legends, although these are legitimate choices. There are incredible new works dealing with a wide range of issues that pertain to our youth.

There are plays like *Do Not Go Gentle, Step On a Crack, And the Tide Shall Cover the Earth* and others that deserve careful and serious consideration. Good theatre is good theatre whether its target audience is 8 or 80.

"Producing quality theatre begins by selecting plays of literary value and theatrical merit." The theatre teacher is responsible for choosing scripts worthy of the educational experience involved. If English students must study the best literature, so must theatre students and theatre audiences be exposed to the best dramaturgy. Theatre is a reflection of life. When students experience superior plays written by outstanding authors, they learn, through character exploration, of the physical, mental and emotional development of the human personality, of people's motives, reactions, standards and ideals, all of which enriches the students' lives and helps them gain poise, social understanding, self-awareness and self-esteem.

Plays worthy of presentation in secondary schools are plays which may be accorded a place in dramatic literature. Such plays are legitimate teaching tools for expanding the literary, theatrical and social horizons of the students, challenging the talents and artistic abilities of the participants and offering a vital and important message of social and redeeming value to the adolescent and adult community. Such plays help fulfill the objective of aesthetic education." — "A Play for All Seasons," *Handbook for One-Act Play 15th Edition*.

The staff wants to wish all of you the best of luck as you embark on this journey.

Correction to 15th Edition

Make a note on page 90 and 91 of the 15th Edition of the *Handbook for One-Act Play*. The frame and lower rail for the 4X8 platforms should be constructed using 2X4 lumber. The drawing instructs you to use 1X3 lumber on the lower rail. Using 1X3 does not allow you to set the platform on edge. The same applies to the 4X4 platforms. We will be revising these drawings to include changes in materials and construction in the near future.

Student Activities Conferences

Like the November deadline, the last Student Activities Conference has come and gone. We want to thank everyone in Tyler, Lubbock, Austin and Edinburg who contributed their time and talents to provide our students with an educational experience. Over 2,000 students attended the OAP sessions. We are studying the evaluation forms you returned as we make plans for next year's road trips. If you have any suggestions, we'd love to hear from you.

TETAAO Contracts

Jenny Nichols, administrative assistant, needs you to return a copy of any and all judging contracts for 2003. It is extremely important we have this information. If you've ever had to replace a judge the day of the contest, you will know why we have to have the information on file. If you haven't contracted a judge by now, you need to. The judge's list should grow after the January TETA Theatrefest. New judges will be certified that week. Those names will be added to the list on the UIL web-site shortly after that.

Theatrefest 2003

Plans for Theatrefest are in, and it promises to be one of the best to date. Make plans to attend. Beg your administrators, mortgage the house, sell the car or run up the credit card and be a part of this gathering. The convention hotel is sold out but rooms are available at the Holiday Inn and Embassy Suites close by.

There will be numerous workshops covering any and all areas of theatre. Special guests include Charlene Speyerer, stage manager for the *Phantom of the Opera* national tour; Barbara Horner and Marck Heckler, Leadership Institute of the Association of Theatre in Higher Education; Sumi Komo, alexander technique specialist; Dan Conway, technology specialist with CAD design; Ginger Perkins, producer of *Children on Their Birthdays*; Mark Medoff, playwright, screenwriter and director and Dale Fanning, Kaleidoscope. There will also be numerous performances over those days. Check the TETA web site at www.tetatx.com.

The TETAAO has scheduled numerous workshops throughout Thursday and Friday for adjudicator certification. The orientation will begin at 9 a.m. Thursday. Workshops on ethics, methods of adjudicating, and critiquing non-advancing plays have been scheduled. The demonstration performances and critiques are scheduled for Thursday at 1:30 p.m. Dr. Donna Clevinger, Hardin Simmons University and Dr. Marion Castleberry, Baylor, will serve as guest adjudicators. The UIL Open Forum is scheduled for 4:30 p.m. on Friday.

Contest Manager Workshop

John Woods and Kevin Hurst, Alief ISD, will serve as presenters for the UIL/AO Contest Manager Workshop Saturday, Jan. 25, from 9 a.m. to noon. The workshop is free to any and all who want to attend. It is important that contest managers with little or no experience with the OAP and its rules attend this workshop.

Directors change in math, science

White assumes math position; Shepley takes science post

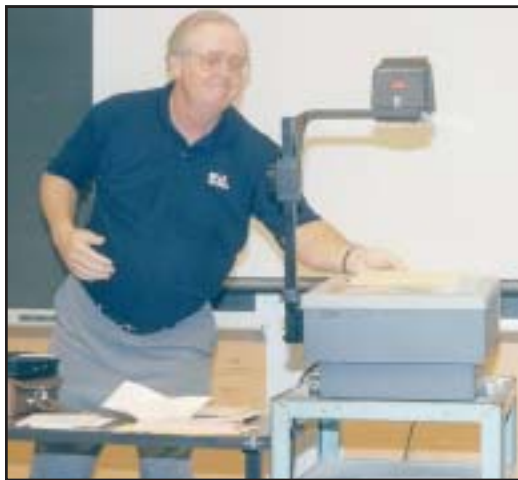
Loud silence. That's what Larry White loves to hear. The sound of young brains, crunching numbers.

"Years ago, I was in charge of the 250 or so freshman number sense competitors at the TMSCA State meet," said White, who this fall replaced Don Skow as director of the UIL mathematics and number sense contests. "The room was so loud with all those freshmen talking and being excited. But then it was test time. When I gave the start signal not a sound could be heard. But the amazing thing was it was the loudest quiet I had ever heard. All those amazing brains crunching the mental math problems was deafening. Oh how I love that loud silence."

White taught 26 years, mostly in West Texas, coached football, basketball, track and field and all of the UIL mathematics contests. He retired in 1997 after a long and successful career. In fact, members of his math, number sense and calculator applications teams advanced to UIL State 14 of 16 years, from 1983 - 1998, compiling two individual and six team state championships and earning more than \$150,000 in TILF scholarships. In 1991, he received one of the first UIL Sponsor Excellence Awards.

An adjunct math lecturer at Angelo State University, White also develops software, operates a customized computer service and tutors via the Internet.

"Even after retirement, I continued to work on my number sense computerized program and work with kids across the state via the Internet," he said. "I loved to go to service centers, math conferences and schools to teach and work with kids, especially in the three math UIL events. I don't know of anything more that excites me



Check This Out

photo by Bobby Hawthorne

New math director Larry White explains a problem to students at the Student Activities Conference at The University of Texas-Pan American in Edinburg. White has assumed the position following Don Skow's resignation due to health reasons.

ber sense may be reaching its limits of change, since it is a much older contest than mathematics.

"The evolving will probably take place in the varying ways old tricks can be seen. Don was the master at finding new ways to see an old trick," he said. "I hope to do that as well."

"The math test is a relatively new test compared to number sense; hence it has room for growth," he added. "One of the major things I see happening — besides removing the 'none of these' answer — is the addition of graphing calculators to the test in the near future. There are so many great questions and problem analysis that can occur with the graphing calculators. Someday, perhaps, I see removing the 40-minute time limit and giving the students at least an hour so that we can see what their truer capabilities are in mathematics."

Sounds like a lot of work for a retiree. White disagrees. "Retirement doesn't come in to play here," he said. "Heck this ain't work. This is a joy!"

than to watch the minds of a number sense kid cranking out mental mathematics. So, when I was approached by several of my old cronies about taking the job, I didn't have to think long.

"Besides, someone had to carry on the great tradition that Don Skow bestowed upon us over the years. The juniors and seniors this year deserved to see tests in the same style as in the past after all of the work they have done to prepare. I have known Don Skow and studied his tests for many years. I only hope that I can create tests that are even 75 percent of what his were."

As for the contests, White said he thinks num-

LAWRENCE SHEPLEY

After more than three decades of writing physics questions, speaking at countless student activities conferences and managing the State Meet science contest, Dr. Pete Antoniewicz announced last fall that he was retiring as a UIL science contest director.

"After a lot of soul searching, I decided that I should pass the torch to someone new," Dr. Antoniewicz said. "I am in the process of trying to simplify things and after 30 years, it is time to let go."

His successor? Someone different, but hardly new. Dr. Lawrence Shepley, retired recently from the UT-Austin Department of Physics, has been familiar with the UIL program for a long time as well.

"I was involved for a year or two just before Pete Antoniewicz took over, probably in 1970 or thereabouts, but only to write questions, not in any sense as a director, as I recall," Shepley said.

And why spend part of his retirement working with the UIL?

"I enjoy interacting with students, and I've even maintained a website (<http://www.rel.ph.utexas.edu/~larry>) with a physics quiz link," he said. "I've also authored a pamphlet on how to study physics. From time to time students from around the world e-mail me questions about physics, and I enjoy helping them."

How does he see the science contest evolving?

"One is to base the contest on specific books," Shepley



photo by Bobby Hawthorne

Good Question

Speaking to students at the UT-Pan American Student Activities Conference, Dr. Lawrence Shepley explains how he will differ from Dr. Pete Antoniewicz, who retired as Physics director.

New directors, contest managers have workshops designed specifically to them

continued from page 6

The success of the contest hinges on this person and directors should take it upon themselves to contact their local managers-to-be and talk them into coming to Austin for a weekend. Their exposure to the realities of management will only help you. There will be lots of handouts, advice, discussion of procedure and clarification of rules that will help in preparation and planning. After all, "in a well-planned one-act play contest, there are no losers." Information on this workshop was included in the packets sent to directors and principals last week.

OAP-A-Z Workshop

After attending the first three Student Activities Conferences and fielding calls for five months, I realized that there is a tremendous need to provide additional service to those directors out there who are new to teaching, have just come in from out-of-state, or have been assigned the task of directing the OAP and are not theatre majors. This workshop, scheduled for the entire

day on Saturday, will focus on the basics of directing the OAP. Workshops on vocabulary, casting, blocking, using sets and lights and working with the actor are scheduled throughout the day. Workshop presenters include Jenny Nichols, UIL administrative assistant; Craig Hertel, Lindsay HS; Vince Herod, state meet technical director; Gloria McLuckie, New Diana HS; and Denise Green, Stinnett HS. We are studying the possibility of expanding this workshop to a week during the summer.

Lynn Murray Scholarship

The TILF will award a scholarship in honor of Mr. Murray's contributions to the League and educational theatre in Texas. Contributions may be made to this scholarship by sending checks made out to "TILF" to UIL — Murray Scholarship, P.O. Box 8028, Austin, TX, 78713 or by contacting Carolyn Scott, TILF scholarship coordinator, at 512-232-4938.

Until the new year. Have a great Thanksgiving and the happiest of holidays.

continued on page 12

OAP judge's list gets smaller

UIL Approved TETA Adjudicator Organization's OAP Critic Judges 2001-2002 additions/deletions/corrections as of Nov. 15 to initial list published in October.

ADD:

(2) LaDonna Davis, Trinity Valley Community College, 100 Cardinal Drive, Athens 75751 903/675-6384 ldavis@tvcc.edu -III [04]

DELETE:

The following judges did not pay their dues for 2002-2003 and are ineligible to judge unless they re-certify and pay their late fees at the TETA Convention in January:

G'Ann Boyd, Jay Brown, Pam Brown, W.T. Bryant, Andrea Burghart, K. Pert Durapau, Lorenzo Garcia, Jim Hackett, Russell Harris, Thomas Heino, Kathleen Juhl, Pat Jurek, Christopher Land, Elizabeth Lea, Ray Newburg, Shellie O'Neal, Frankie Schexnayder, W.E. Schuetz, Diana Searcy, Thomas Walsh, David Williams.

TILF scholarships exceed \$1.3 million

The Texas Interscholastic League Foundation (TILF) will disburse \$1,380,000 to 703 students in the 2002-03 school year.

TILF announced in June that 449 students were selected from 713 applicants to receive TILF scholarships for this school year. There were 254 scholarships renewed in July for their second, third or fourth year. Students receiving the scholarships attend 69 colleges and universities in Texas.

Several organizations increased their donations to TILF. Spalding Sports Worldwide increased its level of giving from \$20,000 to \$40,000 this year, and each of the next two years.

The TILF Diamond Anniversary honored three new recipients this year with a one year \$500 memorial scholarship: Elizabeth Sue Barrington, sister of UIL Director, Bill Farney; James H. Colvin, former UT vice-president;

and Carroll Ray Daniel, former high school football coach and most recently UIL compliance officer.

The UIL Legislative Council Scholarship honors the Legislative Council Chairman each year. This year TILF honored chairman Don Gibson, superintendent of Wall ISD for his service to the council.

The annual Lloyd T. Jones scholarships became endowed. This year the scholarship provided two \$2,500 scholarships. In the future it will support six \$2,500 scholarships.

The Robert Mueller Memorial Scholarship was endowed for a former TILF board member and longtime supporter of TILF through his service by donating his service to file the annual TILF IRS Tax Filing through his law firm of , Mueller, Vacek and Kiecke, L. L. P.

The Abell-Hanger Foundation of Midland has given one special scholarship this year to honor TILF president, Garry W. Vacek. Mr. Vacek, an attorney, devotes hours of service to TILF handling the annual IRS return and other matters concerning the scholarship program.

The Louise P. and Joe B. Cook Endowment received a \$150,000 increase, which enables that scholarship to increase in the total given over four years from \$2,800 to \$3,700.

All TILF applicants must qualify by competing in one of the UIL academic contests on the state level. Some donors have additional requirements that applicants must meet. Students must begin their higher education at an approved Texas college or university by the fall term following their high school graduation. Applications are available in March of each year and are accepted from April 1 through the Tuesday following the UIL Academic State Meet during the applicants' graduation year. Applicants are notified in mid-June each year if they have received a scholarship.

"The applicants GPA and entrance exam scores seem to reach higher levels each year," TILF executive director and secretary Bailey Marshall said. "Every student who applied can be successful in college and in their chosen profession. Unfortunately we do not have scholarships for all applicants."

The percentage of new students receiving a scholarship this year was 62 percent of those that applied. Of the new students receiving scholarships this year, 73 percent had an SAT (or ACT equivalent) score of 1200 or above. There were 33 recipients that scored 1500 and above.

"The TILF scholarship recipients continue to succeed in college better than students with similar test scores and rank in class," Marshall said. "This agrees with research that indicates that students who participate in extra-curricular activities have a higher success rate in college. I know of no other scholarship board that has selected students that have done as well as the TILF recipients. The college grade point averages for the TILF scholarship students continue to be outstanding."

The past year's GPA's were: 28 percent 4.0, 62 percent above 3.5 percent, and 84 percent above 3.0.

The TILF board continually works to acquire more money for the endowed funds and for the annual scholarships, Marshall said. The new TILF goals are to increase the permanent endowment to six million dollars and to raise the value of the scholarships. Annual donations are now averaging over one million dollars.

"Perhaps one day there will be sufficient funds to award each applicant a scholarship," he said.

Anyone interested in setting up an endowed or annual scholarship should contact the UIL office. Dr. Marshall asked that anyone who would like to contribute to the foundation call the TILF at 512-471-5883.

"All the funds contributed to the endowed fund remain in an account for that person or organization if they so desire," Marshall explained. "When someone endows a scholarship, that scholarship is given in the name of the donor from now on. There are no administrative funds used from a person's endowment or annual contribution. Every penny is used for scholarships. An annual report on the success of the recipients is mailed to the donor."

"An Investment in Young Minds" is the motto for the TILF. The TILF Scholarship Program can tailor a scholarship to suit any donors' wishes if they are looking for a way to help the youth of Texas, Marshall said.

Recipients by Conference	Recipients Rank in Class:	Rank
1A - 91	first	107
2A - 91	second	49
3A - 99	third	53
4A - 88	fourth	35
5A - 80	fifth	29
449	Top 5 in class	273 (62%)
Male Recipients	Female Recipients	
230	219	

Lone Star Cup scoring structure changed

by Kim Rogers
UIL Public Information Officer

The 2002-03 scoring structure for the Lone Star Cup, presented by Texas Dodge Dealers, has been changed. This year's Cup will include additional points for non-athletic events, while the number of points for athletic events will not change.

Schools will now earn points for district and regional academic championships as well as their performance at the Academic State Meet. Additionally, schools that advance in first place from regional and area marching band contests will also earn points.

The new scoring information for the 2002-03 Lone Star Cup can be found below, and on the UIL website at www.uil.utexas.edu.

2002-03 Rules and Scoring Structure

Eligibility

All University Interscholastic League (UIL) member high schools in good academic and athletic eligibility standing will be included for contention. The UIL is based on the premise that students are students first and participation in activities is a privilege. Any member school that is found to be in violation of UIL rules for any portion of the 2002-03 school year will be subject to penalties as governed by the UIL.

Sports/Activities Included

This annual program recognizes five high schools, one in each of the five UIL classifications (5A, 4A, 3A, 2A, and 1A), based on their overall team achievement in the following sanctioned 2002-03 UIL Athletic/Academic championships (all classes unless otherwise noted):

Team Sports

Boys:

Baseball
Basketball
Football
Soccer (4A & 5A only)

Individual Sports

Boys:

Cross
Country
Golf
Track and Field
Swimming (4A/ 5A only)
Wrestling

Girls:

Cross
Country
Golf
Track and Field
Swimming (4A/ 5A only)
Wrestling

Girls:

Basketball
Soccer (4A & 5A only)
Softball
Volleyball

Boys & Girls (co-ed)

Team Tennis (4A/5A only)

Non-Athletic Competitions

Boys and Girls (co-ed)

Marching Band (3A & 5A only in 2002-03)
One-Act Play
District, Regional, State Academic Meets

Sports/Activities Not Included

Any athletic, academic or other competition not specifically listed above will not be included in the Lone Star Cup® standings. Individual tennis is not included in the standings because team standings are not compiled at the UIL State Meet. Team Tennis comprises the sport's representation in the program.

Points and Standings

Standings for the 2002-03 Lone Star Cup® are compiled via a year-long accumulation of points based on team success at the district and state level in the UIL

activities listed above. Lone Star Cup® points are accrued as follows:

• Team Sports

Regular Season

District Championship and Play-off Berth 4 points
Play-off Berth Only 2 points

Playoffs

For Each Victory or Advancement via Bye or Forfeit 2 points

• Individual Sports

State Meet (not including Team Tennis)

First Place Finish in Overall Team Standings 10 points

Second Place Finish in Overall Team Standings 8 points

Third Place Finish in Overall Team Standings 6 points

Fourth Place Finish in Overall Team Standings 4 points

Fifth Place Finish in Overall Team Standings 2 points

Team Tennis State Meet

State Championship 10 points
State Runner-up 8 points

State Semifinalists 5 points

Non-Athletic Competitions

• Academics

District Championship 4 points
Regional Championship 4 points



Staying in Step

Trying to avoid the mud and stay in step, a Garland Rowlett band member keeps watch to the steps during the state 5A marching band contest. Although the bands had to battle the elements throughout the day, judges were impressed with their outstanding performances.

Taking a Knee

As part of their performance, flute players kneel to emphasize part of their performance. Any kind of performance became difficult through the day as rain caused havoc for the day's events.



The Right Moment

Members of the Pearsall band wait for the drum major's signal for their next contribution to the presentation. Pearsall placed sixth in the 3A state marching band contest.



Rain, Rain Go Away!

Rain hampered many band's performances throughout the day. Above, water flies as senior Michael Lark and sophomore Josh Powell play the drums during Duncanville's performance. After finalists were named, directors of the bands in the finals decided not to compete again because of the soft field. (left) One member fights the rain coming off his instrument as he and his band perform during the preliminaries. Members of all bands involved were seen sliding and falling during the competition.

photos by Randy Vonderheid with contributions from Christopher Ketter of the Duncanville High School publications department.

Two for one special

By using UIL contests in classroom, teachers can help students master TEKS

The 21st century is not much like the “future world” of the Jetsons, an “old world” cartoon. In the society in which the Jetsons lived, robots cleaned houses, served food that materialized at the push of a button and generally took care of everyone. Mrs. Jetson and her daughter Judy had plenty of time to get their hair and nails done, and they always looked perky and energetic. The son, Elroy, did not return home after school to an empty house because the robot was there and usually his mother, too, since she had all day to jet around doing whatever she wanted to do. Doesn't sound like our world.

We rush to get the kids fed, dressed and to school. We rush to get to our jobs. We rush to make copies, grade papers, and get home in order to start all over again. All this rushing around is exhausting, and we have little time for leisure. I don't know about you, but just writing about it makes me tired.

So, how do you add one more thing to your duties, like UIL? The *Merriam Webster's Intermediate Dictionary* defines efficient as “capable of producing desired results especially without waste (as of time or energy).” You have to be efficient when working on UIL activities just as you have to be in your daily life. Why should UIL be reserved only for those students on the actual academic team? The contests are curriculum-based, and, therefore, appropriate for classroom use. Someone suggested that using UIL materials in the classroom might be “double dipping.” I hope it is!

While I'm not advocating avian murder, Mark Twain's adage fits: you can kill two birds with one stone. How efficient is that? Why not accomplish your UIL goals in the context of curriculum goals? All students write, perform math operations, speak and listen — which are focuses of UIL contests.

Making your life easier is not the only advantage of using UIL materials in the classroom. Students benefit. Not everyone will compete at UIL district, but all children benefit from challenging writing and math assignments. And it is all right that students will perform at varying levels and for you to dispense with the contest timeframe; you can impose this later on the academic team. Who cares if someone is obviously not in contention for a medal? The educational benefits from the activities are far more important than the hardware.

The second grade creative writing contest in relation to the Texas Essential Knowledge and Skills (TEKS) is the focus of this column.

Promotion of creativity in an academic format and encouraging writing skills in an early grade level are the UIL goals for the contest. Contestants receive a prompt comprised of five captioned pictures. In 30 minutes or less, they must write a story or essay using at least one of the pictures.

Creativity is one of the criteria for evaluating the contestant's story. It is worth 60 percent of the student's overall rank. The criterion itself is divided into categories: substance, clarity and specific details and examples, which individualize the story and are an outgrowth of the writer's experience and character. This portion of the



Rhonda Alves
Assistant Academic Director

Why should UIL be reserved only for those students on the actual academic team? The contests are curriculum-based, and, therefore, appropriate for classroom use. Someone suggested that using UIL materials in the classroom might be “double dipping.” I hope it is!

contest incorporates the following TEKS for second grade language arts: (14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:

- (A) write to record ideas and reflections;
- (B) write to discover, develop, and refine ideas;
- (C) write to communicate with a variety of audiences;
- (D) write in different forms for different purposes such as stories.

(18) Writing/writing processes. The student selects and uses writing processes for assigned writing. The student is expected to:

- (A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts;
- (B) develop drafts;
- (C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images.

The second criterion for evaluation of the student's writing involves organization and counts for 30 percent of the overall rank. The competitor must write in a logical and coherent manner. The story or essay must have a beginning, middle and end. The second grade language arts TEKS supported by this section of the contest is (20) Writing/inquiry/research.

The student uses writing as a tool for learning and research. The student is expected to:

- (B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas.

The last criterion for evaluating contest stories or essays is style, which counts for 10 percent of the overall evaluation. The divisions for this criterion are avoiding errors in sentence structure, punctuation, grammar, spelling and word usage.

While not heavily weighted in the contest, this evaluation portion of creative writing supports several language arts TEKS:

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, posture, and using correct letter formation, appropriate size, and spacing;

(B) use word and letter spacing and margins to make messages readable;

(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points;

(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks.

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent e, and one-syllable words with blends;

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses;

(D) write with more proficient use of orthographic patterns and rules such as *keep/cap*, *sack/book*, *out/cow*, consonant doubling, dropping e, and changing y to i.

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) use singular and plural forms of regular nouns;

(B) compose complete sentences in written texts and use appropriate end punctuation;

(C) compose sentences with interesting, elaborated subjects;

(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses in final drafts.

(18) Cited above:
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings.
While I'm not the model of efficiency, I just killed two birds with one stone: I started my contest-TEKS correlation project and wrote my column. I hope you will use UIL contest materials with all of your students. It creates a win-win situation.

Speakers should incorporate basics of speech into competitive speaking activities

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Contestants who adopt such an organizational pattern will find themselves to be more successful at district and regional as well as ranked higher by the very experienced judges at the UIL state meet.

Finally, basic concepts of an organized speech are essential to either of the extemporaneous speaking events: a creative introduction rather than the statement of the topic as the opening words of the speech; a preview that establishes not only the points to be covered but also

establishes the appropriate organizational pattern for the purpose and the topic (as well as stating the position that the speaker is taking in persuasion); a body that adequately develops the topic using signposting and internal summaries and previews as transitions; and a conclusion that includes an appropriate summary and a concluding statement with a note of finality.

These organizational elements are key in a winning extemporaneous speech.

Please note:

*1994-2003 editions of the *Nystrom Desk Atlas* may be used for the maps, graphs & charts contest.

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

*The UIL contest tapes for music memory must be used at the UIL district meet. You may not make your own contest tapes.

Lone Star Cup to consider more academic competition in tabulations

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"Throughout the years, UIL has pushed me to do the best I can, not only in its great academic contests, but in school as well. The discipline it requires mirrors that of what students are and will be called upon to show in high school, college, and the future."

Chris Neuman
El Paso HS,
El Paso

State Meet	
First Place Finish in Overall Team Standings	10 points
Second Place Finish in Overall Team Standings	8 points
Third Place Finish in Overall Team Standings	6 points
Fourth Place Finish in Overall Team Standings	4 points
Fifth Place Finish in Overall Team Standings	2 points
<i>One Act Play</i> (State Meet only)	
First Place Finish in Overall Standings	10 points
Second Place Finish in Overall Standings	8 points
Third Place Finish in Overall Standings	6 points
•Marching Band Regional Championship	4 points
Area Championship	4 points
State Meet	
First Place Finish in Overall Standings	10 points
Second Place Finish in Overall Standings	8 points
Third Place Finish in Overall Standings	6 points
Fourth Place Finish in Overall Standings	4 points
Fifth Place Finish in Overall Standings	2 points

*Please note that district championships are only included in the standings for the aforementioned UIL events. District championships for all other activities are not included in these standings.

In the event of a team championship tie or a tie in the final standings for the individual sports and academic competitions, the schools will split the allotted points.

Example #1: If by unforeseen events, the baseball championship game ends in a tie, the two teams will split the two points normally awarded to the winner.

Example #2: A two-way tie for third in the Boys cross country competition would result in five point being awarded to both teams.

Official Tie Breakers

If two schools in the same classification finish the UIL athletic/academic year tied atop the Lone Star Cup® point standings, the overall winner will be determined as follows:

1. Most overall state championships in all activities included in the Lone Star Cup® program.
2. Most total points received in the state academic meet.
3. Most district championships in all team sports included in the Lone Star Cup® program.

State or National Polls

A high school's rank in a state or national poll will not count in the Lone Star Cup® standings. All points are based on a high school's finish in the championships for the aforementioned UIL-sanctioned sports and activities.

Publication/Verification of Standings

Lone Star Cup® standings will be officially released on this website four times during the academic year. The expected release dates are as follows:

- Update #1: Jan. 17, 2003 includes marching band, team tennis, cross country, volleyball and football;
- Update #2: March 21, 2003 includes swimming, wrestling and basketball
- Update #3: May 23, 2003 includes soccer, golf, track & field, one-act play and all academic meets;
- Final Standings: June 13, 2003 includes baseball and softball

Standings will be publicized on Fox Sports Net South-west via the "High School Xtra" television show on each of the scheduled release dates, on the UIL web site and in the UIL Leaguer.

Holiday treats spread to all

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- ✓ That the total number of high school athletic participants in Texas was 773,850 students?
- ✓ California was second with 656,245. Sometimes we only get coal in our stockings at Christmas. Our coal comes in the form of:
 - ✓ Rally scoring in volleyball (pro or con)
 - ✓ Coach ejections
 - ✓ School boards that give a coach 4-3 vote of confidence (especially if the board president has a kid on the team who is less than talented).
 - ✓ Ineligible participants at or near district certification
 - ✓ Schools failing to complete paperwork in a timely manner
 - ✓ Lawsuits
 - ✓ Shortages in officiating
 - ✓ Steroids and the West Nile Virus
 - ✓ Non-school activities that intrude upon school programs (i.e. club volleyball during school basketball, non-school basketball during track & field and baseball and baseball during football season)

Finally in the spirit of the holidays the UIL Christmas list is posted for Santa.

Here's wishing for

- ✓ no inclement weather on the weekends of our outdoor championships

- ✓ no ineligible participants on varsity teams
 - ✓ more qualified officials
 - ✓ District executive committees that thoroughly address Previous Athletic Participation Forms and the issue of parent residence and students who change schools for athletic purposes.
 - ✓ A resolve to the issue of public school finance
 - ✓ A definition of sufficient diligence
 - ✓ A manufacturer that will produce and sell a helmet appropriate for pole vaulting
 - ✓ Patience for fans attending the state basketball tournament as they deal with the construction at the Frank Erwin Special Event Center
 - ✓ Parking for the patrons of the Frank Erwin Special Event Center
 - ✓ Sanity for those responsible for non-school programs so that students are not placed in compromising positions and do not have to choose between school programs and non-school activities
 - ✓ More students who are multi-sport athletes
 - ✓ A Fiesta Bowl berth for the University of Texas and Mack Brown
 - ✓ Another Rocky Road candy bar from my friend Eddie Wolski at the Texas High School Coaches Association
- Have a happy holiday season and good luck to all of our schools!

continued from...

Shepley takes over science
continued from page 7

said. "These books would be announced about a year in advance. For example, one could base the entire physics part on Hawking's *A Brief History of Time* (and of course, on whatever references students would need to understand it and its implications).

"A second idea is to have questions based on readings provided in the contest. For example, in physics, a long paragraph describing a physical situation could be included with up to 10 questions based on it. These suggestions are examples of ways the contest could evolve, to make it more interesting and varied, with other changes occurring from year to year."

Council makes minor changes
continued from page 1

ing the language for Computer Science from C++ to Java, prohibit calculators in Computer Science, change the way computers are to be used in journalism by requiring those who wish to use computers to use laptops and to allow computers to be used in ready writing at regional and state using laptops; (music) several proposals making some changes in ensemble and orchestra programs, judges' locations and opportunities to judge, the eight-hour rule for band; (athletic) subject tennis coaches to same COPE attendance and penalties, baseball and softball tournament scheduling, fee increases for soccer officials, filing previous athletic participation forms, change the week of soccer state tournament, alter the medical history form and regional qualifier participation.

All changes can be viewed on the UIL web page.

League offers credit to some
continued from page 1

"Schools will still send in their money, just like they normally do," Deel said. "The process will still work the same."

Deel also says the accounting office is looking into adding an option to submit payments online by the 2004-2005 school year.

In the meantime, Deel hopes this new payment option will catch on and improve the system.

"I'm sure there will be a few glitches at first," she said. "But I hope it all goes smoothly. It will save everyone some time. I think it will be a lot easier for schools to pay this way."

Rain hampers band contest
continued from page 13

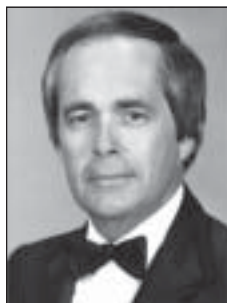
We can also explore other outdoor facilities. Many new stadiums have been built in recent years, and it is certainly possible to investigate these options. Again, whatever location is used it must be selected with the input of directors and school administrators across the state.

Regardless of what the future holds, all concerned parties should know that no decision pertaining to the state marching band contest or the events leading to the competition are made casually, thoughtlessly or without careful consideration of all options and consequences.

Time will heal the anger and frustration. Hopefully time will permit us to examine current policies, solicit input from directors as we explore other venues and options for the future. Our students and programs deserve no less.

Rain becomes overwhelming factor at state marching band contest

It is inevitable that weather conditions such as we experienced in Waco during the state marching band contest create feelings of frustration, disappointment and anger. It would be less than human to feel otherwise. Many have taken the time to share their concerns. The following is a response shared with many who have taken the time to call, e-mail or write us.



Richard Floyd
Music Director

First, I offer my congratulations to all participants for their professional conduct throughout this event and for the mature way that decisions were made as the day unfolded. I applaud everyone associated with the schools represented. They all were winners in every way.

The contest was in Waco for two primary reasons:

(1) When we left Memorial Stadium, Burger Center and the City of Austin, the general preferences of band directors was that we keep the event in the I-35 corridor between D/FW and San Antonio.

(2) Most directors also preferred that we not use a domed stadium because of acoustical considerations. In addition we needed a facility that offered a minimum of 20,000 seating capacity on the press box side of the field for 4A and 5A events. Baylor Stadium fit those priorities. Baylor University and the city of Waco were eager to

accommodate us and have been wonderful hosts.

Each year since that move we have surveyed schools to determine if we should be considering other locations. While there have been minor frustrations, most comments have suggested the location and facilities met the school's needs for these events. Thus we have continued to host SMBC in Waco.

On Nov. 4 the UIL did monitor the weather closely. Officials knew that conditions could be less than ideal and were in constant communication with a meteorologist at Channel 10 in Waco. At 8 a.m. Monday several music supervisors, participating school principals and band directors were consulted regarding available options. Not a single person suggested canceling unless lightning became an issue. Meteorologist reports assured that there was no lightning within 150 miles of Waco.

The general consensus was we either march or cancel. The cost and logistics of rescheduling an event involving 49 schools, thousands of students and approximately 200 charter buses was simply not viewed to be an option. Based on all input, the decision was made to march.

The surface at Baylor is a gravel and sand base over a synthetic overlay that is seeded with natural grass. It is viewed to be an all-weather surface. It is supposed to combine the advantages of natural grass with the all-weather features of an artificial surface. Thus field conditions were not anticipated to deteriorate to the degree that they did.

By the time this became apparent in the early afternoon, it seemed best to press forward and hopefully complete prelims. Also, Channel 10 was telling us the

rain would gradually slacken and conditions would improve.

On the other hand the Waco ISD Athletic Complex had an artificial surface and the AAA bands were experiencing only the frustration of dampness and cold.

At the conclusion of AAAAAA prelims, all directors reported to the press box. The names of the seven bands selected to advance to finals were announced in alphabetical order. Directors of these bands met with the me to discuss the most recent weather report, the condition of the field and the wisdom of continuing with the finals. Keep in mind this discussion was held without anyone knowing the order bands were ranked in the prelims.

It was the unanimous decision of all directors that it was in the best interest of their students and their programs to cancel finals and let the results of the prelims stand as the final rankings. The UIL *Constitution and Contest Rules* provides for this option.

This is only the second time since 1984 the weather had this kind of impact on the event. It would certainly be my wish we never experience this kind of circumstance again. But, this is a decision that must be made in partnership with our schools.

Can we move to a dome for the future? If the directors, administrators and schools of the state want to move to an indoor facility, we can do it. You have my assurance there will be extensive dialogue with all concerned parties during the coming months. I am sure, too, the TMEA/UIL marching band study committee will place this item on its agenda as well.

continued on page 12

TMAA officers assume varied responsibilities

by Leland Sharrock
TMAA President

My two years as president of TMAA will be ending this February at the close of the TMEA Convention. I would like to take a little space in this article to thank those responsible in helping TMAA move into the 21st century.

During past president Kathy Fishburn's tenure, Melva Sebasta, our beloved executive secretary for 10 years, retired and shortly thereafter passed away. We will always remember her as a very important friend and mentor. In replacing Melva, the executive committee was faced with a very difficult task.

From several very well-qualified candidates, the committee selected Dr. Jay Dunnahoo to become the new executive secretary. Dr. Dunnahoo's charge was to update our communication and computer capabilities. Working closely with TMEA deputy director Frank Coachman, we now have a TMEA-hosted website. Using this new technology, our membership is now listed on-line and, when updates are needed, can be corrected instantly. Why not go to the website (www.tmea.org/086_Tmaa) and check your personal data? If you discover an error or omission, use the link in the website to contact TMAA so that corrections or additions can be made.

UIL Region executive secretaries use the on-line listing in seeking potential adjudicators for their local contests. The current year judging assignments are listed on the website for all TMAA members. This provides the executive secretaries a much more efficient method of surveying availability of potential judges. They simply go on-line to see if the judges they are considering are

already under contract or are available for the dates of their local contests. Thanks, Dr. Dunnahoo and Frank Coachman for your outstanding contribution to TMAA.

TMAA will be electing several new officers and committee members during the general business meeting to be held next February during the TMEA convention in San Antonio. Specifically, we will be electing a president-elect, concert band vice president, marching band vice president, and two members of the CSAPP Committee. The president-elect serves two years, followed by two years as president and two years as past president. During the two years as president-elect, this officer chairs the CSAPP and the nominating committee. The vice presidents serve three terms on the executive committee and present workshops for their division during both the TMEA convention and the summer conventions.

Members of the CSAPP serve three-year terms. Their major function is reviewing membership applications. If you have an interest in serving in one of these positions, or know someone you wish to recommend, please contact James Edwards, chair of the Nominating Committee at Jaced1@aol.com.

The TMAA executive committee has proposed changes to our constitution that should simplify membership requirements. Currently, members must attend a general business meeting at least once every three years. These meetings are held annually during the TMEA convention in February. **Thirty-three** per cent of the membership constitutes a quorum at the business meeting. Members must also attend a judging workshop in each of their judging specialties at least once every five years.

The proposed constitutional changes alter both the general business meeting attendance requirement and

the judging workshop attendance requirement to at least once every **four** years. Also, **25 percent** of the membership will constitute a quorum at the general business meeting. These proposed constitutional changes will be voted upon during the general business meeting in February.

As professionals, we have pledged to uphold the standards of UIL and approach our adjudication in an educated and professional manner. Accepting a judging invitation means we place the dates in both our personal and our school calendars and return the signed contract to the executive secretaries without delay. It also means that we do not cancel an existing judging assignment if a better one is offered later. If an unavoidable situation does develop that will prevent you from fulfilling your judging obligation, you must contact the executive secretary immediately so that an adequate replacement judge can be obtained.

Also, professionals pay their TMAA dues on time and attend the required judging workshops and general membership meetings on a timely basis. To be at your best when judging, review the 11 Principles of Adjudication in the handbook. Your criticism sheet should evaluate the performance of the day, and most importantly, it should provide suggestions to use in improving the group's future performances.

It has been a pleasure serving the TMAA members the past four years. I look forward to continuing my work on the executive committee as past president. Working with our outstanding executive committee and CSAPP has been a rewarding and enriching experience for me. Thanks to all TMAA member who make our association such a highly respected organization.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
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Swim coaches should check UIL rules before accepting payment from club teams

PUBLIC REPRIMANDS

FOOTBALL

Michael Sadler,
Midland

BASKETBALL

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

SOCCER

Dennis Vansa,
Silsbee

I have always found that it's not the coaching in itself that has brought all the headaches; it is the "other stuff." When people first decide to get into coaching, I'm sure they don't realize they will have to deal with all this "other stuff."

For better or worst, you, the coach, do have to deal with this "stuff." I have to do much the same thing — deal with issues I get no real pleasure from. Just try to remember that if you ignore details, your team suffers.

Several concerns have been expressed by swimming and diving coaches about their involvement with club swim teams and what a UIL coach can or cannot do. Most of the concerns center around two issues: (1) can a school coach continue to coach their kids; and (2) can they charge a fee to a club swimmer that is also one of their school swimmers?

Here are some examples:

Scenario #1:

A high school swimming/diving coach is employed by Cut and Shoot ISD. His high school team practices before school and during some of the first period. After the school day ends at 3:30 p.m., he coaches for a USA swimming team named Swim Faster Aquatic Team. The Swim Faster Aquatic Team has 200 swimmers age 5-18. Some of the swimmers on the club team are from the Cut and Shoot ISD and some are from neighboring school districts. The Swim Faster Aquatic Team is open to anyone who can meet the minimum swimming require-



Peter Contreras
Athletic Coordinator

ment of swimming four lengths freestyle. This is the only requirement to be on the club team. The Swim Faster Aquatic Team charges a set monthly fee that is the same for every member within the group. From these fees, the club team pays Cut and Shoot ISD pool rent, administrative expenses, coach's travel and salaries to the club coaches. Is this a violation of Section 1201 (b) (9)? ...coaches shall not charge a fee for private instruction to student athletes during the school year.

It is a violation if any part of the club coach's salary is paid based on the fact that he/she is offering instruction or coaching a student(s) in grades 9-12 from their school attendance zone during the school year. It is not a violation if salary drawn is for coaching the club level students not within his/her school attendance zone or a student not in grades 9-12 from their school attendance zone.

However, if a swim club has more than one team, a masters team for example, and no student from that coach's attendance zone is on that team, a school coach may coach that group and be paid for it.

Or does the restriction on charging fees for private instruction applies only to those students who are:

- (a) in grades 9-12?
- (b) from the coach's attendance zone?
- (c) participating in the sport for which the coach is responsible?

(A) AND (B) have been answered above. It does not matter if a school coach is coaching a student in non-school participation in a sport he/she does not coach... a school coach cannot during the school year be paid to coach any student in grades 9-12 from their school attendance zone in non-school participation in any UIL sponsored activity.

Does the phrase "private instruction" refer to one-on-one private stroke instruction of which the swimmer pays

money directly to the coach?

No — see answers above.

Scenario #2

The Cut and Shoot ISD has passed a bond issue to build a new swimming pool. Once it is completed, Cut and Shoot ISD decides to start a school district run USA swimming team. They charge a monthly fee to each member. These fees help offset the coaches' salaries and other team expenses. The high school teams practices before school, and their club team practices after school. The USA swim team is made up of Cut and Shoot ISD members, and for a higher fee, members of other school districts. The fees are paid to the Cut and Shoot ISD and the school district in turn pays the USA swimming coaches salaries. The Swim Faster Aquatic Team has a minimum requirement of swimming four lengths freestyle. The high school coaches are also club coaches. Are they in violation of Section 1201 (b) (9)?

Again, it is a UIL violation if any part of their salary is drawn because they are coaching a swim club student from their school attendance zone in grades 9-12. However, if a swim club has more than one team, a masters team for example, and no student from that coach's attendance zone is on that team, a school coach may coach that group and be paid for it.

Would it matter if the high school coaches are different from the USA club team coaches? The USA club coaches are still high school district employees.

If a school district employee who has no assigned coaching duties with that school or ISD coaches the swim team, that person would not be in violation of Section 1209 (B) (9).

Please remember the 8-hour rule...club time counts against the 8-hour rule if the student's coach is also their swim club coach.

Parents sometimes ruin games for kids

I know I'm not getting any younger, or so my friends keep reminding me, but I can clearly recall my tenure as a high school athlete. In fact, some of my fondest memories are those involving my playing days at Boerne High School.

When I think about why high school sports were so important to me, I reflect on my coaches, teammates, and especially my parents. My parents, who happen to be the two greatest individuals on the planet, never put pressure on me. They always told me I played a good game (even when it wasn't deserved), and they never embarrassed me by displaying poor sportsmanship. The games were enjoyable because there wasn't the "win-at-all-costs" attitude that seems so prevalent today. Yes, winning was important, but a loss certainly didn't mean it was the end of the world. Life would go on.

Unfortunately, in today's society, unsportsmanlike behavior by parents and fans is not only accepted, but often times encouraged. Just last month, I received a report of a parent at a high school in Texas who threw a bottle at a line judge during a volleyball match. The line judge was a student. The parent was an officer in the school booster club.

This type of behavior is an embarrassment to the



Rachel Seewald
Athletic Coordinator

entire school and community and should never be tolerated. The fact that an individual is a taxpayer is not a license to verbally or physically abuse players, coaches or officials. Believe it or not, many individuals seem to maintain this philosophy.

According to a youth sport participation study by the Athletic Footwear Association, the primary reason youngsters ages 8 to 18 give for playing sports is "fun." In order for sports to remain fun, parents must let their children play, let the coaches coach, and let the officials officiate. It is also important that parents and fans understand the rules of the game. Incidents can occur because individuals simply don't know the rules.

Beginning this year, the UIL produced a Parent Information Manual. This document is a valuable resource for parents and fans. In addition, the UIL Sportsmanship Manual has been updated and contains relevant information for administrators, coaches, students, parents and fans. Both manuals can be found on the UIL web site at www.uil.utexas.edu.

Extracurricular activities are to be enjoyed by both the participant and the spectator. Their outcome should not cause undue pressure to be placed on the students, coaches, sponsors, judges or officials. When this begins to happen, it's time to take a serious look at the programs to see if they are teaching the ideals that were incorporated into our schools to teach.

Competitive activities seem to operate within a fairly broad spectrum, running the gamut between "It's not whether you win or lose, but how you play the game that

counts," to Vince Lombardi's famous battle cry "Winning isn't everything, it's the only thing." In recent years, however, the pendulum seems to have swung in the direction of extreme emphasis on winning.

I know I'm preaching to the choir, but for some reason incidents involving parents and fans continue to be a problem statewide. We usually discuss the ethics of fan behavior only when something truly awful happens — when a man comes out of a crowd to stab a tennis star, when thousands are killed or injured during soccer riots, when a homicide occurs after a Little League practice or game, or when a father and his son jump onto a baseball field to attack a first base coach.

Instead of waiting until something devastating happens, why not try to prevent the problems from happening in the first place? If that means you have to ban certain individuals from attending your contests, so be it. Don't let one individual give your school or community a bad name. One of the most important things we can do is to keep our activities pure and fun.

The next time you're at an athletic event, remember that it's only a contest and everyone, including the officials, is doing their very best. It is, after all, just a game.

check the UIL website:
www.uil.utexas.edu
for the latest information
on your sport

A holiday treat for everyone

Rules, reminders give coaches early vacation presents, treats

The holiday season is generally considered a time of giving. With that sentiment in mind it is appropriate to give school administrators and coaches a list of rules that are commonly overlooked.

DID YOU KNOW?

- That an athlete declared ineligible for varsity competition by UIL rules (excluding state law, no pass-no play) may still compete at the sub-varsity level?

UIL rules do not deny participation. Students ruled ineligible shall not participate at the varsity level. These students, however, are permitted to compete against athletes and teams at the sub-varsity level.

- That foreign exchange students are not automatically eligible for varsity competition?

Foreign exchange students must be part of a CSIET exchange program, possess a J-1 visa, be approved by the UIL foreign exchange waiver officer and be eligible in all other respects. Otherwise the student could compete at the sub-varsity level.

- That a student's varsity eligibility is tied to the residence of the parent or parents?

In the case of separated parents a student must apply for a parent residence waiver. Students with divorced parents could be eligible with either parent.

- That district executive committees are responsible for developing a system in writing for breaking ties for playoff representatives before the district race begins?

If the district does not have a plan developed, the UIL system as determined by C&CR Section 1203 (h) shall be applied.

- That it is a violation for a student to receive anything of valuable consideration for competing in a school tournament or match?

Students may accept symbolic awards (trophies, medals, plaques), but shall not accept t-shirts, bags, shoes, etc. for participating. This includes winning teams who shall not receive such items in lieu of trophies.

- The designated administrator is required to remain on-site until game officials are safely escorted to their vehicles?

Many incidents have occurred when the designated administrator has left before the contest has ended. The duties of the designated administrator have not ended until the officials have been safely secured.

- That a coach ejected from a contest is required to report the ejection in writing to an immediate supervisor the next school day?

The immediate supervisor is required to submit the ejection to the UIL.

- That state law prohibits teams from playing on more than one school night during the regular season?

Exceptions are allowed for tournaments and the playoffs. Schools should also be aware of calendar week limitations in some activities.

- A five-day holiday break in December is required of all participants and schools.

The five-day break can be scheduled differently for each team. For example the freshman team may have a separate five days than does the varsity.

- Students have to have been enrolled in four hours of classes each day to be considered a full-time student



Charles Breithaupt
Athletic Director

and eligible for competition?

Many seniors drop classes they do not need for graduation. Many times they drop below the four-hour minimum and are ineligible for competition.

- Junior high or middle school contests shall not begin before the end of the school day?

Junior high teams may travel during school time but may not begin a contest or match until the end of the school day for each participant.

In this spirit of giving here are some other interesting facts and figures to be digested along with your holiday feasts.

DID YOU KNOW

- ✓ That 454 teams qualified for football playoffs this year? Forty one percent of the participating football schools qualified, and 444 playoff games are scheduled through the Division II Championships.

- ✓ That 448 teams qualified for volleyball playoffs this year?

Forty seven percent of the participating schools qualified for the playoffs and 443 games were played through the state tournament.

- ✓ That 512 schools will qualify for basketball playoffs? Forty one percent of the participating basketball schools will qualify for the playoffs and 476 playoff games will be played.

- ✓ The 1,222 schools participating in basketball will travel 110,467 one way to each district game. Not bad considering the schools are spread out over 267,000 square miles in five conferences.

- ✓ 1,058 students competed in UIL State Cross Country Championships? Team and individual champions were crowned in each of the five conferences.

- ✓ 152 students competed in the State Team Tennis Tournament? Champions were crowned in two conferences despite the rain.

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CHANGES FOR POLE VAULT LANDING PAD

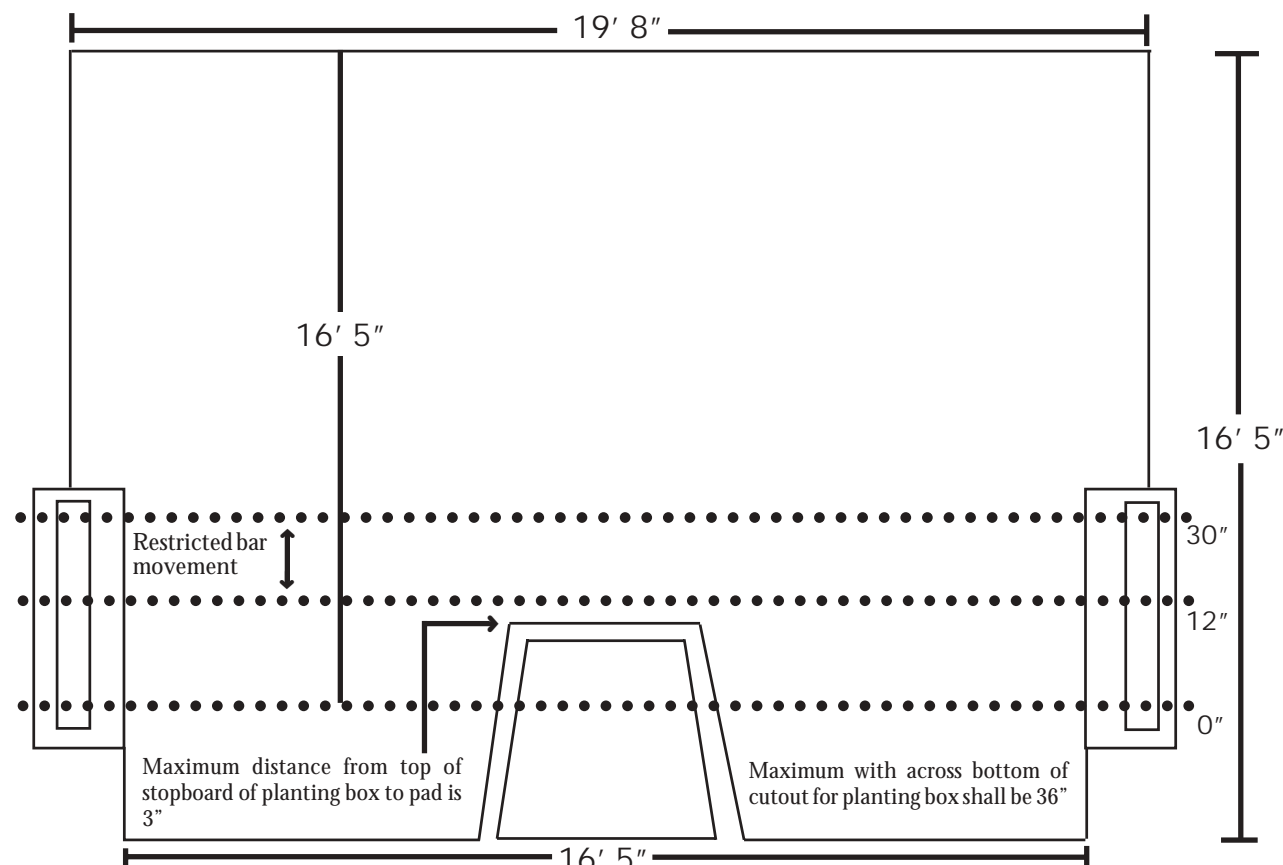
The National Federation track and field rules committee recommended changes regarding the pole vault landing pad, specifically enlarging the size of the landing pad. This is now a requirement for the 2003 track season. The new requirements are:

- (1) minimum width of the pad to be 19' 8"
- (2) minimum length of the pad to be 20' 5" from the front edge of the vaulting box to the back of the pad. There must be 16' 5" of landing pad behind the vault box.
- (3) the height (or thickness) of the landing pad to be a minimum of 26"

(4) a collar be placed around the vault box to help minimize injuries by vaulters falling into the box.

Upgrades to existing landing pads may be possible. The height of the upgrade would need to be the same as the existing pad, must be connected to the main pad, and all seams covered so the vaulter cannot fall through the crack and strike the ground. The common cover must cover the entire landing pad.

Below you will find a more detailed graphic from the NFHS that includes details on the positioning of the standards within the area of the pad.



ELEMENTARY/JUNIOR HIGH

ART CONTEST

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

HIGH SCHOOL

SECOND PLACE TEAM POINTS

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

HIGH SCHOOL SPELLING & VOCABULARY

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

MATHEMATICS & SCIENCE

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

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

CALCULATOR APPLICATIONS

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

ONE-ACT PLAY CONTEST

c. CONTEST PLAY SELECTION AND ELIGIBILITY.

Section 1033:

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

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

Conclusion:

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

EL PASO BURGESS HS

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

ROBSTOWN HS

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

CARROLLTON TURNER HS

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

KELLER FOSSIL RIDGE HS

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

BROOKELAND HS

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

ARLINGTON MARTIN HS

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

AMARILLO TASCOSA HS

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

BUFFALO ISD

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

SPADE ISD

The State Executive Committee issued a public reprimand to Spade ISD with probation through February 6, 2003 for recruiting violations resulting from an article written in a local newspaper.

VAN ALSTYNE HS

The State Executive Committee voted to require Van Alstyne High School to forfeit the boys'

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

SHERMAN HS

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

SHALLOWATER HS

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

PITTSBURG HS

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

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.

Distribution rights

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

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Boys Track Coach