

# Leaguer



## Briefs and Notes

### Calendar of upcoming events

- Sept. 15** ..... Deadline to submit fall/winter meet organization form and requisition for Elem/JH Academics
- Sept. 15** ..... Deadline to order invitational contest material for Elem/JH Academics
- Oct. 1** ..... UIL membership fees due
- Oct. 1** ..... Spring meet district directors and academic coordinators names due
- Oct. 1** ..... Enrollment cards due for One Act Play
- Oct. 1** ..... Deadline to hold planning meeting for CX Debate
- Oct. 20** ..... First day of practice for girls' basketball
- Oct. 21** ..... Last day for marching band region contests 3A and 5A
- Oct. 26** ..... Deadline for district certification for team tennis and volleyball 4A
- Oct. 27** ..... First day of practice for boys' basketball

### academics Notes

The four Student Activities Conferences have been scheduled for this fall.

- Sept. 11 - Tyler Junior College
- Sept. 18 - West Texas A&M University - Canyon
- Oct. 9 - University of Texas at Austin
- Nov. 6 - Texas A&M University - Kingsville

Each conference will begin at 9 a.m. and conclude at 1:30 p.m. Admission is free to all activities. Please check the UIL website for more details.

The UIL web page is:  
[www.uil.utexas.edu](http://www.uil.utexas.edu)

## Excellence in leadership

### Sponsor award recognizes teachers

They are the teachers and coaches who arrive at school before sunrise. They devote their lunch and after school time to help prepare students for upcoming competitions. They give up their weekends to take their students to invitational meets or athletic competitions. In addition, they spend thousands of hours fundraising in hopes of making enough money to support their program. And they rarely are recognized for their hard work.

UIL sponsors, whether academic or athletic, need to be commended for their hard work and dedication to students. The UIL Sponsor Excellence Award gives principals that opportunity.

"I think there never can be enough rewards for those who work above and beyond," Charles Breithaupt, director of athletics and assistant UIL director, said. "We believe sponsors are a great service to society as a whole."

Each year the principal and superintendent can nominate one

UIL sponsor for the Sponsor Excellence Award. Fifteen sponsors, academic and athletic, are honored each year. In addition to the award and presentation, each winning sponsor receives \$1,000. "Every year we have really good applicants," Breithaupt said. "Competition is so fierce."

The teacher/coach does not have to have the best record or brought home the most trophies to win an excellence award.

"We are trying to see who is going the extra mile for the students," Breithaupt said. "It's not just who has the most winning record or who has been there the longest. We are looking for someone who is dedicated to service. Maybe they have an extraordinarily large number of students participating or they have had to struggle to get students involved."

Academic director Bobby Hawthorne said over the years he has presented several sponsors with the award, and "the one thing that strikes me is how admired



and respected these teachers are, how important they are in their schools and community, how loved they are."

Hawthorne said UIL understands how important sponsors are in the lives of students. One of the best indicators of success in high school, college and beyond is participation in extracurricular activities, whether it's baseball, choir, drill team or yearbook, he

said. "What makes the UIL academic program so special, apart from the fact that it is the only program of its type and scope in the nation, is how important it is in preparing young people for life in college and beyond," he said.

The nominations are due Oct. 15, 2004. All schools will receive the forms in September. If you do not receive a nomination form, please contact UIL (512) 471-5883.

## 'Dr. Pat,' beloved music educator, dies at 92

Nelson G. Patrick, "Dr. Pat," beloved Texas Music Educator and a resident of Austin for 50 years, died Saturday, July 31. Dr. Pat, age 92, was born in Marlin, Texas on April 19, 1912. His father died when he was 6; so he spent many of his early years helping to support his family.

His undergraduate studies took place at Texas A&I University in Kingsville and Texas Technological University in Lubbock, where he earned a Bachelors degree in

Education in 1940. He undertook graduate studies in several institutions, including the American University, Oxford University, Texas Tech, Columbia University, and The University of Texas-Austin. He



Dr. Patrick

earned a Masters in Education, with a minor in Music Education, from Texas Tech in 1947, and a Doctorate in Education from UT-Austin in 1954.

Dr. Patrick's teaching career began in Premont, TX where he taught vocal and elementary school from 1930 to 1935. He taught band and choir in Donna, TX from 1935 to 1942. After a short detour in the US Army, attaining the rank of Captain in the Antitank Company, 410<sup>th</sup>

Infantry, 1<sup>st</sup> Platoon in WWII in France, Germany, Austria, and Italy from 1942 to 1946, Dr. Pat re-established his music education passion as the band director in San Benito, TX from 1946 to 1952. He then moved to Austin, TX to become the band and orchestra director at Austin High School from 1954 to 1960. During the summers, of 1936 to 1952 while finishing his degree work, he worked for Texas Tech Uni-

Dr. Patrick, continued on page 15

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UIL Director

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# It's the journey, not the trophy

## Participating in UIL academics or athletics makes every student a winner



Bill Farney  
UIL Director

It is that time again. A new school year. A fresh start. Everyone is excited as students prepare for activities. Fall sports teams are all undefeated in district play and hopes are alive for all possibilities.

I remember the elementary school years when we had new jeans

and shirts, and new notebooks and supplies, and most of us had new shoes, although we preferred going barefoot until the first norther.

Part of beginning school in those early years was the perpetual scrutiny of our teachers on each and everyone to assess any particular talents in math, writing, speaking or spelling.

Even though our academic contests would not be conducted until March or April, it seemed a Holy Grail for our teachers to find some competitors. The first pressure was a class spelling bee. This not only called for spelling knowledge but the ability to stand in front of the class with confidence and correctly spell out the words. A significant hindrance to this was several seated classmates trying to distract the contestants with funny faces or gestures. If you got tickled and couldn't control your laughing, you had to sit down.

More private and less stressful were the math tests and essay assignments. These were done at relatively quiet times. The teacher monitored the room for silence, and any student who violated the silence had to face the consequences. The principal had a large paddle, but each of my teachers handled most behavior problems in the class: "Go stand in the corner" was a first-level remedy. But a sharp whack with a metal-edged

ruler was another possibility.

These days were great learning experiences for a young boy whose family had no history of formal education beyond the ninth grade. It is not that my family did not value learning. They did. But circumstances of economics, wars and the Great Depression took away their options for extended education. They wished for a better life and education for their children and grandchildren. They respected teachers. Get a spanking in school, get a whipping when you got home – or worse – get a really good whipping when Dad got home from work.

My first poetry experience was a direct result of playing marbles for "keeps" at recess. As punishment, my teacher made me stay in from recess for a whole week. Sloth and inactivity were her greatest enemies; so I had to memorize a poem to recite while my classmates were out playing. "The Unknown Soldier" is a stirring recollection of a terribly tragic World War and also a testament of patriotism. To this day I can still recite all of it – down to the last lines:

*"I am the Unknown Soldier  
And maybe I died in vain,  
But if I were alive and my country called,  
I'd do it all over again."*

They gave me a first place blue ribbon at the district contest, and I wore that ribbon proudly pinned to my shirt pocket. My teachers were proud. My family was proud, and I had found something special that I could identify to myself.

Former Governor of Texas John Connally once stated that the first time he felt like a person of worth was when he participated in a poetry recitation contest in elementary school. Thousands of young people will get that same feeling each year. Through the efforts and interest of dedicated teachers, this experience of accomplishment will continue.

A simple task assigned to a simple boy by an interested teacher initiated an involved elementary, junior high and high school record of participation.

Along the way other teachers encouraged and expected that boy to participate.

How fortunate was I to have attended a small rural school that placed huge emphasis on participation.

The UIL programs were the only gifted and talented programs in our school. The student body was so small (only 67 in high school and 13 in my graduating class) that almost all of us had to join in order to have enough participants and players – even if some of us were not especially gifted or noticeably talented.

I owe a huge debt of gratitude to my hometown and its teachers for being positive role models and motivators to all of us. I am convinced they did so because they genuinely were interested in us and in our future.

It is the mission of the University Interscholastic League to extend competitive performance opportunities in a wide range of activities to as many students as possible.

The history of the League, beginning with the University of Texas initiatives before 1910, has a record of providing students of this state a chance to identify, develop and polish this talent.

Dr. Bailey Marshall, former director of the League, was sincere as he oft repeated his philosophy of winning and losing. "There are no losers in a well-planned educational contest."

These words still ring true today. In a world obsessed with winning as the ultimate destination, we often lose sight of how much is learned in the journey.

There are critics of educational competition. Many parents do not want their children quanti-

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## Leaguer

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# Fall brings hope of better times



Bobby Hawthorne  
Academic Director

For me, autumn is a time of hope, hope that summer will end soon, say by Halloween, and that fall will hang around for a while, at least until Thanksgiving.

I hope the Longhorns will win games they're expected to win, perhaps even one

or two they're not, that they won't pound my heart into mincemeat just because I'm naive enough again to believe that "this year" is "the year." I'm sure the Aggies and the Bears and the Red Raiders feel the same.

I hope the Cowboys play well, though I've long since stopped caring much about professional sports. Still, I grew up with Landry, Lilly, Meredith and Staubach. It's hard not to care a little.

I hope the turnout for the first student activities conference will justify the expense required to put on these free workshops, that I don't get a ticket on my way to Tyler, that the AC, the lights, and the projectors will work.

I hope the advisers, directors, coaches, coordinators and kids attending these conferences will be imbued with enthusiasm and a sense of possibility, that the first conference is their initial step on a grand adventure. I hope for them the kind of adventure I had my junior year at White Oak 35-something years ago, when I qualified for state, bombed big-time, but was present for one of the nation's largest anti-war protests on that weekend of nationwide demonstrations against the war and the incursions into Cambodia. I stood in the stadium during the state track meet as thousands of hippies and housewives and run-of-the-mill college kids marched past Memorial Stadium and chanted for Darrell Royal to join them.

He didn't, far as I know. But it was quite a sight, especially for a goofy kid from East Texas.

Like nothing before, it opened my eyes to the world beyond Gregg County.

I hope all persons involved in UIL academics will take the time to read the *Leaguer* (especially my column) and monitor the UIL Web site regularly. I hope administrators will understand that academic competitions can be and should be as enriching as anything that takes place on a wooden court or grassy field.

I hope (and trust) the on-line Spring Meet Entry System works better than it did last year, and if it doesn't, I hope my medication does. I hope all concerned will know that UIL entries will be submitted on-line, that paper entries won't be accepted, and I hope that they'll read the on-line instructions carefully before scanning the computer screen and hitting "invoice," thus locking out the remainder of the school's entries.

I hope they'll put their UTEIDs (if you don't know what that is, you need to find out) and passwords in a safe place. If they don't, I hope their name is M. Grievelhoover rather than R. Jones or M. Garcia because there are more than 200 R. Joneses and M. Garcias in the UT database, and I'll have to go, one by one, until I find the right R. Jones and/or M. Garcia. You may not have noticed, but I failed to contribute a column for the final two *Leaguers* last spring. I fear that if I had, both columns might have begun, "You morons, read the &^% instructions and keep track of your @#\$\* (different word) passwords..."

I hope coaches will adequately prepare their students for competition, meet deadlines and familiarize themselves with the rules and contest plans. I hope they'll teach their students important lessons about fair play and hard work and good sportsmanship. I hope they'll lead by example.

I hope the tests I write will be free from glaring mistakes, that all of the UIL test material, manuals and handbooks will be error-free. And if it happens, it'll be a first, not that we don't try. But when you're talking about 23 high school contests, two invitational, two district, one region

and one State Meet, the odds aren't in your favor.

I hope I can squeeze at least one more year out of those fabulous UIL academic contest directors — Laverne, Fred, Delma, Dave, Denis, Karen, Marcia, the two Lindas and the two Larrys. I hope none of them retire before I do. I hope we have a grand time on our trips across the state, that the King's Inn in Kingsville will be as memorable this November as my first

visit there 28 years ago with Max Haddick, Lynn Murray and those other wonderful souls, most of whom are no longer with us.

I hope Randy Vonderheid has a great year at Frisco Centennial. I'll miss him dearly. As good a UIL journalism director as he was, he's a teacher, and he belongs in a classroom.

I hope Jeanne Acton settles in quickly, becomes comfortable with the job and the odd family that we are here. We're thrilled to have her as a member of the crew. I met Jeanne many years ago. She was a student in a feature writing class I taught at a summer journalism workshop in Dallas.

Then, like now, she was talented, passionate, energetic — a little wacky. The last day of the workshop, she and other Duncanville students dressed like mummies for class. I'm sure there was a point, but neither she nor I can remember what it was. I hope her baby arrives in late October, happy and healthy.

I hope I don't do anything stupid to upset or embarrass Dr. Farney, Jana or Treva. Again.

I hope those of you still reading have a fabulous year. I hope we all appreciate the special gift we've been given — to work with the best students public education has to offer, that at this time next year, the most we can hope for is a year as good as the last.

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**I hope (and trust) the on-line Spring Meet Entry System works better than it did last year, and if it doesn't, I hope my medication does.**

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## Committee changes calculator rule in mathematics contest

By Larry White

UIL Mathematics Contest Director

It's official. The rule changes for the Mathematics Contest involving calculators has been approved. The rule change came about after a year's work by the committee of mathematics coaches from across the state.

The proposal for change was made by the committee and approved by UIL. The change will not affect the direction of the contest itself. It allows for the use of more up-to-date calculators as a tool to help solve problems. The mathematics contest problems will continue to be written according to the high school curriculum

and will not be based on a specific calculator.

The current committee of coaches will meet again next spring to discuss any and all effects the rule change has made on the contest. If any adjustments are needed, they will be discussed at that time. The committee appreciates any constructive thoughts and suggestions you might have concerning the calculator rule change.

This rule change is only for the Mathematics Contest. The precise rule changes in the C&CR are as follows:

Section 942: MATHEMATICS CONTEST  
e. USE OF CALCULATORS

(1) Students May Use Calculators.

Contestants will be allowed the use of any commercially available silent hand-held calculators that do NOT require auxiliary electric power and as long as they are NOT modified. Each student may bring one spare calculator. Small, hand-held computers are NOT permitted. Clearing the memory will NOT be required.

f. CONDUCTING THE CONTEST.

6.I. You will be allowed the use of calculators on this test. A spare calculator is permitted but must be placed on the work area before the test begins.

As always, feel free to contact me about problems or suggestions concerning the mathematics contest. Good Luck! Work Hard! Play Fair!

# C&CR outlines rule changes in speech/debate



Jana Riggins  
Speech Director

Summer has been an exciting time at the League preparing for the new competitive

year! Over 450 educators joined us for our annual Capital Conference coaching school to learn about the new prose and poetry categories, the latest cross-examination debate topic and innovative strategies for coaching UIL events. No doubt, you have returned to school facing lots of changes: a new teaching schedule, newly-adopted textbooks, perhaps even adapting from block schedule to traditional class periods or vice versa.

Things are new at UIL, too. As 2004-05 district alignments shuffle schools in and out of existing districts and conferences, academic planning meetings become a time when sponsors discover each district has different strategies for organizing and running the district academic meet. Different doesn't mean wrong, and the UIL staff hopes blended districts will be open to the successful methods each school brings to

the planning meeting table. Incorporating the best of all these ideas can only make this year's meet even better.

As you set your contest dates for the spring, remember that the district executive committee must schedule all academic competitions requiring test integrity during one of the two designated district weeks. See section 902 of the *Constitution and Contest Rules*. This means you cannot schedule journalism contests the first week of the two-week district window and the rest of your contests during the second week. The C&CR does allow prose, poetry, one-act play, and Lincoln-Douglas debate to be scheduled during either of the two weeks, provided approval is granted by the UIL Director. Districts must submit a written request to the State Office that includes a justification for the need to alter scheduling for these specific contests.

The competitive year for speech contests brings a few rule changes. In order to advance to the State Meet in cross-examination debate, UIL has a certification rule. For several years, the certification rule has applied to second place teams in districts with fewer than eight schools competing. Beginning this season, it will also apply to first place teams in districts with only one

school competing.

The C&CR now addresses the issue of singing in oral interpretation contests, indicating that only incidental singing in the introduction and/or selection may be included in the performance. Remember: this is a reading event, not a choral one.

Further clarification has been provided for what materials are and are not allowed in the extemporaneous speaking preparation room. Magazines, newspapers, and journals such as *Foreign Affairs* are allowed and may be highlighted in one color. Other published source materials such as reference books, atlas, and a book of quotations may be included. Printouts of published material from computer online data services are allowed, if not modified or in outline form and if they include the downloaded URL. An index without annotation such as a computer or handwritten list of subject titles/dates of magazines or folders included in the files may be brought into the prep room.

Outlines are not allowed. Debate briefs, pre-prepared outlines on possible topics, multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches are no-nos. Prepared notes, extemp speeches, and debate handbooks

should not be included in your extemp tubs. Also not allowed are unpublished handwritten or typed materials, other than an index. This outlaws the practice of taking one or more articles and cutting and pasting them into a single document. You also would not want to bring into the prep room previously used extemp notecards or a flow of a debate round. The *Constitution* clearly prohibits computers or other electronic retrieval devices such as Palm Pilots, cell phones, or laptop computers. At State Meet last year, we took up 22 cell phones prior to the draw!

The C&CR now addresses schools that enter debaters in the district meet and then fail to notify district contest officials in a timely manner that their debater(s) will not compete. See section 1001.

Interpretation coaches will want to order this year's *Prose and Poetry Handbook* to gain insight into the spirit of the new oral interpretation categories and to instruct their students accurately about appropriate documentation requirements. The state advisory committee unanimously recommended that proof of publication be required as part of documentation. This is consistent with other forensic circuits. The new handbook will explain what can serve

to prove a selection is published. Proof you have met the category requirements also is required. The C&CR instructs sponsors to consult the official handbook for elaboration and explanation on what will and will not appropriately satisfy the constitutional rules of the contest. I also highly recommend you bring your students to one of the Student Activity Conferences that will feature several workshops on the new interp categories.

In order to assist schools in meeting UIL deadlines, our staff has consolidated important dates. In doing so, the deadline for holding your cross-examination debate district planning meeting has been moved up to October 1. The League office requests paperwork on your CX district, including the name of your contest director, by November 1. At the planning meeting, determine if the contest director or your spring meet director will be responsible for online data. No hard copy entries will be accepted this year and the deadline for setting up the district meet online is December 1. Only after your district official has completed this, can schools enter their contestants.

Watch for the first of two CX ballots to arrive at your school in September. Coaches are provided

Speech, continued on page 12

## New LD Debate topic offers chance to argue timely issue

By Larry McCarty  
Guest Writer

Resolved: The popular vote ought to supersede the Electoral College in US presidential elections.

The UIL Lincoln Douglas debate fall resolution offers the opportunity to argue the merits of popular vote versus the Electoral College in United States presidential elections. Two events in particular render this topic extremely timely: first, the current 2004 presidential contest and second, the outcome of the 2000 presidential election. While memories are still fresh regarding the uncertainty that prevailed in the weeks following the 2000 election and with current public opinion polls predicting a very close race this year, questions are

surfacing regarding whether or not recent history will repeat itself in November 2004.

The Electoral College was chosen by the Founding Fathers and is described in Article II of the U. S. Constitution. The Twelfth Amendment drafted in 1804 following a controversial election in 1800, the results of which elected Thomas Jefferson, made modifications. The issue of presidential elections was heavily debated at the 1787 Constitutional Convention in Philadelphia and several options were considered, including allowing popular vote to choose the president. This idea, however, was rejected out of fear that lack of information about candidates would result in voters opting for "favorite son" individuals from their own geographic re-

gions.

Specific aspects of the Electoral College process provide that states will have a number of electoral votes equaling that state's representation in the U.S. Senate and the House of Representatives, meaning that all states have a minimum of three electoral votes. Based on the current membership numbers in the House and Senate, there are a total of 535 electoral votes nationally, plus an additional three votes for the District of Columbia. In order to secure a majority, presidential candidates must receive at least 270 votes to win the presidency. In the event of a tie or failure of any candidate to capture a majority of the votes, the House of Representatives determines the ultimate election outcome.

Today, 48 states cast electoral votes on a winner-take-all basis, the exceptions being Maine and Nebraska, both of which allow for split voting. One of the primary concerns regarding the Electoral College is the winner-take-all format that allows for candidates to win the popular vote yet fail to be elected president, a development that occurred in the 2000 election when Al Gore received 540,000 more votes than George W. Bush. However, supporters of the Electoral College are quick to note that, while this outcome did occur in the last election, it has only happened three times total since the emergence of the two major political parties. Such occurrences were in 1876, 1888 and 2000.

LD debate, continued on page 10

# Who's the new face in journalism?

After an almost 20-year relationship with UIL, it was finally time to join the staff



Jeanne Acton  
Journalism Director

I know what you're thinking. "Where's Randy?"

And, "Who is this woman?"

Well, let me tell you a little about myself.

I have been involved with UIL at some level for almost 20 years. I competed in UIL journalism my last

three years of high school. As a college student, I helped my high school journalism teacher, Mary Pulliam, teach the ILPC Summer Workshops. I also interned a year or two for then UIL journalism director Bobby Hawthorne, before he went on to greater glory (see his column, page 3 for details). Four years later, when I became a teacher and then administrator, I continued my close ties to ILPC and UIL.

It only seemed natural after this long relationship that I apply for the director of journalism position when Mr. Vonderheid decided to leave and return to the classroom. I didn't think I would actually get the job, but I would have been upset with myself had I not applied.

I was both excited and nervous when the League offered the job to me — nervous because I am cautious about change and excited because

of the new challenge.

Part of this challenge is letting journalism teachers across the state know who I am and what are my priorities and focus. Here is my life in a nutshell.

I began my life in journalism as a sophomore at Duncanville High School. A friend told me journalism was a blow-off class and I could get an easy A. I jumped on it. I did get an A in that class, but I am not sure my teacher, Mary Pulliam, ever had an easy assignment. She pushed me to improve my writing in ways that no English teacher ever had. Mrs. Pulliam, (it sounds weird saying her formal name. Midway through my sophomore year, we had renamed her 'Mur' — short for Mary) didn't just focus on writing, though. She imbued in me a strong sense of ethics and encouraged me to think outside of the box. She allowed me to grow as a writer, reporter, leader and journalist.

Journalism was my life in high school and I have remained best friends with my fellow staff members of the *Panther Prints*, which was named *Tops in Texas* my sophomore and junior year. We went to every workshop we could and participated in every contest that was out there. Mur took us everywhere, from Austin to New York, to hone our journalism skills. Actually, what we honed was our obnoxious personalities. At the Gloria Shields workshop in Dallas, we decided

that we should wrap ourselves in toilet paper for the final day of Bobby Hawthorne's feature writing class. He was not amused by our antics (although he laughs about it now) but still gave us the most awards. When I was a senior, prom fell the weekend of the ILPC Spring Workshop — a major conflict for the editors of *Panther Prints*. Our solution was simple, go to ILPC in our prom dresses. Sure, we were well-worn after the all-night party, but we did look quite nice for the convention.

I am amazed that Mur survived us. I know I spent more time with her and my classmates in high school than with my own family. We were loud and silly, but we loved her and we loved journalism. She is my foundation in journalism.

After graduation, I quickly made my way to the University of Texas at Austin to pursue a degree but more importantly to work on the *Daily Texan*. For four and a half years, I toiled in the dingy, cramped basement of the *Texan*, eventually clawing my way up to managing editor. I loved it. It was the best four years of my life. In my mind, I was a real journalist.

During college, I worked with Mur at the ILPC Summer Workshops and loved the energy I got from the students. I even loved the kid who described me as "dumpy, with algae-green eyes and moss-colored hair." Naturally, the student

New face, continued on page 11

## Vonderheid follows his heart back to the classroom



Randy Vonderheid  
Former Journalism Director

30. To a journalist the number 30 means "the end," and when a journalist entitles a column as a 30 column, that signifies that column as his last. This is my 30 column.

For those who don't know, I am back where you are — serving as a journalism teacher/publications adviser at Centennial High School in Frisco, a suburb of Dallas. It was an extremely difficult decision moving back to the classroom from the comfortable confines of the UIL building at 1700 Manor Rd., but one I am excited about it.

A quick synopsis — after seeing students and teachers/advisers at the different conventions, workshops and state tournaments and meets interact and work together and enjoy each other's successes as their "little family," I knew my heart was in the classroom. I began my search for a new teaching position by establishing certain criteria.

I knew I wanted a situation where the administration saw the need and advantages of having a strong publications department. I also wanted the challenge of building a publications department from scratch. Finally, I wanted to find a job where I felt the community was an avid supporter of the school district. I found all those in this position at this new school.

Many wonder why someone would think a high school publications department, much less scholastic journalism, could be important in the worldly scheme of things. I've mentioned in several columns how students who participate in journalism do better on their SATs, ACTs and other formal testing as well as do better in college as a whole. I've also mentioned that many of these students return to their high school after graduation to see their "journalism teacher and the J-Lab." It was a "home-away-from-home atmosphere" to them.

Other factors too show how journalism is part of a larger scheme of things. I was in my bank making some last minute transactions before I made my move and overheard two bank tellers

involved in a conversation. After a teenager had come in to get money for her fall dance, the two tellers began talking about their high school activities. Throughout the conversation each brought up activities that their yearbook had discussed and pictured. While I was standing there, they decided they would have a "bring the yearbook to work" day to compare activities and how each looked in high school. They also wanted to show each other old boyfriends and girlfriends and what they were doing these days.

In many different television shows and movies, people refer to yearbooks during the course of the movie or show. I have seldom heard people say, "I learned that in this high school class" or "we did that experiment in that high school." Many times I hear, "what did the yearbook say about that?" or "yeah, that may have been hard but try finishing 200 pages of yearbook in one week!"

In fact, just last week I was having dinner with some former publication students. These people, who are now adults in their mid-30s, still talk

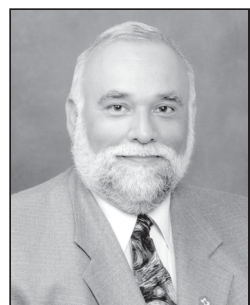
Back to class, continued on page 9

**Don't forget to plan for the TAJE convention, to be held in San Antonio Oct. 23 - 25. On-site contests will be held in addition to learning sessions. Contact Rhonda Moore at [rmoore512@sbcglobal.net](mailto:rmoore512@sbcglobal.net) for more information.**



# ‘We are the dreamers of the dreams’

## Dream of affecting eternity through your students and their work in the arts



Luis Munoz  
One Act Play Director

Welcome back! Jenny, Connie and I hope you had a restful summer full of inspiration that has prepared you to tackle the challenges of the school year. As you begin this

new journey, take time to reflect on what you are teaching your students. What you teach your students will have an impact for generations to come.

Rod Caspers, 2004 Conference A State Meet Judge, told a wonderful story during his meeting with students and teachers participating in the contest. According to Rod, he was standing at the back of the B. Iden Payne Theatre on the UT-Austin campus watching a production of *Merrily We Roll Along* which he had directed. Woody McGriff, who had choreographed the piece, came up to Rod and said, pointing to the stage and audience, “Look down there, we’ve affected eternity.”

Woody knew that their work as artists and teachers would touch the lives of all the participants in the theatrical experience. However, it doesn’t stop there. Whatever each and every audience member, performer, technician gleaned from being a part of that moment will be shared from generation to generation. Such is the case with the UIL and OAP experience.

A UIL “Certificate for Excellence in Spelling,” dated May 24, 1921, hangs on the wall by my desk. The certificate, signed by League’s first director E.D. Shurter, was awarded to my Great-Aunt Emma Garza for scoring “100% in the Written Spelling Contest.” I am proud to say that my family has been involved with the League for four generations. We believe in what it did, does and will continue to do for generations of Texas children.

What are the values? Yes, there are some statistically proven values:

People who study theatre and compete in League activities do better on standardized tests.

People who study theatre and compete in League activities don’t drop out as much.

However, it is a broader and more subjective set of issues that are at the core of this discussion, issues that go beyond rules

and time limits and the stated goals of the League and the OAP contest.

The contest provides a structure to attain loftier goals. The great acting teacher Stanislavski once said, “Do not try to push your way through to the front ranks of your profession; do not run after distinctions and rewards; but do your utmost to find an entry into the world of beauty.” When you have come to grips with that, then you will find those intangible treasures that are manifest from the theatrical and UIL experience both for you and your students.

Willy Wonka in the 1977 film “Willy Wonka & the Chocolate Factory” says, “We are the music makers, and we are the dreamers of the dreams.” Dreams are important.

Those theatre artists called “Teacher” are doubly blessed because they not only teach what is but what can be. This is one of the few safe havens where one is still allowed to play make believe. The arts education teachers provide their students will make them a member of a very select part of society. It is a group empowered by creative thinking to think “outside the box” and that does not fear abstraction. They become a society that is fearless and dynamic and can bring new and innovative projects and solutions to problems.

Mrs. Teevee: Loompaland? There’s no such place.

Willy Wonka: Excuse me, dear lady...

Mrs. Teevee: Mr. Wonka, I am a teacher of geography.

Willy Wonka: Oh, well then you know all about it.

This year aspire to work hard, learn and create. Be a positive role model for your students. Your success in life will not be measured by the awards you win but by the art that you share. The accolades will come with the creation of good theatre. Dream of creating, of enlightening the world, of affecting eternity through your students and their work.

### 16<sup>th</sup> EDITION

The League office was busy this summer. Jenny, Connie and I were involved in preparing the 16<sup>th</sup> edition of the *Handbook*

for *One-Act Play* for print and in conducting and preparing materials for several workshops. The biggest project was the *Handbook*. You will need to order this publication right away. I can’t begin to stress the importance of doing this. There are significant changes both in the structure and the content.

### APPROVED LISTS

The “Approved Lists” are no longer found in the *Handbook*. You will need to go online to find these. In 2002, the lists

were out-of-date by the time the books were delivered. Several schools made the mistake of producing plays no longer on the lists and faced having to produce a different title.

### C&CR ERROR

There is an error in the 2004-2005 C&CR. 1033 (d) (3) (C) (page

137 of the *Constitution and Contest Rules* should read:

(C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

### NEW DEADLINES

The traditional November 1 enrollment card deadline has been changed. Please note that the cards must now be submitted by October 1.

The deadline for setting up One-Act Play Meets online is February 1. The District Academic Meet Director or a designated individual should do this.

Contestants shall be entered into the UIL Academic Spring Meet Entry System by *each school’s* academic coordinator or designated individual ten days prior to zone or district, whichever comes first.

### SCENIC DISCLOSURE REQUIRED

The use of the basic set, unit set, properties, scenery, approved additions, and items allowed under 1033 (c) (2) (F) (i-v)

should be fully disclosed to the contest manager at the official rehearsal. Remember that nothing may be done to the basic set that may damage it or the unit set or endanger the site crew, audience or participants. Unauthorized or undisclosed use of the basic set may be considered a violation of 1034 (b) (2) of the Ethics Code. The contest manager shall make any decision concerning the use of the basic set and that decision shall be final.

### Discrepancy in Time

If there is a discrepancy between the times reported by the official adult timekeepers, the contest manager shall use the lowest of the times as the official time. The contest manager, after consultation with official contest timekeepers, has final judgment in determining if site crew members have caused, for any reason, a company to exceed the time limits.

### Cell Phones and Messaging Devices

Cell phones or other electronic communications devices shall not be allowed in the backstage areas, except as allowed under 1033 (c) (2) (E). Light and sound spaces are considered backstage and off-stage. Misuse of these items for illegal communications in other contests has led to the creation of this restriction.

### PLANNING MEETINGS

This is the time to zone, recommend judges, a contest manager and secure a site. Make sure you study the section on planning meetings (pages 22-25) in the 16<sup>th</sup> edition and cover all the bases. It is extremely important that all schools are invited to attend. Careful planning can avoid problems and misunderstandings at the contest.

The TETAAO Administrative Committee met in June and the meeting culminated with the selection of the 2004 State Meet judges. Their peers selected the following:

- 1A Tal Lostracco – Trinity Valley College
- 2A Maria Haskell – Austin
- 3A George Sorenson – Lubbock
- 4A Bob Singleton – Houston
- 5A Jim Mammarella – San Antonio College

Make sure your Contest Manager executes a written contract with the judge. Area and Regional Contest Managers get commitments now and use judges that are designated as area and regional judges on

Theatre, continued on page 14

# Deadlines approaching for competitions



Treva Dayton  
Elementary/JH Director

The joy of teaching is mostly long distance for me these days, as I talk with educators and administrators on the phone. Announcements and bells blaring in the background, teachers reminding students to use their 'six-inch voices' for a few minutes, or principals requesting all-too-familiar students to take a seat while they finish our conversation all bring back vividly

the sights, sounds, smells and synergy of a new school year. Hopefully, most of you have located all the materials that disappeared while your classrooms were being renovated or cleaned over the summer and are now settled into the rhythm of the academic year. Our best wishes for a great one for you and your students.

If your district has not already had a meeting to plan for this year's UIL academic competition, you should do so as soon as possible. Please be sure and check the contest calendar and plan your meet accordingly. The dates that district materials are available have changed, as have the deadlines for ordering district contest materials. The calendar was published last spring in the *Leaguer* and posted on our web site, and we've printed it again in this edition. December 1 is the first day you may use fall/winter district materials, and September 15 is the deadline for ordering. Spring district meets may be held from February 1 through May 16. Our invitational meet materials may be used beginning November 1; so if you have scheduled your contest in November and cannot change the date, you may purchase those.

## Contest Materials for 2004-2005

If you registered your campus online to participate last spring or during the summer and have not yet received your *A+ Handbook* packet, your registration has disappeared into cyberspace, and you need to send it again. We have shipped materials to all pre-registered schools, and are working on the hundreds we receive each week at this time of the year. I've highlighted below some of the contest materials you'll need as your students prepare for competition.

- The **Art Contest** is in the second year of a two-year cycle. Prints and the *Art Smart Bulletin* are the same as 2003-2004. Both divisions (grades 4-6, grades 7-8) use the same prints and bulletin but different tests are provided for each division.

- In the **Calculator Contest**, students may use any silent, commercially available calculators that do not require auxiliary power. Pre-recorded programs should be cleared before the contest.

- For **Dictionary Skills**, contest writers will use the *Merriam Webster's Intermediate Dictionary*. Any edition from 1998 or later may be used, including the newest 2004 edition.

- For the **Maps, Graphs & Charts Contest**, contest writers will use only the 2003 edition of the *Nystrom Desk Atlas*. It has a red and purple cover, and if you have ordered

your atlases from UIL in the past year, this is the edition you would have received.

- The selections for the **Music Memory Contest** are new for 2004-2005. Please see the Official List in the *A+ Handbook* or the UIL web site. Although the list in the *A+ Handbook* is mistakenly titled 2003-2004, the composers and musical selections listed are correct for the 2004-2005 contest. There are 16 selections on the official list, and no alternates, used for both the third and fourth grade division and the fifth and sixth grade division. Vendors that provide practice materials are listed on our web site under the link for "Other Resources."

- For **One-Act Play** contest managers, a new *Guide for One-Act Play Contest Managers* is now available. This is a truly user-friendly manual and a great resource. The newest edition of the *Handbook for One-Act Play* has been totally revised and contains great diagrams, graphics and easy-to-find information for directors, critic judges and contest managers. Use the Academic Study Materials Order Form to purchase a copy.

- For the **Ready Writing and Creative Writing Contests**, the *Ready Writing & Creative Writing Handbook* has been reprinted but has not been revised from the 2000 edition.

- The *A+ Spelling List* for grades 3-8 contains the new word lists for the 2004-2005 **Spelling Contest**.

## Social Studies Pilot Contest

The new Social Studies Contest is designed to encourage students to expand their knowledge of social studies, particularly in the areas of history, government systems, economics, citizenship and culture. The contest has two divisions, with one test for grades 5 and 6 and another for grades 7 and 8. Schools may enter three contestants in each division at the district meet.

Contest material will be based on the TEKS for social studies and taken from state-adopted textbooks. Questions for the 5-6 division with approximately 20 percent from fourth grade, 50 percent from fifth grade and 30 percent from sixth grade social studies TEKS. Questions for the 7-8 division will include approximately 20 percent from the sixth grade, 50 percent from the seventh grade, and 30 percent from the eighth grade social studies TEKS. The majority of test questions will be in multiple-choice format. At this time, there is no team competition and no tie-breaker element for the contest.

Students will be given 30 minutes to answer 40 multiple-choice questions. Three points are awarded for each correct answer and two points deducted for each incorrect answer. No points are added or deducted for questions that are not answered.

We hope most districts take advantage of the opportunity to try this new event and to provide feedback about the contest format, content, level of difficulty, etc. Sample question are provided in the *A+ Handbook* and the spring district tests from last year are included in the *Academic Study Materials Booklets*. Your regular classroom curriculum is excellent preparation for this contest. A useful web site for additional material is the Social Studies Center hosted by the Texas Education Agency at [http://](http://socialstudies.tea.state.tx.us/)

## Calendar of Upcoming Activities

Spring/Summer ....	Register online to participate. Registration information is sent to all non-registered public elementary and junior high schools in Texas.
Early Sept. ....	Hold district organizational meeting for Fall/Winter (Dec. 1 - Jan. 31) district meets
Sept. 15 .....	Deadline for returning District Organization Form for Fall/Winter (Dec. 1 - Jan. 31) district meets
.....	Deadline for the district director to return the District Meet Requisition Form for Fall/Winter (Dec. 1 - Jan. 31) district meets
.....	Deadline to submit orders for materials for elementary and junior high school invitational contests (hosting school only)
Oct. 1 .....	Deadline for Participation Registration
Before Oct. 15 .....	Hold district organizational meeting for Spring district meets
Oct. 15 .....	Deadline for returning District Organization Form for Spring (Feb. 1 - May 16) district meets
.....	Deadline for the district director to return the District Meet Requisition Form for Spring (Feb. 1 - May 16) district meets
Nov. 1 .....	First day to hold elementary and junior high school invitational meets
Dec. 1 .....	First day elementary and junior high school Fall/Winter (Dec. 1 - Jan. 31) district materials will be available
Jan. 31 .....	First day to return elementary and junior high school Fall/Winter district contest materials to participating schools
Feb. 1 .....	First day elementary and junior high school Spring (Feb. 1 - May 16) district materials will be available
March 31 .....	First day to return elementary and junior high school invitational contest materials
May 16 .....	First day to return elementary and junior high school Spring district contest materials to participating schools
May 31 .....	Last day to return Academic District Participation Survey

[socialstudies.tea.state.tx.us/](http://socialstudies.tea.state.tx.us/)

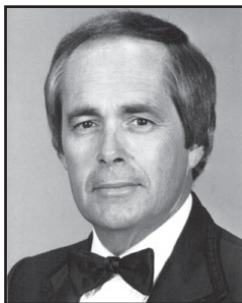
## Hosting a UIL Meet

Many of you have been selected to host your UIL district meet again and again, because you've done such an excellent job it the past. Maybe you became this year's appointed host because you weren't at the planning meeting when the decision was made and couldn't refuse! Regardless, we hope you'll find the information and forms provided in the *A+ Handbook* make your job a little easier.

During the fall, we will be posting additional information on our web site to help contest directors plan efficiently and be prepared for each contest. We've tried to include details about such things as selecting and/or



# 2004 brings rule revisions in music



Richard Floyd  
Director of Music

What a difference a year makes! For the early part of this decade we experienced little or no change in the fundamental operations of our UIL Music Programs. However as we face the beginning of the 2004-2005 school term, there are a number of rule revisions that must be noted. Remember that each of these rule changes was presented at UIL/TMEA Region Meetings during the 2003-2004 school term, discussed by the TMEA/UIL Music Advisory Committee, reviewed by the Technical Advisory Committee and then adopted by the UIL Legislative Council. In the case of the marching band revisions, it should be stressed that these modifications stem from recommendations made by the UIL/TMEA Marching Band Study Committee after some nine months of research and deliberation.

Each rule change is referenced as it appears in the 2004-05 UIL Constitution and Contest Rules.

**ADDITIONAL GROUPS IN ORCHESTRA** – Section 1102 (j)(3)(B-C): The intent of this rule change is to create more options and

flexibility for string students to enter both a full orchestra and string orchestra organization event. Now a string orchestra can enter as a non-varsity group if either a varsity full orchestra or varsity string orchestra is also entered in the contest. Furthermore if there is a varsity full orchestra, varsity string orchestra and non-varsity string orchestra entered, the string students in the varsity full orchestra can perform with either the varsity or non-varsity string orchestra. Do remember that a student cannot be in two like organizations. In other words students can be in a full orchestra and a string orchestra but cannot be in two full orchestras or two string orchestras.

**USE OF ELECTRONIC EQUIPMENT WITH MARCHING BAND** – Section 1105(g)(4): Marching band directors are urged to review this and the following rules carefully since they represent a significant change in how electronic equipment can be used in UIL Marching Band Competition shows. The rule is clear. It states that eligible students must perform all electronically produced music including narration and sound effects live and in real time. Prerecorded music may not be used. As in the past the set-up and placement of electronic equipment must comply with the 5-minute set up and 2-minute tear down limitation.

**AMPLIFICATION OF INSTRUMENTS OR VOICE** – Section 1105(g)(5): Amplification may be used provided that eligible students operate all equipment including such items as mixers and soundboards. Directors or parents are prohibited from operating this equipment. Any AC power used must be located outside the sidelines and end lines. **IMPORTANT:** With the adoption of this new language, battery packs, mike cords, DC powered speakers, etc. may now be located on the marching field. They are not limited to the sideline restrictions imposed for AC power cords or AC supplied amplification.

**PENALTIES FOR VIOLATIONS OF THE ELECTRONIC RULES** – Section 1105(g)(6): Violations of these rules will be subject to the full range of penalties from reprimand to disqualification and suspension.

**JUDGE COMMENTS REGARDING ELECTRONICS** – Section 1105(g)(7): Judges will be instructed to give appropriate consideration to the utilization of electronics as an essential part of the adjudication process.

**STUDENT/PARENT ACKNOWLEDGEMENT FORM** – Section 1105(c): This is perhaps one of the most controversial rule revisions in recent memory. The Student/Parent

See Music, continued on page 9



## ADDRESS TMAA CORRESPONDENCE TO:

Dr. Jay Dunnahoo  
Executive Secretary  
Texas Music  
Adjudicators  
Association  
410 Coronado Dr.  
Kerrville, TX 78028  
830/792-5224  
Fax: 830/792-5917

## Marching band clinic proves necessary, meaningful

By Scott Coulson

Vice President for TMAA

Have you heard what the nay sayers are saying today? Well, nay of course! As predicted, there seems to be a bit of grumbling amongst the ranks regarding the new six-hour training session for marching band. Questions have arisen as to its necessity and its convenience. While I agree that giving up nearly an entire day to attend the clinic is a strain, I do believe that it is a necessity.

Some raise concerns about the disproportionate amount of time spent training to judge the marching contest as opposed to the concert contest; after all, isn't music what we are all about? Why should we require a six-hour clinic for marching adjudication training when we only require two and a half hours for concert adjudication training? I agree that music should be our first and foremost concern in any judging endeavor. I also agree that we must be careful not to get too carried away with all of ancillary components of the marching band - color guard, show design, props, electronics, etc. - and that we need to make sure that the musical presentation is the highest priority in the adjudication of any ensemble. However, as important as the music is, there are other aspects of marching performance that demand our attention as well.

Marching band in Texas has drastically

changed in the past few years. Organizations such as Drum Corps International and Bands of America have greatly influenced and affected the very concept of marching band. Some in our state feel that this influence has gotten out of hand. Whether I agree or disagree with this belief has little relevance. The fact is that the influences are there and we must, as adjudicators, be knowledgeable about them and be equipped to deal with them. In addition, we all need time to absorb and address the latest changes recommended by the 2002- 2003 TMEA/UIL State Marching Band Committee, which are in effect for this year.

Last November, I attended the Bands of America Grand National Championships in Indianapolis, Indiana. My purpose for attending was to participate in the judges' training sessions offered at the competition and to converse with some of the adjudicators. I wanted to see if there was anything that this organization used in its judges' training that I could take and use in the TMAA workshop. As I was conversing with the head visual judge and explaining my "mission," she facetiously asked, "Oh, does Texas do judges' training?" While I tried not to let her statement bother me, it was duly noted. We in Texas take pride in the fact that the tradition of excellence in our band programs is recognized nationally. I

believe that if we are to maintain that excellence, we must be willing to learn and grow with the times. Maybe six hours is a wise investment of time to ensure that we maintain excellence in our adjudication process.

As I have just concluded conducting my third six-hour training session, I have been struck by one recurring theme heard in the comments of participants, "It sure didn't seem like six hours!" Though I'll take that as a compliment, what is more important to me is the fact that most attending the session feel like they have taken something meaningful away from the clinic. Hopefully, they are better prepared to adjudicate the marching and the musical aspects of the performance.

Think about it. If you ask one hundred people to indicate the most important feature in an automobile, virtually all would focus on safety and reliability. Now imagine selling them that car and enlightening them only about the reliability of the engine and safety features of the vehicle. Will they drive around town praising your name and thanking you for how reliable and safe the car is? No way. They'll be cursing your name and repeatedly saying, "It's too hot in here!"

\*Special thanks to Jeff Jones for his assistance with this article.



# Back to class: Former journalism director says good-bye

continued from page 5

about the lessons they learned in yearbook and newspaper class, still follow many of the rules learned in that class, still remember project lessons learned as journalism students.

That's how high school journalism fits into the scheme of things. Each year one group of students is asked to literally write a history book of the school year using pictures as the main source of information. These students are expected to manage a budget that can range anywhere from \$30,000 to \$150,000 at the same time taking AP English, history and chemistry. These students are expected to cover all the activities of the school as well as manage a part-time job or take care of a little brother or

sister. These same students are expected to write stories and other information while participating in Student Council, National Honor Society and volleyball. They do all this, and when their newspaper or yearbook is published, people will find any and all errors and make sure staff members know they messed up. This is what it means to fit into the scheme of things.

Now I'm moving right back into the thick of it. All the while I'll still advocate the necessity of a strong journalism program and competition. I will always believe students learn and improve through competition. So when I start trying to teach Serena or Annie how to find, take and crop certain pictures, or Rice the necessity of having a staff manual for her yearbook class, I will know that my

instruction does fit into the scheme of things. What journalism does is more important than what most people identify it as - just an elective.

I'll miss many of the people I've worked with as the UIL/JLPC Director the past five years. I have made many friends and learned how to depend on others when I've needed them, but I'll still see many of those same people at the different journalism conventions and contests. Many of you have fulfilled my life more than you can imagine. I have made many new friends who have taught me much more than I taught you.

And I'll see you at the next convention or competition, and I'll have "my family" with me and together we'll be enjoying my kids' successes as well as yours.

## Music: Rule changes highlighted

continued from page 8

Acknowledgment Form was created to enlighten students and parents regarding the specifics of the 8-hour rule as it applies to marching band. The form can be found on the Music Page of the UIL Web Site at [www.uil.utexas.edu](http://www.uil.utexas.edu). Directors are expected to have a copy of this form read and signed by all band members who will participate in UIL marching band competitions. The form must also bear the signature of the parent or guardian. Each school is required to keep these forms on file.

**REVISED DIRECTOR'S COMPLIANCE STATEMENT** - Section 1105(d): All marching band directors are familiar with the statement that is intended to validate a director's compliance with the rules regarding summer band. The statement has been expanded to reference the Student/Parent Acknowledgment Form and the director's Policy and Ethics Code found in Section 1101(d)(4-5) of the UIL Constitution and Contest Rules.

**AREA JUDGE ASSIGNMENTS** - Section 1106(h): This language has been added to the Area Marching Band Contest Procedures in an effort to create more consistency in the assignment of judges for area contests. Region and Area directors will still have extensive input regarding the selection of judges for the Area Contest. However, the area executive committee in consultation with the State Director of Music will make the final assignment of judges.

**AREA MARCHING BAND CONTEST PROCEDURES** - Section 1106(j). This change in our contest structure will be discussed in more detail as the fall unfolds. This modification is intended to make the area contests more meaningful for student participants while creating a higher degree of recognition for all bands in the competition. If there are 13 or fewer bands the area contest will unfold as in the past. If there are 14 or more bands in a classification there will be both a preliminary and final competition. If there are 14 to 19 bands, there will be 7 bands advancing to the finals. If there are 20 or more bands, 10 bands will advance to the finals. A drum major retreat with appropriate recognition and awards will bring closure to each competitive session including competitions where there are 13 or fewer bands and no finals. The number of bands advancing to state will not

change. Details regarding judge rotation between preliminary and finals can be found in Section 1106(j)(2-3) of this rule.

**MARCHING BAND ADJUDICATION DESCRIPTORS:** While this provision is not referenced as a rule change in the Constitution and Contest Rules, it does relate directly to our marching band competitions. A very specific set of descriptors intended to more clearly define standards for the division rating system have been developed by the Marching Band Study Committee in cooperation with the Texas Music Adjudicators Association. Judges will be expected to use these descriptors as an integral part of the adjudication process and refer to these expectations when assigning ratings for a band's performance. These descriptors are found on the Music Page of the UIL web site at [www.uil.utexas.edu](http://www.uil.utexas.edu). Directors are encouraged to share them with students and reference them when addressing expectations for UIL contest performances.

**NEW SUBSTITUTION RULE FOR SOLO AND ENSEMBLE CONTEST SELECTIONS:** For decades the performance requirements in the Prescribed Music List have stated that there could be no substitution for the specific instrumentation listed in the PML. This rule was strictly enforced even when the score clearly offered various options for part substitutions. It is now acceptable to exercise the option of using any alternate instrumentation listed in the score.

Be advised that this new provision does not permit directors to make indiscriminant substitutions of their own choosing. The substitution must be listed in the score as a viable option for creating a musically satisfying performance.

These rule additions and revisions represent some of the most significant changes in recent years. While all language has been carefully researched, it is likely that questions and clarifications will occur. Necessary clarifications will be posted on the UIL web site and distributed to the Region Executive Secretaries.

As always questions regarding any issues pertaining to the UIL Music Program or Eligibility for Extracurricular Activities are welcome and can be submitted to the UIL Music Office by phone at (512) 471-5883 or via the Internet at [uilmusic@uts.cc.utexas.edu](mailto:uilmusic@uts.cc.utexas.edu).

## Journey: Participating makes you a winner

continued from page 2

fied or measured. Some say it places too much pressure on child development.

However, in real life we are measured by objective and subjective criteria all the time. Life is not the same as a contest, but many skills learned in competition transfer well to everyday life.

Randy McEachern, former UIL participant and University of Texas quarterback, reflected on the meaning of competition. "We have talked about the fact that whoever you are and wherever you go, you still have to compete," he said. "Nothing is given to you no matter who you are. It's tougher if you start out at the bottom. But everybody has a chance."

A recent news article outlined the significance of an Olympic champion of one ethnic origin winning an event traditionally dominated by another ethnic group. The author points out that stereotyping people into certain little categories is both unfair to the people as well as to society in general. It has been proven in business, industry, the arts and international athletics that what separates individuals is not so much the differences in ability but rather differences in expectations and opportunity.

It is the duty of schools to provide opportunities and to have high expectations for their students - in academics, in behavior, in respect for fellow man and woman, in performance and in integrity. It is a journey without a predetermined result - just like a football game. What makes it interesting is the uncertain outcome.

But if the process and journey is open to all: rich and poor, minority or Anglo, early bloomer and late bloomer, tall or short, then the outcome will be more positive because more have dreamed the dream.

The staff of the UIL wishes the very best to all member schools. May the goals and ambitions of August grow into positive reality in May.

And if you do not win a state championship, it is our sincere hope that you are richer for having attempted the journey.

# Student Activity Conferences set for fall in four locations

THE UIL WILL CONDUCT four Student Activity Conferences in the fall of 2004, featuring all the high school academic events at four sites.

- **THEY'RE** free! No pre-registration needed either.

- **THE CONFERENCES** begin at 9 a.m. and end by 1:30 p.m. without a lunch break. This allows us greater flexibility in scheduling without sacrificing contact hours or program quality. Most importantly, it allows schools to return home three hours earlier. Bring along light snacks for students who need a sugar or carbo boost around noon.

- **CONFERENCES** are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

- **INSTRUCTIONAL SESSIONS** are designed for beginning students, advanced students and coaches. Other sessions for coaches, administrators and academic coordinators will be offered as well.

- **CONFERENCES** feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

- **ALL CONTESTS COVERED.** Lectures or demonstrations will be scheduled for all high school contests.

- **BRING STUDENTS!** Most sessions are intended to help students begin preparing for high school spring contests. Mark your calendar and plan to attend one or more of these free conferences.

- **TENTATIVE** programs for each site will be posted on the UIL web site, and final programs will be available at each site.



*My UIL academic experience has meant more sweaty palms, last second cramming, and hours of nervous apprehension before awards ceremonies than all the other experiences of my life combined. I've realized Leaguetown could be its own reality television show, and finger exercises really do prepare you for the calculator test.*

**Brock  
Birkenfeld  
Canyon HS,  
Canyon**

## LD Debate: Topic lends itself to very timely issue

continued from page 4

Shortly after George W. Bush was declared the winner of the last election, several political leaders including New York Senator Hillary Rodham Clinton called for major election reform, including consideration of abandoning use of the Electoral College in selecting American Presidents. Leading opponents of the Electoral College generally argue that the current system should give way to a national popular vote to determine Presidents, a more direct form of election.

Such a format, it is claimed, would allow for a more direct voice in government by American voters. Additionally it is claimed that voter participation is diminished today because some states are viewed as a "lock" for certain candidates, resulting in meaningless votes for supporters of the less-heavily favored contender. Media and candidate attention become focused on key "battleground" states with relatively close races anticipated.

Supporters of the Electoral College, on the other hand, point out that the system has operated smoothly far more often than not. Citing the fact that only three times has the winner of the popular vote failed to capture the electoral vote, supporters contend the system should be maintained. It is further noted that additional problems would arise if presidential elections were based only on the popular vote, including

concern regarding situations in which no candidate receives more than 50 percent of the vote. The last U.S. presidential candidate to win a clear majority of the national vote was George H. W. Bush in the 1988 election.

Yet another claim is that if the U.S. did rely on popular vote, election campaigns would be conducted in a different manner meaning that, in the case of the 2000 election, George W. Bush might have managed to win the popular vote had he campaigned more heavily in his stronger states, such as Texas and in states in which he had little chance of winning, such as California.

Finally, supporters of the Electoral College respond to criticism based on the controversy surrounding the 2000 election by pointing out that it was not the Electoral College process that caused the weeks of uncertainty, but instead issues specific to Florida. In fact, two of the three times the popular vote had disagreed with the electoral vote, in 1876 and 2000, a number of other problems provided the bulk of controversy.

The current UIL LD resolution offers two important ingredients for quality debate: well-divided ground for both negative and affirmative positions as well as extensive quality information related to the subject.

Political enthusiasts and elected leaders have debated the issue throughout the nation's history and the points raised are well documented in a variety of sources. While debates will focus on

various issues, it is essential to direct attention toward the basic point of clash, popular vote versus the Electoral College while, at the same time, avoiding policy kinds of arguments. Affirmative debaters have the opportunity to support popular vote by embracing values such as democracy, the democratic process, justice, liberty, the general will of the people and freedom.

Pragmatic issues offer equally compelling positions including making the case that, under the current system, too much attention is paid to the key "battleground states" and the numerous other points raised by critics of the Electoral College.

Negative debaters, in turn, can offer justice, the social contract, constitutionalism, representative democracy and utilitarianism as philosophical positions. Pragmatic arguments include the claim that the Electoral College provides a system in which all states have a voice, while relying solely on popular vote would result in election campaigns being conducted mainly in the more populated regions of the nation, thus disenfranchising voters in many of the lesser populated states.

In the final analysis, the resolution offers the unique combination of a timely issue, an amazing body of information and an educational, enjoyable topic for consideration.

McCarty is the debate coach and social studies department chair at Ingram-Tom Moore HS. He is co-author of the UIL LD Debate Handbook.

### SAC Dates

Sept. 11  
Tyler Junior College

Sept. 18  
West Texas A&M,  
Canyon

Oct. 9  
The University of  
Texas at Austin

Nov. 6  
Texas A&M,  
Kingsville



# 50 named to prestigious All State Journalism staff

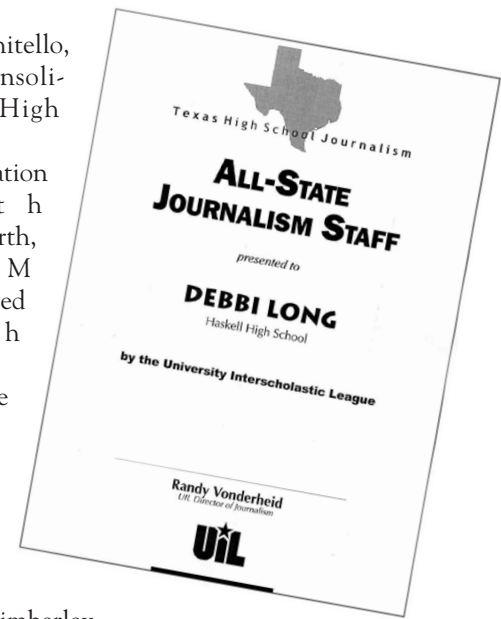
Fifty students have been named to the 2003-04 All State Journalism Staff. To qualify for the staff, students must have earned 50 points by participating and winning different journalism contests throughout the year. Points could have been earned by participating in UIL invitational contests, UIL district, regional and state contests, as well as ILPC and similar type journalism contests.

## 2003-04 staff members include:

Ryan Miller, McNeil High School, Austin  
Amanda Fehlbaum, Mabank High School, Mabank  
Jamie Moreland, McKinney High School, McKinney  
Allen LaSala, McKinney High School, McKinney  
Olga Khazan, McKinney High School, McKinney  
Andrea Negri, Kerr High School, Houston  
Rachael Guia, Decatur High School, Decatur  
Jason Harrison, Decatur High School, Decatur  
Mackenzie Meador, Marcus High School, Flower Mound  
Rachel Kenny, Marcus High School, Flower Mound  
Annecy Liddell, Comfort High School, Comfort  
Nell Millard, Comfort High School, Comfort  
Maxine Springer, Collins High School, Klein  
Marianne Nitsch, Collins High School, Klein  
Kelsey Phillips, Lindale High School, Lindale  
Candice King, Lindale High School, Lindale  
Rory McKenzie, Lindale High School, Lindale

Zach Krohn, DeSoto High School, DeSoto  
Eric Gentry, DeSoto High School, DeSoto  
Benjamin Briscoe, Pampa High School, Pampa  
Alyssa Rains, Big Spring High School, Big Spring  
Sarah Beth Vela, Big Spring High School, Big Spring  
Stephen Kunkel, Keller High School, Keller  
Andres Pacheco-Fores, Keller High School, Keller  
Anna Bleker, Keller High School, Keller  
Tamara Fink, Keller High School, Keller  
Bradley Henicke, George West High School, George West  
Jami Oliver, Buffalo High School, Buffalo  
Katee Pate, Buffalo High School, Buffalo  
John Arbor, Buffalo High School, Buffalo  
Kell Daniel, Buffalo High School, Buffalo  
Jessica Ray, Big Spring High School, Big Spring  
Jeannette Wiemers, Hondo High School, Hondo  
Lindsay Camp, Utopia High School, Utopia  
Aaron Pepper, Pampa High School, Pampa  
Nima Kapadia, North Garland High School, Garland  
Deborah Long, Haskell High School, Haskell  
Ross Hairgrove, Haskell High School, Haskell  
Drew Garison, Haskell High School, Haskell  
Angela Ramey, Spring Hill High School, Longview  
Hayden Henry, Spring Hill High School, Longview  
Derrik Holmes, Spring Hill High School, Longview

Max Marchitello, A&M Consolidated High School, College Station  
M y r t h Killingsworth, A & M Consolidated High School, College Station  
T y l e r S m i t h , W i m - b e r l e y High School, Wimberley  
Abha Bhattarai, Connally High School, Pflugerville  
Nick Wade, Lufkin High School, Lufkin  
Kristen Gibbs, White Oak High School, White Oak  
Josh Pierce, White Oak High School, White Oak  
Wendy Barber, White Oak High School, White Oak



## New face: Journalism director knows value of UIL/ILPC

continued from page 5

who described me as a "looking like Cinderella" received the award for best feature.

After college and a brief stint on a community newspaper, I found my true passion and began teaching journalism. I fell into teaching and owe it all to Bobby. He recommended me for my first job at Copperas Cove High School, and I am confident to this day that without his support and recommendation, I still would be searching for "the right career." After teaching a year at Cove, a position at LBJ High School opened and I quickly jumped on it. I fell in love with Austin during college and never wanted to leave.

For eight years, I taught newspaper, yearbook, photojournalism, and journalism at LBJ. In my spare time, I also coached the varsity softball team. It was a busy eight years. My kids were amazing and I loved every day. My newspaper and yearbook kids brought home many awards and put their hearts into the publications.

My softball team, on the other hand, did not bring home too many awards. I think we won a few games along the way, but my mantra was, "it doesn't matter what the score is as long as we improve." Luckily, the girls bought that line, and we had

a great time. One of the best compliments I've ever received came from an opposing coach, who came up to me at the end of the season. She said she could never tell if we lost because my kids were so supportive and happy at the end of each game. We lost most of our games, but I am not sure if anyone really knew, including my own team.

My final year at LBJ, I only taught newspaper and headed a grant for at-risk 9<sup>th</sup> grade students.

Leading that grant spurred me on to my next career as a high school administrator. I decided I wanted to have a stronger leadership role in schools and returned to UT to receive my master's in Educational Administration. For the past three years, I have been an assistant principal in the Austin Independent School District.

Although I left my job as a journalism teacher, I never left my relationship with UIL. As a first-year administrator at an elementary campus, I piloted one of the first UIL elementary competitions on the east side of town. More than 50 students from different elementary schools participated in the event at Winn Elementary.

As a second-year administrator, I returned to high school and quickly requested the duty of overseeing the UIL academic competitions. For the past two years, I

have been the administrator in charge of both UIL competitions and journalism.

What I learned during those three years was that administration takes as much time and energy as journalism. After three years of explaining to students why showing their underwear is just "not appropriate" and doing lunch duty for two hours a day, I have to say the UIL opportunity looked very attractive.

One of the reasons this job looked so attractive to me, though, came more from my experience in administration than journalism. While I was an administrator, I watched kids fall through the cracks and/or get lost in the system. All of the evidence I've seen, empirical and otherwise, tells us that when kids are connected to the school, they remain at their school and graduate with success.

Whether it is journalism, speech or sports, it keeps kids connected. I know you have seen that firsthand on your publications. I did. I remember Sonya, whose mother rarely came home, leaving her to raise her little sisters. I also remember how much she loved journalism, how it gave her hope. Sonya was determined not to be a high school drop-out, living off welfare. She knew journalism could be her ticket out of poverty. From her first award to her

final Leaguetown story, Sonya gave everything to journalism. It paid off. She graduated from college this summer.

While I had lots of kids like Sonya who made it, it wasn't until I was in administration that I saw how many kids didn't. I was used to seeing at-risk kids breaking the odds because they were connected to the school through journalism or softball.

As an administrator, most the students I worked with had little to no connection to the school, no real reason to be there except in ways they couldn't fully comprehend. They were lost. It was hard to take, and much of the time I felt helpless. I had neither the time nor the resources to help all of the kids as they slowly slipped out of our grasp.

Here at UIL, I won't spend the day disciplining students. Here at UIL, I will have the resources to support teachers enough to help their programs grow so that more and more kids are caught before they slip through the cracks. Here at UIL, I hope that together, we can catch a few more kids.

My focus and priorities haven't changed since I started teaching many years ago. My focus is kids, but this time, it's not just the ones sitting in my classroom or outside my office. My focus is your kids and helping and supporting you.

## Academics Notes

### TAKS testing conflict

The TAKS tests are scheduled April 18-22, which coincide with the week of UIL academic region meets. Schools must take all appropriate steps to receive TEA permission to allow students to take tests off-site.

The Texas Education Agency provides guidelines and procedures to use when requesting alternate test dates, applying to modify a test administration, and requesting permission to test students on-site. The form is posted on the TEA Student Assessment Division Web site and replaces all previous forms posted in 2003.

The alternative test date request form (pdf) can be downloaded from: <http://www.tea.state.tx.us/student.assessment/directory.html>. Information and links to TEA guidelines are on the UIL Web site.

### On-line deadlines

Please note Oct. 1 deadline for submission of names of spring meet directors and campus UIL academic coordinators. Inasmuch as it is the first year of reclassification and realignment, it is essential that districts conduct their fall planning meetings and submit their district organization forms by Oct. 1.

Schools must set up their 2004-05 school

information page on-line by Nov. 1, and district meet directors must set up their 2005 academic meet online by Feb. 1. The CX Debate meet online deadline is Dec. 1. All contestants into the district meets next year must be entered online. Paper entry forms will no longer be accepted. Submit spring meet director information to: [www.uil.utexas.edu/forms/disdir.html](http://www.uil.utexas.edu/forms/disdir.html). Submit spring meet school information to: [https://utdirect.utexas.edu/uil/sec1\\_sch1\\_upd.WBX](https://utdirect.utexas.edu/uil/sec1_sch1_upd.WBX)

### Social Studies Contest

Secondary documents for the 2005 Social Studies contest are as follows:

- **On the Waterfront** (the film). Elia Kazan, director; Sam Spiegel, producer. Starring Marlon Brando, Lee J. Cobb, Rod Steiger, Karl Malden and Eva Marie Saint. Studio: Columbia Tri-Star; Theatrical Release Date: Jan. 1, 1954
- Harry Truman's Inaugural Address, Jan. 20, 1948
- Richard Nixon's "Checkers" Address, Sept. 23, 1952
- Dwight D. Eisenhower's Inaugural Addresses, Jan. 20, 1953 and Jan. 21, 1957
- 1954 Supreme Court decision *Brown vs. Board of Education*



*"At first all the studying and hard work made me believe UIL was just another club that made you do pointless work. I was so wrong. All the hard work paid off when the medals and victories produced a feeling like no other."*

*UIL has definitely provided me with a sense of longing to become better at what I did."*

**Tara Nicole Busch,  
Littlefield HS,  
Littlefield**

## Speech: Several changes happened this summer

continued from page 4

an opportunity to vote on next year's resolution. Your 1<sup>st</sup> ballot will include five topics for you to rank. Congratulations to three Texas coaches who authored study reports for the selection process and whose topics were voted to be placed on the national ballot: Russell Kirkscey, Blanco HS, prescription drugs; Terri Robinson, Georgetown HS, civil liberties; and David Gardiner, Corpus Christi King HS. Other topics making the ballot were indigenous peoples and federal elections. Before voting, please read the study reports for each topic area. We have linked them from the UIL speech page. Texas was the site of the national meeting this year. A big thank-you to Bill Schuetz and David Gardiner for doing an outstanding job assisting with local arrangements.

We have redesigned the LD debate ballot. The new ballot features 30 speaker points instead of 25, making it the same point spread as the cross-examination ballot. It also provides more space for the judge to record reasons for decision. If you host an invitational tournament, you still may have last year's ballots in stock. You are cautioned not to mix the old with the new, since the speaker points are different. The fall LD topic was released the first week in August on

our web site and you will find a guest article about the election resolution in this Leaguer.

New proposals were heard at the summer meeting of the Legislative Council. Those impacting speech include a proposal to allow students to enter both CX and LD debate, a request to change the process of dealing with three-way ties in the preliminary round of extemporaneous speaking by advancing all three contestants to finals, and a proposal to establish Parliamentary Debate as a UIL event. Staff was instructed to study both debate issues but the council voted unanimously to reject the tie advancement proposal. I would appreciate your feedback on these issues to be considered at the October council meeting. The web link [http://forensics.academic.claremontmckenna.edu/parli/parli\\_guidelines.htm](http://forensics.academic.claremontmckenna.edu/parli/parli_guidelines.htm) can provide information about the parliamentary debate event.

Although we rarely get inquiries about the Sunday Participation Rule from fine arts directors and coaches of other academic events, we certainly get our share from speech and debate. Perhaps that is because like athletics, exposure goes a long way toward getting scholarship offers, but unlike sports that have club teams, there are no club teams for debate and speech by which students can compete outside of their respective

## Elem/JH: Tips for hosting a contest

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training judges, preparing rosters, selecting prints for the art contest and preparing your answer key, and the personnel needed to administer each event. If you have learned tricks of the trade that make hosting a little easier, we'd love to hear from you and share your ideas with others.

The district director or meet host should submit two forms to our office prior to the meet. The District Organization Form tells us the contest date and the schools that will be competing and helps us keep a record of participation across the state. If your fall district meet is scheduled between December 1 and January 31, you should submit your district requisition form by September 15.

Spring district requisition forms are due October 15. These deadlines make it possible to plan the number of copies to be printed and for our staff to package the tons of materials used. If your meet is prior to December 1, district material will not be available. You'll need to use the Invitational Meet Order Form instead.

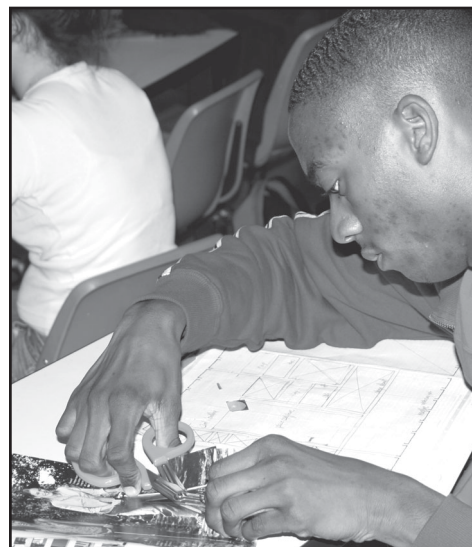
After the competition, the district director should complete and send in the Academic District Participation Summary. All these forms may be found in the *A+ Handbook* and on the elementary and junior high web site under the link UIL Forms.

The Sunday Participation Rule allows League member schools to sponsor their students to two tournaments that hold competition on Sunday, such as Harvard and The University of Texas. Although superintendents have resoundingly voted to keep the rule as is, and a speech coach survey indicated the same desire, some speech programs in the state would like their students to participate in additional Sunday tournaments per school year. Others want to maintain UIL eligibility and just need to know how to follow the rule. To put to rest misconceptions surrounding the rule and violation penalties, the academic staff requested an official interpretation from the State Executive Committee. That ruling has been rendered and is discussed fully in a separate *Leaguer* article (p.14). Staff is pleased the SEC's response will eliminate the vagueness long associated with the rule.

No doubt the opening of school has brought new faces, new ideas, and new methodology onto your campus. At UIL, your state association will continue to introduce new and challenging opportunities in educational competitive experiences to Texas students. Our staff looks forward to a year of working alongside you. Contact me if I can be of assistance in making your new year a successful one!



## ILPC Summer Workshop



(Left) Dow Tate of Kansas City (formerly of Dallas Hillcrest HS) works with a student on her newspaper spread. (Above) A yearbook student works on his yearbook spread for the workshop. More than 450 students attended the four-day workshop held in June at UT-Austin. Both photos were taken by students in the photography section of the workshop.

*"UIL has been one of the most fun and worthwhile experiences I've had in high school, greatly due to the high level of organization present at each UIL competition, as well as the people I've met through practicing for and attending the various meets."*

**Chong Jiang,  
Westwood HS,  
Austin**

# More than \$1 million awarded in scholarships

This 2004-2005 school year the Texas Inter-scholastic League Foundation will disburse \$1,016,000 to 506 students. TILF announced in June that 310 students were selected from 743 applicants to receive new TILF scholarships. There were 196 scholarships renewed in July for their second, third or fourth year. These students will attend 55 colleges and universities in Texas.

The CH Foundation of Lubbock joined the TILF donors this year by offering \$3,000 to first-generation college students from the four counties in their area: Cochran, Hockley, Lubbock, and Terry. They also extended a few \$1,500 scholarship to other students from their area.

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 TILF Executive Director and Secretary Dr. Bailey Marshall stated, "The applicants GPA and entrance exam scores seem to reach higher levels each year. 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 41% of those that applied. Of the new students receiving scholarships this year, 76% had an SAT (or ACT equivalent) score of 1200 or above. There were 17 recipients that scored 1500 and above, with two perfect scores of 1600.

Twenty-eight percent of the new recipients ranked first in their class and 57% ranked in the top four of their graduating classes.

"The TILF scholarship recipients continue to succeed in college better than students with similar test scores and rank in class. 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,"

Marshall proudly announced. The past years' GPA's were 33% 4.0, 64% above 3.5%, and 85% above 3.0.

The TILF board is continually working to acquire more money for the endowed funds and for the annual scholarships. Perhaps one day there will be sufficient funds to award each applicant a scholarship.

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 (512-471-5883). All the funds contributed to the endowed fund remain in an account for that person or organization if they so desire. 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.

# SEC clarifies Sunday Participation Rule

By Bobby Hawthorne  
Director of Academics

For one that affects so few schools, the Sunday Participation Rule has been a major pain in the neck for a number of years. It states, "League schools shall not sponsor students in a League contest or a contest similar to one offered by the League on Sunday."

However, it allows school district personnel to accompany students to two Sunday competitions. It requires that administrative approval be granted for those two competitions, which must be sponsored by a college or university.

At the same time, students may participate in non-school-sponsored competitions and activities. By state law, parents may take their children to Sunday meets or tournaments provided the school does not pay entry fees nor other related expenses, and the student isn't accompanied by someone acting on behalf of the school — the coach, for example.

Sounds simple enough. It isn't.

The rule failed to define "sponsorship." If a student uses a school computer to enter a competition held on a Sunday, does that constitute school sponsorship? If the coach assists the student in entering a competition that's held on a Sunday, does that constitute school sponsorship? If the school's name, address or phone numbers are listed on the student's entry, does that constitute school sponsorship?

If the student is accompanied by a person who is not an employee of the school, not on the school payroll but who is paid by the coach out of his or her own pocket, does that constitute school sponsorship?

Until Aug. 18, it was unclear. No longer. According to a State Executive Committee interpretation of the Sunday rule, a school is deemed to have sponsored a student if:

- The school pays entry fees for contestants or uses activity funds to pay for any or all of student expenses for a competition held on a Sunday.
- The student uses school fundraiser dollars to pay for fees, transportation and/or housing expenses to a competition held on a Sunday.
- The student is accompanied by school personnel to a competition held on a Sunday.
- The student is accompanied, directed or transported by a person or persons on behalf of school personnel to a competition held on a Sunday.
- The student wears or uses school equipment to a competition held on a Sunday.

Next question: What constitutes "school district personnel?"

According to the SEC interpretation, "School district personnel includes any person hired or appointed by the school or its employees who is involved in preparing or assisting the contestant for a contest that is part of the UIL academic program."

Does the Sunday Participation Rule apply to non-UIL academic contests?

No. "The Sunday Participation Rule applies only to contests that are part of the UIL Spring Meet Plan. It is not a violation of the Sunday Participation Rule for school district personnel to assist a student in preparation for or participation in a con-

test that is not part of the UIL Spring Meet Plan. For example, it is not a violation for a high school student to participate in four or more Sunday oratory or duet acting competitions."

Which contests are affected in the event of a rule violation?

"Students found to be in violation of the Sunday Participation Rule may be penalized for the current academic year in "germane" academic contests. For example, a student found in violation of the Sunday

Participation Rule in Lincoln-Douglas would be disqualified in debate (LD & CX) only, not in all speech events, nor in all UIL academic events. "

What is the minimum penalty for violation? "The Sunday Participation Rule is referred to either the District Executive Committee or the State Executive Committee, which may assess penalties as prescribed in the Constitution and Contest Rules."

Jana, Treva and I requested this interpretation because the lack of clarity has led to confusion, ill will and the potential for abuse. As I told my staff and the SEC, this interpretation is a "New Testament." It replaces all past interpretations and will eliminate the "Gotcha" mentality that cheapens true competition. Violations of the Sunday participation rule are to be decided by the respective district executive committee or the State Executive Committee — not by contest managers who should not be faced with new allegations being presented to them minutes before the beginning of the prelim rounds.

Those accused will have a right to due process. Those who withhold evidence in an untimely manner may be sanctioned by the League for violating the Spring Meet Code.

We intentionally simplified the criteria for what constitutes a violation. I don't want to deal with nick-picking coaches who claim that a coach may or may not have helped a student submit an entry form or that a student's name and school is listed on a tournament Web site entry form. The bottom line is: Did the school sponsor the student financially? Did the student use school equipment or materials? Was the student accompanied by someone hired or appointed by the school or one of its employees?

If the answer to these questions is "no," then no violation occurred. That the school's fax number is posted on the tournament Web site is irrelevant insofar as the Sunday rule is concerned.

Several years ago, I petitioned the Legislative Council to delete the Sunday rule for academics. I believe in local control and thought this matter best left in the hands of local administrators. If they want to spend their money to send a kid and coach to Boston or Lexington, that should be their call. Please note that Al Gore had more luck in convincing Barbara Bush to vote for him. Certainly, I understand the reason for the rule. It equalizes competition. It protects Sundays for traditional family activities. It protects students, coaches and schools from abuse. Its weakness has been its lack of clarity, making enforcement difficult at best.

That's no longer the case.

## The rule failed to define "sponsorship."

# Theatre: Several announcements for new school year

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the judges' list. The list can be found on the UIL website.

## STUDENT ACTIVITIES CONFERENCES

Included in the enrollment packet is the Student Activity Conference schedule. A great way to learn more about One-Act Play (OAP) is to pack up your kids, get in the bus and attend the SAC in your region. Saturday conferences have been scheduled in Tyler, Canyon, Austin and Kingsville. League staff members will attend and local program-

ming will be scheduled for you and your students.

This "mini-convention" is a great way to start your year and an opportunity for you and your students to gain exposure to new ideas and other students in your area.

September 11 • Tyler • Tyler Junior College • David Crawford

September 18 • Canyon • West Texas A&M • Royal Brantley

October 9 • Austin • University of Texas • UIL/ UT-Austin

November 6 • Kingsville • Texas A&M Kingsville • David Deacon

**Feel free to contact these individuals with workshop ideas. They'd love to hear from you.**

## AREA MEETS

Area meet info is posted on the UIL website. Please check regularly as some sites may change during the year.

This year the League went through the process of re-alignment for 2004-2006 and many of the area sites have changed.

## TETAAO

Judges should be aware that AO dues must be postmarked by September 15 to avoid a late fee. Feel free to call Jenny Nichols at 512-471-9996 if you have questions about the status of your membership.

## THEATREFEST 2005

Start making plans to attend Theatrefest 2005, January 26-30, 2005, at the Hyatt Regency DFW Hotel in Dallas. Many, many UIL One-Act Play-related workshops are planned throughout the four exciting days. Convention Host David

Stevens, Keller ISD and his staff are hard at work scheduling workshops, exhibits and performances to make this convention "better than ever." Check out [www.tetatx.com](http://www.tetatx.com) for more information.

## Bob Singleton/ Jim Miller Retirement

The League would like to congratulate Bob Singleton, HSPVA-Houston, and Dr. Jim Miller, Sam Houston State, on their retirement. Both have made immeasurable contributions to Theatre in Texas and to the League.



# Schools win HEB/UIL community service award

For the third consecutive year, H-E-B Pharmacy and the UIL will award over \$10,000 to high schools committed to making their communities better.

The H-E-B Pharmacy-UIL Community Service Award was created in 2002 to reward Texas high schools for making a difference in their hometowns in an effort to enhance their community's way of life.

The \$1,000 award for first place, donated by the H-E-B Pharmacy, will be awarded to one high school in each classification (1A-5A) to schools whose projects most positively affect their communities.

Because of the incredible response to the community service award and the quality of the submissions, H-E-B Pharmacy will also award \$500 for second place projects for each classification. The money in turn is to be used toward a future service project sponsored by the school.

In 2004, a healthcare-related service project category was added to further H-E-B Pharmacy's mission to be the provider of choice for a patient's pharmacy healthcare needs.

The winner of the Healthcare Community Service Award must perform a service project that is primarily focused on healthcare or healthcare initiatives in the community.

The project should address a specific need in the community and increase aware-

ness of health care issues. The winner of the health care service award receives a grand prize of \$5,000.

Any UIL member school is encouraged to compete for the community service award through various service projects.

Examples of potential projects schools can pursue include, but are not limited to, organizing a food drive for a local food bank, taking part in a beautification project at a local park or visiting the elderly.

Examples of healthcare-related projects include providing multiple screenings for diseases such as diabetes, setting up immunization clinics or creating a community-wide health fair.

However, any action that is taken to make a school's hometown a better place to live would qualify as the proper criteria for the award.

To be considered for the award, projects must be completed by May 31, 2005, and documentation must be provided to the UIL on the official H-E-B Pharmacy-UIL Community Service Award nomination form by June 15, 2005.

H-E-B Pharmacy and the UIL hope to recognize outstanding Texas high schools that exemplify an admirable sense of community spirit and giving. Best wishes to all schools for a successful Community Service Project!

The winner of the 2004 Healthcare Community Service Award was Crandall High School.

## Dr. Patrick: Scholarship fund set up for former UIL Music Director

continued from page 1  
versity.

Dr. Patrick started working for the University of Texas at Austin in 1960. He taught his last semester in the spring of 2002. During his 42-year career at UT-Austin in the College of Fine Arts, Dr. Pat was the Assistant Dean from 1968 to 1976, the Associate Dean from 1976 to 1977, and the Acting Dean from 1977 to 1978. Dr. Patrick's teaching specialties at UT-Austin ranged from the physics of acoustics, orchestration and band arranging, and designs for instruction to the history of the American Concert Band. From 1964 to 1971, Dr. Patrick organized and directed the UT Music Department's first Longhorn Music Camps, which continue today.

While touching the lives of the thou-

sands of music students he personally educated, Dr. Pat was the State Director of Music for the University Interscholastic League (UIL) from 1961 to 1984. As director he created, organized, and brought to life the Texas State Solo Ensemble Contest, the Texas State Marching Band Contest, the Texas State Wind Ensemble Contest, and the Texas Music Adjudicators Association. He continued his involvement in the UIL as a Consultant to the State Director of Music from 1984 to 2004. He was First Chairman, Music Section, of the National Federation of State High School Associations from 1979 to 1984. He served in various capacities in the Texas Music Educators Association, as Band Chairman, Vice-President from 1956 to 1957, as President from 1957 to 1958, and on the Board of

Directors from 1961 to 1984. He was a consultant to various Texas state legislative committees, groups, and individuals on music matters.

Dr. Pat belonged to many professional organizations Phi Beta Mu, (president), Kappa Kappa Psi, American Acoustical Society, Phi Mu Alpha Sinfonia, Music Educators National Conference, Texas Music Educators Conference, and American Association Composers and Conductors. His honors include the National Federation Association Award, Commendation resolution from joint session of Texas Legislature, University Interscholastic League 75 Anniversary Award, 20th Year Adjudication Award, (Enid, Oklahoma), Orpheus Award, Phi Mu Alpha Sinfonia, Who's Who in Music, and Who's Who in Education.

He published hundreds of articles in the *Prescribed Music List*, *Music Educators Journal*, *Southwestern Musician* combined with the *Texas Music Educator*, *The Leaguer*, *National Federation Journal*, and reprints in several other states' periodicals.

Donations can be sent to either of two scholarship funds set up in Dr. Pat's name. Please contact Carolyn Scott, Scholarship Coordinator, Texas Interscholastic League Foundation, checks to TILF, P.O. Box 8028, Austin, TX 78713, (512) 232-4938, Carolyn.Scott@mail.utexas.edu or University of Texas at Austin, Glen Chandler, Director, School of Music, 1 University Station, E3100, Austin TX 78712, (512) 471-3157, bgchandler@mail.utexas.edu (notes: For Dr. Patrick scholarship fund).

We will all miss him greatly.

### State One Act Play



Bellaire students, Julie Weiman (Dorine), Robert Uzick (Tartuffe) and Jonathan Bass (Orgon), perform *Tartuffe* at the 5A State One Act Play competition. The play, directed by Paul Munson and Gail Silver, won the 5A state championship.

The recipients of the 2004 H-E-B Pharmacy-UIL Community Service Award include:

- 1A First Place—Petroia High School
- 1A Second Place—Rice High School
- 2A First Place—Shallowater High School
- 2A Second Place—Hico High School
- 3A First Place—Tyler Chapel Hill High School

3A Second Place—Orange Grove High School

4A First Place—Fredericksburg High School

4A Second Place—Dallas Lincoln High School

5A First Place—San Angelo Central High School

5A Second Place—Laredo Alexander High School

## Sportsmanship Awards

The UIL believes that sportsmanship is a concrete measure of the understanding and commitment to fair play, ethical behavior and integrity in all facets of interscholastic activities—academics, music, fine arts and athletics. Sportsmanship should not only exist on the playing field or court but also in classrooms, theaters and auditoriums. With this in mind, the UIL and State Farm Insurance joined together in 2003-04 to recognize one school in each conference that exhibited outstanding sportsmanship in all activities during the school year.

The recipients of the 2003 UIL-State Farm Insurance Sportsmanship Award include: Saint Jo High School (1A), Boys Ranch High School (2A), Quinlan Ford High School (3A), PSJA Memorial High School (4A) and San Antonio O'Connor High School (5A).

Schools were nominated and evaluated based on the behavior of coaches, teams, the student body, cheerleaders and adult followers. Winners of the UIL-State Farm Insurance Sportsmanship Award received a \$1,000 check and a symbolic award presented to each school this fall by a UIL staff member and a State Farm representative.

To be considered for the award, a school must be nominated by the District Executive Chairman, who evaluates the school's exemplary sportsmanship based on the behavior and attitudes of the teams, coaches, student body, school administrators, cheerleaders and other support groups and the adult followers.

# National High School Activities week celebrations set for October 17-23

By Kim Rogers

Public Information Director

The week of October 17-23 marks this year's celebration of National High School Activities Week. Now in its third decade, National High School Activities Week seeks to increase public awareness of the value of interscholastic activity programs. During this week, the UIL encourages its member schools to promote the values inherent in interscholastic athletics, fine arts and academic programs.

"We have fundamental, empirical evidence that interscholastic activities provide a successful way in which to create healthy and successful citizens," said Robert Kanaby, National Federation of State High School Associations Executive Director. "Through National High School Activities Week, we have an opportunity to reflect on our participation as well as the participation of our children. Our nation must continue to support these programs and the life skills they provide America's youth," said Kanaby.

National High School Activities Week was created in 1980 to promote the need for interscholastic activity programs. In 1983, President Reagan and Congress officially set aside one week to recognize these activities, and the UIL continues to support that designation.

Every UIL member school is encouraged to publicize and participate in National High School Activities Week. For more information about the activities week and ways

to promote it, please visit the UIL Web site at [www.uil.utexas.edu](http://www.uil.utexas.edu).

The specific days for this year's Activities Week celebration include:

- **Sunday, Oct. 17—National Be A Sport Day:** to encourage awareness and discussion about the importance of sportsmanship, ethics, and integrity to the conduct of interscholastic programs.

- **Monday, Oct. 18—National Fine Arts Activities Day:** to focus on the students, coaches, and sponsors involved in fine arts programs.

- **Tuesday, Oct. 19—National Officials Day:** to salute the approximately 500,000 individuals who serve as contest officials and judges.

- **Wednesday, Oct. 20—National Youth Health Awareness Day:** to promote education and prevention efforts that encourage healthy lifestyles.

- **Thursday, Oct. 21—National Coaches/Sponsors/Advisors Day:** to recognize the contributions of high school coaches, sponsors and advisors.

- **Friday, Oct. 22—National Fan Appreciation Day:** to thank the spectators who support activity programs throughout the year.

- **Saturday, Oct. 23—National Community Service/Participation Day:** to give back to your community and show your appreciation for their support of your programs.

# Athletics: New year marks changes for some sports

continued from page 19

Survey mailed to all member schools in early September.

## VOLLEYBALL

- Alter the first available dates for scrimmages and games.

Obviously already in effect, this change allows schools an earlier start for scrimmages and games. The big help here is it now allows schools some extra playing dates for matches.

## BASKETBALL

- Equalize the season for girls' and boys' basketball.

- Allow for an exception to the calendar week limitation during the winter holidays in December.

Making the length of boys' and girls' basketball season the same makes too much sense. Think what you want, but there were (and are) a lot of sound reasons for the girls' basketball season starting when it did and ending when it did. There also are a lot of good reasons for the change.

Allowing an exception to the number of games a school can play during a week during the winter break has been a long

time coming. The norm in basketball is two games a week, regardless of whether you're in school or not. This change is good for several reasons. Now schools that started the season late (i.e. smaller schools that go deep into the football playoffs) have a chance to play catch up before district play (hopefully).

Please remember, this exception is for the winter break only.

## TRACK & FIELD

- Allow the top three finishers in Conference 2A, 3A, 4A and 5A district meets to advance to the regional meet.

You know all the money your athletic program has left over at the end of the school year.

You better start begging for it now because you're going to need it. The immediate impact of this rule change is you are going to need more money for hotel rooms and meals.

Sure, we're giving another kid a chance to advance to state, but the regional meets from a management standpoint will be interesting, to say the least. Do you start the meet on Thursday night with the dis-

ance events? Do you run heats or a water-fall start?

Were some quality athletes and quality performances being left behind? Yes, but that happens all the time in the playoffs. Did maybe one of the state's top athletes in that event just have a bad day? Yes, but isn't that kind of the essence of athletics?

## SOFTBALL

- Equalize the season to that of baseball.

- Allow a coin flip to determine the playoff format of a single game or two-out-of-three when mutual agreement is not reached.

See the basketball explanation for the reasoning in equalizing the baseball and softball seasons.

Allowing a coin flip to decide the playoff format when two schools cannot agree is almost like what baseball currently has. The one big difference is that unlike baseball, a two-out-of-three series in softball must still be played ONLY on a Friday-Saturday timeline.

## JUNIOR HIGH

- Prohibit practice for individual sports

outside the school year.

This change brought all junior high athletic sports in line with each other as far as a starting date.

Plus, you try talking to a mom of a junior high school student who had to cut their summer vacation short because of cross-country practice starting before the start of school.

## GENERAL

- Establish a concussion management protocol for all UIL athletic activities.

This is a guideline or a standard for schools and school coaches to handle, evaluate and treat concussions.

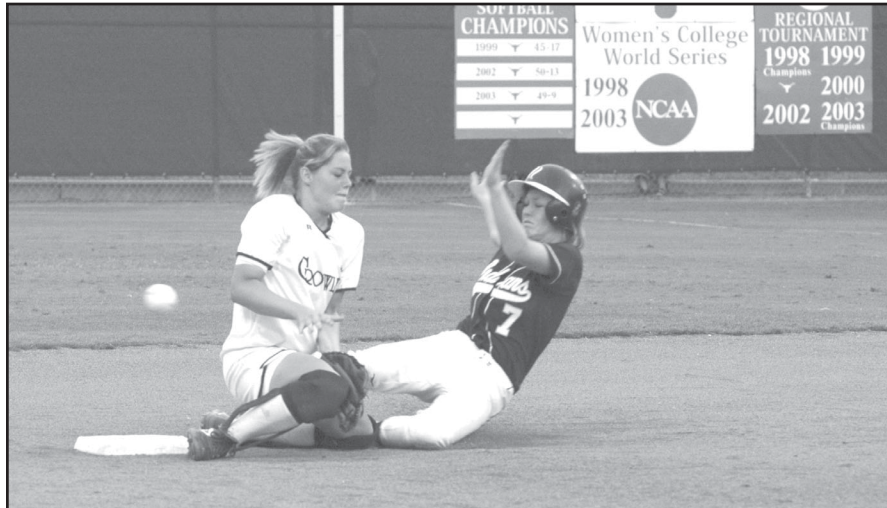
Under the direction of the UIL Medical Advisory Committee, the athletic staff has adopted this protocol formulated by the American Academy of Neurology and the Brain Injury Association.

This information was mailed to all UIL member schools (25 copies per school) this summer.

A coach would be wise to carry this information with them, especially when an athletic trainer is not traveling with the team or on site.



## State Playoffs



(Above) Jaynie Schexnider from Port Neches Grove High School slides into the base against Crowley during the softball state finals. (Right) A Llano outfielder snags a fly ball during the semifinals at the state playoffs. Llano was defeated by La Grange 11-0 in five innings.

### Softball State Playoff Results

1A-Windthorst def. Elkhart Slocum, 3-0  
2A-Danbury def. Aubrey, 1-0 (8 innings)  
3A-Lindale def. Wharton, 5-0  
4A-Crowley def. Port Neches Groves, 1-0  
5A-Fort Bend Elkins def. Tomball, 3-1

### Baseball State Playoff Results

1A-Shiner def. Follett, 13-3 (5 innings)  
2A-Nacogdoches Central Heights def. Ponder, 4-1  
3A-La Grange def. Forney, 10-4  
4A-Boerne def. Denton Ryan, 5-1  
5A-Corpus Christi Moody def. Lewisville Flower Mound, 6-1



# Revised PAPF needed for all new students



Rachel Harrison  
Athletic Coordinator

It's hard to believe summer has come and gone and a new school year is under way. While I did take some time off to get married this summer, it seems as if our "down time"

isn't as long or quiet as it used to be. Starting in early July, the UIL athletic staff hits the road for a series of coaching clinics, in-services, official's meetings and national conferences.

Before we know it, coaches and student-athletes are back on campus for volleyball, football and cross country practices.

As a staff, we field hundreds of calls this time of year regarding new students and the Previous Athletic Participation Form (PAPF). The purpose of this form is to ensure that a student is not changing schools for athletic purposes.

It has been revised and tweaked several times during the past few years in an effort to obtain additional information on new students and verify issues such as residence, age and their status at the previous school. The latest revisions to the PAPF were made in July 2004.

It is important to know which students actually require a PAPF.

Any new student in grades 9-12 who has ever practiced or participated in any UIL athletic activity in grades 8-12 at another school must have the PAPF completed by the previous school (last school of participation) and be approved by the District Executive Committee before they are eligible to participate at the varsity level at the new school.

A PAPF is required even if the student is transferring from an out-of-state school or Mexico.

The new form, which can be found on the UIL web site, includes a new student eligibility questionnaire that must be completed for any student new to that school district in grades 9-12 prior to participation.

In addition, both pages must be submit-

ted to the district chair and to the UIL office or they will not be considered complete.

**These forms are NOT required for students who have been attending your feeder schools who are zoned to come to your particular high school.**

Common indicators to review when determining whether or not a student changed schools for athletic purposes include:

- checking to see if a student was recruited;
- ascertaining whether a student was in good standing in the previous school, either academically or in a sports program;
- determining if a student was unhappy with a coach in the previous school;
- determining if a student played on a non-school team and is transferring to the school where the non-school team coach, or a relative of the school coach, is the school coach.

The student's former school is required to sign the PAPF. If the former school coach or administrator feel the student was recruited or is changing schools for athletic purposes, the District Executive Committee is required to have a full hearing to determine the eligibility status of the student.

The PAPF and new student eligibility questionnaire are very thorough in that the student and parents are required to answer a wide range of questions. It is our hope that once the form is complete, there should be no question as to whether or not the student is eligible for varsity competition.

Each PAPF that is sent to the UIL office is reviewed by an athletic staff member before it is placed in the school's file. If the forms are not complete, or if there is a question that needs further clarification, the form will be sent back to the school. Last year, nearly 4,000 PAPFs were processed by our staff.

While it is not our intent to inundate you with additional paperwork, it is our responsibility to help ensure the eligibility of your student-athletes.

By taking the time to properly fill out the necessary forms, we hope to succeed in that goal.

## Lone Star Cup awards

### Five winners receive trophy and \$1,000 prize

The UIL and Texas Dodge Dealers will again present the Lone Star Cup, honoring the best overall athletic and academic programs in Texas for the 2004-2005 school year.

Now in its eighth year, the Lone Star Cup is awarded to high schools that accumulate the most points based on their team performance in academic and athletic district and state championships. Point standings updates are released throughout the school year on the UIL Web site and the *High School Spotlight* on Fox Sports Net, and official final results are announced by July 1.

With assistance from the UIL, tabulations for the Texas Dodge Dealers Lone Star Cup are verified by Fox Sports Net, which also serves as the sales and market-

ing arm for the Texas High School Championships Corporate Partner Program.

This fall, Texas Dodge Dealers will present the 2004 Lone Star Cup trophy, along with a \$1,000 prize, to one high school in each of the five UIL classifications.

The UIL and Texas Dodge Dealers remain committed to promoting overall excellence in high schools across the state and look forward to another competitive race for the 2005 Lone Star Cup.

The recipients of the 2004 Lone Star Cup include:

- 1A—Windthorst High School
- 2A—Holliday High School
- 3A—Canyon High School
- 4A—Dallas Highland Park High School
- 5A—Humble Kingwood High School

# Longing for the joys of a simple game

## Secondary level coaches must teach young athletes honor and sportsmanship

### PUBLIC REPRIMANDS

#### BASKETBALL

Rudy Bernal, San Antonio Lanier

#### BASEBALL

Tim Benton, Wichita Falls Rider  
Rod McDaniel, Pottsboro  
Rueben Farias, La Joya  
Tommy Hill, Hemphill



Charles Breithaupt  
Athletic Director

Sammie showered down on the '64 Buick and lit out south on Highway 96. We were making good time as the asphalt flew by. Ahead the highway looked like a shimmering sea with the heat hovering over the pavement. The windows were down, and I had my hand out pretend-

ing to be an airplane.

We kids were all in the back seat. The moms were in the front. There was no air conditioning, but we didn't care. Never really thought much about it, unless our ice cream melted too quickly and trickled down our arms. But that was very unlikely even though it was a scorching summer day. We could scarf down a dipped cone faster than a vacuum cleaner could suck up dust.

I just had to make it back to baseball practice. We had driven the 16 miles north to Kirbyville to pick up a few items at the five & dime store. If we

didn't make it back, I was in for a long summer evening of duck walking. Our coaches didn't tolerate tardiness or skipping practice.

Sammie wheeled into the vacant lot that served as our practice field. We made it with

a few minutes to spare. As the car left in a cloud of dust, I found a spot in the shade of several crepe myrtle trees full of watermelon red blooms. Some of my teammates took part in a game of rock, paper and scissors. Then our coaches arrived.

They weren't much older than we were. I was only 11, but we had a couple of other guys who had better starts on their beards and mustaches. Of course, those wouldn't have been allowed even if we could grow them. But, every day Bubba and Cecil would be there right on time and they expected us to be there as well.

Bubba worked in a grocery store owned by his family. He had been a terrific high school athlete and had even played baseball in the minor leagues. Cecil worked for the telephone company and always came to practice in his khaki pants and boots and a great flat top haircut. We all had burrs or crew cuts. His flat top was classic.

We could only wear our baseball caps to games. Gimme caps were a thing of the future. We didn't have practice uniforms and we saved our cleats and practiced in sneakers. All in all we didn't look like much, but we learned a ton. Our

coaches taught us more than how to lay down a sacrifice bunt. They taught us about fairness, respect and responsibility. Besides the lessons on punctuality and attendance, we learned to respect every team we played. We prepared for every game regardless of the talent level of our opponents. We learned never to fear any opponent and to respect even the last place team.

We practiced hard and played hard. We ran out every at-bat. We hustled on and off the diamond. We didn't ridicule the mistakes of others and we certainly weren't allowed to be bench jockeys. We absolutely were not allowed to argue with umpires (most of whom were our dads). We didn't gloat in victory and always shook hands and congratulated those who defeated us. Then we cleaned our dugout and the stands, never leaving that task for someone else.

We were elated in victory and sad in defeat, but the great equalizer was the free snow cone or hot dog left over from the concession stand. Just getting to play was enough for us. The sting of defeat was generally gone by the time we reached the family station wagon.

Times have changed. Long gone are the hot and itchy wool uniforms, sponsored by Western Auto. Also gone is the innocence of days gone by. While I don't long for cars without air-conditioning, I do miss the joy of playing a simple game where I learned many life-long lessons.

Today, our coaches teach honor through high school sports. Even though they are saddled with kids who come from youth league experiences that care nothing about character and integrity, our school coaches understand that extracurricular activities should be educational. Part of that education involves teaching responsibility, trustworthiness, fairness, citizenship, caring and respect.

This is how coaches must view educational competition. They must train their athletes to win and compete at the highest level. And they must do so by teaching and modeling honor on the fields of play.

The youth leagues of today, regardless of the sport, are much more sophisticated. Kids start at much earlier ages, some not as big as a soccer ball; others unable to even carry a bat. Teams have fancy uniforms and travel in style, by bus or plane. Select teams and all-star teams make the regular season ferocious with tension and anxiety. The championship team coach gets the prize of coaching the all-stars; so winning is paramount to learning how to play.

Players and fans are encouraged to taunt their opponents. Umpires are ridiculed and spit upon. Players cry after wins and losses. Parents attack coaches and players with scorn and less than adult behavior- a sight too often seen at practically any youth league venue.

These lessons, or lack of, are ingrained by the time the young athlete reaches the seventh grade. The self-worth of many of these athletes is wrapped up in how many times they have made an all-star team by the time they are 14. On the other hand, many, tired of constant verbal abuse from parents, simply drop out.

Secondary school coaches are responsible for teaching young people how to play the games they love and how to respect those games and the other people who play, coach and officiate them. Coaches must take this responsibility seriously.

Much has been said and written about non-school play. Many of the complaints we field come from parents who complain about a coach who has violated the eight-hour rule. Yet the same parent will take that same child to a private lesson or club practice.

Parents spend a great deal of money and time on non-school athletic activities for their children. While state law and UIL rule in regards to game and practice limits limit the school and the school coach, there are no restraints on the same non-school activities.

How healthy can it be for a student to participate in 100 non-school baseball games following the school season? How much balance does a student have who spends practically all of her free time playing club volleyball or taking private lessons?

Parents feel these activities are necessary because they want college scholarship opportunities for their children. But how many promising athletes have simply dropped out of activities due to injuries caused by overstressed joints, burnout or boredom.

Coaches need to work with parents to develop a balanced life for the student-athlete. While we have lost many opportunities to teach kids about being well-rounded, we do not have to succumb to the over-specialization that is taking place in high school athletics.

Too many good athletes feel as if they have to specialize if they are going to get a scholarship. Too many good athletes turn their back on sports they enjoy in order to grab for the glory and opportunities promised them by adults. Far too often this is met with great disappointment and dismay at what has been left behind.

The simple days of playing for fun and enjoying the relationships that come from participating in high school sports has come and gone in many areas of the state.

The lessons about honor and responsibility, caring, citizenship, fairness, trustworthiness and respect have been absent from many non-school experiences. Therefore, it again becomes the responsibility of our coaches to teach these valuable educational components.

Or, I could get Bubba and Cecil out of retirement.

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**We learned to respect every team we played. We learned never to fear any opponent and to respect even the last place team.**

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# New face in athletics details first days



Darryl Beasley  
Asst. Athletic Director

As you're looking through the *Leaguer*, you may have noticed there's a new face. I would like to formally introduce myself. My name is Darryl Beasley, and I began working

for the University Interscholastic League on July 1 as Assistant Athletic Director. Since I was hired from outside of the fish bowl (teaching and coaching) to the inside of the fish bowl (UIL), I would like to share some insight into my first 60 days of employment.

Before I begin, however, I'd like to give you some background information regarding my experience in the education system. I have coached and taught all over this great State of Texas at the elementary, middle, high school and college level for 11 years, and I have worked in the private sector for eight years.

The subjects I taught were biology, environmental science, physical science and business computer applications, and I have coached football, basketball, baseball, track and cross-country to both girls and boys. So, I know about coaching football during two-a-days.

During my first 60 days I've been exposed to a whirlwind of information. In the course of that time, I've learned some history of the UIL. For example, I didn't realize there have only been six UIL directors and only seven athletic directors in its 94-year history.

My initial 30 days were spent reading

all 254 pages of the *Constitution and Contest Rules* manual from beginning to end. I asked myself, "Why do I need to read this manual since I have 11 years of coaching experience behind me?" After reading the *Constitution*, I understood why. I actually only used a fraction of it while I was coaching. At the beginning of each school year, my concerns were not the *Constitution*, but instead how many classes I had, how many preps I had, what period athletics was and if the arrangement of my class schedule allowed enough time to change from my gym clothes to my dress clothes. Everyone would agree that the life of a teacher/coach is very hectic and like most coaches I would review my student/athlete eligibility and residency checks in between going to lunch and during my conference period. Usually, this was done during the week of our first game or meet. If I had any questions about eligibility, I would discuss them with the athletic director or principal. If they didn't know the answer, we would call UIL because they had all the answers! After reading through the *Constitution and Contest Rules*, I now realize we could have answered the majority of questions ourselves.

The "honeymoon" has been great and the individuals who work at UIL have been very resourceful, helpful and organized. If I have any questions, they're willing to help or turn me in the right direction. This has been very refreshing since my perception of UIL had been that they ruled the world in extracurricular activities, at least in Texas, and they were very intimidating.

Some of the misconceptions about the UIL from the athletic community are that we sit in the big white house on the hill

making rules that hurt kids, schools, coaches and the game. The reality is that the schools make the rules. Some believe Dr. Farney, Dr. Breithaupt and the athletic staff have spies all over Texas looking for violations so the UIL can rule against a school, student or coach. This is not the case. More than likely it's someone in your community reporting the violations and UIL investigates any alleged violations. In the last 60 days, I have seen UIL staff take calls and answer an enormous number of questions pertaining to the *Constitution*, "no pass no play," athletic manuals and the National Federation of High School rule books. You can see in their action and body language that if they're successful in helping someone, it's a victory, but if they're the bearer of bad news, it's a defeat.

As in most leadership positions, half of the people you lead are supportive and the other half are not - we base our decision on what's best for the whole. Truth be told, UIL objectives are to enhance students' education, to prepare them for citizenship by providing inter-school competition among the public elementary and secondary schools of Texas, and to establish rules and procedures of sanctioning and conducting interscholastic competition; including rules providing penalties for rules violations by school district by school district personnel, that are consist with rules of the State Board of Education.

Another misconception of the UIL is that the only thing we do is interpretations, and then we get the best seats in the house at state tournaments. Although UIL staff members are assigned seats, you rarely see them in those seats because they are working the tournament. During my interview for assistant athletic director,

## Q & A with Darryl Beasley

**Where did you teach and coach?** A.C. Jones-Beeville, Lamar Consolidated - Rosenberg, South Plains College - Levelland, LBJ - Austin, Leander High - Leander

**Where did you work in the business world?** Motorola for 8 years

**Where did you attend high school and college?** A.C. Jones HS, Beeville, and Wayland Baptist University

**How many kids do you have?** 2 girls -- Madison 7 years, and Sydney 10 months

**Are you married?** Yes, to Deena

Dr. Breithaupt explained the job responsibilities in percentages. He said 85 percent of your job is responding to phone calls, e-mails, and faxes from school administrators, coaches, parents, booster clubs and community members on a number of topics. The other 15 percent is attending the coaching schools', in-services, and attending meetings. Oh yeah! You can throw in the organization and working the state tournaments.

Having been in this position for the last 60 days, I finally understand. The UIL is the governing body for extracurricular activities in the state of Texas, which ensures student/athletes are students first and athletes second. Our job is to serve and preserve the sanctity and integrity of the game and education to make certain every participant is on an equal playing field.

It is an honor and a pleasure to be selected to be of service to member schools, superintendents, coaches, and student/athletes. I have seen the value education and athletics have played in the educational system and I will continue to add value to that system in a different capacity. If you need anything from UIL to assist in making your students/athletes, schools, and coaches successful, please do not hesitate to call or send correspondence. I look forward to being a part of UIL's present, past and future.

# Few rule changes for athletics implemented this year



Peter Contreras  
Athletic Coordinator

There is a huge misconception by the general public that when a school closes its doors for the summer, teachers and coaches have two months of free time. I don't know if that myth will ever change, but I do know that the summer is getting shorter and shorter every year.

Just like coaches, we at the UIL stay pretty busy during the summer. To be honest with you,

the six-week period from June through the middle of July matches any other six-week period during the academic school year for the athletic staff.

What do we do? We are getting ready for the upcoming school year with rule and policy changes through our organization's legislative process. The majority of the work begins with the UIL Athletic Committee meeting every June. Ideas and proposals that are accepted at the committee meeting are carried to the next step, the UIL Legislative Council meeting in October, either via a proposal or a survey item.

The irony of this type of work during the summer is that if it gets approved, the rule or policy change does not take effect until the following school year. For example, an idea from this past June Athletic Committee that becomes rule will not be implemented until the 2005-2006 school year.

Here is what was done two summers ago and is in effect

for this school year.

## FOOTBALL

No general UIL rule changes, but that does not mean our schools' most visible activity did not generate discussion this summer. At the annual UIL Athletic Committee meeting this past June, the coaches proposed moving the first scrimmage date for those schools who conduct spring workouts and play a game during "zero" week, from Saturday to the preceding Friday. Texas High School Coaches Association Director D. W. Rutledge also proposed to allow schools to set their six-week summer training dates, beginning no sooner than the first date of summer and ending by the fourth Thursday in July.

Both those items will be on the 2004 Superintendent's

Athletics, continued on page 16

HIGH SCHOOL ACCOUNTING CONTEST

Sec. 920 (i) (15) (B) — Change “In case 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” to “In case two or more teams tie for first place, the highest overall net TOTAL 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 TOTAL score, then a tie will be declared and all involved in the tie shall advance”

ONE-ACT PLAY

Correction to *Constitution and Contest Rules*, Section 1033 (d) (3) (C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

SUNDAY PARTICIPATION

Section 900 (b) Students are not prohibited from participating in non-school-sponsored competitions and activities. Parents may take their children to meets provided that the school does not pay entry fees or other related expenses and the coaches do not attend the competition. The fact that a tournament entry contains information as to which high school a student attends or information about the high school itself (address, coach, telephone, FAX, etc.) does not in and of itself constitute a violation. It may initiate an investigation into whether a violation occurred.

The following constitute sponsorship:

a. The school pays entry fees for contestants or uses activity funds to pay for any or all student expenses.

b. Student uses school fundraiser dollars to pay for fees, transportation and/or housing expenses.

c. Student is accompanied by school personnel.

d. Student is accompanied, directed, or transported by a person or persons on behalf of school personnel.

e. Student wears or uses school equipment.

School district personnel includes any person hired or appointed by the school or its employees who is involved in preparing or assisting the contestant for a contest that is part of the UIL academic program.

The Sunday Participation Rule applies only to contests which are part of the UIL Spring Meet Plan. It is not a violation of the Sunday Participation Rule for school district personnel to assist a student in preparation for or participation in a contest which is not part of the UIL Spring Meet Plan. For example, it is not a violation for a high school student to participate in four or more Sunday modern oratory or duet acting competitions.

Students found to be in violation of the Sunday Participation Rule may be penalized for the current academic year in “germane” academic contests. For example, a student found in violation of the Sunday Participation Rule in Lincoln-Douglas Debate would be penalized in debate only (Lincoln-Douglas and Cross-Examination), not in all speech events, nor in any other UIL academic events.

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.

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, OAP director Luis Muñoz is 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.

SOCIAL STUDIES

The maximum number of points a school may receive in Social Studies is 37.

ACCOUNTING

The list of approved calculators in the C&CR is correct. The Hewlett-Packard calculators are not on the accounting list of approved calculators.

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2003-04 school year: **BROADDUS HS** Public reprimand and suspension for the 2004-05 school year;

BYERS HS

Public reprimand and probation through August 17, 2005; **DALLAS TOWNVIEW SCHOOL OF BUSINESS** Public reprimand and probation through August 17, 2005; **HOUSTON MADISON HS** Public reprimand and suspension for the 2004-05 school year; **NORTH HOUSTON HS FOR BUSINESS** Public reprimand and probation through August 17, 2005; **WOLFE CITY HS** Public reprimand and suspension for the 2004-05 school year.

RED OAK HS

The State Executive Committee issued a public reprimand with probation through August 17, 2005 to Coach Brent Stapleton for violation of the Athletic Code and state law (distributing, selling or marketing dietary supplements to athletes).

PLEASANT GROVE HS

The State Executive Committee issued a public reprimand to Coach Craig Jones, suspended him from the first two games of the 2005 baseball season, and placed him on probation through August 17, 2006, for improper interaction with a game official. **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.

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.

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).

GALVESTON BALL HS

The State Executive Committee issued a public reprimand, with probation through March 24, 2005 to Galveston Ball High School and Wayne Paulus, Debate Coach, for violation of Section 900 (b) (2), Sunday Participation.

EL PASO PARKLAND HS

The State Executive Committee suspended Coach Humberto Ornelas, El Paso Parkland High School, from coaching any UIL activities until he appears before the State Executive Committee for a hearing on allegations that he allowed ineligible students to participate.

ARLINGTON HOUSTON HS

The State Executive Committee suspended Coach Tommy Bonds for the 2003-04 school year and placed him on probation through the 2004-05 school year for allowing an ineligible student to participate.

DALLAS KIMBALL HS

The State Executive Committee issued a public reprimand to Coach Royce Johnson, suspended him from the first three games of the 2003-04 basketball season, and placed him on probation through September 23, 2005, for providing transportation to student athletes in violation of the Amateur Athletic Rule.

SPRING BRANCH SMITHSON VALLEY HS

The State Executive Committee suspended Coach Brian Funk, Spring Branch Smithson Valley High School for the remainder of the 2003 volleyball season (including the playoffs) and placed him on probation through October 22, 2005, for violation of Section 1208 (j) (3).

INTRA-DISTRICT TRANSFERS

*Section 440 (b) (3)* This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD’s vocational high school, magnet school, or optional attendance area school as long as they exercise that option at their first opportunity. If the student leaves the

vocational high school, magnet school, or optional attendance area school and returns to the school of the parents’ residence, the student is not eligible for varsity athletic competition for at least one year from the date of enrollment in the school of the parents’ residence. Additionally, if the student fails to exercise their first opportunity to attend that ISD’s vocational high school, magnet school, or optional attendance area school, they would not be eligible according to the Section 440 (b), Residence Rule, for varsity athletics at the new school until they had been enrolled and consecutively attending the new school for one calendar year.

SAN ANTONIO EAST CENTRAL HS

The State Executive Committee suspended Coach Ted Knaszak from coaching any UIL activities (including practices and games) through December 10, 2004, with probation through December 10, 2006, for allowing students not listed on an eligibility list to participate in team tennis.

ARLINGTON BOWIE HS

The State Executive Committee issued a public reprimand to Coach Kevin Joyner and suspended him from coaching any UIL activities (including practices and games) through March 24, 2005, for violation of the Athletic Code.

WAXAHACHIE HS

The State Executive Committee issued a public reprimand, to Coach Jim Miller and placed him on probation through the 2004-05 school year for violation of off-season regulations.

SPRINGTOWN HS

The State Executive Committee issued a public reprimand, with probation through March 24, 2007, to Coach Cari Lowery for violation of the Athletic Code and state law.

WICHITA FALLS RIDER HS

The State Executive Committee issued a public reprimand to Wichita Falls Rider High School, with probation through March 30, 2005, for failure to comply with UIL rules.

Distribution rights

The UIL mails 5 copies of each issue of the *Leaguer* to every public high school in Texas as well as copies to elementary and junior high schools that have returned their Participation Cards. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Also, visit our web site (<http://www.uil.utexas.edu>). We recommend you distribute copies of the *Leaguer* to the following:

- Principal
- Librarian
- Academic Coordinator
- Athletic Director
- Head coach