

Leaguer



Briefs and
Notes

Calendar of upcoming events

- May 12-13 Golf State
Meet 3A and 5A
- May 13-14 Track &
Field State Meet
- May 16 Last day to
hold spring district meet for
elementary and junior high
schools and first day to return
materials to contestants
- May 28-30 Texas State
Solo and Ensemble Contest
- June 2-4 State
Softball Tournament
- June 8-11 State Base-
ball Tournament
- June 17 TILF schol-
arship announcements mailed
to applicants and principals
- June 24-27 ILPC Sum-
mer Publications Workshop
- July 8-9 Capital
Conference for academic
directors and high school
speech and debate coaches

For more information regard-
ing the ILPC Summer Publica-
tions Workshop, go to <http://www.uil.utexas.edu/aca/journ/ilpc/index.html> or email
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call Jeanne Acton at 512-471-
5883.

The UIL web page is:
www.uil.utexas.edu

The Godfather of journalism

After almost three decades, Hawthorne bids farewell to the League

By Jeanne Acton

Assistant Academic Director

On the wall in his office hangs one of his most cherished possessions: an autographed poster from *The Godfather*. It's his favorite movie, easily.

He knows every frame of that movie, every line Marlon Brando utters. And on a good day, Bobby Hawthorne will push out his bottom lip, lower his eyes, slur his words just slightly and do his best impersonation of the Don.

"I'm gonna make him an offer he can't refuse."

And nobody does.

While he'll never admit it, "Bobby has become the 'godfather' of scholastic journalism in Texas," said Randy Vonderheid, the former ILPC director. "Few people make a move in Texas without asking his opinion or what should be done."

And now the leadership that pushed Texas journalism and challenged high school academics is leaving. After more than 27 years at University Interscholastic League serving as the director of journalism and then as the academic director, Bobby Hawthorne is retiring.

"I've done this a long time and I want to have more time to write, teach and travel," Hawthorne said.

"Each man has his own destiny."

— the Godfather

Hawthorne's relationship with UIL began long before he started working there. As a student at White Oak, he spent much of his day involved in UIL activities. "I played football and baseball, ran track. White Oak was big in UIL academics too. My sophomore year, they pulled me into Informative Speaking. I drew something on India and Pakistan. The only thing I knew about India is that the Beatles had been there. I bombed."

But it was the start of a beautiful relation-



Bobby Hawthorne stands next to his *Godfather* movie poster, autographed by Francis Ford Coppola. It was presented to him by journalism advisers when he retired as ILPC director. (Above) Hawthorne with Lisa Smith, an Alief student, at a newspaper workshop, circa 1985.

ship. During his junior year, Hawthorne joined the yearbook and newspaper staffs. And the awards started rolling in. "We won the state championship for newspaper, and I won first place in sports writing," he said. "I also went to state both my junior and senior year. My senior year I placed in feature writing, editorial writing and headline writing."

He had found his path — writing. "I loved football and I ran track," he said. "But journalism is where I spent all my time. My best friends were there. In a small school, everyone is known for something. Journalism was the one thing I was known for."

After high school, Hawthorne attended Kilgore College and then The University of Texas, where he met then-UIL director Bailey Marshall, a former White Oak coach and administrator. "I became his go-fer. I helped set up the State Track Meet, hauled paper, delivered stuff. Nothing very intellectual."

After graduation, Hawthorne worked for two

years as a reporter/editor in Tyler and Anaheim, CA. In June of 1977, Marshall urged him to apply for a position as assistant to the journalism director position. "I did, and, as luck would have it, I got the job," he said.

A year later, the director of journalism, Dr. Max Haddick, was forced into a medical retirement, and Marshall again went to Hawthorne.

"I was unprepared to become director of journalism," he said. "There were any number of people who were far more qualified, but Dr. Marshall appointed me to the position and announced his decision to the staff, saying, 'We have full faith and confidence that you'll do a good job.' And I thought, 'Well, I'm glad you do because I'm not sure I do.'"

Almost 30 years later, Marshall said Hawthorne was "well-received" by all of the teachers. "Bobby has a tremendous rapport with young people," he said.

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Steroid issue remains in the headlines

Education of students is the key to curbing the use of this dangerous drug

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UIL Director

MANAGING EDITOR
Jeanne Acton,
assistant academic
director

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Bill Farney
UIL Director

The subject of steroids fully occupies mainstream media today. The State Legislature has a bill under consideration that addresses the problem. The UIL has or will have the steroid question (and what to do about it) as a headline agenda item for the Legislative Advisory Council, the Medical Advisory Committee, the Legislative Council Standing Committees of Policy and Athletics, a second meeting of the Legislative Advisory Council in September 2005, and the October 2005 Annual Legislative Council meeting.

This column contains my response to concerned high school students whose letters I received on April 29, 2005. The letters begin by recommending that the UIL test for steroids in high school athletics. Why? Because steroids “can tear apart the body” and cause the athlete severe injury.

One of the letters states accurately that “steroid abuse could cause sexual function problems and behavioral changes, liver tumors and much more.”

These students have heard the objections to testing on the grounds that it cost too much money. But one quickly adds “money shouldn’t be the excuse” because money doesn’t matter if you have a chance to save a young athlete’s life. Hard to disagree with that position, yet cost is one of the barriers to testing.

Several things can be done that are relatively affordable. First and foremost, is an educational

program that reaches all student athletes and their parents. This approach will not keep some parents from providing and some students from taking steroids. For whatever reason family and/or individual ambitions will take precedence over the potential harmful effects of steroids – some now, some later. Some reversible, some crippling or even life threatening.

Many schools are currently including instruction in their health curriculum. Others do special awareness programs for athletes. Most believe it is not enough to just include high school, but sense strongly that junior high school students need the information even more.

We know that the Internet is widely available to illustrate a full offering to everyone including what to take for a desired result, and for how long and which dosage – and what to take to “mask” detection. Sources from which to order, prices, bulk discounts are all there for anyone to log on and learn. It is not enough that testing be considered. A strong educational program must be stronger than the allure of advantages offered by these performance-enhancing substances.

High school coaches and trainers must increase their vigilance in watching for the signs of steroid users.

Newfound aggression – especially aggression coming from frustration – acne, sudden inordinate weight gains are a few of those signs. Educators will need to distinguish from normal youthful aggression and adolescent skin problems that too many students (not on steroids) sometimes have.

Physical training and proper diet can produce a stronger athlete. Classmates and the public must

not make the mistake of labeling every strong athlete on every strong team as being on steroids. That is unfair and contributes to the public paranoia, which is already at fever pitch.

I think every athlete should sign a pledge to not use steroids. We talk of fairness and playing the game in the true spirit of competition. These ideals of sportsmanship are not old-fashioned. They are the essence of the game. I believe every parent should do the same. They are vitally important because almost always they are the money source. You can’t purchase what you do not have the funds to buy.

Coaches should be loud and clear when they push athletes to improve strength, agility and speed. “Do it the right way, the hard way – the old-fashioned way.” In our society there are many shortcuts.

Using steroids to shortcut the physical strength process is not acceptable. Each athlete, school, coach and trainer must demand a zero tolerance to shortcuts.

I have read some statements such as “over 20 of our athletes are taking steroids,” or “all of our football team,” and “half of our cheerleaders.” Is this just talk or conjecture? Have those numbers been authenticated? Is there a testing program that yielded these results?

I believe we who do not take steroids have two essential duties: 1) do not exaggerate or repeat hearsay statements that cloud the issue; and 2) do not think that there is not a problem. There surely is. If only one athlete is taking steroids, that’s one too many.

Now, about testing. The best tests are those

See Steroids, page 15

First and foremost, is an educational program that reaches all student athletes and their par- ents

Leaguer

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Getting the last word

Column gives writer a voice, place to show his humanity



Bobby Hawthorne
Academic Director

"To state it mildly, I am a bit abash to be writing this column."

That was the opening sentence of my first column as UIL director of journalism in October, 1978, approximately 198 Leaguers ago.

And my last one. I'd like to think I have improved since then.

The *Leaguer's* been good to me. UIL academic types don't get out that much. We attend four student activities conferences each fall, a few conventions and conferences here and there, an occasional trip to the far reaches of the state to present an award or speak at a banquet. We're there for the State Meet and the Capital Conference each year, but odds are you're not.

Mostly we sit at a desk in an office the size of a mobile home kitchen, staring at a Macintosh computer, shuffling and re-shuffling stacks of paper or talking on a phone to a teacher or administrator who couldn't pick us out of a police lineup.

So, chances are, you and I have never met. Perhaps you stumbled upon my name on the Web site or in one of our numerous manuals or heard my name used in vain, but we've not spent quality time together, not that I figure you fret that much over our relationship.

I don't either. But I've tried to use this column as a way of speaking directly to you, to let you know there's a real human on this end of the telephone line or the digital divide, not a functionary or a bureaucrat, someone who has a decent idea of what you're going through and wants not to add to your burdens.

So, I have attempted to inject as much humanity and humor into this column as possible without degenerating into slapstick. This is not to say I haven't taken this task seriously. I have. Some might whip out a column in 30 minutes with the same vigor as they devote to changing a light bulb, but I have way too much ego for that.

Writing this column has provided me an identity, a voice and a soapbox, and I've been censored only once in 28 years. Twice, if you count the time we shipped 30-something thousand copies of the *Leaguer* to the dump because I wrote, "The Legislature is coming to town. Hide your mules and daughters."

I was young and full of myself and not yet burdened by the realities of political vanity and its potential impact on governmental entities at the mercy of state officials in charge of divvying

the state's ever-shrinking financial pie. Still, it gnaws at me to think that those 30,000 copies rot in the Austin landfill because it was a good line, and good lines are hard to come by. Writing may come easily to some people, but it doesn't for me, especially after 28 years of staring at a computer screen and wondering, "What the heck do I write about this month?" The late Lewis Grizzard said it best: "Being a newspaper columnist is like being married to a nymphomaniac. It's great. For the first two weeks."

Inasmuch as the purpose of the *Leaguer* is to offer information and opinion specifically relevant to UIL competitions, all of us here find ourselves plowing the same fields. Be a good sport. Know and follow the rules. It's not our fault. If it is, forgive us. We'll do better next time.

That pretty much covers it.

When I joined the League, I noticed that Dr. Marshall and Dr. Williams submitted the same columns, verbatim, every year. I asked Bailey about his, and he said, "We have new coaches every year, and they need to know this stuff. Plus, it won't hurt the old ones to hear it again."

True, but not very creative, though I can't say I haven't done the same. My columns have tended to focus on one or a combination of the following themes:

- You're going to have to compete sooner or later. Better to do it now while the stakes are fairly low.
- Schools can't teach students to care about the Bill of Rights while denying them opportunities to exercise them.
- The ultimate contest will not be played on a grass field or wood floor but in the arena of the mind.
- Students will care more about academics when the people running schools show they care more.
- Competition isn't combat.
- Contests should be about education, not entertainment.
- Never sacrifice a child on the altar of hyper-technicality.
- It's the journey, not the destination.
- You don't have to win to be a winner.

I always tried to look beyond formula, beyond cliché, to search for irony, to pop a few balloons now and then. I once called Lynn Murray "the Chairman Mao of educational theatre." I said a certain UIL awards ceremony possessed the same quiet dignity of the Ayatollah Khomeini's funeral. I've been described as an iconoclast, but my father hit the nail on the head when he told me, "You're just another smart ass."

Well, Dad, duh.

For example, several years ago, I wrote to the State Meet journalism qualifiers, "You've made it to the State Meet. Great. You figure you just wrote the best essay of your life. Fantastic. The judges return with the results, and your name is not on the list. What to do? Assume the obvious. Journalism judges select one through six places. If your name isn't in the top six, clearly, you finished seventh. Tell everyone you did. No one will know the difference, and we'll never tell."

I later used it in the State Meet opening meeting. It always got a big laugh.

I enjoyed this one too: "One of the advantages of joining ILPC is the opportunity to participate in arcane philosophical squabbles. Those of you who didn't join this year may

as well turn over to page 10 and read Bill Farney's column explaining why the UIL wants to control your kid's every waking moment."

Another of my guiding principles: tweak power whenever possible.

Another:

"Certain administrators see student publications as an extension of the school's public relations effort. As such, content consists of how proud the students are of their school, how successful certain kids were in this, that or the other, and, in general, how dad-gum happy everyone is just to be there. It's full of compulsory enthusiasm. Like a pep rally."

And another:

"Perhaps your school understands that its basic educational mission is to teach young people to think and solve problems, and that in order to fulfill its mission, it may be forced to break a few traditional structures and norms.

"Don't snicker. It could happen. If and when it does, perhaps you could clone a few of your administrators and school board members. We need a few more hundred like them."

To be fair and balanced, I've jabbed myself a few times.

"Answers to the most frequently asked questions about the UIL journalism contest: Are there any changes in the contest this year?

"Yes. We're going to catch more of the typos this year.

"Are there any rule changes this year?

"No."

As much as I've enjoyed poking fun at myself, I've thoroughly delighted in irritating the dim bulbs who wake up daily attempting to convince

See Farewell, page 10

But I've tried to use this column as a way of speaking directly to you, to let you know there's a real human on this end of the telephone line or the digital divide, not a functionary or a bureaucrat.

Thanks for the memories

Saying good-bye isn't easy, but the good times shared will keep us smiling



Jana Riggins
Speech Director

With a swing of his golf club and a doff of his hat, Bob Hope ended every USO show with his infamous melody, "Thanks for the memories...." Not only were the soldiers grateful for the light and laughter he brought to them on the battlefield, but so were all of us back home.

After 28 years, our own Bobby Hawthorne is hanging up his clubs. He will be retiring this season from the University

Interscholastic League. Hired at the League in 1977, he calculates he's written 199 columns for the *Leaguer*, including the article that went way over the edge with satire, so much so that Executive Director Dr. Bailey Marshall ordered an entire edition of the *Leaguer* to be trashed in the dumpster and printed again once Bobby had re-written his comments.

I keep urging him to continue submitting columns for the *Leaguer* so people will read our publication. He's been the main attraction for so long, I am afraid the rest of us pale in comparison.

It won't be easy for me to no longer share five days out of seven each week with Bobby. You're forcing me, Mr. H., to say goodbye to those daily moments. What I won't ever say goodbye to, though, are the memories...

One of my favorite humorous memories was the time Bobby was headed up to north Texas to present an Academic State Championship trophy. He made it as far as Waco before realizing he had left the trophy back at the League. I get the call, "Jana, will you meet me on I-35?"

Waiting an hour and a half for me to hoof it up to the home of Baylor University was definitely going to put him shamefully late to the ceremony. I had a more ingenious idea. I had a good friend whose school not far from Bobby's destination had won the championship the previous year.

"Go over and borrow their trophy," I said. "I'll call ahead and tell them to meet you at the trophy case."

The new state champions graciously accepted the year-old trophy and the media got their Kodak moment. The League is ever indebted to the school that provided the loaner.

Road trips provide other infamous memories; trips to luxurious resort cities such as Lubbock, Huntsville, Denton, Canyon and places in between.

Bobby knew I had a favorite gift boutique in Brenham where I love to shop, so he'd insist we stop for Blue Bell ice cream next door whenever we were headed east. I would shop while he and Lynn and the rest of the staff indulged in the ice cream.

It was years before I realized our pit stop for my shopping appetite was hardly on the direct route to our destination.

It's hard to forget the weekend the staff was down in Kingsville for a SuperConference and decided to go across the border on Friday night. Bobby had taken his lovely assistant, Nelly Valadez, along for the conference. After an excursion in Mexico, Bobby drove us back stateside, not realizing he had left Nelly and David Trussell behind in another country! Nelly never let him forget that!

Once, Bobby and I were making a regional site visit. There were no direct flights to the city; so we had to land in Corpus, then board a hopper plane to make the last leg of the trip. Hopper was right because that plane couldn't have been bigger than a frog.

I'm not one to like flying on a jumbo jet, much less this tiny plane with only a handful of passenger seats. I swore off roller coasters a long time ago when I was a kid. I almost fainted from fright during the flight (prayer was all that saved me) and Bobby teased me unmercifully the entire time we were in the air.

To this day, I don't think he ever knew how genuinely terrified I was.

And then there was that time he decided he needed a haircut before the Student Activities Conference; so once our flight landed and he dropped a group of us off at the hotel, he went off in search of a stylist.

Only, he forgot he was supposed to pick up one of our presenters arriving on a later flight. Stranded, our colleague called in a panic. I located a car and we returned to the airport. I'm not sure Bobby ever knew it. But the haircut was a definite improvement.

Enough about trips. Around the office, it's a standard joke. When Bobby doesn't have enough to do, we start hearing noises. Loud, banging noises. The secretaries come to report, "Oh, no. It's Bobby. He's cleaning again." And sure enough, he's down in the filing room throwing mountains of paper away, and anything else in sight for that matter.

We're reminded that he has been a journalist all his life, not a teacher. Teachers are notorious pack rats, preserving every scrap of paper. After all, you never know when you might need it someday. Not Bobby. The emptier the files, the better for him.

We saw a side of Bobby we'd never seen before when the online registration system was introduced to schools. It was then that the interns learned Bobby had quite an expanded vocabulary. I think that experience confirmed any questions he had in his mind about not retiring.

What have I learned from my eight years working alongside Bobby Hawthorne?

Don't worry about spending pocket money to see a movie. Bobby sees them all and I can live vicariously off of his reviews a lot cheaper. The one time I saw a newly released movie before he did, I could hardly wait to discuss



(Front to back) Bobby Hawthorne, Nelly Valadez, Glenda Anderson, Jana Riggins, Ramona Heard and Phyllis Broz

it over lunch. Just my luck, it took him six months to get into the theatre to see it.

Bobby's not only a connoisseur of film, he's the restaurant king. He introduced me to the infamous Threadgill's, now one of my favorite Austin restaurants, and to greasy hamburgers at a joint near the League office.

He taught me a lot about writing journalistically, although my style will forever be that of an Advanced Placement English teacher.

I'm grateful he has been a boss that clearly cares about me, not just for what I accomplish for the League, but for me as a person. He's taken a genuine interest in each of my sons during their growing-up years. (Thanks for the hand-me-down clothes!)

He encourages me to not lose touch with the person I am apart from who I must be for the League, and over and over reminds me of what is most important in life — family, friends, and time taken to refresh one's soul.

He's trusted me to know my League business, never second-guessing me. He's stood alongside me when I had tough rulings to make. With his publication skills and my organizational skills, we've made it through convention presentations, regional directors meetings, Student Activity Conferences, State Meets, Capital Conferences and testimony before the Legislative Council and the State Executive Committee. It's been a rewarding journey and an eight-year ride I will never forget.

Most of all, Bobby Hawthorne has been my friend and, rest assured, I am much the richer for it. Soon, he won't be around to share a cup of coffee in the office but there are some things to which I will never say goodbye.

"Thanks, Bob, for the memories..."

And the stories rolled in ...

A few friends and colleagues share their memories of Bobby Hawthorne



Jeanne Acton
Journalism Director

I thought a lot about this column, and I started it more than once. It is important that it is good. It's about my mentor. It's about my friend. It's about the guy who helped me find my passion in

life — teaching.

But I struggled to write it. I attempted a sappy, heartfelt column about how Bobby got me my first teaching job and pushed me to challenge my students and myself. But it didn't seem to do him justice.

He's made a huge impact on my life. He's why I am here right now.

And that's when I got it.

It's more than just me.

Bobby has impacted an entire generation of teachers and students. He's changed lives. He's made people think. Made them laugh. Made them write — and then rewrite, then rewrite again. He taught an entire generation how to be story-tellers.

So rather than just telling my story, I emailed a few of Bobby's friends. The stories came quickly. A few had to be edited (often Bobby stories need censorship, too) and a few had to be cut to fit (journalism teachers do like to tell a story), but all of them were sincere. All of them were gracious. And here they are.

"Bobby is an outstanding teacher, writer and administrator. I've known him for many, many years. I remember presenting him with the James Frederick Paschal Award at Columbia University. I could barely get through the presentation speech because I knew how much the award meant to him.

"Bobby has had a huge impact on scholastic journalism students throughout the world. He's unselfishly shared his knowledge and has inspired students to pursue journalism as a career. Bobby probably doesn't even realize how many teachers' and students' lives he's touched, but we do, and we so appreciate him for his contributions to our field. He's a very special friend and we all love him." — *Laura Schaub*

"Bobby has been a major inspiration to me in so many ways and has carried the

load for so many of us. I credit many of my successes and awards to him — the first person in scholastic journalism to tell me to sic 'em.

"I also owe him endless thanks for supporting me when the principal at one of my former schools went off the deep end and tried to institute school-wide censorship. His letter was one of many that caused her to back off on that for a few years. May God bless Bobby and give him a retirement full of consultations and opportunities to travel and keep the faith!" — *Judy Babb*

"I always thought Bobby was the best journalism teacher I ever saw. He, more than anybody else, equipped me to be a good journalism teacher. I loved going to his sessions at workshops and conventions; he entertained and taught me just as much as he did my students.

"He had the perfect demeanor and style for captivating a teenage (and adult) audience and having them hang on every word. His style was such that I hardly even needed to take notes; his vast depth and knowledge, quips, delivery, inflection and common sense approach to journalism had a way of searing themselves into my consciousness.

"Bobby has a way of making you feel like you are his best friend, and I always appreciated that. It is because of Bobby's commitment, vision and leadership that Texas scholastic journalism has achieved its lofty position and reputation for excellence." — *Pete Craycroft*

"I knew I was going to teach with a man named Bobby Hawthorne at a fall convention out east around 1982. The organizers said I would meet up with him in Pittsburgh and together we would fly the last leg of the trip together. I looked around the transport seating and spied a big man in overalls, a pregnant woman with a toddler, a college-aged boy, etc. etc.

"No one looked like the distinguished older gentleman I assumed was Bobby since I had read many of his journalistic articles in magazines, and I had his book on sports writing. I'll never forget finally asking the good-looking young man next to me, 'Are YOU Bobby Hawthorne?' after eliminating virtually everyone else. To my astonishment he replied that he was. We bonded instantly that weekend. I had found an exceptional friend and confidant for life.

"If a successful life means that a person

has left his world a better place than when he found it, you have certainly lived life to the max. It will be exciting to see what this new freedom of retirement brings in your second 50 years of even more adventures, stories and travels. Just remember to call me when you get that commune of writers gathered together in Paris." — *Terry Nelson*

"I have known Bobby, from afar, since my freshman year in high school. I recall my English/OAP/Journalism teacher/adviser in almost a weekly conversation, saying, 'We'll have to check with Bobby on that,' or 'I'll have to call Bobby.' So, for years, this Bobby guy really didn't have a face, but I sure knew he must be important. Then at state UIL my freshman year, he became a reality. And I learned that everyone at state places at least seventh.

"Fast forward 10 years, and I'm back in the classroom, this time on the other side of the desk, learning from Bobby through the wisdom he shared in *Leaguer* after *Leaguer*, the important emails on the listserve, a phone call to UIL to clarify a rule, summer workshops, ILPC. The list goes on. Bobby, thanks for everything!" — *Cindy Berry*

"Because of his enthusiasm and sense of humor as he worked with students and advisers, I was motivated to try to capture that same demeanor with my students. I've always looked forward to seeing him at conferences and camps in Oklahoma and Texas ... yes, he's one person both states seem to like.

"I appreciate his wit and skill with words, and I applaud him for giving up precious time which he might have loved to spend at home with his wife and daughter. His love for crafting a remarkable story instead of settling for easy and mediocre, is imbedded in the hearts of today's and tomorrow's student writers who've sat spellbound while he reads in that twangy voice of what not to do. They've listened, internalized and written, Hawthorne style. They are his legacy." — *Ruste Jacobs*

"My favorite Bobby story, and the one I still tell, actually occurred when I was still in high school. The photographers on our newspaper and yearbook staff (good old Lamar HS in Arlington) published an underground newspaper several times during my junior and senior years.

"Most of the content was humorous pieces aimed at the rest of the staff mem-

bers. The advisor and principal tolerated it. We decided that to add to the aura of the publication, we needed to be members of ILPC. So we wrote to Bobby. And explained that we thought he should accept *The Photographer's Frame* as a bona fide member of ILPC. What was great was the letter Bobby wrote back to us that said he appreciated our interest, but if he let us join he'd have to let everyone join and that just wouldn't work. He made it sound like he would have loved to let us join, but it just wasn't up to him. Needless to say, he won us over." — *Mark Murray*

"My job was on the line. When my staff created our first journalistically sound yearbook I was challenged by the superintendent. Of course, he couldn't understand why the football team did not have an all-color double page picture along with an 8X10 of each individual varsity player and every cheerleader. A few parents and the superintendent went through the yearbook with a red pen and marked everything that wasn't like their high school yearbook. He said that the district didn't need teachers like me.

"I had heard that Bobby Hawthorne was an advocate for yearbook teachers, so I sent him a copy of the volume asking for a critique. Did I really do such a horrible thing? Now, this man had no clue who I was. Bobby went through the book, page by page, noting the good and the bad.

"Then he wrote a letter to the superintendent saying that I had one of the better books in the state and, in his 'unique way', to back off and let me do my job. That 'god'dawful' yearbook won the 4A State Championship the next spring. And I advised 23 yearbooks for that school. In fact I just finished my 30th yearbook. Thanks, Bobby for helping me keep my job." — *Marilyn Stevens*

"Bobby Hawthorne is equal parts lesson and stand-up comedy. His teaching inspires great writing by stressing the fundamentals. His serious vocation as a journalist and an administrator hasn't compromised his zany edge. I have every confidence he could entice students to author a Pulitzer Prize-winning news piece on PB&J.

"I'd really like to know what sparked his interest in journalism in the first place? His *Radical Write* has changed the perspective and the prowess of a generation of young

See stories, page 11

Wrapping up the year

The school year is just ending; it's already time to get ready for 2005-2006



Luis Muñoz
One Act Play Director

By the time you receive this issue of the *Leaguer*, the 79th OAP State Meet will be in the archives and "next year" becomes a reality. I want to personally thank all the students, directors, parents, contest managers, timers, site crews and judges for being a part of this incredible process. Congratulations to the final 40. To the best of our knowledge, nine of these schools appeared at state for the first time. They are designated with an *.

A: Roscoe: Highland, Medina, Ladonia: Fannindel,* Haskell, Rice,* Shiner, Lindsay and Channing

2A: Tulia, Stamford, Waskom*, Grandview, Bishop, Anna*, Winnie: East Chambers and Rogers

3A: Little Elm, Hempstead, Mt Vernon, Iowa Park, Mont Belvieu: Barbers Hill, Aransas Pass,* Wimberly and Van

4A: Klein Oak, Big Spring, Denton, Athens, Alvarado, Pflugerville: Connally,* Longview: Pinetree and PSJA Memorial

5A: Corpus Christi: Ray,* Ft Bend: Austin,* Tyler: Lee, San Antonio: Marshall, Arlington, Katy: Cinco Ranch,* Carrollton: Creekview and Lewisville: Flower Mound*

There were 35 unique titles (four had multiple productions) that covered modern and classic drama, comedy and fantasies. Five of the plays were new to the State Meet. Those include *Fortinbras*, *Intimate Apparel*, *Isolation*, *The Miss Firecracker Contest* and *Players in a Game*.

Planning for Next Year

Throughout the year we were asked many questions and listened to concerns and complaints from directors, administrators, parents and students. The Internet is quickly replacing the telephone as the means by which people can communicate with the state office. I still don't trust it completely. Messages get lost, deleted, etc. There's still something nice about hearing a "hello" and "goodbye" and knowing that a moment of human interaction has actually occurred.

Don't get me wrong, I love the efficiency of the Internet. This is especially true in those weeks right before zone and district contests when calls can come in every two to three minutes. As you begin planning for next year, consider doing the following things to facilitate a smooth and positive journey next year.

Make sure you attend your planning meeting. Take the lead and make sure it is scheduled as early as possible. It's hard to buy complaints about sites, contest managers or judges if you chose not to be a part of the selection process.

Meetings prior to the August 15 calendar date are permissible as long as you don't draw for performance order, draw for zones or select judges. I highly recommend that you follow the sample "agenda" found in the 16th edition of the *HANDBOOK*. It is comprehensive and it outlines most of the pertinent rules that apply to each section.

Make sure you walk out of that meeting knowing the 5 "W's" and the "H" of good journalism: who, what, when, where, why and how.

Know what zone you are in. Geographical and alphabetical zones are no longer acceptable. They must be numerical to work with the Spring Meet Entry System. Know who is in charge of setting up your zone and district meet(s) and entering the results online. They must set up the meets by Feb. 1 to be in compliance. Check to make sure it is there on Feb. 2. If not, call the person designated to do it. The results should be entered immediately after the contest.

Many directors are under the misconception that they have no input into where area and regional contests are scheduled and who is selected to judge them. Contact your area and regional contest managers with recommendations for judges at their site. There is a form on page 69 of the 16th edition that can be copied and used to nominate judges. You may do this as a district or as an individual director.

Discuss the area sites. Area contest sites are selected immediately after biennial realignment. The best centrally located site that has offered its facility, not necessarily a neutral site, is invited to host the contest for two years. Theatre directors are offered the opportunity to offer their facilities in the "League-Approved Unit Set and Theatre Facility Questionnaire." We try to keep up with new facilities but we miss a few. Help us out.

During a meeting with student teachers from The University of Texas at Austin, a young teacher-to-be described a meeting that his supervising teacher had scheduled. According to the student, every member of the OAP company and their parents were required to attend this meeting. By the time they left, parents and students were made aware of rules, League goals, and expected behavior.

I think this is a great idea and that every one of you should do this. We receive some correspondence from the public, and, in most cases, it is anger or frustration based on a lack of knowledge

about rules or the goals of the contest. Think about scheduling an orientation like this one. I think it would be very positive.

Summer Workshops

If you're looking for something to do this summer check into TETA's ¡Teatro Es La Vida! Summer Workshop 2005. Host Warren High School in San Antonio and TETA are planning three days of non-stop theatre sessions. The workshop starts July 22 at 9 a.m. and concludes at 1 p.m. on Sunday. Contact Pam Mercer-McWilliams at (903) 663-7180 or go to the TETA Website at www.tetatx.com/summer/php for information and downloadable forms.

Join us in Austin for this year's Capital Conference on July 8-9. Featuring many of the state's outstanding directors and designers, as well as many of the League's state staff, the Capital Conference is an economical and effective way to start your UIL competitive year.

Last year's sessions included curriculum ideas tips for one-act play directors on play selection, blocking, analysis and more. This year's workshops will include a series of workshops to prepare you for the new Theatrical Design Contest.

The conference will also have a series of classes aimed specifically for Title I schools. Check the UIL Website at www.uil.utexas.edu or contact me at lmunoz@mail.utexas.edu. Call Treva Dayton at UIL for more info on the Title I program.

If your students are looking for a place to spend a few weeks doing theatre, have them check into camps at Trinity Valley (Athens), West Texas A&M (Canyon), Texas A&M Corpus Christi and San Antonio College. I'm sure there are others but I have not received literature on them.

Fall 2005

Be on the lookout for information regarding the new Theatrical Design contest. It was great meeting with many of you during the session at TETA. The rules and title for 2005-2006 will be available at the start of school and sessions on it will be scheduled at all of the Student Activities Conferences this coming Fall. You might want to mark your calendar. These four conferences are scheduled.

- Texas Tech University – Sept. 10
- North Texas State University – Sept. 17
- UT at Austin – Oct. 1
- Sam Houston State University – Oct. 15

If you've never attended a Student Activities Conference, consider doing so. They're in your area. They're short and they're free. No pre-registration is required. It's a great way to start the year.

Have a wonderful summer. If you're in Austin, drop by, sit a spell, take your shoes off ...

DON'T FORGET!

The deadline for the UIL-H.E.B. Pharmacy Community Service Award is June 15th. Visit the UIL web site at www.uil.utexas.edu for more information.

Rule changes highlighted

Individual competition added to art and music contests for new school year



Treva Dayton
Elementary/JH Director

As the school year comes to an end, we know many of you are already planning for UIL activities in 2005-06. Elementary and junior high academic rules changes and other important information for planning and ordering are highlighted below.

Your efforts on behalf of Texas students are greatly appreciated, and your feedback on our elementary and junior high UIL academic contests is welcomed. Contest directors are urged to include comments on the district participation summary, and we encouraged everyone to simply send suggestions or comments via email.

Art and Music Contests

Beginning in 2005-06, the Art Contest and Music Memory Contest are individual events, with team competition a local option as in other objectively graded contests.

Several requests had been made for this change, and these two events are the only elementary and junior high academic contests currently limited to team competition.

The change allows individual students to compete and be recognized, and not be penalized if an entire team is not entered. Schools may still enter as many as five contestants in each division, and must have at least three contestants to participate in the optional team competition.

Academic coaches and coordinators should be aware that the Music Memory list changes every year, and that 2005-06 will be the first year of a new cycle of prints and a new *Art Smart Bulletin* for the Art Contest. UIL provides the contest CD for district Music Memory competition, but not practice material.

The 2005-06 Music Memory official list was published in the last *Leaguer*, and is posted on our Web site. We provide the Part B tests for the Art Contest for invitational and district meets, but not the art prints. Practice tests for the 40 new prints and *Art Smart* will be available in the *Academic Study Materials Booklets*.

The grading scale for the Music Memory Contest will change so that each element of an answer is now worth two points, with one point deducted for misspelling. When deduction of points for misspelling the title of the musical selection or a composer's name became part of the scoring in 2003, the total points per answer

were not changed. Therefore, when a contestant must write the major work (worth 2 points, minus 1 point for misspelling), the specific musical selection (worth 1 point, minus 1 point for misspelling) and the composer (worth 2 points, minus 1 point for misspelling), misspelling the selection deducts the only point the answer is worth. This rule change corrects that problem, and also simplifies the grading process.

Listening Contest

The grading scale for the Listening Contest now includes a deduction of points for incorrect answers. Three points are awarded for correct answers, two points deducted for an incorrect answer, and no points are deducted unanswered questions.

In all other objective tests for elementary and junior high academic competition, points are awarded for correct answers and deducted for incorrect answers. Deducting points for incorrect answers eliminates the incentive to 'guess' answers, creating a more accurate test of knowledge and/or skills and reducing the substantial number of ties. There is no tie-breaking element in the listening contest.

Spelling Contest

The number of words in the tie-breaking portions of the elementary and junior high Spelling Contests has been reduced by 10 words.

In 2002, the number of words on the three grade-level contests was reduced by 10 words each, but the tiebreakers were unchanged. This rule change provides a better balance between the test and the tiebreaker portion.

Difficult words on the tiebreakers can still prevent excessive ties, and this change reduces the time needed for both administering and grading the contest.

The A+ *Spelling List* for grades three through eight is published each year with new words, and can be purchased using the Academic Study Materials Order Form. It is important to order the list early, so students have ample time to study the words before they compete.

Other Contest Resources

The Modern Oratory topics for 2005-06 can be found on this page. Resources for most contest preparation remain the same for the coming year, although we urge you to check the UIL Web site link for "Other Resources" to see what practice materials are available from vendors, as these companies continue to add to what they provide. Updated information also will be published in the new A+ *Handbook*.

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. Contestants MAY NOT use calculators in the elementary/junior high Mathematics or Number Sense contests.

Contest writers for Dictionary Skills will use the *Merriam Webster's Intermediate Dictionary*. Contestants may use any edition from 1998 or later, or any dictionary of their choice.

For the Maps, Graphs & Charts Contest, contest writers will use the 2004 edition of the *Nystrom Desk Atlas*, which is identical to the 2003 edition. Students may use either, or any other atlas they choose.

The Social Studies Contest will continue as a pilot in 2005-06. We will recommend to the UIL Academic Committee in June that the contest become an official event in 2006-07.

Register Online Now for 2005-06

Coordinators or principals may register online for next year at the UILEJH Web site at <http://www.uil.utexas.edu/aca/ejh/ejhindex.html>. Each campus must register each year to participate.

We will mail the A+ *Handbook* packet to the UIL coordinators of pre-registered schools in August so that you have current information when you return after the summer break.

If you pre-register and don't receive your handbook by the end of August, please contact our office.

UIL Modern Oratory Topics 2005-06

Are we losing the battle against performance-enhancing drug use in sports?

Should using a cell phone while driving be banned?

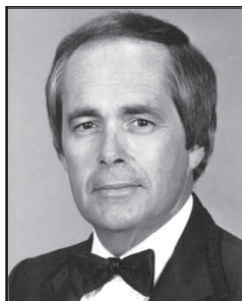
Do violent video games, TV and movies lead to violent behavior?

Is there too much emphasis on standardized tests in American education?

Should drilling for oil be allowed in the Arctic Natural Wildlife Refuge?

The next step

With alignment completed, Regional Executive Committees are the new focus



Richard Floyd
Director of Music

The revisions in Music Region/Area Alignment that will go in effect in the fall of 2006 are now common knowledge. While some concerns remain, the general consensus appears to be that the plan is well-conceived and clearly based on extensive in-depth research and evaluation.

In fact, no alignment in UIL music contest history has been guided by such an extensive amount of data and grass roots input. Countless hours of study and planning have been invested in the process with the singular goal of creating a region and area alignment that addresses immediate needs while preparing for the growth of the future. No, not everyone will be pleased with what they see. Yes, there will be "growing pains" as the plan is implemented. But with the help of school administrators and music directors the new plan should serve the competitive needs of educators and music students throughout Texas well into the next decade.

Now what? Obviously there is much to be done in the coming months. The primary concerns that must be addressed include the assembly of Regional Executive Committees for each of the new regions, the reorganization of Region Executive Committees affected by the realignment, the hiring of Region Executive Secretaries for each of the new regions and the establishment of a financial support base for the new regions. These

steps will unfold as follows:

In the coming months the current members of the Region Executive Committees will be reassigned to the regions in which their schools will participate beginning in the fall of 2006. In cases where new regions are being "carved" out of existing regions, additional school administrators must be appointed to fill those roles. Since there will be four new regions, there will be an additional 28 appointees to be identified. The UIL State Music Office will guide this process with input from current Region Executive Secretaries and other interested parties. The goal will be to seek administrators who are committed to our music programs and the students they serve. At the same time there will be a concerted effort to make sure that the concerns of small schools and large schools alike are accommodated.

Hopefully, this process will be completed by early fall. At that time the Region Executive Committees will begin the work of identifying an Executive Secretary and developing the infrastructure for the new regions. If past history serves as a guide, the Region Executive Committees will seek applications for the position of Executive Secretary, screen applications, conduct interviews and ultimately hire a person to coordinate the administrative needs of the new region. Do be advised that the UIL State Music Office only serves in an advisory capacity during this process. The school superintendents who sit on these committees do the interviewing and hiring.

Several options are being explored to provide "seed money" to begin operations of the new regions. It is likely that the final plan will include a combination of contributions from existing regions

and an appropriation of funds from the UIL. Once the 2006-2007 contest season is underway, the new regions will begin to generate the cash flow necessary to sustain the regions.

UIL Region transfers will be handled as in the past. The school transfer rule is found in Section 1102 (e) of the UIL Constitution and Contest Rules. However, schools are advised that a transfer approved by the UIL does not result in an automatic transfer for TMEA and/or ATSSB activities. Both TMEA and ATSSB will also review transfer requests and will make decisions based on criteria established to maintain as high degree of parity as possible between regions and area student auditions.

The first meeting of the new regions will take place during the 2006 TMEA Convention in San Antonio. At that time band, choir and orchestra directors will begin electing officers, setting dates and planning for the 2006-2007 contest season.

At this point the most beneficial actions that can be taken by individual directors and administrators would be to take an active role in identifying potential candidates for appointment to the new Region Executive Committees. All such recommendations will be welcomed by the UIL State Music Office. Suggestions can be submitted via e-mail to: uilmusic@mail.utexas.edu or by calling 512/471-5883.

This will be an exciting and challenging time. Yes, problems will arise as the process unfolds but there is optimism and confidence that collectively the music educators and school administrators of Texas will meet the challenge of ushering in this new era of UIL music with maximum efficiency and minimal difficulties.



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
(see article page 9)

Revisiting organization's purpose helps define success

"The purpose of this organization is to provide a group of experienced, active and competent music adjudicators. This association of music adjudicators offers high standards of ethics, encourages the development of music in the schools and works in cooperation with the University Interscholastic League, school administrators, music directors, students participants, the Texas Music Educators Association along with the Texas Bandmasters Association, Texas Choral Directors Association and the Texas Orchestra Directors Association"

I begin this article with a restatement of our purpose because I think it's important for us to revisit that which guides us every time we sit down at a judge's table. The statement gives us a sense of the importance of the activity we participate in as adjudicators.

Whether you agree philosophically or not, many music directors define the success of their teaching year by the results of the UIL Contest.

Although there is a certain distortion in that attitude, it is at least reasonable to say that our highest level of musical performance often occurs at the UIL Concert Contest.

Accordingly, the ratings we give and the comments we make have a significant impact on thousands of students and teachers. Important, yes. Easy, no.

When you think about it, many skills are involved in writing a truly effective rating sheet. We must listen carefully to everything that is played or sung. We must analyze what we hear. We must make decisions, not only about the ultimate rating, but about the manner in which we discuss the performance. We must be honest, yet diplomatic. We must be articulate, succinct, clear in our writing and organized in our thinking. We must recognize quality work, make suggestions for improvement, maintain high standards, be fair and never hurtful. Important, yes. Easy, no.

If anyone reading this article hasn't yet read David Lambert's words in the previous *Leaguer* issue about the "new" critique sheets, do it now. Go ahead, I'll wait. David's insights will either affirm that you're on the right track with your sheets, or raise a red flag that it's time to take your approach to a higher level. A great place to start is to take advantage of the wonderful opportunities available through TMAA at our summer conventions in San Antonio.

Here's the workshop rundown:

July 23 - 4:30 - 7 p.m. Concert Band Workshop CC 205

July 25 - 9 - 4 p.m. Marching Band Workshop CC 205

July 28 - 9:30 - 11:30 p.m. Orchestra Workshop (check program)

(Vocal Workshop: Check your TCDA Program)

Have a great summer!

Godfather: Hawthorne retires from the League after 28 years

continued from page 1

But Hawthorne, Marshall said, was occasionally a challenge.

"Bobby is one of those employees who wasn't easy to handle, but he did an outstanding job," Marshall said. "Sometimes you had to say 'whoa' to Bobby. He's one of my favorite employees, even though he and I had and in many ways still have different opinions about a lot of things."

For the next two decades, Hawthorne oversaw the UIL's journalism program, which included editing the Leaguer, handling media relations and directing the Interscholastic League Press Conference. Journalism advisers agree that he has had a tremendous impact on scholastic journalism in Texas and nationally.

"I go to workshops and conventions every year, and no matter where I go, when someone finds out I'm from Texas, they ask about Bobby. He is known and respected for his contributions to scholastic journalism," said Rhonda Moore, executive director of Texas Association of Journalism Educators and adviser at McCallum high school.

"At the Atlanta JEA convention, people bid on him to go to their school and work with their kids," Moore said. "He 'sold' for \$900. That's about as impressive as you can get."

Known for his acerbic quick wit and knowledge of writing, Hawthorne is one of the most sought-after speakers in the country, Moore said. While public speaking may seem natural to Hawthorne now, he said he wasn't always comfortable in front of a class.

"When I first began teaching, I was incredibly nervous, stiff," he said. "I read everything from notes. Then one day, I went 'off message,' told a joke and the kids laughed. I thought, 'That was cool.' From then on, I tried to inject as much humor in my lectures without obscuring the basic message, if I could figure out what that was."

Over the years, Hawthorne has won just about every journalism award imaginable — Columbia Scholastic Press Association's Gold Key, National Scholastic Press Association's Pioneer Award, Journalism Education Association's Medal of Merit, and ILPC's Edith Fox King Award, given for distinguished service to Texas scholastic journalism. In 1991, he was named a lifetime member by the Texas Association of Journalism Educators, and in 2000 received TAJE's Trailblazer Award.

He's also been published in every na-

tional scholastic press association periodical and wrote a few books along the way —

The Coverage of Interscholastic Sports and *The Radical Write*, a book about reporting and writing for student publications.

He said winning CSPA's James F. Paschal Award as the nation's outstanding scholastic press association director was his greatest honors. "Mr. Paschal was my mentor and great friend," Hawthorne said. "He brought me into the community of journalism educators, introduced me to the right people, showed me how to direct a press association. I've never met anyone who was as passionate about school journalism as Jim."

Most recently, TAJE named a scholarship in his honor and surprised him with it at the Grand Awards Assembly during the ILPC Spring Convention.

"It's a cliché, but I was genuinely touched — particularly since the young woman who received it was in my class last summer. That was neat," he said.

"I spent my whole life trying not to be careless." — the Godfather

In 1995, Hawthorne stepped into a new position at UIL, Academic Director, and in 1999, he handed the journalism program over to Vonderheid.

"It was too overwhelming to do both jobs," Hawthorne said. "I've enjoyed being academic director. It's given me a much wider perspective and a much greater appreciation for the efforts of math and science coaches, speech and one-act play directors and particularly UIL campus academic coordinators."

The toughest part of being the director, he said, was "pretending to be boss. I'm not much of an authoritarian, and I'm not particularly fond of administration. I have tried to learn to delegate, but I'm not very good at it. I've been extremely fortunate to work with people who needed little more of me than to show up occasionally with a box of donuts."

As the academic director, Hawthorne ushered numerous changes:

- the Wild Card team qualifiers.
- more medals for academic champions.
- more contestants advancing.
- the Spring Meet online entry system.

"No doubt, the online entry system was the most challenging, at times most frustrating but ultimately the most gratifying project of my 10 years as academic director," he said.

Hawthorne also instigated the Current Issues & Events contest in 1990 and assisted with the development of the new Social Studies contest.

With a 28-year history with the League, Hawthorne has seen a numerous changes over the years. "The organization has evolved as society has changed. I've said on several occasions, 'The UIL was dragged, kicking and screaming, into the 20th Century.' When I joined the League, membership was open to all public schools except those 'for defectives and correctives,'" he said. "So, at least now, we're much more politically correct."

From an organizational perspective, the League has become more flexible, more forgiving, he said. "It no longer attempts to police every aspect of a young person's life," he said. "For example, we no longer forbid athletes from attending summer camps, or high school students from teaching piano lessons to 6-year-olds."

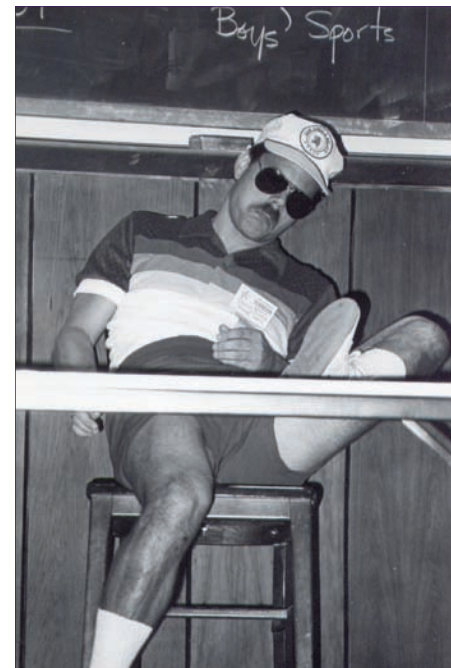
"Many of the changes were foisted upon the UIL by the courts or through the legislature," he said. "But some, like no-pass, no-play, came about through the foresight of men like Dr. Marshall, Dr. Farney and various members of the Legislative Council."

"Someday - and that day may never come - I'll call upon you to do a service for me." — the Godfather

Although he is retiring, Hawthorne will continue his long-standing relationship with the League. "I plan to continue directing the Current Issues & Events Contest," he said. "I've agreed to direct the TILF's 50th anniversary celebration, and I plan to write a comprehensive history of the League for its 100th anniversary in 2010."

Hawthorne also will continue teaching journalism workshops across the country and continue to advocate for journalism. "I've always regretted the diminishing importance of scholastic journalism in Texas," he said. "Fewer and fewer schools have viable student publications programs. I worry that I've failed to impress upon school leaders the value of a high-quality journalism program, how it forces students to think critically, to write with clarity, and to perform responsibly as a forum for student expression. I plan to do more in this arena in the future."

Throughout his career, it's the relationships that have meant the most to him. "My best memories are of student activities conference trips with the group, of teaching at various seminars and workshops, of



Hawthorne portrays the loveable "Coach Bubba" at an ILPC writing workshop in Austin, circa 1982.

judging contests with friends," he said. "I have fond memories of playing dominos in the kitchen of the office on Wichita, of Lynn Murray shamelessly talking across the table, and Max Haddick slamming his dominos on the table so loudly, it generally drove people from the room."

Through three directors, three locations and three decades, Hawthorne's been with the League. "Without the UIL, I'm not sure where I'd be," he said. "It gave me my best memories as a high school student. It gave me money for college. It's provided me a wonderful career. Much of what I have in my life, I owe to the UIL."

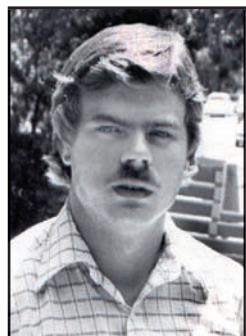
And many would say UIL helped create a legend, 'a Godfather of Journalism,' but not Hawthorne, who shrugs and offers a less glamorous explanation.

"This whole 'Godfather' thing is predicated on the fact that I can do a pretty good Brando imitation," he said. "But I am passionate about many things. I'm passionate about the value of educational competition. I'm passionate about writing. I believe I have important information to share with kids, something they can use the rest of their lives. And I've tried to show them that learning this stuff need not be boring nor painful."

Then, his jaw juts out, and he adds, *"And I refused — to be a fool — dancing on the string, held by all those — bigshots."*

They are the Godfather's famous last lines.

Farewell: Best memories came from teaching



Bobby Hawthorne
Academic Director

continued from page 3
the rest of us that the world is flat. The real frustration is knowing people this clueless will never catch my sarcasm. For example:

"A person can write only so much about censorship. There is a saturation point, and I hit mine last year in an column that prompted some yahoo from Dallas to pull out his magic marker (honestly, he used a magic marker) and scribble inane comments like 'Is this man as concerned about 2nd admendment rights (or 3rd, etc.) as he is about 1st admendment rights?'"

"Admendment?"

"Then he called me a disinformation artist once and a clown twice, said I was rude and insulting, and then challenged my manhood. Finally, he asked rhetorically, 'This clown is suppose (sic) to be an example for our students?'"

"All in all, it was the intellectual equivalent of a tractor pull. And why? Because I suggested that censorship is rooted in personal rather than community values. I wanted to respond to Mr. Yahoo's tirade but he didn't sign it or include a return address — a shining example of courage in the face of poor grammar skills."

How America produces so many of these nitwits, I'll never know.

Fortunately, America also produces enough of what an old friend, Col. Joseph Murphy of Columbia University, called, "the finest people we know." They're speech teachers, publications advisers, principals, math/science coaches and UIL academic coordinators. They're state contest directors like Dave Bourell and LaVerne Funderburk. They're university professors and regional directors like Lynn Elms and Max Coleman. They're publications advisers like Randy Vonderheid and Vera Porter, my high school journalism teacher.

They're my colleagues at the UIL past and present, in particular, those in the academic department: Max Had-dick, Lynn Murray, Jana, Luis, Treva, David and Jeanne, our assistants, John, Jack, Jenny, Ramona and Nelly.

They are the finest people I know, and I've been fortunate to have worked with and for them. I could write 899 Leaguer columns, solely devoted to my love and admiration for them, and I'd still barely scratch the surface.

One of my favorite columns was written a year after the death of Gloria Shields, my mentor, colleague, surrogate parent. She advised publications in Red Oak and Garland, and it took me that long to process the reality

of her passing.

"Her classes were a study in organized chaos. She was dumbfounded by principals who believe that education is orderly. It isn't, she insisted. Producing quality newspapers and yearbooks generated quite a lot of confusion, not to mention scrap paper and wax. She took great pride in the fact that the journalism room was always a mess. She recoiled at the idea of students sitting quietly at desks, eyes looking straight ahead, hands folded. 'That isn't teaching,' she once told me. 'That's babysitting.'"

I'd like to think this resonates not only with newspaper or yearbook advisers, but with one-act play directors or speech coaches.

Of course, I've relied on this column as a part of my own self-discovery, my own psychoanalysis, since I'm too cheap to pay for the real thing. On returning to Austin in 1998 after a summer of teaching in Hungary and Romania, I wrote, "It has been difficult to return to the every-day grind, to memos and academic eligibility. I daydream more than I used to, listen exclusively to Frank Sinatra, whose music I rediscovered while in Europe and which reminds me so much of

these kids. I know I'll snap out of this melancholy, that one day soon I'll hear Sinatra sing "The Way You Look Tonight" and will, as the song suggests, "feel a glow" and not an ache. But when? I wonder."

I'm still not quite there. Why? Because of the kids.

So, finally, I'd like to say something about them, not just the Romanians, all of them. There have been so many over the years, most of whom I met but once, some

I taught in a summer workshop in Austin or East Lansing or Bucharest or some point in between, a few like Henry Robles and John Moore who worked for me throughout their four years at UT and have moved on to fabulous success, Henry as a screenwriter, John as a photojournalist who led the Associated Press team that just won the 2005 Pulitzer Prize for breaking news photography.

These young people, the best and the brightest, are why people like me, and probably you, toil in public education. No doubt, there's a lot of grunge work. It can be frustrating and exhausting but occasionally, it's exhilarating. To share one or two remarkable moments with them — some good, some not-so-good — is the greatest rush imaginable. My most memorable moments with the UIL have been as a teacher, not an administrator.



At the 1981 ILPC Spring Convention, Bobby Hawthorne presents his friend and mentor, Gloria Shields with the Tops in Division 3A for newspaper.

I wrote about this in the October, 1991 *Leaguer*: "When it is all said and done, what is important, I believe, are the relationships — the friendships, the trust, the love — that are formed in those many late night sessions where a certain alchemy occurs in which, miraculously, rap music and pizza are turned into yearbook spreads that capture the real soul of a year or a newspaper editorial that makes a difference in a school and community."

"More than the Gold Crowns and Pacemakers and the other awards, what is important is that a group of people bond together to strive, to overcome obstacles, to forgive, to accomplish more than they or anyone else thought possible."

"The memories of these experiences, these lessons learned and values gained last far longer than paper and ink, are much more important than a mere grade."

Speaking of memories, to this day, the best compliment I've received came from two girls at a student activities conference in Odessa, Texas, circa 1983. They bopped up to me at the end of the day and handed me their high school newspaper, an 8-page tabloid that frankly wasn't that great. They knew it, but they were proud of it, nonetheless, as well they should have been. I thumbed through it, made small talk, suggested this, pointed out that, and then one of them said to me, "I wish you were our teacher."

I wish I had been, too.

I hope I was.

Stories: Hawthorne's impact leaves a lasting impression

continued from page 5

journalists in the States and abroad. How profound to be able to provide insight into a craft that should be about press freedoms and ethics and truth. How profound to teach by example. How lucky we are to be benefactors of Bobby Hawthorne's talent and comic timing." — *Bruce Watterson*

"I worked as an intern for Bobby in the early '90s when he was still ILPC director. In many respects, he was the best boss I've ever had. He would never, for instance, walk past two copiers just to hand me something to copy for him. When I did a job, it was done. I knew he wouldn't micromanage and be a control freak and re-do everything. He was the first person to treat me like a professional, an equal.

"Plus, he's funny as anything. And honest -- in a way in which you always know where you stand. He used to call himself 'The Captain of the One-Minute Phone Conversation' since he hated phone calls. And I still to this day cannot listen to the Beatles without remembering him saying that how before the Beatles, it was like everything was in black and white. And the Beatles brought color to the world." — *Tricia Regalado*

"I remember Bobby teaching a workshop when I was a student. He talked about fictional East Texas romance novels entitled *Passions in the Pines* and *Lust in the Dust*. He had the entire room rolling with laughter the whole session— and yet he made his points. I still remember his addition to the 5Ws and H— 'So What?'— telling readers why they should care about every story." — *Laura K. Negri*

"I have always had a tremendous amount of respect for Bobby. I remember taking his newspaper design class at the Gloria Shields workshop when I was a sophomore in high school. I thought he was such a cool guy (I know ... I was a naive student ... just kidding, Bobby). Now, my seventh year teaching high school journalism, I have even more respect for Bobby. He's done an exceptional job, and he will definitely be missed!" — *Scott Russell*

"I was an ILPC officer the last year they had officers, and I remember handing out awards with him. I remember listening to his speeches. Then, I came back as an adviser, and there he was. I cannot imagine ILPC or high school journalism without him.

"And his legacy will continue! Even this year I had students who were hearing him speak in sessions for the very first time and who were absolutely taken with him

and were so sorry they were meeting him and hearing him for the first time at the end of his career. I think it is absolutely perfect that there was a scholarship given in his name and I know without a doubt that he will be one of the names forever remembered in high school journalism in Texas and across the country. We are lucky he was ours." — *Melonie Menefee*

"I had the pleasure of meeting Bobby while I was an adviser at Furr High School in Houston in the early 1980s. Two things I will remember about Bobby: (1) His sense of humor, (2) Contributions and impact he has had on scholastic journalism. Good luck Bobby." — *Gloria Mondragon*

"It's a challenge to describe Bobby. While I don't know him as well as many other journalism teachers, he has still been more of an influence on me than he realizes. The first time I heard him speak at a convention, I hung on his every word. He presented the material with humor and command.

"He knows his stuff. He has the same influence on some of my students who were fortunate to have him as their teacher at various workshops and seminars throughout the years. They too, became quick fans. They read *Radical Write* and the light bulb comes on. Enjoy your retirement, Bobby — you certainly deserve it." — *Pat Monroe*

"When talking to journalism teachers outside of Texas, I used to get sick and tired of hearing people around the country say, 'You're so lucky to be in Texas since you have Bobby Hawthorne.' I finally started retorting, 'Yeah, it's taken awhile but the Texas teachers have trained him well.'

"And then I started watching Bobby with students, and realizing the way he connected with them. And then Bobby started volunteering to help both my students and me during late-night work sessions. And finally, I realize, Bobby has trained us pretty well himself. Even though he's retiring from the UIL, he'd better keep writing and speaking because Texas journalism will continue to need him." — *Peggy Morton*

"It's funny, but in thinking back over the years, I think of many funny and amusing

things. But, perhaps, because I'm getting older, I find that what I most remember about Bobby is that from the very start, he and I established (and have continued) a very deep friendship. It's rare in today's world to sustain that degree of friendship for 28 or so years.

"But, one thing really sticks in my mind that he said: It was in 1983, I think, just as I was about to move from Austin to Dallas. Before I left for the big move, Bobby told me that he felt I would be one person in his world that he would "always know where I was." I took that to mean that, as has proven to be true, we would always have a connection - no matter if I was involved

in journalism or not.

"Bobby is a true friend. With me for the good and bad times in our lives. There've been stretches in our lives when we didn't talk too frequently, seeing each other even more rarely, but that connection was always there.

He probably won't remember saying those words. But, I do. And, I think they reveal a lot about Bobby Hawthorne - my deep, long-lasting, and dear friend." — *Ray Westbrook*

"When I was at Woodrow Wilson HS, I had a student Jadranka Poljak who made it to State, qualifying in Feature Writing. When she got up the morning of the test, she was shaky and said she had a dream that the person who was supposed to be interviewed didn't show up and Bobby Hawthorne stepped in.

"I told her it would be OK, but for some reason he always made her nervous. Sure enough, we got to the contest. The regular speaker didn't show, and Bobby jumped in and announced he was going to be the new Academic Coordinator. She said she sort of froze and felt she didn't do her best. Jadranka didn't win or place, but she had a good time. She went on to Stanford University and then to Law School in Washington D.C." — *Janelle C. Bates*

"I learned the most about Bobby, apropos I think, from print. I savored his drop dead funny articles each month in *The Leaguer*. And his writing style - nothing less than athletic. I read his book, *The Radical Write*

— a secondary textbook whose primary goal is not — believe it or not — to suck the life force out of young people. The full weight of his revolutionary teaching ethic would hit me later — in his October 2004 *Leaguer* article, 'A Balancing Act: Focusing on issues of substance is politically risky but educationally sound.' The article prepared teachers to withstand a possible onslaught of a dormant strain of McCarthyism, which threatened to rain upon them.

"Bobby hoped to avert a brouhaha over this year's Social Studies contest text, David Halberstam's, *The Fifties* — a book which serves up more than just the tender juicy palatable morsels of that era's history. In it, Bobby spoke in a public forum, while on the public payroll, with spine and conviction.

"Although we've only exchanged a handful of words over the years, I know Bobby as an educator who celebrates the transformative power of inquiry and not the dead and dark bowels of 21st century Scholasticism — that test-centered system that rewards conformity and unthought. In an era in which we may be witnessing the Middle Ages all over again, Bobby reminds us, if we can't beat 'em, we must stand tall and keep the flame of inquiry alive, even while the barbarians ransack the Temple." — *Lynn Scotty*

"What I will always treasure about Bobby is his kind heart. I know he likes to pretend he is macho man, but underneath, he is one of the kindest people I know.

"Several years ago we were at CSPA, and he had brought Sarah, his daughter, with him. We and some other friends decided to go to the Statue of Liberty.

"Bobby was in line in front of me for tickets. An Asian couple was in front of him, and they did not speak English. As the man was trying to figure out how much to pay, he put a bill of money in his mouth. When he went to pay, the lady at the window wouldn't take his money because it had been in his mouth. He did not understand and kept trying to pay, and she kept refusing. Finally, he stepped aside and Bobby purchased his tickets.

"Then he went up to the couple, exchanged money with them and mimicked not to put the money in their mouths. Once they understand, they both had these wonderful looks of relief and gratitude. I thought it was such a touching moment. He could have gone about his business but instead took a few minutes to give much-needed help to this couple." — *Rhonda Moore*

Werkenthin retiring as Ready Writing director

As a new teacher in 1977, Karen Werkenthin became a Ready Writing coach because no one else at her school wanted the job. Almost three decades later, she's retiring as state contest director. "As the old cliché goes, I wanted to leave while I still enjoyed the responsibilities of the job," she said. "A couple of years ago, we moved into a house that's been in the family since 1936, and we have numerous restoration and maintenance projects under way with many more on the horizon—as you can well imagine. It's great fun, but very time-consuming."

She said she also wants more time to write, consult and spend with family—particularly her granddaughter and a new grandchild who will arrive in October.

Werkenthin said the most significant changes that have taken place during her tenure include the development of a rubric, revising the Ready Writing Handbook, and allowing the use of laptop computers.

Her favorite memory?

"It's hard to choose just one—the

road trips and late-night Friday dinners out with the whole UIL gang, seeing old friends every year at the conferences and catching up with their lives," she said. "And sparking kids' interest in the contest at the conferences, then seeing them show up at the State Meet in May, finding just the 'right' topics for the contests, the kid from a local high school who showed up late without a pen or paper and who ended up winning, hearing about the substantial scholarships the kids earn for college just for participating at the State Meet, the satisfaction of devoting 14 years to an activity that gives students so many 'life' skills, 28 years if you count the 14 years I coached!"

Her advice for her successor, Ruben Rodriguez, an AP English teacher from Round Rock?

"Keep files of potential topics," she said. "Stay current with what's happening in the writing field and in education. Most importantly, have fun sharing your knowledge with teachers and students throughout the state."

'05-06 Social Studies theme to center on World War II

Primary reading selection – *Citizen Soldiers*, Stephen E. Ambrose, Simon & Schuster, 1997. ISBN 0-684-81525-7

Documents — Questions will be taken from Web sites relevant to the following events:

- Washington Naval Conference of 1921-22 (International Conference on Naval Limitation)
- Lend-Lease Act
- FDR's "Four Freedoms" address to Congress
- FDR's third and fourth inaugural addresses
- Atlantic Charter
- United Nations Charter
- Wannsee Conference
- Tehran Conference
- Yalta Conference
- Casablanca Conference
- Potsdam Conference

Supplemental reading list — General knowledge questions may be taken from the following Web sites:

- <http://www.historyplace.com/worldwar2/timeline/ww2time.htm>
- <http://www.ushmm.org/outreach/ww2.htm>
- <http://www.bbc.co.uk/history/war/wwtwo/>

Acting Up



(Top) Josh Leonida and Linda Lange from Iowa Park perform "The Boys Next Door," the school's one-act play that advanced to the Conference 3A State Meet, the school's fifth appearance at state. (Middle) Tyler Martin and Robert Bruns star in Roscoe Highland Park's one-act play, "The Miser," which advanced to state in Conference 1A. The show was directed by Judy Etheredge, Cynthia Stroman and Debby Bankhead.



Former Leaguer photographer wins Pulitzer Prize for his work in Iraq

John Moore, a photographer for the *Leaguer* in 1986-88, was part of the Associate Press team who won the 2005 Pulitzer Prize for breaking news photography.

Moore learned photography at Irving High School and won just about every ILPC award for photography. After graduating in 1986, he joined the staff of *The Daily Texan* at the University of Texas. In 1990, he graduated with a Radio, Television and Film degree in international communications.

Moore was the keynote speaker for the 2005 ILPC Spring Convention. He spoke to a packed audience in Welch Hall. "It was good to come home," he said.



After the birth of his first child due in late May, Moore will move to Islamabad, Pakistan to work for Gettys Images. He will cover South Asia and the Middle East.



All photos were taken by John Moore for the *Leaguer* at regional and state competitions in 1986-1988. A student at the University of Texas at Austin, Moore joined the Associated Press after graduating in 1990 and has been runnerup for the Pulitzer Prize twice.

Rule changes could affect 2005 budgets

PUBLIC REPRIMANDS

BASEBALL

Carl Abseck, Wichita Falls
Terry Parsons, Odem
Wayne Marks, Cypress
Creek
Chris Gibson, Livingston

SOFTBALL

Courtney Hosek, Seguin

FOOTBALL

Brian Justice, Goose Creek
Highlands Junior High



Rachel Harrison
Athletic Coordinator

A few rule changes passed last October by the UIL Legislative Council, and subsequently approved by the Commissioner of Education in February, could affect school budgets beginning in August.

Several changes were approved with regard to payment of officials, timeliness of payment, and scratching of officials prior to a contest. According to the Texas Association of Sports Officials, there continues to be a problem with shortages of officials across the state. In an effort to retain current officials, as well as attract new ones, the pay scale was increased for all sports beginning in August. Although the increases are minimal, they should help to alleviate some of the problems and complaints that have surfaced in recent years. You can review the new pay scale on the UIL web site at www.uil.utexas.edu.

In addition to the pay scale revisions, another area of concern that was approved deals with timeliness of payment. In a study conducted by

the National Federation of State High School Associations, one of the primary reasons officials gave for leaving their sport was due to untimely payment. Starting next year, schools that do not pay officials within 45 days of the contest will be subject to a range of penalties. These penalties can include reprimand, forfeiture, disqualification from district honors, and suspension.

With regard to scratches, new language will be added to Section 1204 of the Constitution & Contest Rules in order to make schools and coaches more accountable when scratching an official. The new language will read:

"After a school has accepted an official, and then scratches the official prior to a contest, the scratching must be in writing and approved by the athletic director in multiple high school districts, and the principal and/or superintendent in single high school member districts. Note: Officials shall not be scratched the day of the game, except by mutual consent of both schools. A copy of the letter must be mailed/faxed to the other school and the official's chapter."

Another budgetary item worth mentioning is a change in the major award limit for next year. Results from last fall's superintendent's survey indicated that a majority of schools were in favor of raising the major award limit above the current \$60. As a result, the Legislative Council voted to

increase the major award limit from \$60 to \$70. The minor award will remain at \$10. In addition, starting next year schools will be allowed to give students the \$10 minor award during the same school year the \$60 major award is given. Previously, schools could not give the same student both the major and minor awards for the same activity during the same school year.

A few changes have been made to the Previous Athletic Participation Form and the Medical History Form, so make sure to download the revised forms off the UIL web site. The UIL staff is also busy revising all of the 2005-06 sport manuals, so make sure to check the web site for the latest and most updated information, even during the summer months.

It's hard to believe another school year is coming to a close. Like most of you, my summer will be filled with coaching clinics, official's meetings, in-services and hopefully a vacation sandwiched somewhere in-between. It's important to step back and take a break from the hectic, stressful pace we maintain throughout the year. Before we know it, August will be here and we'll be knee deep in volleyball, football, cross country and team tennis activities!

Have a great and relaxing summer.

UIL Lone Star Cup Update

Standings include: team tennis, cross country, marching band, volleyball, football, swimming and diving, wrestling, basketball, and soccer

5A

1. Humble Kingwood	80
2. Southlake Carroll	60
3. Austin Westlake	58
4. Cedar Park	54
5. Conroe The Woodlands	48
6. Plano West	46
7. San Antonio Churchill	42
7. Brownsville Rivera	42
7. Coppell	42
10. Lubbock Coronado	40

4A

1. Dallas Highland Park	72
2. Boerne	60
3. Klein Oak	58
4. Friendswood	47
5. Lewisville Hebron	44
6. El Paso Del Valle	42

7. Pflugerville Connally	40
8. Dallas Lincoln	38
8. Aledo	38
8. Brenham	38

3A

1. Canyon	64
2. Abilene Wylie	44
3. Glen Rose	36
3. Wimberley	36
5. Gilmer	34
5. Devine	34
5. Silsbee	34
8. Graham	28
8. Van	28
8. Texarkana Liberty-Eylau	28
8. Hidalgo	28

2A

1. Kountze	42
2. Poth	36
3. Quitman	34

3. Canadian	34
5. Argyle	30
5. Crawford	30
5. Celina	30
5. Little River Academy	30
9. Tuscola Jim Ned	28
10. Crane	26
10. Howe	26
10. Wall	26

1A

1. Windthorst	40
2. Throckmorton	34
3. Nazareth	30
4. Sulphur Springs North Hopkins	28
5. Briscoe Fort Elliott	26
6. Stratford	24
6. Morton	24
6. Seagraves	24
9. Harleton	22
9. Goldthwaite	22
9. New Deal	22

New policies recommended

Committee proposes athletes complete Medical History Forms before preseason begins



Mark Cousins
Athletic Coordinator

The UIL Medical Advisory Committee, formed in 2001, was created with the purpose of increasing the health and safety of UIL activity participants. In the past few years the Committee

has been involved in the development of multiple programs and policies that have increased the safety of UIL participants. Changes in the physical form and requirements for physicals along with the implementation of the Concussion Management Protocol are all major initiatives that have been successful.

The Committee met in April to again look at issues relative to health and safety of students who participate in UIL activities. Based on information presented to the Committee, many new policy changes were discussed and proposals recommended to the Athletic Committee of the Legislative Council in June.

The major proposal recommended by the Committee is new limitations and requirements for athletic practice in the preseason for volleyball, football and other sports that begin practice prior to the beginning of the school year. The Texas High School Coaches Association Board of Directors endorsed these regulations, which were developed by the THSCA in conjunction with the UIL.

The requirements for preseason practice recommended by the Medical Advisory Committee are as follows:

All students shall have completed Medical History Forms before participation in any preseason practice activities (before, during or after school).

If required, all students shall have completed Pre-Participation Physical Examinations before participation in any preseason practice activities. Upon entering the first and third years of high school, a physical examination is required by UIL. Some school districts require annual physicals.

UIL Acknowledgement of Rules Form and Parent or Guardian Permission Forms must be complete and on file before participation in any preseason practice activities.

All pre-season football practices shall begin with a four-day acclimatization period for all participants.

During the four-day acclimatization period, helmets shall be the only piece of contact/protective equipment student athletes may wear.

During the four-day acclimatization period, no contact activities are permitted.

Student athletes who arrive to pre-season football practice after the first day of

practice are required to undergo the four-day acclimatization period with no contact activities permitted.

Student athletes and teams in all sports shall not engage in more than three hours of on field/court practice activities during any one pre-season practice.

Student athletes and teams in all sports shall not engage in more than five hours

of on field/court practice activities during a day when more than one pre-season practice is scheduled.

These regulations will be presented to the Legislative Council Ath-

letic Committee in June for consideration. If approved by the Athletic Committee, they will be forwarded to the full Council in October for consideration and determination of an effective date.

Additionally, the Committee recommended changes to the Medical History Form and the Student/Parent Acknowledgement of Rules and Parent Permission Slip. Recommendations related to cardiac health will require a student who indicates on the form a history of or current presentation of cardiac issues be restricted from participation until they are evaluated and cleared for participation by their primary care physician.

Also, the UIL is taking steps to make sure parents are provided with the UIL Parent Information Manual which contains important information on issues of health and safety as well as information on dangers and negative effects of steroids and other performance enhancing substances. Changes to the Acknowledgement of Rules and Parent Permission slip will have an indication that parents have been provided with the Parent Information Manual and understand their responsibilities as a parents/guardian.

A large part of the agenda for the MAC focused on the issue of steroids and discussion of issues surrounding the use of steroids and possible avenues to address concerns in that regard. After lengthy discussion it was determined that the issue needed to be thoroughly and responsibly investigated prior to progressing further toward any type of mandatory testing program.

The Committee directed the UIL staff to develop an in depth survey of schools to gauge the current status of the issue in schools. The survey will include questions on number of schools currently testing for steroids; results of those testing programs (number of positive tests); appeal processes; penalty structures; costs; implementation issues; perception/prevalence of steroid abuse in their school; feelings on who should make the decisions on testing; and if a school is not testing, what are the reasons.

As this is an issue of utmost importance to the health and safety of all participants, UIL will request and work to make sure that all schools respond to the survey.

Also, the UIL is taking steps to make sure parents are provided with the UIL Parent Information Manual which contains important information on issues of health and safety.

Steroids: Cost must be considered when discussing testing of athletes

continued from page 2

that are unannounced any time. If any athlete knows when he will be tested, the information is available to either "mask" the steroid or cycle off. The same is true with recreational drugs.

Experts in the field know someone is stupid if they test positive for a test they know the date for two, three, or four months in advance.

Testing alone has not proven to be an adequate deterrent. Most experts recognize that a combination approach works best; education, weekly evaluations – observations, counseling, etc. must be in the formula.

And, what about the cost?

It is easy to dismiss cost as a factor that should not prevent testing. But, there is a cost, and if testing becomes a component of high school athletics, somebody, someone,

somehow has to pay the costs. If only one athlete per playoff team each season were tested, in high school varsity only, the cost would be \$2,000,000.

That method would not include the testing of any sub-varsity or junior high athletes.

One athlete per playoff team may not be a representative random sample. Test two — \$4,000,000! Test three — \$6,000,000! The worst factor in this testing of playoff teams is that the athletes would know when the test would be.

Only the most unaware or inattentive would test positive.

If steroid testing becomes a reality on any statewide basis, some sources for funding are as follows:

- 1) Appropriations from the Legislature.
- 2) Student fees charged to parents of athletes.

3) Parents pay directly as a prerequisite to any participation or practice by their child.

4) Each school.

5) Corporate sponsorship.

6) Federal grants.

7) An increased fee charged to each school by the UIL to defray the statewide cost.

8) Portion of ticket sales from professional sports teams (whose athletes are a big part of the problem).

In addition to testing, a standard procedure would need to be adopted to assure that all schools are using the same methods and sampling and that penalties for steroid use are the same for each athlete – applied evenly at verification of testing positive for any and all.

Steroid use and abuse is the topic of the day and could remain so for longer than any of us would want.

16 • Official Notices

UIL Leaguer
April/May 2005

HIGH SCHOOL CALCULATOR APPLICATIONS
Sec. 924 (g) (7) — All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus ~~four~~ TWO points for incorrect, skipped or illegible answers.

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)
(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.

Section 924.g.1: (addition)
It is the responsibility of contestants to present to verifiers calculators cleared of all programmable memory and numerical storage registers. Failure to clear programs will result in disqualification of that violating calculator which may not be replaced. Clearable programs include but are not limited to program steps, equations, functions that can be cleared, applications, programs and executable items stored in archived locations. Contestants with no qualified calculators after verification will be disqualified.

(Change) Section 924.g has been amended to start with: Prior to the contest, verifiers present shall verify that calculators are adequately cleared by contestants. Calculators with clearable programs shall be disqualified. Contestants with no qualified calculators will be disqualified.

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

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.

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.

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.

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.

IOLA HS
The State Executive Committee suspended Coach Randy McDougald from one non-district football game during the 2005-06 school year for improper interaction with a game official.

MARLIN HS
The State Executive Committee suspended Marlin High School from participating in soccer for the 2004-05 school year for failure to complete the 2003-04 season.

BUFFALO HS
The District 22-2A Executive Committee disqualified the Buffalo High School boys’ basketball team from district honors for the 2003-04 school year and placed the team on probation through the 2005-06 basketball season. In addition, the State Executive Committee suspended Coach Mike Anderson pending a hearing on allegations that he allowed an ineligible player to participate.

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