



Briefs and Notes

Calendar of upcoming events

- March 19-24** First week for Academic District
- March 26-31** Second week for Academic District
- March 31** EJH: Last day for invitational meets. First day to return invitational materials to contestants
- April 1** Music: Texas State and Ensemble entry deadline
- April 2** TILF: First day to submit applications
- April 2-7** OAP: Area meets
- April 12-14** Soccer State Tournament
- April 13-14** Academics and OAP regional meets
- April 21-22** ILPC Spring Convention
- April 23-28** Golf, tennis and track and field regional meets
- May 3-5** Academic and OAP State Meet
- May 5** State Wind Ensemble Festival
- May 7-8** Tennis State Meet
- May 7-8** Golf State Meet for 1A, 2A & 4A
- May 10-11** Golf State Meet for 3A and 5A

Academic Notes:

New prose and poetry categories for 2007-2008 will be announced in the next edition of the *Leaguer*.

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

Making a Statement



The Nazareth High School basketball team congratulates Heidi Ramaeker after she broke the UIL Girls' Basketball State Tournament record for three-pointers. She hit seven during the semi-final game against Calvert. Nazareth won that game 51-30 and defeated Garden City 61-31 for the Class A, Division II state title.



Lindsey High School cheerleaders cheer for the girls' basketball team during the semifinals game at the State Tournament. The team beat Martin's Mill 62-60 in overtime and went on to defeat Sundown HS 43-36 in the Class A Division I championship game.



The Poeth High School team watches as the final seconds tick off the clock during the semi-final game against Hughes Springs HS. The girls won the game 61-52 and advanced to the finals where they beat Winnsboro 72-70 in overtime. Photos by Jeanne Acton

Q&A: Speech consultants share their stories

By Andrea Negri

UIL Staff

The following is part of a series of question and answer profiles on the Academic state contest directors.

M'Liss Hindman

Prose and Poetry Consultant

Q: How did you become involved in UIL?

A: UIL was a part of my family's tradition. Both of my older siblings competed. My mother frequently helped coach various events. I have been involved with UIL since I was in the second grade competing in Storytelling. I won district that first year. Even in college as an undergraduate and graduate student, I judged at UIL speech events.

After obtaining my career job as a speech instructor at Tyler Junior College, I continued to judge at various UIL district and regional meets. In 1989 Tyler Junior College was asked to be the host for the Regional 3 AA tournament. I became the Speech Director. Five years ago I became the Academic Events Director for the same regional tournament. Three years ago I was fortunate enough to be asked by Jana Riggins to be the UIL Prose Poetry Coordinator. I feel very blessed to be a part of the wonderful tradition of UIL.

Q: What was your favorite contest to participate in?

A: My favorite event was Prose Interpretation. I loved the challenge of making printed words come alive. I guess I am a bit of a born performer. After all ..I became a speech teacher!

Q: How is the experience of being a coordinator different from that of being a competitor?

A: I don't think competitors really understand the time and effort that tournament directors put into running a smooth tournament. Jana Riggins does such an excellent job year after year. She really needs to be commended! Competitors are dealing with only their own anxieties. A contest

coordinator deals with all of the competitors, the parents and the coaches!

Q: How did you originally become interested in speech?

A: When I was in high school, I thought I wanted to be a journalist. My speech teacher and Prose coach told me that I would end up teaching and coaching speech. I thought she was crazy. I was going to follow in Barbara Walter's footsteps! But I loved the competitive side of speech. And when I took my first couple of college speech courses, I was hooked. I changed my major to speech and have never regretted it. Coaching forensics is my true passion. I enjoy watching the students' talents bud and grow. I guess I am a bit of an adrenalin junkie because I love tournaments!

Q: What are some of the challenging parts about being a tournament director?

A: A challenge is trying to keep everyone happy. Of course that is impossible. When competition is involved, you can't please everyone. But you work really hard to be sure that everyone knows that there has been a fair competition. The worst part of my job as Prose/Poetry coordinator is when I have to disqualify a student for going overtime!

Q: What do you do in your spare time?

A: My main hobby, besides forensics, is going to movies with my husband. We love going out to movies. We rarely rent them! We enjoy going to the theatre -- seeing the film as it was meant to be shown -- on a big screen. We have kept a list of every movie that we have seen together since we started dating. Yes, that is sort of dorky, but it is also incredible! We have seen over 1,800 films together!

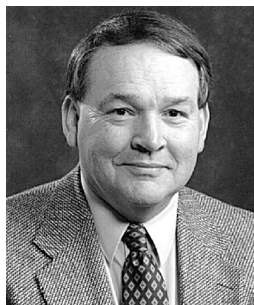


Hindman

See Speech, page 9



Message to high school graduates



Bill Farney
UIL Director

Every generation of students has been confronted with challenges. As these students depart the protected folds of high school to enter the world of work or pursue a college education, there are a multitude of problems, issues and decisions

waiting. Some of these dilemmas are caused by the structure — or lack of structure — inherited from adult society. Some, such as prejudice, ignorance and apathy, have been around a long time.

New issues are just emerging. These are harder to deal with today because they are accelerated by the complexity of rampant technology. It seems the whole world is based on computer technology. And those who are not computer literate are sentenced to spend a great deal of time and energy keeping up with those who can function. Information, job applications, job duties, consumer services, personal finance and a host of other activities are much more efficiently and expediently accomplished electronically. Each new day offers a more sophisticated solution to yesterday's problems. Every day it becomes more complicated to participate effectively in one's community.

Even the most knowledgeable citizen's life is full of uncertainty. Those who have retired wonder if their retirement income will suffice. Families wonder if they will ever have enough to educate their children, make ends meet and pay the ever increasing burden of mortgages, food, clothing, taxes, tolls and fees. Young adults who have been raised in households with televisions in every room, cars for every family member and a never ending supply of money from their parents are in

total shock trying to duplicate a similar lifestyle. The premise of "what goes out must not exceed what comes in" has never before been a serious concern. As they enter the workforce at entry-level salaries, they are amazed at their parents' ability to have provided so much.

All of this occurs in a media-driven world that shows an abundance of wealth and consumerism, instant and easy credit and a "have it now, pay for it later" mentality. The rush and thrill of that first credit card is followed by the anguish of having to pay the bill or deal with a maxed-out credit limit. Yet, every college freshman is bombarded with credit card offers. Free T-shirts often disguise a 24.9 percent unpaid balance interest charge. Want to drastically affect the ability to study or an eagerness to go about normal activity? Max out on two or three credit cards and deal with the worry that comes with that.

This is just the surface of an ever-increasing dilemma for American society. Yet, there are those who escape the traps and manage to operate with some degree of stability. Just how do they do this? Developing a sound financial plan is a start. This should begin long before high school graduation and should be initiated with parental guidance. However, there are college students without parents who have successfully navigated the financial minefields. They have accomplished this with diligent discovery of sources for grants, scholarships and other student assistance programs. Here are some of their secrets:

- 1) Save money for college even before high school graduation.
- 2) Research resources for grants and aid.
- 3) Make a budget and stick to it.
- 4) If you get a credit card, treat it like a bank account. When you charge \$25, record \$25 in a register. Then you will not lose track of what you owe.
- 5) Avoid "buying" meals for all of your friends and putting it on your credit card.

6) Buy junk food at grocery stores. Do you realize how much soft drinks cost bought one at a time out of vending machines?

7) Get a part-time job. A lot of people do.

8) If you own a car, park it and use it rarely.

9) Avoid impulse spending. "Great advice for any age!"

10) Buy used books when you can.

11) Get the most economical cell phone plan you can and don't live on the phone.

12) If possible, save cash given by parents and relatives to use for the unavoidable expense (i.e. computer repair, flat tire, etc.)

13) Carry enough cash for basic needs. Leave the card in your dorm room (safely locked up). If you don't have it with you, you can't spend it.

14) Find out about discounts and coupons for food, two for ones for movies, etc.

15) Study first, and then you will be too tired to spend money.

16) Know what to do and who to see in true financial emergencies. Don't get caught borrowing high-interest money.

17) Get a part-time job that gives you some time to study on the job.

18) Avoid friends who borrow money from you. Especially after not paying it back the first time.

19) Avoid borrowing money from friends unless they are true friends and you always pay it back. See #18.

The college world is uncertain. Not everyone graduates. Life, while you are in school, is a wonderful, exciting and rewarding experience. You can make it better with good planning. Remember your mom and dad have jobs. Your job when you are in school is school itself. To do your job right, apply yourself, do your best and remember a larger goal of obtaining a diploma can be broken down into smaller tasks - even daily ones - that can be attainable. Added together, they make the ultimate goal realistic. You are your generation's hope. Please take "old folks" advice. It is our gift

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Were your ears burning?

TILF student comments help us remember what UIL is about — them



Treva Dayton
Academic Director

You might not have actually heard your name called, but if you have a former UIL competitor attending UT Austin who received a Texas Interscholastic League Foundation (TILF) scholarship, you could be one of the many coaches who received heartfelt thanks

for making a real difference in a student's life.

Each year we have a dinner for TILF recipients at the three universities with the largest number of scholarship students, and it's always a pleasure to hear these young people share UIL experiences and say thanks to the donors who provide the scholarships, and quite often to the academic coaches they credit with making their success possible.

The 'flavor' at these dinners reflects the unique characteristics of the respective campuses and their student bodies, so what you hear from UT Austin, Texas A&M and Texas Tech students is distinctly different.

But what they say about their UIL participation is not.

Common themes are what they discovered or learned about themselves through competition, how much they enjoyed the competitive element and the rivalries with their peers, how much they appreciate the support, encouragement and friendship of adult coaches, the good times they had and the friends they made – and often still keep in touch with.

It's a great tribute to what you do as a UIL coach or coordinator and a vivid reminder of why you do it. For the kids.

We've recently posted on the academic Web page a short video that includes similar testimony from former UIL competitors, so you can see for yourself what I mean.

Another video focuses on what coaches and administrators say about the benefits of UIL academic competition for students, educators and the entire school community.

These clips were developed with grant funding, and we hope you find them useful in recruiting new competitors and academic coaches or in garnering additional support for your academic program, if that's what you need.

Be sure and read Jeanne Acton's column in this Leaguer for important information about the TILF scholarship program you can share with

your students.

Academic District Meets

You may or may not have had your district meet by the time you read this, but whenever it is scheduled, we hope your meet goes smoothly and that your students give their very best efforts. And that regardless of the final outcome, they feel successful in what they have accomplished and what they've learned through preparation and practice.

Coordinators, remember to do an eligibility check before both district and regional competition.

When you submit your school's district entry online, you are certifying for your administration that those students are eligible. And you'll need to verify that all those who qualify for the regional meet are eligible at that time, as well.

If substitutions must be made, anyone not listed on the original entry, as either a contestant or alternate, must present certification, signed by an administrator, that they are eligible to compete. A substitute form is posted on the UIL academic Web page, but a letter signed by an administrator is also acceptable.

After the end of the second district week, every coordinator should go back to the Web site to check for wild card results. We will post the tentative list of advancing wildcard teams, but we won't contact schools directly.

Updates....

Due to the changes in the 2006-07 calendar, which resulted from revisions in the original TEA schedule for TAKS tests, several regional sites have had to make significant changes in rooms and/or personnel, among other challenges. Several OAP venues have changed, and the AA-Region II meet hosted by Hardin-Simmons University has been moved to Abilene High School, including OAP and all academic events.

Those attending the AAAA-Region II meet at the University of North Texas in Denton will be in town the same weekend as the NASCAR race at the Motor Speedway, so getting hotel rooms early

2007 Student Activity Conferences

Sept. 15 • University of North Texas, Denton

Sept. 22 • Texas Tech University, Lubbock

Oct. 13 • The University of Texas at Austin

Nov. 3 • Sam Houston State University, Huntsville

is essential. Gina Howell, the regional director, has done a wonderful job of contacting hotels in the vicinity, and that information is posted on our Web site under the link for regional site information. UNT also has other major activities on campus that weekend, so you'll need to allow plenty of time for traffic delays and parking. Please plan accordingly and make sure your students are on time for roll call for their events.

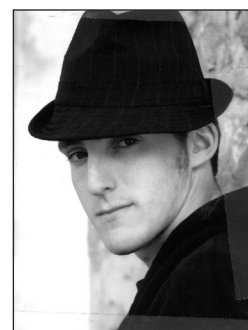
Everyone should carefully read the handbook for your regional meet, which we post as we receive them, and be certain you are aware of times and locations of all events, verification and awards.

The 11th annual **Capital Conference** will be Friday and Saturday, July 6-7 at UT Austin. Participants must register online at <http://utdirect.utexas.edu/uilconf>. Cost is \$50 until June 1, and \$75 after June 1.

It's a great way to get ready for the next academic year, so we hope to see you there. Presenters and workshop titles will be posted as they are finalized. We'll have many of the state contest directors presenting, along with several long-time favorites and plenty of new faces. If you are interested in presenting or helping to present a session, please contact me.

The 2007 **Student Activities Conferences** dates for 2007 are now set. We'll be hosting at Texas Tech, the University of North Texas, UT Austin and Sam Houston State University. Choose the one closest to you, and bring your students, academic coaches, theatre directors and journalism advisors for a great day of UIL preparation. The conferences are fun, free and an excellent opportunity to get ready for the competitive year.

The **Academic Committee** of the UIL Legislative Council will meet June 12 in Austin to consider rules change proposals for academic contests. If you would like to submit a rule change, please keep that date in mind and send us the proposal no later than June 5th, as materials are sent to committee members prior to the meeting. Items passed by the committee are then considered by the full Council in October.



"My UIL experiences could quite possibly be the most life altering events I have ever taken part in. The events have made me laugh, cry and be emotionally drained from excitement. Most of all, UIL has taught me team work."

**-Garrett Askins,
Salado HS**

Practical information to help with Spring Meet



Jana Riggins
Speech Director

Sometimes, my column is meant to inspire; other times I want to make you think or to give me feedback on pressing speech and debate issues. Always, I intend to express thanks to you

who give so much of your time and your heart to students and this passion we call "forensics."

This column is none of the above. It is simply practical information to make your spring meet a great experience.

Lincoln-Douglas Debate

If your debater competed at the district cross-examination debate meet, he or she is not allowed to also enter LD debate. See C&CR, page 101. Only if you listed the student on your CX entry but he or she did not actually debate at CX district, may you enter them in LD.

A new debate rule is in effect. Debaters and judges in UIL LD rounds can use laptop computers. However, spectators may not use computers while listening to a round.

The use of computers is not mandatory, but, if you choose to use them, the guidelines are. Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition, and it is the responsibility of the contestant to disengage equipment.

Computers with built-in wireless capability may be used only if the wireless capability is disabled. Wired connections during rounds of competition are not permitted and computers and other electronic devices may not be used to receive information from any sources inside or outside the room in which the competition occurs. See complete guidelines in the current UIL LD Debate handbook and the frequently asked questions posted on the UIL Web site for additional clarity.

Public speaking decorum remains an important element of debate and UIL debaters are expected to stand at the front of the room facing the judge while speaking, even if a laptop is used. Avoid allowing the laptop screen to become a wall between you and the judge. Good communication presentation skills remain significant and are reflected on the ballot.

A rule change by the National Forensic League could lead to confusion this spring

in UIL contests. Recently, the NFL Executive Committee approved increasing prep time in LD debate to four minutes. How does that impact UIL rounds? It doesn't. UIL does not change rules in the middle of the season. Prep time will remain three minutes, as stated in the current *Constitution & Contest Rules*.

I have been in contact with the Executive Committee of NFL to discuss the rationale for increasing the prep time. UIL will determine prior to our June Council meeting when rule change proposals are brought before the governing body as to whether we believe a change in our rules is warranted. Those of you who debate in NFL are asked to send me feedback on the impact of the prep time change as we study this issue.

Contest officials, schedule the time to run a quarterfinal round, in the event it is needed. Once you tabulate the preliminary rounds, if you do not have a clean break, I strongly recommend you run quarters. It's unfair to tell a debater who didn't lose a single preliminary round they can't advance based on one of the lower criteria for breaks such as their opponent's speaker points.

Breaking brackets is an issue that should have been discussed at your fall planning meeting. Some coaches in your district will insist that brackets be broken so debaters won't have to hit their own teammates. Others believe in the sanctity of the brackets, based on preliminary results. If your district hasn't voted on this issue, it should be discussed before the competition begins, not later when everyone knows which schools would be impacted. If no vote is taken before the tournament begins, you should not break brackets. Brackets are not broken at State.

Coaches of debaters advancing to the next level should be prepared to adhere to judging requirements. Many regional sites are now requiring qualifying schools to supply an experienced judge for the regional LD pool. Check your regional handbook for details.

If you have a student who advances to state, pick up from your regional contest director the red and white LD coaches' packet that contains date-sensitive material. All schools are required to provide one judge for each debater that qualifies, and there is a quick turnaround for submitting the judging forms. Read the packet immediately and process the paperwork within the timeframe designated.

Too many coaches have been paying a judging fee at invitational meets and assume

they can buy out of their judging responsibilities at region and state. Tournament officials want your judge, not your money. Besides, the more rounds you judge, the better coach you become.

Extemporaneous Speaking

If you enter Informative Speaking, you cannot enter Persuasive Speaking. See the C&CR, page 101.

Computers and other electronic retrieval devices are not allowed in the extemp prep room. Practice topics are posted periodically on the speech page of the UIL Web site. Use these for practice rounds and as tools for expanding your extemp files. If you see a topic that isn't covered in your files, make a file for it. Observe how the topics progress from the fall into the spring. Some topics die quickly but most will take on added dimensions as the tournament year progresses.

Coaches whose team competes on multiple circuits need to review UIL rules that may be in contrast to TFA or NFL. Inform your students of the differences.

If you are running extemporaneous speaking for your district, be proactive by giving helpful reminders to the contestants. In the prep room prior to beginning the draw, the *Spring Meet Manual* clearly instructs the contest director to read aloud special announcements included in the manual. These are critical. See pages 66 and 104. These announcements can prevent the heartache of a careless rule violation that causes disqualification because a student was accustomed to different rules while competing on another circuit.

One announcement reminds students that they are not allowed to take a legal pad out of the preparation room. The C&CR indicates they may leave only with their topic slip and a note card no larger than 3½ by 5 inches.

Some contest officials think, "Why read this? There's no need. These students do this contest every weekend. They're veterans." But remember: nerves can cause contestants to do weird things. And if students compete on three circuits, with different rules, they may unintentionally violate a restriction.

You can prevent controversy. Work to avoid disqualifications by providing a monitor at the prep room door to stop students who are about to leave with more than what is allowed.

Prose and Poetry Interpretation

Carefully review the documentation requirements; then examine your students' proof immediately. Check it early, several weeks before district.

The State Office has been available throughout the year to review documentation that you believe may be questionable, but at the point at which you are reading this column, it is too late to request a review. Our staff is away from the office running the CX Debate State tournament.

Contest Directors: Examine your contest packet well before the meet. It contains an instructional memo on how to check documentation fairly and correctly. Please use this as your guide! The C&CR instructs you that contestants shall not compete without sufficient documentation!

Many districts and regions are requesting that documentation be sent to the contest director in advance of the meet so it can be checked before the day of the contest. This is legal and in fact, is a positive way to prevent the difficult situation of informing a student on the day of the contest they will not be allowed to perform due to insufficient documentation.

A word of caution to interp coaches. The *Chicken Soup for the Soul* book series has resulted in multiple disqualifications of contestants. Please review the problems inherent with these books for competition purposes. They are posted online in the frequently asked questions for interpretation, as well as in the *UIL Prose and Poetry Handbook*. Refrain from allowing your students to use selections from them.

Contest officials should mail or email the oral interpretation categories to the judges so they are reviewed in advance of the meet. Category descriptions are included for each judge in the contest packet and posted online. Then, on the day of the contest, you should plan to meet with judges at least 30 minutes prior to beginning the rounds to offer explanation of the categories so that judges will be aware of what the contestants have been required to do.

Alternates/Substitutions

Do not enter students on your online entry who are not eligible, even if you think they will regain eligibility prior to district. Do list alternates because it makes it much easier to administer changes in the online system, should that be necessary later.

If you wish to substitute a student who was not already entered online, you must present the substitution form with your administrator's signature certifying the student is eligible to the contest director in advance of the contest. Changes will then have to be made online.

Sectioning

Speech coaches are instructed to enter
See Tips, page 9

Pantyhose not required ...

State competitors should take advantage of TILF scholarship opportunities



Jeanne Acton
Journalism Director

I dressed up today.
No hose or anything
(you've got to get married or die to see that),
but grown-up pants and shirt.

Significant? Well,
not the clothes so much
as the event.

Tonight I am going
to the TILF (Texas
Interscholastic League
Foundation) scholar-

ship banquet here at the University. Donors and scholarship recipients will be honored.

I take the pictures. Nothing fancy. Just set-up shots of the students and the donors. Lots of pretty faces smiling for a camera.

And really, this column does have relevance to your life. I'm not just going to give you my agenda for the week. If I did, I'd have a really short column because besides tonight, my nightly agenda consists of playing with my boys, changing diapers (lots of them), cooking dinner and cleaning (not really too much of that). Not too exciting. Not much of a column.

But tonight. That's a column.

Not the picture taking. Not the fancy clothes (I am really stretching it by writing 'fancy'). Not the food (but it is nice I don't have to cook).

It's the scholarships.

In the *Leaguer* every year, we run a story about how the TILF awarded a million dollars worth of scholarships that year. Somehow, I don't think it's the most well-read article in the *Leaguer*. But it should be.

Every academic coach should be reading that article, posting it in the classroom and pointing to it every time a student grows weary of prepping

I know I would have taken Leaguetown a little more seriously as a high school student if I had known that it could have led to scholarship money.

for academic contests.

I know I would have taken Leaguetown a little more seriously as a high school student if I had known that it could have led to scholarship money. (And I am sure my high school teacher mentioned TILF to me, but high school students have to be reminded again and again and again.)

When I was a journalism teacher I just didn't think to talk about the scholarship opportunity. I was too busy making sure we met deadlines. Now, I am making up for past mistakes with this column.

Teachers, tell your students about TILF scholarships. If a student competes at the Academic State Meet, then he/she can apply for a TILF scholarship. It's that simple. Make it to state. Apply for a scholarship.

One more requirement. Students must attend a Texas university.

Does that mean that everyone who goes to state wins a scholarship? No, but the percentage of those that do is astounding. About 50 percent of the students who apply get a scholarship. In 2005, 750 students applied for a scholarship, and 350 received one from TILF. Scholarships range from \$500 for one year up to \$15,200 payable over four years. Not too shabby.

Does it make a difference if you win? Sure, it increases your chances, but it's not required. You also are not guaranteed a scholarship if you win

state. The scholarship board looks at the whole student, not just the state meet. Certain scholarships require particular majors. Others look for particular schools, etc. The board looks at UIL involvement and placement, ACT/SAT scores, class ranking, high school GPA, letters of recommendation and financial need.

The application deadline is right after the State Meet every year – usually the next Tuesday. That would be May 8 this year.

Since 1954 TILF has awarded more than \$21 million in scholarships to more than 15,000 Texas students. That's a lot of dough. For the past several years, the foundation has been averaging about a million a year. Wouldn't it be great for some of that money to go to your students?

TILF has a great page on our Web site, <http://www.uil.utexas.edu/tilf>. It gives all of the specifics and rules for applying. It also has a great question and answer section for students and advisers.

TILF also has a scholarship recipient survey on the UIL Web site, http://www.uil.utexas.edu/db/tilf_survey.lasso/. The foundation will celebrate its 50th anniversary in 2009, and the survey will help find former recipients and document their experiences.

And yes, I did say earlier that TILF started awarding scholarships in 1954, but it wasn't chartered until 1959. That explains why we didn't have a huge celebration two years ago.

So share this information with your students. Get the application and push your students to apply their senior year.

They've got a great chance of winning.

And if they attend UT, then next year they can attend the TILF banquet in their fancy clothes and smile pretty for the camera.

Just remind them, hose are not required.



"Competing in UIL events has always been a rewarding experience for me regardless of whether I walked away with an actual reward medal or whether my reward came in the form of spending my time with wonderful people. UIL truly enriched my life and rewarded me in unbelievable ways."

**-Amanda Cruse,
Happy HS**

Odds and ends ... and other updates about ILPC

The ILPC Spring Convention is set for April 21-22 at the University of Texas at Austin. This year, we will be back at Welch Hall and the surrounding buildings.

Online registration is open. You can register at <http://utdirect.utexas.edu/uilconf/index.WBX>. You will use your UTEID from last year. If you have problems or questions give us a call (512) 471-5883 or shoot us an email: jeacton@mail.utexas.edu.

We have five out-of-state presenters.

- David Knight from South Carolina
- Scott Winter from Nebraska
- James Kenney from Kentucky

- Terry Nelson from Indiana
- Pete LeBlanc from California

Robert Wilonsky, the pop culture editor for the *Dallas Observer* and host of *Higher Definition*, an interview program on the cable television network HDNet will be the keynote speaker.

In other news...

- We will announce the ILPC T-Shirt contest winner later this week. We appreciate all of the quality entries.
- District meets begin March 19. Good luck.
- The Summer ILPC Workshop is set for June 22-25 at the University of Texas at Austin. Online registration begins March 15. We again will offer

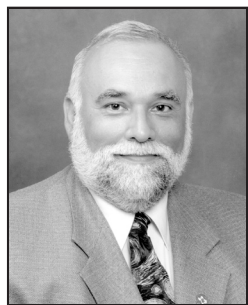
classes in yearbook, newspaper, design, InDesign, photography, video editing and business sales practices. We will have a general adviser's class and an adviser's beginning InDesign class.

You should receive the workshop information packets in the mail in March. The packet also is available online at <http://www.uil.utexas.edu/academics/journalism>.

Thanks

Jack Miles (aka Jack-O-Matic), my administrative assistant, wanted to send kudos out to all of the advisers who sent in newspaper and yearbook contest entries. Entries were much more trouble-free this year.

A letter to students as the season begins



Luis Muñoz
One Act Play Director

Dear Student,

I hope that you are having a wonderful time preparing for this year's contest play. I can assure you that your director worked hard to find the right play and to make the best

casting choices. Sometimes those choices are very hard and, as theatre students, we don't always understand how and why certain casting decisions and crew assignments are made.

Trust your director and make sure that you deliver. They have the best intentions. Sitting around for six weeks feeling bad about the role you were assigned never helps your ensemble. Neither does boasting about the lead. Accept what you are given with humble appreciation and make the most of what you get. Give it your all in rehearsal and performance. The play's the thing!

Always come to rehearsal prepared to work. Park your problems and conflicts at the loading dock and enter the stage ready to create and commit to your characters and jobs. This is the time to immerse yourself in the creative process and get the job done. Above all, take pride in your work and the work ethic that got you there.

Be a good member of your stage family and bring something to the table when you come to visit. Don't expect the director to provide everything and spoonfeed you. Understand the play and your role in the play. A good theatre artist will share ideas for the common good of a production.

You may know about a good piece of music. You may have the perfect prop sitting at your grandparents' house. You may have an eccentric uncle who is just like that character in the play. Good directors are always willing to listen to ideas that cast and crew members have to offer.

Always ask them when it is best to discuss it. Some of your directors want to hear it right then and there. Some do not want to be interrupted during rehearsal. Others like to talk during breaks or after rehearsal.

Your director has taken on a tremendous responsibility when they elect to direct your contest play. They are responsible for knowing the rules, for directing the play and for your well-being. A good director will want to provide you with the best

educational opportunity and will want to produce a quality play. Your director will want to see you grow as a theatre artist and, more importantly, as a human being. It is up to all of you to embrace excellence rather than winning as your goal.

Before you get to contest, I'm sure that your director will introduce you to your judge. Your judge is a member of a professional organization called the Texas Educational Theatre Association Adjudicators Organization (TETAAO).

They have to meet strict educational standards and must attend certification workshops to initiate and renew their membership. These professionals take time off from their teaching or other professional duties to take part in an educational exchange.

They do not travel to a contest to get rich, get back at someone or to advance their friends. They are there because they love theatre and because they believe in the One-Act Play Contest. They will do their best to make the right choice. Give their effort the respect that you expect them to give your effort.

Make sure that you can walk away from a contest feeling that you did your best at every rehearsal and at this performance. The judge may want to advance all the schools at a contest, but the League won't let him. Only two schools will advance at the end of the day. That is a given.

We sometimes want to know why we didn't advance. We want to be told that something was wrong. Keep in mind that "wrong" is not always the case. Fine differences can determine whether one show advances and another doesn't.

Many times it's not a question of what was wrong but of what was better. Listen to your critiques and accept the judge's decision in the spirit of good sportsmanship.

I'm sure your family and friends are going to want to attend some of your contests. Take time to explain to them how the contest works and let them know a bit about your judge. Invite them to stay and listen to the critique. They will learn from them. Remind them that they will be representing your school and your community. It's important that they know that applause is the only acceptable form of recognition in the theatre.

It is not a sporting event where whistling and yelling is acceptable. Remind them that the judge and contest manager are the officials at the contest and that unruly behavior can get the school in trouble. Make

sure that no one is sneaking in cameras and that they do you a favor by turning off their cell phones.

Some of you will advance to the next level. Most of you won't. We will start the 2007 contest with 1204 schools. 320 will advance from district. 120 will advance from area and 40 will advance from regional competition to perform on the state meet stage. That's about 3.3 percent of the beginning number of schools.

The value that you will receive from this experience will far exceed any medals or plaques. You can't put a price on the problem-solving skills and interpersonal communication skills that you will gain from this experience.

What monetary value can you put on the friends you have made and laughs that you have shared? Can you put a price tag on the confidence that you have gained? All of this is priceless.

The League wishes you and your director a fruitful experience.

Break-a-leg!

State Theatre Director

Eligibility Notice and Online Entry

The next deadline to remember is for your eligibility notice and for your online registration.

This is the fourth year that the Spring Meet Online Entry System is being used and there are no excuses for failure to enroll. Failure to enroll online is considered a late entry and will require a vote of the District Executive Committee for you to compete. Here are a few things to remember:

1) The paper eligibility notice must be postmarked, sent by courier or delivered no later than 10 calendar days before the day of the contest. A copy of the notice is sent to your contest manager, the District Director (for zone or district) or Regional Director (area or region) and to the State Theatre Director. You must send all three copies. **DO THIS WHEN YOU ARE SURE ABOUT ELIGIBILITY. DON'T DO THIS TOO EARLY.**

2) The "Scenery and Property Plot" on the back of the form should include as much information as possible. The design you submit may change between the time you submit it and the time you go to contest. This should not be a problem unless you have added a scenic element or property

that required approval.

3) Do not include ineligible students who "may" be eligible by the contest. Everyone on the form must be eligible at the time it is signed. You may use a "Substitute Certificate" to enter that student before the contest. You can find them on page 171 of the HANDBOOK.

The online entry must be done 10 days prior to the day of your FIRST contest. **All of you will enter the district contest. You will not need to enter into the zones anymore.** Please check with the Academic Coordinator in your school to make sure it gets done. If you have been designated to do this, the process is simple:

1) Go to the UIL Academics page <http://uil.utexas.edu/academics/index.html>.

2) Scroll down and find the link near the top with the heading named *Spring Meet Entry System*.

3) CLICK on the link for School Academic Coordinators.

4) If you received a UTEID and password last year, you do not need a new one. You may move on to No. 6.

5) If you do not have a UTEID, click on "Obtain a UT EID and password now." (Complete the form. Fill all spaces. It will ask you for a password. Read the password requirements and password tips at the bottom of the page. These exist to properly safeguard the system. Click on "Create UT EID." Your new UT EID will appear on the screen. Look for it. **Record your UT EID and password in a safe place.** Don't lose it! Go to the *Spring Meet Entry System* page: <http://www.utdirect.utexas.edu/uil/>

6) Click on the link that says: "If you already have a current UT EID and password, logon and go straight to the Spring Meet Entry System." Log on and follow instructions.

7) Schools are identified on this system by TEA CODE, and there is a search link for this if you don't know yours. Click the link for "Look up TEA Code." In the pop-up window, enter your school name and click "Go." Now, click on the TEA Code next to the school name. This places your school TEA code in the "Enter Your School TEA Code" window. Click "Go."

8) In the "Events you wish to enter" window, choose "One-Act Play" and click "Go." This takes you to the "School Information Page." Make sure your conference and district number are correct. If it is not, call the UIL to change before proceeding. Fill in all information.

9) Click on "Step 2 - Contestant Entry."

continued on next page

‘Making a World of Difference’ redux

Scholarship recipients highlight the importance of EJC activities



David Trussell
Elem/JH Director

When you see a particular slogan or motto on a regular basis, it's easy for it to become part of the background, to lose some of its meaning. This is certainly true of the UIL motto, "Making a World of Difference." It's on our letterhead, our business cards and our publications. It

frequently appears next to the UIL logo on all manner of documents, and you may have used it yourself on some of your materials for your UIL district meet.

With such an omnipresence, it's easy not to notice it at all.

I don't know the history of how "Making a World of Difference" became the UIL motto, but I'm certain that it wasn't just pulled out of the air. The League has been around for almost 100 years, and things have changed frequently — and often radically — over that span.

But one constant has certainly been that the leadership of the League is composed of thoughtful dedicated people who are committed to the success of young people in Texas, and to the belief that there is great educational value in the pursuit of excellence through competition.

It's about the importance of strong extracurricular programs, and it's really about the mission of public education in general.

When you place it in that context, a seemingly simple slogan takes on a much greater meaning, becoming much more than just part of the letterhead.

But to get to that point, sometimes you need something concrete to really drive it home. It's easy enough to assert the value of academic competition in the abstract, but it's much better to base that assertion on real-world foundations.

I had the pleasure recently of attending the yearly Texas Interscholastic League Foundation banquet here at UT-Austin.

A quick bit of history for those who might not be familiar with TILF.

Its creation was an initiative of former UIL Director Rodney J. Kidd during the 1950s. Since that time, the foundation has awarded more than \$21 million in scholarships to more than 15,000 Texas students.

UIL pays for the foundation's administrative overhead, and TILF board members donate their time and services, so that every dime the foundation receives can go directly to scholarships.

The only requirement to be eligible for a TILF scholarship? Advancing to the Academic State Meet sometime during your high school career.

The yearly banquets (in addition to UT-Austin, there are banquets at Texas A&M and Texas Tech) bring scholarship donors and recipients together. The students have an opportunity to make a short speech in which they thank their donors and talk a little about what their UIL experience means to them.

At the UT-Austin event on Feb. 26, during her remarks Treva Dayton asked the students to share memories of their first and/or best UIL memories. I was struck by how many of them talked about starting out in elementary/junior high competition.

Whether it was second grade Storytelling or fourth grade Number Sense, they talked about how that first contest experience boosted their self-confidence and set them on a path to success. And these are students who are now attending one of the best universities in the country, many of them with 4.0 grade point averages.

I don't think any of those students mentioned whether they placed at that first elementary school meet. The educational value of the experience was the important thing for them, which is exactly the philosophy we try to adhere to with the EJC program.

I wish every teacher and administrator had the opportunity to hear those students speak. With the ongoing frenzy over high-stakes testing, it's easy to think that everything else is expendable. But hearing these students is a wonderful reminder of the value of UIL academics, and of extracurricular activities in general.

Somehow I doubt they would be quite so effusive if asked to recall their fondest memories of TAKS testing. There is certainly plenty of ground for debate over the value of standardized tests in measuring student performance, evaluating schools and guiding education policy.

But there can be no debate that we do students a great disservice if we reduce the educational experience to little more than a series of test scores.

That's why extracurricular programs continue to thrive in spite of all the competing pressures, because educators know that those programs are vital to student success.

One immediately relevant example: this year we will have the largest number of schools we've ever had involved in the elementary/junior high program, with more than 2,800 registered campuses.

There was something else too in what those scholarship recipients said. Many of them made a point of saying thank you to the coaches who they had worked with in their various academic activities.

Even though they knew those people would not be in the audience, they recognized the value of what those educators had done for them and wanted to share their gratitude. So that motto — "Making a World of Difference" — ultimately isn't about what we do at the state office.

Rather, it's about what you do with your students each and every day, about the world of difference you make in their lives. When you think about it in those terms, a simple slogan suddenly seems incredibly profound.

Important Elem/JH dates

March 31

The last day for EJC invitational meets and the first day materials may be returned.

May 15

The last day for EJC spring district meets and the first day materials may be returned.

Step by step instructions for the OAP online entry system

from page 5

Using upper/lower case letters, fill in last name, then first name (including substitutes) and hit "Enter New Contestants." Be sure to spell names correctly. This is how the name will be spelled all the way through State Meet, should the students advance that far.

10) Click on "Steps 3 & 4 Review Entries & Final Checkout" to proof your entries. This link is found in the side bar on the left-hand side. Make sure all names are correctly spelled and that they

are entered as last name, then first name.

11) When you have completed the review, then hit the "Certify and Lock Entries" button, certifying the eligibility of your contestants, and locking your entries against additional modifications. If you **accidentally** lock yourself out, e-mail the state office and we will "unlock" your entries.

12) **Logoff.** For security reasons, don't forget this step.

It's really very simple and should not take more than a few minutes. If you have any problems,

make sure you call us.

Honor Crew

Get your applications in for state honor crew. We have started receiving a few. Make sure that you do not recommend any seniors. The state meet experience can be a wonderful opportunity for students and teachers to see plays and help operate the state contest. The application form was mailed along with your eligibility notice or can be found online on the Theatre page at the UIL Web site.

Remember when ...

Late August school start date allowed for a relaxing summer



Richard Floyd
Director of Music

Let's play, "Remember when." Remember when school started the Tuesday after Labor Day with the first football game the following Friday night. Texas Bandmasters' Association's Summer Clinic brought closure to the summer the very last weekend in July and

summer band started a week or so later. Kids could hold jobs or plan vacations with their families all the way into early August.

Then remember when we gradually began to see the start of school slowly creep into the month of August. This invasion triggered a trend for directors to adopt an earlier start date in order to maintain a traditional summer band schedule. In recent years schools have opened their doors in mid-August and band members reported for duty in July.

TBA adjusted dates for its summer clinic in an effort to accommodate this "erosion of summer"

and retain attendance. The weeks leading up to the beginning of school became a mad flurry. What had been a comfortable overture to the beginning of a new marching season became a dawn to dark attempt to gain a competitive edge by putting in as many rehearsal hours as possible before the "eight-hour rule" kicked in.

This quest for more rehearsal time also generated countless calls from parents across the state expressing concerns about the time requirements in late July and much of August. Believe it or not, these kinds of inquiries have already begun regarding this coming August.

Now, it would seem we are going "back to the future." The school start day is now the last Monday in August. The eight-hour rule will go into effect that same date.

The new mandated start date opens up unlimited rehearsal options in the weeks leading up to August 27. It also affords directors the opportunity to rethink their summer schedule and perhaps begin summer band at a later date.

It is now possible to have two to three weeks of summer band without creeping into the month of July. The quantity of instruction can be consistent with what we have utilized in the recent past but

with a later start date.

If we rethink our plans for summer band, we can give a wonderful gift to our students, their families and ourselves for that matter. A later start date would give students more flexibility in planning for summer jobs, summer school and quality time with family. At the same time we as directors can comfortably attend TBA and reap the benefits of this assembly without the reality of summer band starting within 24 hours hanging over our heads. What a refreshing thought.

It is the hope of the UIL that directors will look favorably on this opportunity. In addition administrators are encouraged to visit with their band directors and discuss plans for summer band schedules with the hope of developing a schedule that serves the needs of band programs while preserving more of the summer months for non-school activities and pursuits.

It is my view that we have been afforded a unique win-win opportunity. We can have rehearsal time comparable to what we have enjoyed in the past while reducing the summer demands we place on students. I encourage you to take advantage of it. You, and your students, will be glad you did.



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)

Judge, Jury, Executioner? — the adjudication question

By Scott Coulson

TMAA Concert Band Vice President

As I begin my tenure as Texas Music Adjudicators Association's Concert Band vice president, I would first like to thank my predecessor David Lambert for his outstanding leadership and contributions to TMAA.

Now, I have to ask myself, "Why would anyone want to be a judge anyway?" Ask somebody walking down the street what they think of judges and you might just get an earful about Judge Judy or in Dustin Hoffman's *Rainman* character's case, "Judge Wapner, YAH... Definitely Judge Wapner, 4:30, YAH... 4:30."

Of course, in the Bible there is the Book of Judges, but I'm not sure we're quite ready to compare ourselves to the Bible either!

While the title "Music Adjudicator" sounds attractive and glamorous, it does have some hidden dangers and pitfalls, but it can also be very rewarding. After some diligent research and gnawing of my knuckles to come up with a subject for this article, I have discovered some very interesting things about this thing we call adjudication.

First of all, let us define what it is to judge. According to my handy Microsoft Word dictionary, here are some of the highlights from the definition of the word "judge":

judge *n*

1. a person, sometimes one of several, appointed to assess entries or performances in a competition and decide on the winner or winners 2. somebody who has an ability to assess quality or give an informed opinion in a particular area of knowledge or experience

judge *v*

1. to act as a judge in a competition or, as an adjudicator, to pronounce officially on the entries 2. to assess the quality of something or estimate probabilities 3. to form an opinion of somebody or something, especially after thought or consideration (*from Encarta World Dictionary*)

As I reflect on these definitions, I think, "Wow, this is a heavy responsibility!" Who are these persons who are asked to adjudicate, and why do people think they are qualified to judge a UIL contest?"

TMAA music adjudicators are established and successful music educators, accomplished directors who have earned superior ratings in UIL Concert/Sight-reading competition, and are highly respected for their work. Those who are asked to adjudicate are usually recommended for this position by a vote of directors in the hosting region. They are highly respected by others and are thought well enough of to give an evaluation

of a group's performance in UIL competition. That's the glamorous side.

However, there are a few things one should probably know before signing that contract. Remember... if it sounds too good to be true, it probably is.

While doing the afore-mentioned research for any article-worthy material, I stumbled upon an interesting Web site, www.4barsrest.com. It is one of the major Web sites for British Brass Bands.

From this Web site, you can find information about almost anything you want to know about bands in the British Isles, including their thoughts on adjudication. I came across an article written for the Web site about what else — music adjudication.

Here are some highlights from an article written by "4barsrest" editor Iwan Fox:

"It may be stretching a point a touch by suggesting there is a direct link between brass band adjudication and the American Constitution's Fifth Amendment but, given the amount of opinion and debate concerning recent decisions about whether or not to speak at the end of brass band contests, perhaps that link isn't too tenuous at all.

"Taking the Fifth', as any fan of Perry Mason would know, is the USA's constitutional right for an
See Judging, next page

Speech: Consultants share their experiences

continued from page 1

My other favorite activity is watching basketball. It's almost March and I always suffer from March Madness! I watch most games on television now that my daughters are out of high school. But for many years, I had a second life on the bleachers! Of course I follow both girls' and boys' teams. And of course I am a huge Texas Tech Red Raider fan. My husband and I go to Lubbock at least once during the basketball season to see a live game or two. We occasionally drive up to Dallas to pick them up as well. I follow other college teams as well, however. Every year it is different teams that become my favorites during the tournament season in March. And then after the college season is over, I start watching the pros!

Charlene Strickland **Extemporaneous Speaking Consultant**

Q: How did you first become involved with UIL?

A: I was a competitor in high school. I graduated from a 2A high school and participated in CX, extemporaneous speaking and OAP. I was also in band and was a twirler for two years and drum major my

senior year. Remember this was a 2A high school; I was also in athletics -- basketball and tennis. My roots with UIL run deep!

Q: What is your favorite speech event to judge?

A: I enjoy the four individual events in speech much more than debate. I love the research, reasoning and knowledge that students gain through debate, but it is the one event that I become most distressed over when judging. There is such variety in prose and poetry that it is fascinating to see someone perform a piece and effectively interpret/present it in a unique way. Extemp is wonderful for helping people learn to be knowledgeable about current events. These people become voters and I am proud to help them improve themselves and prepare for college and for our adult lives.

Q: How did you become interested in



Strickland

Judging: It can be rewarding

continued from page 8

individual not to give evidence that may or may not incriminate them. 'Taking the Fifth', as any fan of brass band contesting has come to know, is usually the right for any adjudicator either to say nothing at all in respect to the decision they have just made, or to use obfuscation as a means of saying plenty, yet revealing very little in the process. hmmm, sounds like some of the sheets I've read over the years!

"Historically, the role of the adjudicator has not included the provision for them to elucidate to a contesting audience the reasons behind their decisions. This may have more to do with protection than anything else as, in the early years of the contesting scene, the manhandling of the judge after the announcement of the results was a rather common and unfortunate occurrence, including at least one being thrown into a nearby river and another having to be protected on the train journey home by members of the winning band!"

And you thought Texas Music Directors were competitive! Good to know we aren't alone in the pitfalls of adjudication. Although one might be asked to adjudicate

based on his/her credentials and reputation, the results of that adjudication might not be satisfying to all. However, once asked to be a judge, a judge must stand by his/her decisions and comments. Those who are evaluated must respect the views and judgment of that adjudicator.

In closing, despite all the glamour and pitfalls, judging bands can be quite rewarding. I find myself reflecting on my own teaching as I adjudicate others. Am I practicing what I preach? Do I hold myself and my ensemble to the same standards that I hold those whom I am judging? Many times I return to my own ensemble after judging and incorporate something new based on what I experienced during one or more of the performances I have heard and observed.

The experience of adjudication makes me a better educator. Hopefully, anyone who truly enjoys educating will want to return that knowledge to others, despite any of the above mentioned pitfalls.

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

speech?

A: I enjoyed my high school experience, but really got hooked on speech in college. I had fabulous teachers at Southwest Texas State (Wayne [Kraemer] was not there at the time). Because I had to work and help put myself through college, I was not able to participate in forensics. However, the director did involve me in working with tournaments, which SWT hosted. I think my love of the competitive began to develop there and then was enriched during the time I taught high school.

Q: What are some of the benefits for students in participating in speech events?

A: We so often hear how athletics help the individual learn life skills, learn how to handle challenges and competition, learn how to handle losses, etc. Speech events do the same and more. In addition to gaining valuable life skills, a person walks away from speech events with a greater knowledge of material or literature. The individual has perhaps not only learned how to work with others, but has met personal challenges. In extemporaneous speaking or interp, it is the individual striving to be the best s/he can be. We succeed or fail based on what we do, not what the team does.

Q: What do teachers take away from

speech events?

A: I hope they all walk away with experiences that made them better people. I hope they forever have stories to retell that bring laughter. I hope that they truly connect with young people that are each so individual and have so much to offer. I hope they realize how much they, as an individual teacher, can give to another single student about life and a specific event that extends a content area beyond the classroom.

Q: What are some of the things you enjoy doing in your spare time?

A: Do I have spare time? When you add wife and mother to professor, I think I (like colleagues) don't have much spare time. My husband and I truly rejoice in being parents of a wonderful young man who is a freshman in high school. Supporting and cheering him in his activities is a great way to spend time away from work.

Q: You were a graduate teaching assistant at OU. So the obvious question is: Longhorns or Sooners?

A: Well, if my son attends an out-of-state institution, it will be OU (according to him). I love my work with UIL, which is part of UT, BUT I am a Sooner because I was actually a student at OU. Will UIL still be able to pay me after I admit that?

Tips: Information to help prepare for meets

continued from page 4

for their contestants by strength (i.e., strongest competitors listed first, etc.) Therefore, contest directors should distribute first, second and third entries as equally as possible in each section.

Officials may randomly determine speaking order or contestants may draw for order. If the contest director determines the order, each school should receive a variety of speaker positions — early, middle, and late in the round. I recommend contestants draw for speaker order in finals.

Timekeeping

Select your timekeepers carefully, not randomly or last-minute. Train them in advance, using the standards in the C&CR on pages 113-114. I recommend using cards, rather than hand signals and that the cards be held above the timers' head. Be sure a ½ minute card is included in the deck. Timers should not allow the round to begin without checking to make certain they have all the cards in the set.

Ranking

All districts and regions should use the new version of TalkTab, downloadable free

from the speech page of our Web site for tabbing multiple judge ranks. Robert Kelly from Waco invented this software to make the UIL ranking process easy, efficient, and accurate. He upgraded it so that it runs on all computers. Download it and run it through some mock rankings in advance of the meet so you're comfortable with the process. Use it to prevent incorrect placement.

Conclusion

Finally, I challenge each coach and contest director as I challenge myself before each State Meet. Be clear in your explanations, be proactive in following contest procedures set out in the *Spring Meet Manual*, and provide instructions in an effort to decrease, if not eliminate, disqualifications.

It's important to enforce the rules to ensure fair and equitable competition. It's also important not to play "Gotcha!" seeking to eliminate other students from the competition so your student can win. You want your students to advance not on a technicality but on their own abilities. Let's keep that in mind as we enter the competitive arena this spring.

The easy road

Students need to learn the value of hard work; athletics is place where that can happen

PUBLIC REPRIMANDS BASKETBALL EJECTIONS

San Antonio Kennedy HS – Alex Nava
San Antonio Brackenridge HS – Edwin Hooi-Reyes
Poteet HS – Jody Medina
La Vernia HS – Ron Rogers
Northside Pease MS – Andrew Drumm
Pleasanton Middle School – Sandy Lawler
South San Antonio West HS – Marissa Muniz
Dimmitt HS – Kent Sherrill
Dimmitt HS – Chris Edwards
Amarillo Tascosa HS – Roger Raper
Lubbock Cooper HS – Britt Spears
Round Rock Stony Point HS – Brian Route
Lampasas Middle School – Jerry Davis
Georgetown HS – Jacob Thompson
Killeen Shoemaker HS – Gregory Jordan
Copperas Cove HS – Abudu Omatayo
China Spring Middle School – Thomas Oliver
Austin Johnson HS – Theron Frazer
Austin Dobie Middle School – Lonnie Taylor
Cross Timbers Middle School – Stephen Richardson
Grapevine Middle School – David Peddy
Lewisville HS – Jason Weese
Garland Naaman Forest HS – Mark Oberholtzer
Farmersville HS – John Sommers



Charles Breithaupt
Athletic Director

The doctrine of “easyism” has taken a strong foothold in our society. Generations ago our ancestors established this country with hard work. The Pilgrims scratched out a meager existence with a daily ration of five kernels of corn for each person each day.

Everyone was expected to work, even those who considered themselves to be gentlemen. No one was given a free pass.

The Pilgrims valued work. They thought it was good for the soul.

Because they had to count on each other, they were eager to assist their neighbors so that the entire community could prosper.

Time has eroded the value of the term work. Work rarely is held in high esteem by our culture. This holds true in education and permeates our society. We live in a world where many find it easy to make a living. We also can find it easy to make a life.

Most anyone can get an education, including getting into college. Some can even have their education paid for with federal grants or scholarships. At the very least, students can obtain student loans that many fail to repay.

A large majority then falls into uninspiring jobs that neither challenge nor inspire. The rat race is run at a hectic pace, as the employed hurl themselves into the maze of ladder-climbing and keeping up with the Jones. As this race continues, shortcuts are taken. The value of earning a living gives way to “how can I get ahead?”

And the vicious cycle begins, with kids and upgraded houses and new cars and moves to different cities and even new states, all in the name of bettering oneself.

Each day the frenzied family drives through life picking up food at the local fast food restaurant, dropping off kids at the day care, driving through the dry cleaners, the pharmacy for prescriptions and Quick Lube to get an oil change. All services provided without leaving the confines of the car.

Life comes fast and furious. But, it does come easy for many.

Technology and ready-made services eliminate the need for “elbow grease.” Kids watch as parents rarely exercise, have many daily chores done by someone they hire and begin to believe that life truly is easy.

They watch as plastic surgery and fad diets

Through extracurricular activities, we have perhaps a final chance to right the ship. Most coaches and directors embrace the doctrine of work. Many develop a plan of action that involves individuals taxing and testing themselves daily.

replace willpower. They see credit cards replace cash and the value of working erodes before their very eyes. They are entertained by television and video games beginning at an early age.

As they enter the teenage years, they have become cynical about work and its value. They are our future, and hopefully, we have prepared them to properly care for our aging America.

Unfortunately for us, the doctrine of easyism has already corrupted a significant number of our youth.

Through extracurricular activities, we have perhaps a final chance to right the ship. Most coaches and directors embrace the doctrine of work. Many develop a plan of action that involves individuals taxing and testing themselves daily.

Coaches can and do see the potential in students and provide opportunities for those abilities to be showcased. Yet even coaches face the challenges of easyism.

Non-school activities, private lessons and elite status can often supplant a coach trying to coax the best from an athlete. Any coach worth their salt is never satisfied with less than the best effort from an athlete.

Failing to accept alibis, excuses or apathy is a positive step in righting the wrongs of the doctrine of easyism. It would be easy, of course, to let the great players slide.

It would be easy to allow the best to get by with less, simply because of their talent. It would be easy to accept the poor attitudes and poor sportsmanship that are prevalent simply because it is so much a part of our society.

Yet, the best coaches are those who utilize the two most important words in the English language — yes and no. No, that is not good enough. No, do it over. No, that is unacceptable. No, we don’t do that here. No, you can do better.

Followed by Yes, I liked the way you did that! Yes, that was great. Yes, you tried hard. Yes, you are a great example.

Coaches can provide ample opportunities for students to value work through the daily practice schedule.

Teaching athletes that hard work is the best

pathway to success should be a vital part of any coaching philosophy.

Prohibiting shortcuts and condoning effort over artificial methods develops the student to the fullest extent.

We can all remember the special moments in our life when we have spent time and expended energy and effort on a project.

Superficial devices can’t replace the euphoric feeling that is gained from having earned something. The Smith-Barney adage “we do it the old fashioned way — we earn it” has great meaning. Those things we bear out of our pain and suffering bring us the most joy.

In athletics, as well as in life, we can learn to sacrifice the easy for those things that are difficult. The difficult makes us stronger and bonds us with our teammates. The difficult helps us to realize that our limitations are mostly in our minds. The difficult helps us to prepare for adversity and also tempers our successes.

Games should be fun. We offer activities for the enjoyment of our students. But, successful programs have an obligation to take children farther than they think they can go. That is coaching.

Coaching, in light of political correctness, safety precautions and parental interference, causes many in the profession to shrink from this obligation. Certainly restraint and sound judgment should be a part of any coaching philosophy.

But, hard work should also be included in this philosophy — hard work for the coach, as a role model, and hard work for the team and the individual.

Students should not be deprived of the joy of accomplishment.

This should not just be one of those things that come easily to the talented. Athletes should be tested both mentally and physically on a regular basis.

In the 50s and 60s coaches came from military mind-sets.

There was a great deal of the “let’s win the war” mentality brought to the practice. While we should not harken back to days of brutality and force, we should encourage those in our care to greater heights.

Most importantly, the lessons learned from work benefit society. Athletes who prepare the “right” way have a more accurate sense of self-worth. They understand the value of doing things the right way. They appreciate the efforts of those working with and around them.

Hard work is not the only answer to the evils of our society. But, if we can teach our young people the value of work, we can have a future generation prepared for both the successes and adversities of life.

Libero allowed to serve in 2007 season



Rachel Harrison
Athletic Coordinator

When it comes to playing rules, volleyball has probably seen more significant change over the past several years than any other sport.

With the switch to rally scoring, followed

by the addition of the libero, and most recently the ability of the libero to serve, I think it would be a real challenge to find another sport that has incurred such radical changes. Coaches, players and officials are to be commended for making such a smooth transition each year as the new rules are implemented.

Beginning with the 2007 season, the libero will be able to serve in one position in the serving order.

This was one of several changes made by the National Federation of State High School Associations (NFHS) Volleyball Rules Committee at its January meeting in Indianapolis. Twenty-one states experimented with the libero serving this season.

"This change creates an additional avenue for the libero to participate fully while in the back row," said Becky Oakes, NFHS assistant director and liaison to the Volleyball Rules Committee. "The team may now receive full benefit of the libero being a defensive specialist by no longer requiring the player to sit out while another player serves. Many times, the libero is one of the better servers on the team, so this should enhance overall play."

Regarding uniforms, bare midriff tops will be prohibited and the uniform top shall be tucked in or hang below the waistband of the uniform top. A penalty was also revised to ensure that jewelry is not worn in warm-ups and competition to minimize risk of injury.

In a change regarding lineups, the previous policy of submitting the lineup using a player floor position method will be replaced by listing the uniform numbers of the starting players in proper serving order.

All of the rule changes outlined below can be found on the volleyball page of the UIL Web site, along with the 2007-08 Points of Emphasis, and the dates for the 2007-08 season.

2007-08 National Federation Volleyball rules changes

1-8 New: This rule clarifies when music and sound effects may be used and prohibits the use of artificial noisemakers at all times.

Rationale: Provides direction to host management, coaches and officials as to when music and sound effects are appropriate during a match to prevent interference with play. Prohibiting artificial noisemakers minimizes interference with play and unsporting action by spectators.

4-1-6 New Penalty: The wearing of jewelry is prohibited in warm-ups and competition. A player observed wearing jewelry in warm-ups is directed by the official to remove the jewelry with no further penalty unless refusing to remove the item.

Rationale: Players are prohibited from wearing jewelry during warm-ups and competition for purposes of risk minimization. This penalty further clarifies that should a player be observed wearing jewelry during warm-ups he/she is directed to remove the jewelry with no further penalty unless the player does not comply thus resulting in unsporting conduct.

4-2-1d New: Bare midriff tops are prohibited and the uniform top shall be tucked in or hang below the waistband of the uniform bottom.

Rationale: The wearing of uniforms intended to expose the midriff of a player is inappropriate for interscholastic volleyball. When standing upright and wearing the uniform as intended by the manufacturer the midriff shall be covered.

4-2-4c: The rule will now permit more than one color to be used in the trim surrounding the uniform number. Either the color of trim or the body of the number shall be in sharp contrast to the uniform top to make the number clearly visible.

Rationale: This change is an effort to make some specific numbers which are clearly visible as a result of the sharp contrasting trim surrounding the number or the body of the number itself legal. The change will not expand the options to include numbers that are not clearly visible.

5-1-2: Broadens the existing restrictions for officials on the use of electronic devices related to making decisions on the game.

Rationale: With the advancement in technology, the restrictions relating to officials making game decisions based on TV monitoring and replay need to become more broad to address other electronic devices in existence and those on the horizon. The game officials are to make decisions without assistance from electronic and replay devices.

5-2-1 Note 2 New: Beginning with the 2009-2010 school year the state association adoption note to modify officials' uniforms shall be deleted from the body of the rules.

5-2-1 Note 3 New: The individual state association may make a temporary adjustment in the official's uniform and permit the wearing of black shorts to address heat related issues.

Rationale: Today's volleyball officials' uniforms consist primarily of the uniform requirements in Rule 5-2-1 of a white collared polo shirt, black slacks, black shoes and socks. The state adoption was previously included as the uniform was in transition from the stripe shirt which is no longer prominent. To provide for consistency in appearance for all officials the state association adoption is removed from the rules effective in the 2009-2010 season. States continue to have the option due to extreme hot, humid weather in the early part of the season to permit black shorts to be worn.

6-3 Penalty 2 New: Penalty for an illegal libero replacement found in the game is a loss of rally/point and considered illegal alignment.

Rationale: This change in the penalty clears up that whenever an illegal replacement is found in the game the result is illegal alignment. The game is about players being in proper position at the moment of serve. Thus, an illegal replacement in the game is an alignment infraction and not an unnecessary delay.

6-3-2e New: Rule 6-3-2e allows the libero to serve in one position in the serving order.

Rationale: Creates an additional avenue for the libero to participate fully while in the back row. The team may now receive full benefit of the libero being a defensive specialist by no longer requiring the player to sit out while another player serves who is to be replaced by the libero for back row play. Many times the libero is one of the better servers on

the team and the better serving will enhance over play in the game.

5-6-3c New, 9-6-5d, 10-4-1a and c: Accompanying rules related to replacement, responsibilities of the assistant scorer and libero player action are changed to reflect the eligibility for the libero to serve.

Rationale: As a result of the libero being eligible to serve, various rules are changed to coincide with this rule change.

7-1-2: The requirement for the method of submitting the lineup is changed to a listing of the uniform number of the starting players in proper serving order and no longer uses a player floor position method.

Rationale: Scorers sometimes have a difficult time accurately transferring the order of the lineups to the scoresheet when the starters are listed in floor position. By listing numbers in serving order the lineup coincides with the scoresheet and will minimize problems transferring the lineup to the scoresheet.

8-1-5: A libero replacement shall not take place during a re-serve.

Rationale: A re-serve is part of a single attempt to serve and a team(s) has already had the opportunity for a replacement. This change is consistent with requests for substitutions, time-out and line-up check all of which may not occur during a re-serve.

9-5-4: A back-row player is treated the same no matter what circumstances. It is now illegal anytime a back-row player on or in front of the attack line contacts the ball completely above the height of the net and completes an attack or the ball is legally touched by an opponent.

Rationale: This clarifies that anytime the back-row player on or in front of the attack line contacts the ball completely above the height of the net and completes an attack or the ball breaks the plane and is legally blocked it is illegal, back row attack.

10-2-1: Deleted listing the conditions for when the head coach may stand from under the procedure for substitution as all conditions for the coach standing are listed in Rules 12-2-5 and 6.

Rationale: The statement is not needed in this portion of the rules and should be deleted from substitution procedures. The conditions for when the head coach may stand are addressed in Rules 12-2-5 and 6.

10-4-1f, 10-4-2c: The libero replacement shall be completed prior to the whistle and signal for serve.

Rationale: This deadline is consistent with requests for time-outs, substitutions and line-up check. The deadline will assist in game administration by having all court players in place prior to the whistle and signal for serve.

10-4-3: A libero replacement can take place once a time-out is completed and all players have returned to the court.

Rationale: Provides clarity that a libero replacement cannot occur during the time-out but may take place after the time-out is completed and the players have returned to the court and prior to the whistle/signal for serve.

10-4-Penalty 1: Clarifies the penalties for an illegal libero replacement entering the game as an unnecessary delay and being found in the game after the whistle/signal for serve as illegal alignment (loss of rally/point).

Rationale: Separates the two penalties which apply to an illegal libero replacement based upon the timing of the whistle/signal for serve.

12-2-6: Specifies the head coach shall be seated once the referee extends his/her arm in preparation to whistle/signal for serve.

Rationale: Gives direction to the coach and official as to when the coach should be seated after providing instruction to the players. The change allows the official to then direct all of his/her attention to the game as the signal for serve is initiated.

Official's Mechanics Signal #17-Point: The mechanics and point signal are changed to indicate point and team to have next serve to extending the arm in the direction of the team that will serve, palm perpendicular to the floor. (Whistle, signal violation, point)

Rationale: With rally scoring there is no longer a need to signal point. Each end of rally results in a point for the team being awarded the next serve. The revised signal will indicate the team to serve next which is also the team to receive the point.

You can also find the changes at: http://www.uil.utexas.edu/athletics/rules/vb_rule_changes.html.

EFFECTIVE AUGUST 1, 2006

Four teams will advance to the playoffs in all team sports, including football, in Conference 5A only.

S. GRAND PRAIRIE HS

The State Executive Committee issued a public reprimand to Coach Shawn Hoover with probation through Feb. 21, 2008.

IRVING HS

The State Executive Committee issued a public reprimand to Coach Steven Perry with probation through February 16, 2008.

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.

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.

UVALDE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Coach Michael Hernandez, and placed him on probation through January 9, 2008, for violation of Section 1208 (j) (3).

MERTZON IRION COUNTY ISD

District 12-1A Executive Committee issued a public reprimand to Irion County ISD and placed the school district on probation though October 28, 2008.

DALLAS I AM THAT I AM ACADEMY

The State Executive Committee suspended Dallas I Am That I Am Academy from participation in football for the 2005-06 and 2006-07 school years and placed the school on probation in all activities through October 31, 2007 for numerous violations of UIL rules.

EMPLOYMENT OF COACHES

Addition to Official Interpretation #29 (Section 1033 [b] [5] and Section 1202): A full-time substitute who has coached during the school year would be permitted to

continue coaching until the UIL competitive year has ended. Example: state baseball playoffs.

CORPUS CHRISTI MOODY HS

The State Executive Committee issued a public reprimand with probation through May 16, 2008 to Corpus Christi Moody High School. The State Executive Committee also issued a public reprimand to Coach Paula Salinas Rodriguez, with probation through May 16, 2008.

SAN ANTONIO BURBANK HS

The State Executive Committee suspended Coach Rudy Vera through August 21, 2009 for violation of Section 51 (a) (8), Recruiting.

CORPUS CHRISTI CALALLEN HS

The State Executive Committee issued a public reprimand to Coach Steve Chapman with probation through March 3, 2009, and suspended him from the first five games of the 2006-2007 baseball season for violation of Section 1208 (j) (3), Ejection from Contest While on Probation.

IRVING MACARTHUR HS

The State Executive Committee issued a public reprimand to Michael DeSpain with probation through August 21, 2008 for violation of Section 1110 (c) (2), Eligibility, and Section 1110 (f), Organization Roster.

RICHARDSON LAKE HIGHLANDS HS

The State Executive Committee issued a public reprimand to Richardson Lake Highlands High School with proba-

tion through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

KOPPERL HS

The State Executive Committee issued a public reprimand to Kopperl High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

MONTGOMERY HS

The State Executive Committee issued a public reprimand to Montgomery High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

DENVER CITY HS

The State Executive Committee issued a public reprimand to Denver City High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

FREDERICKSBURG HS

The State Executive Committee issued a public reprimand to Fredericksburg High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

LOMETA HS

The State Executive Committee issued a public reprimand to Lometa High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

NOCONA HS

The State Executive Committee issued a public reprimand to Nocona High School with probation through May 16, 2007 for violation of Sec-

tion 1033 (b) (4) (D), Late Entry.

TILDEN MCMULLEN COUNTY HS

The State Executive Committee issued a public reprimand to Tilden McMullen County High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

MANSFIELD HS

The State Executive Committee issued a public reprimand to Coach Kenni Patton with probation through August 21, 2007 for violation of Section 441 (a), Amateur Rule, while employed at Kennedale High School.

HUMBLE HS

The State Executive Committee issued a public reprimand to Humble High School with probation through September 11, 2007 for violation of Section 1034: One-Act Play Ethics Code, Failure to Attend Critique. The State Executive Committee also issued a public reprimand to Brandy Barfield and Jim Jackubek with probation through September 11, 2007 for violation of Section 1034: One-Act Play Ethics Code, Failure to Attend Critique.

DENTON MCMATH MS

The State Executive Committee issued a public reprimand to Coach Priest Johnson with probation through October 23, 2009 for violation of Section 51 (a) (8).

SAN ANTONIO SOUTHWEST HS

The State Executive Committee issued a public reprimand to San Antonio Southwest High School with probation

for their volleyball team through October 23, 2007, in lieu of forfeiture of contest.

COLLINSVILLE ISD

The District 11-1A Executive Committee issued a public reprimand to Collinsville ISD with probation through the 2007-2008 football season, for violation of Section 1478 (h) (2).

COLLINSVILLE HS

The State Executive Committee issued a to Bobby Stastny with probation through February 8, 2009 for violation of Section 51 (a) (8).

BRYAN BRAZOS INQUIRY AND CREATIVITY SCHOOL

The State Executive Committee suspended Bryan Brazos Inquiry and Creativity School for the remainder of the 2006-2007 and the 2007-2008 boys and girls varsity basketball seasons.

NORTHSIDE HOLMES HS

The State Executive Committee issued a to Merry Brown with probation through February 12, 2009, and suspended her from the next four basketball games of the 2006-2007 season for violation of Section 1208 (j), Ejection from Contest.

ELGIN MIDDLE SCHOOL

The State Executive Committee issued a to Christy Wagner with probation through February 19, 2008, and suspended her from one track meet for violation of Section 1208 (j), Ejection from Contest.

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