

UNIVERSITY INTERSCHOLASTIC LEAGUE

Leaguer

Center Stage

Muñoz takes over as UIL One-act director

Don't be fooled. When he speaks his face always has a look of contemplation on it, and he is always careful to get even the smallest details correct. He spends time meticulously pondering names, places, and dates, but, when he needs to, Luis Muñoz can share more than just details about his life. He can share about all the people he has met, the places he has been and the lessons he has learned. Now he hopes to pass those lessons on to another generation as the new theatre director of the UIL.

Born and raised in South Texas, Muñoz was influenced by the Mexican-American culture he grew up in. As a student at Texas A&I Kingsville in the late 1970s, Muñoz's acting company took advantage of the public's blossoming interest in bilingual theater. The group traveled extensively in the United States and Mexico, winning awards and performing at venues in Los Angeles and Washington, D.C.

"The world is out there and we need to see it," he said. "There is so much we can learn from it."

Even before college, Muñoz knew the value of UIL competition.

"The school district where I grew up was small and somewhat poor, but the beauty of growing up in a small town was to be involved in so many things," Muñoz said. "A lot of our goals were based on League activities, and that helped me gain a respect for the organization."

After college Muñoz's successes in theater continued at San Antonio MacArthur High School where he

taught 10 years. His students advanced to the UIL one-act play state meet four years in a row, winning state in 1986. Teaching theater has given him an appreciation for its ability to educate children.

"Kids learn a lot of life lessons from theater," Muñoz said. "They work in groups and learn what we would call teamwork. Along with that comes problem-solving, abstract thinking and the ability to communicate."

Always eager to explore new facets of communication, Muñoz left MacArthur in 1989 to join the staff of Summit Productions, an entertainment production company his brother began in McAllen.

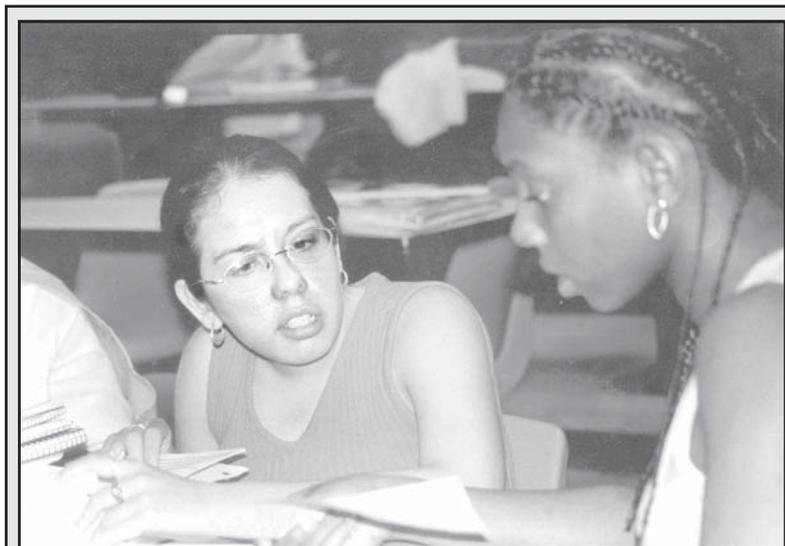
At Summit, Muñoz worked on projects including producing legal videos, commercials, and nationally syndicated TV shows including "Puro Tejano," the first show of its kind to feature Tejano music videos.

An avid fan of athletics Muñoz also involved Summit in the sports production industry. The company's radio stations carried Spanish radio broadcasts of The University of Texas football games, Round Rock Express (a double A baseball club affiliated with the Houston Astros) baseball, Ice Bats hockey (an Austin-area minor league ice hockey team) and the NHL's Stanley Cup.

Muñoz himself prefers football to hockey. He has been a Dallas Cowboys' fan since 1965 and has missed two games in the last 37 years.

"That's where you learn about hope," he said.

Muñoz's other passions include his collection of over 2,000 signatures of



Summer Work

photo by Crystall Herrera, Seguin High School

While most students were relaxing in June, publication students spent four days of intensive training at the ILPC Summer Publications workshop, held at The University of Texas. Seguin High School students Ingrid Davenport and Desiree Patterson discuss page-by-page plans for their yearbook.

famous actors and actresses. Some of his vintage Mexican cinema poster collection and his monster model collection may make its way into his new office, he said.

Even during his tenure at Summit, Muñoz continued to be involved with the UIL as a judge and contest manager for the one-act play competition. He says he could never give it up.

"I've seen the beautiful progression and evolution of high school theatre in the state over the last 20 years in terms of quality of work," he said. "It is something the state should be very proud of."

Another project Muñoz adopted, stemming from his love of Hispanic cinema and theater, was the restoration

of the "El Rey" theater in downtown McAllen. He hopes to return the theater to its original condition, creating an outlet for Spanish and English cinema as well as a space for live productions. Muñoz plans on overseeing the project from Austin.

With his wide variety of interests and experiences, Muñoz brings a fresh perspective to a theatre department that has flourished in the last 30 years under drama director Lynn Murray.

"I'm proud to know Lynn and I admire his work," Muñoz said. "He has been giving me advice since I was 16 when I met him at the UT Summer



Challenges of Education

Schools face budget shortfalls as communities expect more



Bill Farney
UIL Director

As the 2002-2003 school year begins, the usual challenges face educators. The frantic bustle of opening week with new students, classes changing, textbook shortages, bus route problems, confused students, parents and teachers all blend to make this a wacky, yet wonderfully exciting time.

I remember my years of teaching. The first week of teaching five English classes left me without a voice. And it seemed every class was interrupted several times by public address announcements to assure me the principal's office was also scrambling to reach some sanity level.

I recall a veteran teacher's advice to a 22-year old rookie on how to control a class of restless adolescents, "don't smile until October."

One week rolled into another, and we got into a routine. Everyone found a niche, usually before the first cold norther rolled in and the first report cards went out. Later, when I got my first principal's job at age 24, I tried to limit PA announcements and reduce paperwork for teachers. However, I was still intrusive at times because of the superintendent's demands for counting, checking and assessing demanded from his office.

One thing I remember is the solidifying effect on the entire student body by school activities. Most of the 3,800 plus 10th-12th graders got excited about the first football game. Other students enhanced their interest by immediate involvement in music,

drama, speech and leadership activities.

It has often been said that some youngsters come to school and pass their courses just to play sports. I agree but would add that this is not all bad. As long as they were in school, at least they had the chance to learn — the opportunity for exposure.

Over the years we as educators have learned to use the attraction of school activities as incentive for legions of youngsters to get an education. Maybe that is not as good as a pure motive to learn, but it is akin to people putting money in an offering plate at church. No matter what their motive for giving, the offering blesses someone.

The United States is unique in that schools are connected to sports and fine arts activities. Other countries have sports clubs and thespian societies separate from the school. Students participating must do so after school hours and at their own expense. This has been an issue with local taxpayers for years — that their money is being used to finance activities that cannot be classified as legitimate academic curriculum. Even after national surveys indicate that only two to four percent of the total school budget is used for school activities, the complaints still continue.

Schools feel another pressure from parents to sponsor **more** activities, **more** teams for their children. Too often parents criticize if the uniforms are not fancy, because archery, rodeo, lacrosse and bike racing are not offered. Parents lament when their child is cut from a program. It is traumatic for schools to trim teams. How can 400 football players and 100 basketball players be equipped, tutored and involved?

Parents form booster clubs to help provide items the school cannot afford. Sometimes this leads to one sport being better supported than another with

fewer booster club parents. It has also led to some Title IX complaints where there have been sizable differences in level of support.

A recent development in non-school sports is causing some confusion. With more and more students participating in summer sports and activities, there is an active fund-raising mission to solicit community businesses for financial support. In some cases this has caused contributors to believe they are supporting the school rather than a non-school endeavor. Sometimes when school groups seek funds for school booster clubs, yearbook ads and other groups, the merchants' pockets are empty.

It is incumbent on school principals to coordinate community fund-raisers. Community entities find it distressful to have four or five different groups seeking donations at the same time.

There is also a need to set standards on how much revenue actually accrues to the school from fund-raising efforts. Is it worth the effort to sell candy, fruit and other items with as little as 10 percent return? Coaches and sponsors have an obligation to evaluate each project before getting involved. Booster clubs need to be especially wary since they represent the school, and any funds received must be spent on school-sponsored projects.

With growing school finance problems, booster clubs are here to stay. For the most part they are welcome additions and, if monitored by the school, make possible a positive experience for many students.

In January, the Legislature convenes with a possible \$8 billion deficit a strong likelihood. In times like these, every category of expenditure comes

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Academic challenges keeps teens attention

First, the good news: You have six months before UIL district academic contests.

Now, the bad news: You have *only* six months before UIL district academic contests.

In addition to all the paperwork and planning meetings, start now by recruiting coaches. It's easy. Just offer candidates large sums of money. If that doesn't work (usually it doesn't. Teachers don't care about money, I'm told) or if money is unavailable—to you, anyway—then excuse them from cafeteria or potty patrol, or give them an extra prep period, or simply remind them that coaching UIL academics allows them to fully experience the joy of teaching and working with hard-working, motivated young people.

At a time when education and the media are obsessed with standardized testing and its warped concept of high performance, or are traumatized by today's society and culture, UIL academics offer classroom teachers an opportunity to create healthy, positive relationships with students. On a summer visit to a high school, I noticed on a bookshelf outside the principal's office stacks of brochures on drug abuse, family violence, sexual assault, date rape, child sexual abuse, tobacco use, alcohol abuse and a half-dozen mental and physical disorders I'd never heard of, and I wondered how many people became teachers in order to grapple with all that? "I'm not going to tell you one more time: put down that beer, put out that cigarette and do your geometry homework."

It's depressing until you meet the students and figure out that, despite the spiky hair, tattoos and occasional body piercings, they're fairly regular kids. They're bright, possess all sorts of camouflaged talents and are looking for a friendly, safe place in school, which, if you coach UIL, you provide. You can give them unlimited personal attention, and you have complete academic freedom. We don't care how you prepare your students for competition, so long as you do. On your better days, you might even inspire them. In a 1997 article about O'Donnell's legendary one-act play directors, Glenn and Donna Hopkins, Hank Stuever, a former *Austin American-Statesman* reporter now with the *Washington Post*, wrote, "They taught these small-town kids to stand up straight, with elegance, and become something entirely else. Other people, other times, other places than O'Donnell, Texas. Spray a cheerleader's hair with silver paint and teach her to be something different, older, refined. Draw wrinkles on a linebacker's face and teach him to play a man. Comedy and tragedy, shy children standing on the



Bobby Hawthorne
Academics Director

edge of a cliff with everyone watching."

Here are a few more reasons to coach UIL academics:

- According to a big-name speaker at a recent Gifted and Talented convention, too many students underachieve because they're bored, unchallenged. One of the best ways to encourage achievement in unchallenged students is to expose them to academic competitions, she recommended. In addition, she suggested emphasizing goal-setting and persistence; setting high, firm expectations; showing real-world connections and the long-term benefits of acquiring high academic skills; helping students learn strategies for time and stress management; and praising students for the effort rather than then intelligence—all of which UIL academic participation does.

- It's important to encourage students to take risks. "Taking chances is essential to a rich and rewarding life, and risk taking elevates people to greater psychological maturity," said Dr. Maureen Neihart, a clinical psychologist. "All children benefit from learning to take risks, and risk taking is an important skill for gifted children to learn because if they are unable to take risks, they may severely compromise their potential for high achievement or strong leadership."

- If you live in a rural area, it's likely that many of your academically gifted students are overlooked and socially isolated from intellectual and cultural opportunities, unless your idea of a cultural event is cow-tipping. At least, that's what a panel of educators concluded. Competing in UIL academic contests allows them to meet and mingle with other gifted students, to exceed the expectations of the regular classroom, and to visit college and university campuses.

Emphasize that last point above—competing in UIL academics gets you out of class, even out of town now and then.

This is a powerful motivator. Join UIL and visit Nacogdoches, Commerce or Kingsville, maybe even Austin. Hang out with bright people like yourself, who can and actually do read. Challenge yourself against the best and brightest, not just from your school or town or city, but from your region and state. Learn to work with others, study deeply, solve problems, think on your feet, navigate the Internet, speak with confidence, write clearly and powerfully, argue convincingly. Pad your college resume. Master the Double Windsor.

Lay this one on them: *the ultimate contest will not be played on a grass field or a hardwood floor but in the arena of the mind.* I'm thinking of turning that into a recruiting poster for UIL academics.

If that doesn't work, toss out the hard data. According to a report, "Getting By: What American Teenagers Really Think About Their Schools," Jonathan A. Plucker, assistant professor of educational psy-

chology at the University of Maine at Orono; and Stuart N. Omdal, an assistant professor of special education at the University of Northern Colorado, wrote:

"With respect to education, the most worrisome causes are a lack of intellectual challenge and a lack of application of knowledge. Dozens of research papers and several books over the past decade have reported the slow 'dumbing down' of the curriculum in our schools. The lack of curricular challenge is apparent across all subject areas, from history to mathematics. Research also suggests that the curriculum is seldom differentiated to account for the variability in student interests, abilities, or learning styles. Considering this, the fact that many of our children—especially those who are academically talented—are not challenged and become bored as a consequence should not surprise us."

To avoid boredom, Plucker and Omdal suggested that schools:

- *Pretest students to determine appropriate instructional level.*

"My UIL experience not only gave me an outlet to go beyond the classroom, but it also taught me valuable skills that I can carry into my future. UIL broadened and strengthened what my teachers taught me because I could actively apply their lessons." — H. Marty Kang of Midland Lee

- Assess student interests, plan instruction to incorporate those interests, and include time for students to pursue their interests independently. Emphasize mentorship opportunities.

"Participating in UIL one-act play gave me the opportunity to broaden my education and to teach others through my knowledge and personal expression." — Kelly Harrell of Paris North Lamar

- *Recognize that memorization of basic facts needs to lead to application of those facts.*

"My UIL academic experiences opened a whole new world for me. It broadened my focus from only grades to include current issues and events and it helped me develop important communication and research skills. My experiences taught me a lot about dedication, hard work and how to work with people on a social as well as competitive level. I encountered real situations where the benefits of good ethics and thorough preparation paid off." — Sommer Norwood of Warren

- *Focus on higher-order thinking skills including analytical reasoning, problem-solving, and critical and creative thinking.*

"The contests helped me learn to think on my feet, which everyone needs to know how to do, and to argue, which some people don't think is such a great thing." — Patricia Murrell of Lindsey

- Increase expectations for students, both with respect to conduct and to academic performance.

THE UIL WILL CONDUCT four Student Activity Conferences this fall, featuring all the high school academic events at these four regional sites.
Sept. 21 — Tyler Jr. College, Tyler
Sept. 28 — Texas Tech University, Lubbock
Oct. 16 — The University of Texas at Austin
Nov. 9 — The University of Texas/Pan American, Edinburg

THEY'RE free! No pre-registration needed either.
THE CONFERENCES begin at 9 a.m. and end by 1:30 p.m. without a lunch break.

INSTRUCTIONAL SESSIONS are designed for beginning students, advanced students and coaches. Other sessions for coaches, administrators and academic coordinators will be offered as well. In addition, we are adding sessions for elementary and junior high academic

Speech, debate manuals get revisions, expanded coverage

As you read the *Leaguer* this month, you may feel the same way you did when your children came home from their first day at school with a zillion forms to sign. In keeping with that tradition, let me offer you zillions of details about UIL speech and debate to get your year started off in sync.



Jana Riggins
Assistant Academic
Director

Coaching Tip:
Before you begin the tournament season, draft student expectations, squad responsibilities and tournament regulations. Gain approval from your administration. Then review with parents and students so everyone understands the expectations of your program.

Extemporaneous speaking events, oral interpretation, and Lincoln-Douglas Debate have a two-week window for competition. Districts may schedule these March 17-29. Cross-Examination debate offers you a six-week window, extending from Jan. 2 – Feb. 8. This is a reduction by one week from last season, but still offers districts plenty of scheduling options. Coaches should hold a planning meeting soon to select the CX contest director. That name should be forwarded to the State Office immediately on a form easily accessible via our web site. Hard copies are included in our Academic Coordinator's Manual and Spring Meet Manual.

Summer hasn't been slow at the League. We hosted our largest-ever coaches workshop, with over 500 in attendance. Especially exciting was having a "Meet The Author" session with the delightful Carolee Dean from New Mexico. Ms. Dean has written a novel entitled *Comfort*, the coming-of-age story of Kenny Roy Willson, a 14-year-old boy in *Comfort*, his alcoholic father and oppressive mother. Kenny's one source of pride and promise of escape from the life he leads is his involvement in UIL poetry competition. The author shared that much of the inspiration for the story came from her participation in UIL poetry competition. Dean was a TILF scholarship recipient. Ron Dodson climaxed the session by performing a cutting from *Comfort*.

Capital Conference included workshop tracks for both novice and veteran coaches. If you are a new coach and were unable to attend the conference, contact me for a new publication from the League, *A Resource Guide and Manual for the Beginning UIL Speech/Debate Coach*.

June also was the time when Legislative Council met. This year, no speakers attended to introduce new proposals, but the Academic Committee approved a staff proposal to include CX debate in the tabulation for speech team sweepstakes points. Currently, only points for prose, poetry, informative, persuasive and LD debate combine to determine the team award. The full council will vote on this

measure at their October meeting.

Another summer project was the revision of our four speech and debate manuals. I encourage all coaches to order these. The expanded section covering documentation in the *Prose/Poetry Handbook* will offer enormous help in easily securing documentation for performance pieces. *The Guide to C-X Debate*, new last season, not only provides simple explanation of theory but also includes discussion of specific UIL debate rules and procedures. Updates in the *Extemporaneous Speaking Handbook* include an announcement guide to make running an extemp draw easy, and advice from former State Champions. The *LD Debate Resource book* was expanded to include documents on contemporary issues such as the war on terrorism. All of these publications are student-friendly, and the cost fits any size budget.

Another way to inspire students is to show them final rounds of the UIL State Meet. These tapes are available through Real to Reel Productions, whose contact information may be found on our web page.

Student Activity Conferences come your way again this fall. We are excited to announce a new site, Tyler Junior College Sept. 21. Texas Tech on Sept. 28, The University of Texas – Austin Oct. 19 and University of Texas – Pan American (in Edinburg) Nov. 9 will complete the schedule. Workshops are free to everyone. We provide introductory sessions for students new to UIL and sessions that appeal to advanced competitors such as topic analysis for debate and performance hour for oral interpretation. An added feature will be sessions that focus on training judges. We encourage you to bring potential lay judges for these sessions.

In July, the Lincoln-Douglas Debate Advisory Committee comprised of Randy Ellis, Spring HS, Larry McCarty, Ingram-Tom Moore HS, Connie McKee, Amarillo HS, Russell Kirkscey, Blanco HS, Janice Caldwell, Lindale HS, along with UIL staff David Trussell and Dylan Percy, and debate consultant Wayne Kraemer from Southwest Texas State University, reviewed LD topic ideas submitted via the web from Texas coaches. The process of writing UIL LD topics is rigorous as we examine past UIL and NFL topics for the value clashes to which current students have been exposed.

For several years, a myriad of coaches have requested that our fall LD topic, although certainly value-oriented in nature, parallel the CX debate topic area. The advantages include facilitating instruction to beginning debate classes, uniting squads to research the same general area yet in different ways, thus promoting a greater appreciation and understanding of both styles of debate, to increase primary research, and to ease demand on budgets.

EXTEMP TOPICS

INFORMATIVE

1. Who is Abu Nidal?
2. How is Europe handling the threat of disease caused by recent flooding?
3. What progress has been made in developing a World Trade Center memorial?
4. What is the "Amber Alert?"
5. 25 Years: How has Elvis impacted the music industry since his death?
6. What are the fears surrounding the West Nile Virus?
7. What is the status of China-Taiwan relations?
8. Martha Stewart: What has been the effect of the ImClone scandal?
9. Who is Saad Eddin Ibrahim?
10. Zimbabwe: How have white farmers responded to eviction from their land?
11. How are Texas political leaders reacting to the predicted budget shortfall?
12. What danger does the "brown haze" in southern Asia pose to the rest of the world?
13. What are the demands being placed upon the US government by the slavery reparation movement?
14. How is outgoing Brazilian President Fernando Henrique Cardoso helping ease the transition from his administration to the next?

PERSUASIVE

1. Is the close relationship between the U.S. and Saudi Arabia collapsing?
2. Nigeria: Should there be international intervention to stop the stoning to death of women who bear children outside of marriage?
3. Is the rash of forest fires in 2002 a sign of global warming?
4. What should be done to alleviate the insurance crisis in Texas?
5. Does a record U.S. trade deficit signify a failing economy?
6. Can Amtrak recover from its economic woes?
7. Should the U.S. depose Saddam Hussein?
8. Has media coverage of kidnappings helped victims and their families?
9. Should health care providers notify parents when their children request contraceptives?
10. Does the U.S. still care about its space program?
11. Will the Bush corporate reform plan work?
12. Are India and Pakistan on the brink of war?
13. Is baseball no longer America's favorite national past time?
14. Do recent friendly gestures by Vladimir Putin to the "axis of evil" spell an end to meaningful U.S.-Russian relations?

More communication between staffs, administration helps entire school

News started trickling through the different journalism listserves at the end of last school year. People from around the country were reporting that their principals or other administrators were releasing them, and few administrators were offering specific reasons.



Randy Vonderheid
Assistant Academic
Director

These teachers said their administrators were not giving qualified reasons that included such things as specific teaching problems and even fewer were receiving warnings before termination and “RIF” (reduction in force) papers were presented. Most, it seemed from the teachers’ accounts, were released because the administrators were upset with the content of the school’s student newspaper.

I have not seen the content of these papers, but many of these teachers were advising publications that had earned high praise and awards from state and national scholastic journalism organizations. These organizations (much like Texas’s own ILPC) use professionals or others who have achieved honors to critique and judge those publications for journalistic quality.

Either these professional judges were and are in

error, or the administrators didn’t want a sound journalism program.

I’m not going to argue the validity of whether those teachers were released for professional or personal reasons. I prefer to believe that some of those teachers weren’t doing their job and needed to be released. I will always advocate releasing a teacher that is not doing a good, professional job in the classroom.

I hope administrators want their schools to run smoothly and for the best of education to be included in their school. I’m just not sure administrators see the opportunities available to them and to the school with a good publications program.

I was lucky enough to have outstanding administrators when I taught. I know of many advisers, though, who were called to the principal’s office, as well as student staff members, so they could be reprimanded for certain stories that appeared in the school publications. This, in itself, is not wrong. If a student writes a story, that student must be responsible for its content. But students in journalism, math, English, science, music or even athletics cannot be expected to be perfect in all instances.

I wonder how many times a principal has called in the drum major for a lecture concerning band members who march out of line, the football quarterback for throwing a pass interception, or even a choir member for singing off key at the last concert?

This may sound ridiculous but it seems the newspaper staff is the only organization where people

take pleasure in pointing out mistakes. Everyone else seems to get a slap on the back and the message, “y’all did good!” (sic) even if it was less than acceptable — all with the idea of increasing self-esteem.

I don’t expect a principal to know the intricacies of a marching band or the difficulty it takes to hit a certain note (I certainly don’t know either of those). And I don’t expect the principal to know what it takes to create a good news story. I do expect the principal to hire someone who has those qualities. The band director, choir director, football coach and journalism adviser are those hired to do that.

I use this as a weak introduction for a publication Quill and Scroll, the national honor society for scholastic journalism, sent out this summer. The organization spent thousands of dollars to send the revised booklet, “Principal’s Guide To Scholastic Journalism” to every principal in the country. I hate to think that many principals saw the “journalism” part in the title and stuck the booklet in the journalism teacher’s mailbox. If so, hope those teachers took that same booklet back to the principal to allow that person to read it.

It is not a “them versus us” type of book. It explains, in practical terms, what administrators face today, how a journalism program can help, qualities of a good adviser and what a principal should expect from the adviser. It discusses Internet and laws concerning that media, ethics journalists must face, technology of the scholastic journalist, libel and other laws students must adhere to as well as the Hazelwood decision. It also gives suggestions on how the student publications can work with the administration to accomplish the goal both want to accomplish — have an outstanding school with good communication among all parts of the school.

I have seen few other publications spell out in more simplistic and obvious terms than this manual. I, too, was quite impressed that it didn’t become an “us versus them” type mentality.

As we start this year I hope newspaper and yearbook staff editors include the principal in the planning of the publication. They can do this by scheduling a specific and ongoing appointment with the principal every two or three weeks (or even once a month) and the principal takes part in making the school newspaper and yearbook a strong, journalistically sound publication. It is communication between all parts that will make the publications better and the school better.

I wonder how many times those same principals call in the drum major for a lecture concerning band members who march out of line, or the football quarterback for throwing a pass interception, or even a choir member for singing off key at the last concert?

Academic competitions keeps students involved in school

continued from page 3

“UIL academic competition teaches numerous life lessons. Although competitors are tempted to quote such benefits as learning how to graciously accept both defeat and victory, I find that UIL has given me a more practical skill: the ability to feel at ease while taking tests. I am so accustomed to enjoying UIL tests that I have found myself actually relishing the challenge of a SAT or AP exam.” — Raymond Wagner of Port Lavaca Calhoun.

• *Apply the content directly to real-life situations, thus putting the curriculum in context.*

“UIL has offered me a competitive environment in which I could expand my academic knowledge and skills. Too often, only athletes have these opportunities. UIL has encouraged me to strengthen skills that will benefit me tremendously in the years to come.” — Crystal Topper of Johnson City

• Plucker and Omdal added, “In most cases, boredom in school is a surrogate for lack of challenge

and a perceived lack of relevance in what is being covered in the classroom.”

This was before last year’s federal report on the so-called “wasted senior year,” before National Education Association president Bob Chase wrote, “Parents must realize that critical areas of their child’s school are, in fact, accessible. For example: lack of challenge in the classroom. Parents can learn how to tell when ‘I’m bored’ is a legitimate complaint, how to talk with the teacher about it and what remedies the school ought to have in its repertoire.”

Hopefully, those remedies will include academic competitions. They worked for Heather Hayes, a Tyler Lee grad who wrote, “My UIL academic experience has taught me so much about people. Competitive academics are the best way for a group of intelligent students to express themselves and meet others. I would not trade my UIL experiences for anything—the people, places and competitions will always be a wonderful high school memory.”

76 years and counting

One-act play readies for new year with new director

In 1927, 89 schools entered the first UIL one-act play contest. Since that time it has evolved into an "event" involving more than 1,000 play productions and over 14,000 Texas high school students.

As the League's enrollment grew, so did educational theatre in Texas. Some of us can remember a 30-minute time limit and give thanks for 40. Some of us can also remember a cast of 10 and give thanks for 15. Some of us can remember no unit set, three crew members and only the first place play advancing from district to regionals to state. Those changes and many others took place under the guidance of Lynn Murray. Lynn, thank you.

Thirty-three years ago I attended my first UIL one-act play contest at La Joya High School. It was the 1969 District 32-2A contest and I was there to see my brother perform in Roma High School's production of Edward Albee's *The Sandbox*. My brother's cast was fortunate to have advanced to the regional contest after winning first place (at that time, some of you may remember, only one play advanced) and my brother left the theatre with a best actor ribbon. I was 14 at the time and, for 33 years after that, I have continued my love for and involvement with UIL One-Act

Play as a student participant, State Meet crew member, stage manager, director, critic judge and contest manager. When I contest manage or judge, I love to tell the audience that there's nothing better than Texas high school theatre. It's the absolute truth! I feel honored to have been selected to serve the very best.

If Lynn were writing this column, he'd be writing about his travels in Spain, Portugal, and South Korea. Unfortunately the best I can do is a drive to and from Lubbock and seven hours in a U-Haul from McAllen to Austin. I think I'll pass and see where next summer takes me.

Seventy-six State Meets later, it is once again time to meet and plan. Director's meetings officially



Luis Muñoz
Theatre Director

started Aug. 15 and will continue through Nov. 15. Plan now! Schedule your meeting as soon as possible and make sure everyone in the district is invited. Pay particular attention to directors who are new to the district, new to teaching, and those who are novices to OAP. They need help and guidance.

This is the time to zone and to recommend judges, a contest manager and your site. Make sure you study the section on planning meetings (Pages 11-13) in the 15th edition and cover all the bases.

Enrollment Cards

By the time this issue reaches you, OAP enrollment cards have been mailed to your superintendent and principal. Directors who have not received theirs should contact their superintendent or principal and send it to the UIL office by Nov. 1.

New Handbook

The 15th Edition of the *Handbook for One-Act Play* is now available from the League office. There are numerous changes in addition to those included in last year's Addendum to the 14th Edition.

It is extremely important that anyone enrolling in this year's contest carefully review all the changes. It's a good idea to take the 14th and 15th editions, place them side by side and highlight the changes in the new edition. The book is available for \$8 plus \$2 shipping and handling and may be ordered from the League office using the *High School Publications Order Form*. There are a few changes that warrant clarification in this column.

Unit set, the items listed under 1033 (c) (2) (F) (i-v) and any other scenic device "shall be used upstage of the house curtain/proscenium **unless architectural necessity dictates otherwise.**" Hand-held flags/ banners are the exception.

What is architectural necessity? The architecture of some facilities makes it IMPOSSIBLE to effectively setup and perform behind the act curtain. Some examples include thrust stages, cafeteriums, aprons in excess of 12 feet in depth and situations where the apron is larger than the playing space on the stage.

A request for permission to setup in front of the act curtain will be treated as an addition to the basic set and as such will need to be submitted by the Dec. 21 deadline. The director shall postmark or deliver to the League on or before Dec. 21 the play title, author, exact scenes from or adaptation of the play and each of the following, on 8-1/2" x 11" paper:

If your request involves set additions and an "Architectural Necessity" approval, you must submit the following five items:

1. A scale drawing of the complete ground plan of the proposed set;

2. A scale groundplan of the theatre(s) under consideration;

3. A scale drawing of each proposed addition to the basic set;

4. A full description of all materials to be used in construction of each proposed addition to the basic set;

5. A full description and justification of the intended use of each proposed addition to the basic set;

If your request involves an "Architectural Necessity" approval only, you must submit the following three items:

1. A scale drawing of the complete ground plan of the proposed set;

2. A scale groundplan of the theatre(s) under consideration;

3. A justification for architectural necessity.

No consideration will be given to any request for additions to the basic set unless the items listed under each scenario above are submitted. Each request must be accompanied by a \$20 evaluation fee. The letter from the League approving set additions must be presented by the director to the contest manager. Set additions not officially approved by the League shall not be used in one-act play contests.

It is important to remember that all other rules regarding setup and strike are still applicable.

Gobos — 1033 (c) (2) (F) (ii) now states that "no more than two (2) portable projection sources **including stage lights with static gobos**, but excluding video and film, may be used with the unframed backdrops, curtains, scrims or projection screens or unit set elements." These stage lights are part of the four portable, single-source lighting instruments allowed under 1033 (c) (2) (F) (i).

Sample Forms and Internet Forms

The 15th Edition also includes sample forms that directors and contest managers will find useful. Included are sample Lighting Look Sheet, Cue Sequence Sheet, Sound Log, Timekeeper's Record and Contest Manager's Report. As in previous editions, copies are included of the *Professional Acknowledgement Form*, *TETAAO Recommended Contractual Agreement* and the *Area/Regional /State Critic Judge Nomination form*.

These same forms plus the district meet requisition form can be found at www.uil.utexas.edu. Go to the drama index. The list of forms can be found there. This should make it easier for you to acquire forms you may have lost or not received. This office will continue to work on utilizing the internet for efficiency.

When I contest manage or judge, I love to tell the audience that there's nothing better than Texas high school theatre.

One-act ends without win but on high note

(Last May's Leaguer included anonymous reports from the field written by a one-act play director as her students progressed from zone to district to area to region to state. Since the Leaguer came out the same week as the state meet, the identity of the school and director had to be withheld. Now the truth can be told. Paula Meller from Higgins High School, almost as far north and east as one can go in the Texas Panhandle, filed the following final report after State Meet as a coda to her previous reports.)

The entire experience of 1-A State One-Act Play Contest was mostly positive and I was absolutely thrilled to get three students on all-star cast! We all knew our show was flat and we had a number of problems that shouldn't have happened. The sound was a major worry as everywhere else all year. Looking back, I can see a number of things I should have done to help expedite that — however, hindsight . . . you know.

Saturday night at the awards and critiques that followed the state meet shows, we were all so sleep-deprived and still so tense that I don't think it all began to register until later. The heat and humidity, along with all the newness of the places and situations, had worn us out.

We went to eat out afterward and, while walking back to the hotel room, the boy who played Hal drew

alongside me, put an arm around me and hugged me, saying, "You know, it's just beginning to sink in that I am actually on the state all-star cast!" I do know that the boy who played Howard was so stunned that, when they called his name, he couldn't move for a few moments. Later when we talked, we all agreed the critic judge (Kathy Barber) was great. She really saw the weaknesses and strengths and gave the critique in such a loving manner that we were all grateful. I especially appreciated her remarking something to each cast member. Already some of them are talking about "next time."

Sunday morning I roused them out early because we had a nine-hour drive ahead of us. Everyone (except me) slept much of the way home so we didn't have nearly as many pit stops as on the way down. Since we actually got home by 4 p.m., most of them got a good night's sleep in their own beds and were in good shape Monday. That was fortunate because we did the final show of the season that Monday. I had worried when we scheduled it, but it was then or never because Tuesday was the athletic banquet, Thursday was the teacher appreciation dinner, Saturday was prom, and so forth. Since so much else was going on, the Monday after the state meet was our only choice.

The final show was wonderful. When we met in



my classroom to do make-up, I put on an oldies CD for the dancers to use to warm up and everybody got into the act. We all had so much fun that we almost forgot people were gathering to see "the show that went to state." We set up in view of the audience because I thought they might like to see what usually takes place behind that curtain. Then I welcomed the crowd and we were off.

It was a good show — so good that we all realized that we could have . . . oh, well . . . we had great time, and I think the audience did, too. Of course, we had one last near mishap. One of the eight-foot pylons didn't get weighted (!) and nearly fell over on a student, but three students saw it in time and handled the situation without breaking character.

At the end of the show, we had a curtain call, something the kids don't get to enjoy at contest and I handed out the certificates I had been given by UIL on Saturday. That gave me an opportunity to say something about each student and let the hometown people know not only what honors they had won, but also some things about each student that don't always get told — like the one who gives up a choice seat in the van to another who always sat on the edge before, or the one who has a talent for peacemaking when others are getting too edgy.

At the end of this, one of the girls snatched my certificate from the envelope and said some very nice things about me, and the kids all crowded around for a spontaneous group hug. Wow!

We had pictures, more hugs, comments from friends, but it wasn't over yet. One of my senior boys — the one who was on state honor crew last year — announced a surprise. He had spent hours putting together a video presentation of the past four years of drama club, theatre arts class, and OAP shows. He had pictures from the plays and from the trips as well as from backstage. We all laughed and cried together. It was a wonderful finish to the season. I will always remember and be grateful for the experiences of this year — and we still had strike party to look forward to!

Walk in the Park?

Although it was no "walk in the park," the one-act play entitled, *Picnic*, performed by Higgins High School does well at state competition. Lisa Mulkey, portraying Rosemary, and Anthony Cockrell, as Howard, both earned All-Star awards at the state contest.

76th year of one-acts kicks into action

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Student Activities Conferences

A great way to learn more about these changes and other questions you may have about one-act play is to pack up your kids, get in the bus and attend the Student Activities Conference in your region. Saturday conferences have been scheduled in Tyler, Lubbock, Austin and Edinburg.

League staff members will attend and local programming will be scheduled for you and your students. This "mini-convention" is a great way to start your year and an opportunity for you and your students to gain exposure to new ideas and other students in your area.

Listed below are dates of the conferences and local programmers:

Sept. 21	Tyler JC	David Crawford
Sept. 28	Texas Tech	Lynn Elms
Oct. 19	UT	UIL
Nov. 6	UT-Pan Am.	Marian Monta

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

State Meet Judges

The TETAAO Administrative Committee met in June and spent two days reviewing all of the evaluations submitted by directors and contest managers in 2002. It is a fascinating process to witness and brings home the importance of submitting your evaluations after every contest.

Always remember that your positive and nega-

tive criticism plays an important role in the growth of the quality of adjudicators in our state. It is only through your sincere feedback that an adjudicator can learn about their ability to communicate and polish their technique. It is only through your sincere feedback that the TETAAO can continue to identify and address problem areas and reinforce the positive. Do not fear that your observations may be perceived as sour grapes.

The meeting culminated with the selection of the 2003 State Meet judges. The following were selected by their peers.

- 1A Kim Frederick - Del Mar College, Corpus Christi
- 2A Stan Denman - Baylor University, Waco
- 3A Maria Saenz Hascall - Austin
- 4A Rod Caspers - Austin
- 5A Charles Hukill - McMurry University, Abilene

Theatrefest 2003

Start making plans to attend Theatrefest 2003 on Jan. 22-26, 2003, at Austin's Renaissance Hotel. Many UIL One-Act Play related-workshops are planned throughout the four exciting days.

Convention host Betsy Cornwell, Austin Bowie High School, and programming director Christine Kent, Austin Bailey Middle School, are working to schedule workshops, exhibits and performances to make this convention "better than ever." Christine will be glad to hear from you if you have any ideas for workshops. Hotel reservations can be made by calling (512) 343-2626. Rooms in Austin go fast.

Eligibility rules still created for equality

It is the time of year to begin assembling documentation to provide to the UIL to make applications for waivers. Waiting will only slow the process.

Brief History of the Waiver Process

During the 1980-81 school year, the UIL offered, for the first time, eligibility to students who changed schools during their final year of high school if the move was validated, confirmed, documented, and verified by both the old school and new school to be a bona fide family change of address.



Sam Harper
Waiver Officer

That relief from the stringent transfer rule was so welcomed by member schools it was expanded during the 1981-82 school year to include all students whose families had legitimately moved from one school district to another or from one attendance zone to another.

In 1983-84, there were enough requests from schools to serve students that changed schools through no fault of their own that the present waiver process was initiated. Some time after that, waivers for both Over-Age students and Foreign Exchange students were included into the complete waiver process.

Which Students Qualify?

(1) Foreign Exchange Students — if a student is enrolled in a Texas public high school who is of foreign nationality, he/she may qualify for varsity eligibility if he/she meets the criteria developed for Foreign Exchange students. Briefly, he/she must be on an “approved” list of programs (CSIET), not have been in school for more than 11 years prior to coming to Texas, not be a high school graduate and not be a “ranked” athlete;

(2) Over-Age Students — students who are in violation of the age rule (19 before Sept. 1) may apply for one additional year of eligibility in high school provided they are not in violation of the “Four-Year Rule.” Your superintendent should contact the UIL office for information on applying for this type of waiver.

(3) Students in Violation of the Parent-Residence Rule — If a situation occurs which prevents a student from attending the high school in the attendance zone(s) where either (or both) of his/her parents reside, he/she may be eligible for a waiver of that rule. It depends on the circumstances surrounding the situation. If a student or his/her parents have no choice in the matter, then there is the possibility of receiving a waiver of that rule and being granted varsity eligibility status.

The League uses the terms “involuntary and unavoidable” in asking for documentation explaining the situation and, further, asks for details in the documentation which prove the “involuntary and unavoidable” mandate. Without explicit details, the waiver officer cannot, conscientiously, be expected to make a valid decision regarding the student’s application. Only students involved in athletics are subject to the Parent-Residence rule. Academics, drama and music competition have no such requirement.

(4) Students in Violation of the Four-Year Rule — If there are circumstances which cause a student to miss an entire season’s participation in an activity and those circumstances are both involuntary and unavoidable on the student’s part, then he/she may be eligible for a waiver of the “Four-Year Rule.” Again, as with the Parent-Residence rule, the circumstances must be detailed and explicit in explaining the situation.

How Do You Apply?

Application forms for all waivers are located on the Athletics index of the UIL website. Everyone has access to the web at www.uil.utexas.edu.

Examples of Both Valid and Invalid Rationale for Waivers

(1) Foreign Exchange Students — there is very little room for invalidation of the required documentation on the application.

(2) The Parent Residence Rule

Valid Circumstances

- (a) Abandonment of a student by his parent(s);
- (b) Removal of a student from his parent’s home by Child Protective Services;
- (c) Court appointed homes for students (provided the student is not at fault);
- (d) Death of both parents or legal guardians.

Invalid Circumstances

- (a) Intra-district or inter-district transfers of students from one school district or attendance zone to another without a change of residence;
- (b) Students who have changed schools because their parent(s) are employees of the school district to which they have changed enrollment;
- (c) Students who are changing schools because of problems with the law, and/or courts, and/or school policies of the former school district;

(d) Students and/or parents who are dissatisfied with the manner in which their designated schools are being run or of the perceived lack of good educational or athletic programs;

(e) Families which have created “dual residences”.

(3) The Four-Year Rule

Valid Circumstances

(a) An illness or injury (non-participatory or sport-related) which prevents the student from attending school and making normal progression towards graduation;

(b) Students forced by their parent(s) to withdraw from school in order to earn money for family existence;

(c) Failure on the part of a school district to adequately identify a student with a learning disability and admission and explanation of the school district as to that failure.

Invalid Circumstances

(a) Pregnancies and/or births of children to students...both mothers and fathers;

(b) Students who have been in continuous enrollment for four years of high school and who have been offered the opportunity to participate;

(c) Students who have missed participation in league activities due to “no-pass, no-play” ineligibility;

(d) Students injured while participating in practice or game;

(e) Students who withdraw from school in order to work to buy or maintain a car.

There are hundreds of reasons for students applying for various waivers. School district employees, especially coaches and sponsors, could alleviate the stresses of preparing waivers and then being denied eligibility if they would do some “in-depth” investigation into the circumstances surrounding a student’s need for a waiver before applying.

The waiver officer will instruct school personnel after receiving “sketchy” applications that he needs more details. It would help both the school district and UIL if those details are found to be inadequate by the coach or sponsor prior to actually making application.

If a waiver is granted to an applicant, the District Executive Committee must still approve the eligibility of that student in reference to changing schools for athletic purposes. Many times, within a district, there is more information available to the committee than is presented to the League, information which could have an effect upon the decision of the waiver officer.

If District Executive Committees will preview applications and hear the applicants’ stories, they might well be able to rule on ineligibility and preclude the need for an application.

That relief from the stringent transfer rule was so welcomed by member schools it was expanded during the 1981-82 school year to include all students whose families had legitimately moved from one school district to another or from one attendance zone to another.

Value of activities major pay-off when working with financial constraints

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under scrutiny. Some schools are already facing critical financial conditions. Many have reduced current (2002-2003) budgets. Some are releasing staff or not replacing departing teachers. Some are near the limit on tax rates. Most are tightening their belts. More than a few have instituted a student activity fee for the first time. Others are considering similar fee structures.

The current national economy is unstable — to say the least. Most, including myself, believe things will get better. Until they do, schools will need all the creativity and resourcefulness to maintain their instructional and activity presence. The first task is for educators to recognize and voice the **value** of school activities. More than just “it’s good for kids” will be required. Positive values and skills such as responsibility, social development, cooperative efforts, good moral and character development, preparation for a common cause, getting into things/getting through things/getting over things/moving to new things, handling success, handling loss are all desired goals of activities - athletic, academic and music.

The most difficult task in today’s society is to transfer the reality that games can be played, mean-

ingful experiences enjoyed and worth attributed to activities without buying and doing everything for young people. Bus transportation is important, but a box lunch has as much meaning as a \$10 restaurant meal. Uniforms are necessary, but fancy, expensive equipment is not.

To be sure, most school uniforms will not be as resplendent as those worn by club/non-school teams. I saw a club soccer team this year with **leather** travel bags. Could a school team suffice with vinyl or canvas? Too often the value of an activity — both school and non-school — is judged to be how expensively players are adorned.

Another valuable selling point for your community’s support is the conduct/deportment of your student participants. Good behavior and respect for your opponents and game officials paint a picture for your community to evaluate. Technical fouls, penalties and open disgust toward contest judges bring forth the question, “What are we teaching?” All directors and coaches need to try their best to compete and win, but also to conduct themselves and their players in a manner that makes fans and

patrons proud to identify with the school.

This is not the first generation to face challenges. In World War II, activities were curtailed. In the Great Depression of the 30’s, many could not play. They had to work to help support the family. In the 1950’s, coaches worked for little pay. Not until the late 1970’s did a large number of schools sponsor girls activities. Students have so much more now than just two or three sports and a few academic activities.

One of the most valuable lessons learned in activities is not **winning** but rather learning that an individual can associate and share experiences with other completely different teammates (different ethnicity, different side of the tracks, different religions). The result is to find that all of us are more alike than we are different. The common bond of effort and purpose is not unlike what we face after we graduate from school — a group of different people with many of the same needs, wants and aspirations on a ship-of-hope called the future.

Have a great year. Congratulations on your positive impact on our young people.

Coaches invited to help create debate topics

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After careful thought, the committee determined this to be an avenue worth exploring and so we have written a proposition of value based upon the moral conflicts inherent within the mental health topic area as the LD resolution to be used in the fall semester. This does not negate the significance of Lincoln-Douglas debaters, nor does it indicate that they do not warrant their “own” topic. It has educational benefits for students. If we determine those do not accrue, then it will not become a pattern we establish. We’d love your feedback in December, after you have observed its impact on your squad and the quality of debate in both divisions. Also obtain the current CX and LD topics from the web page.

August sent us traveling to Savannah, Georgia, for the National Federation Cross-Examination debate topic selection meeting. Each summer, the League selects two coaches to participate in this meeting, where states are invited to contribute ideas for topics, five of which will eventually make the national ballot for coaches to select the following year’s debate resolution. If you’ve ever wanted to be a part of the initial process before topics make it to the ballot, perhaps you’d like to volunteer to be a delegate. This provides you the opportunity to author a study report for topic consideration. See more details in the UIL CX debate handbook and contact me if you’re interested.

This year’s topic ballot will include: ocean policy, international trade, federal elections, rights of chil-

dren, and federal public lands. Debate coaches are being mailed a ballot this month. Before voting, visit our web site, where we have provided links to study reports on all five topics.

Categories for prose and poetry remain essentially the same. The C & CR indicates that collaborative authors are not allowed for Non-Fiction: First-person narrative prose. Performances at Student Activity Conferences will include a number of state finalists. Be sure your students are there.

An advisory committee will meet in December to examine rules for Informative and Persuasive speaking. You may volunteer to serve on this committee by registering on-line and are encouraged to send issues and concerns about these contests.

The League is continuing to move forward with electronic tournament entry and form submission. The size of our packet mailed to all speech coaches this August was drastically reduced in size, as we urge coaches to enter information on-line. That includes a form necessary at the League — your “speech coach information form.” Go to the web site and complete it so we have current information on you. The web makes it easy and painless.

One final note: There’s nothing more encouraging than networking with other speech coaches for new ideas and support. I encourage you to attend the Texas Speech Communication Association’s annual convention Oct. 2-5 in San Antonio. Access <http://www.angelo.edu/dept/cdj/tsca.htm> for more information.



“My UIL academic experience has been a very rewarding one. I have learned life skills and improved my self-confidence. UIL has helped me to expand my horizons by introducing me to new and interesting people and challenging me to succeed.”

Kyndal Marie Eady
Denver City HS

‘British Voice’ of UIL retires

“Good morning...UIL.”

That “oh so familiar” voice of UIL receptionist Maureen Loth will be a voice of the past at the end of August.

After 13 years of service to the UIL, Loth retired effective Aug. 31.

Her distinctive “British-accented” voice is one of the voices people may hear when they telephone league offices. While the League has two receptionists, Loth has served the longest, and is the one most callers identify with her British accent.

“Her efficiency and dedication to her work is a tribute to everything the UIL stands for, and, while she will be replaced, she will never be forgotten,” UIL Director Bill Farney said.

After marrying a U.S. serviceman Maureen moved to “the colonies” in 1958 and raised her three children. Her children and seven grandchildren are scattered in California, Colorado and Austin.

While the daily functions of the UIL will continue in the same efficient manner after Loth’s retirement, there will always be something missing without callers being able to hear that English lilt — “Good morning...UIL.”

Elementary/Junior High listserve provides area for communication for participating teachers

Oratory Topics 2002-2003

1. Should teachers and students be tested for drug use?
2. Does mankind cause global warming or is it a natural occurrence?
3. Is the behavior of bullies a serious cause of violence in schools?
4. Should authorities have the right to require Internet filters in libraries?
5. Does the threat of terrorism justify limiting people's rights?

I hope that your school year is off to a great start. I know you are organizing your classes and UIL programs. I have received many participation cards, and I would appreciate it if those of you who have not yet registered your campuses would do so online at <http://www.uil.utexas.edu/forms/ejhp.html>.



Rhonda Alves
Assistant Academic Director

Check out this year's rule changes at <http://www.uil.utexas.edu/admin/newrule.html>. The Legislative Council meets in Austin in October, and rule changes for the 2003-2004 school year will be determined at that time. The results of the meeting will be posted on the UIL web site.

The annual UIL academic fall workshops are scheduled as follows: Tyler Junior College, Sept. 21; Texas Tech University in Lubbock, Sept. 28; The University of Texas at Austin, Oct. 19; the University of Texas Pan-America in Edinburg, Nov. 9. UIL has adopted a rotating schedule for the workshops so we can cover more areas of the state. The workshops are free, and no registration is required. Tentative schedules will be posted on the web site. Please remember that elementary and junior high sessions are for adults only.

This year's Capital Conference was a great success. Sponsors from all over Texas descended on The University of Texas at Austin during the last week of June. The number of elementary and junior high

participants greatly exceeded that of the previous year. I hope you will participate next year and attend coaching and program sessions for your events. If you are interested in presenting a session, please contact me at rsalves@mail.utexas.edu or by phone at (512) 471-5883. Participants need to encounter different points-of-view and coaching techniques in order to provide a richer experience for their students.

If you have not already done so, please subscribe to the elementary and junior high list serve. It's a great forum for communication with colleagues, and

I rely on it to relate information to you. We are using the same atlases and dictionaries that were used in the 2001-2002 school year. The list for the art contest is the same as last year, but will change in the 2003-2004 school year at the same time that a division for seventh and eighth-grade students will be added. The lists for music memory and spelling change every year, so include materials for those events when you order practice materials.

I enjoy hearing from you, and I appreciate all of your feedback. Keep it up! Let me know how your year is going. Your success is my top priority.

How To Use The UIL Elementary/Junior High Listserve

The UIL Elementary/Junior High listserve provides subscribers with an easy way to share questions, insights and issues with other coordinators around the state. Information from the UIL office is also periodically posted to the list, giving subscribers quick access to new information. It is recommended that all elementary and junior high coordinators subscribe to the list.

How to subscribe to the list: Send an e-mail to the address: listproc@lists.cc.utexas.edu — In the message type ONLY SUBSCRIBE EJHCOORDINATORS <YOUR NAME> Example for Jane Doe: SUBSCRIBE EJHCOORDINATORS JANE DOE

This message **must** be placed in the text of the e-mail, **not** in the subject portion. Text **must** be written exactly as printed above, with no extra words or questions. You must send this e-mail from the e-mail address you wish to register for the list. You will only be able to send e-mails to

the listserve from the address you register.

You will receive an automated e-mail confirming your registration on the listserve from the listproc within hours of sending your initial request.

How to post to the list

Send any messages you wish to have posted on the list serve to: ejhcoordinators@lists.cc.utexas.edu

This will send your outgoing message to all recipients on the list. By subscribing, you agree: 1) not to send jokes or other mass mailings not pertaining directly to the topic through the list; 2) not to attack any individual personally; 3) not to post any messages that could be considered advertisements for specific products.

How to get off the list: Send an e-mail to: listproc@lists.cc.utexas.edu with the following request — UNSUBSCRIBE EJHCOORDINATORS

Music Memory titles listed for school year

Composer	Major Work	Selection	Title
Recording Used on District Meet Tapes 2002-2003			
Titles for all competitors:			
1. J.S. Bach	<u>Italian Concerto in F major, BWV 971</u>	3rd	Movement
ProArte 288 Gustav Leonhardt (harpsichord)			
2. Handel	<u>Solomon</u>	"The Arrival of the Queen of Sheba"	
Sony 45738 English Chamber Orchestra (Raymond Leppard)			
3. W. A. Mozart	<u>Horn Concerto #2 in E flat Major, K.417</u>	3rd	Movement
Telarc 80367 Eric Ruske (French horn) and the Scottish Chamber Orchestra (Sir Charles Mackerras)			
4. Brahms/Schmelting	<u>Hungarian Dance #5 in g minor</u>	Phillips	411426
Gewandhaus Orchestra (Kurt Masur)			
5. R. Schumann	<u>Kinderszenen</u>	"Träumerei"	
DG 419499 Vladimir Horowitz (piano)			
6. Verdi	<u>Requiem</u>	"Dies Irae"	
Telarc 80397 Atlanta Symphony Orchestra and Chorus (Robert Shaw)			
7. Tchaikovsky	<u>Swan Lake, Op.20</u>	Act I, Waltz	
RCA7804 St. Louis Symphony (Leonard Slatkin)			
8. Dvorak	<u>Slavonic Dances, Op.46</u>	#8	in g minor
London 430171 Cleveland Orchestra (Christoph Von Dohnanyi)			
9. Bock/Harnick	<u>Fiddler on the Roof</u>	"If I Were a Rich Man"	
CBS 30742 Original London Cast Recording with Topol (baritone)			
10. Grainger	<u>Lincolnshire Posy</u>	#2,	"Horkstow Grange"
Telarc 80099 The Cleveland Symphonic Winds (Frederick Fennell)			
11. Rodrigo	<u>Fantasia para un gentilhombre</u>	1st Movement	
RCA 7718 Julian Bream (guitar) RCA Victor Chamber Orchestra (Leo Brouwer)			
12. Ives/W. Schuman	Variations on "America"		
Telarc 80144 Cincinnati Pops Orchestra (Erich Kunzel)			
Titles for Grades 3 & 4 only			
13. J. Clarke	"The Prince of Denmark March"		
Sony 32311 E. Power Bigs (organ) New England Brass Ensemble			
14. Beethoven	<u>Symphony #5 in c minor, Op.67</u>	3rd Movement	
London 430400 Chicago Symphony Orchestra (Sir Georg Solti)			
15. W. A. Mozart	<u>Die Zauberflöte, K.620</u>	"Der Vogelfänger bin ich"	
DG 445866 Bryn Terfel (bass-baritone) The Metropolitan Opera Orchestra (James Levine)			
16. Brubeck	"Unsquare Dance"		
Koch 7485 London Symphony Orchestra (Joel Revzen)			
Titles for Grades 5 & 6 only			
13. A. Gabrieli	Ricercar in the Twelfth Mode		
MMG (Vox) 8102 American Brass Ensemble			
14. Beethoven	<u>Symphony #5 in c minor, Op.,67</u>	4th Movement	
Phillips 422071 Academy of St. Martin-in-the-Fields (Sir Neville Marriner)			
15. Puccini	<u>Gianni Schicci</u>	"O Mio Babbino Caro"	
Sony 89209 Kiri Te Kanawa (soprano) London Philharmonic Orchestra (Sir John Pritchard)			
16. Holiday/Herzog	"God Bless the Child"		
Complete Decca Recordings 2 CD set "Billie Holiday's Greatest Hits" Billie Holiday (jazz singer)			

Carroll High tops Lone Star winners with record-breaking score

by Kim Rogers

Director of Public Information

With a record-breaking 150 points, Southlake Carroll High School won the 4A Dodge Lone Star Cup™ competition.

Presented by the Texas Dodge Dealers, the annual Lone Star Cup™ honors the best overall athletic and academic programs in Texas and is presented to one school in each of the five UIL classifications (A-5A). High schools accumulate points based on team performance in District and State championships. Winning schools in each classifi-

cation receive a trophy and a \$1,000 scholarship, presented by the Texas Dodge Dealers.

The winners include:

5A

- | | |
|-----------------------|----|
| 1. Austin Westlake | 84 |
| 2. Humble Kingwood | 80 |
| 3. San Antonio Reagan | 72 |

4A

- | | |
|-------------------------|-----|
| 1. Southlake Carroll | 150 |
| 2. Dallas Highland Park | 120 |
| 3. Cedar Park | 82 |

3A

- | | |
|-------------|----|
| 1. Atlanta | 62 |
| 2. Perryton | 60 |
| 3. Decatur | 56 |

2A

- | | |
|-------------|----|
| 1. Holliday | 60 |
| 2. Celina | 54 |
| 3. Buffalo | 42 |

1A

- | | |
|-------------|----|
| 1. Shiner | 60 |
| 2. Nazareth | 54 |
| (tie) Brock | 54 |

UIL rules test brings high marks for some

continued from page 14

dent athletes can wear their school-issued jersey to school all day long on the day of a contest.

True, this is a new rule in effect. Previously, they could only wear them during the pep rally and athletic period.

12. Students are not allowed to practice until all their physical/medical history paperwork is complete.

True, safety and health must come first, so students may not practice (in athletic periods or after school) until all that paperwork is complete.

13. Schools are allowed to have part-time coaches at the high school level.

False, coaches at the high school level must be full time employees of the school district.

14. A seventh grade student who turns 14 Aug. 31 is ineligible for seventh grade participation.

True, a student who turns 14 on or before Sept. 1 is ineligible for 7th grade participation.

15. A high school student who turns 19 before Sept. 1 of the current school year is ineligible for varsity participation.

True, a student who turns 19 on or before Sept. 1 is ineligible for varsity grade participation.

16. A varsity student athlete who enrolls in school in November for the first time must wait 15 calendar days before participating in a contest.

True, a student who enrolls in school after the sixth class day of the school year must wait 15 calendar days before varsity participation.

17. A student athlete who enrolls in school with a separated (but not divorced) parent is ineligible for varsity athletic participation.

True, if a student's parents separate (and are not divorced), and if one parent remains in the attendance zone where the student has been attending school, the student's residence is presumed to be that of the parent who did not move.

18. UIL rules prohibit students from participating in non-school activities during their school season.

False, students are allowed to participate in non-school activities at any time during the school year

Rally scoring brings investigation before action

continued from page 14

serve are all factors being discussed when talking about rally scoring.

I've been asked numerous times my opinion on rally scoring and when I think it will go into effect. I think the change to rally scoring is inevitable. The fact the National Federation is allowing states to experiment with it this year indicates they will probably adopt rally scoring within the next few years. Since UIL member schools follow National

Federation volleyball rules, we will make the switch to rally scoring once the National Federation formally adopts it as the new scoring system.

I've always maintained that Texas has the best athletes, coaches and programs in the nation. The competition and skill level displayed at the state tournament is unparalleled. No matter what scoring system is in place, the matches will remain competitive in nature.

Muñoz takes over one-act play dept.

continued from page 1

Theatre Workshop. He has a well-grounded view of things and he set such a wonderful goal to build this program."

Although he says he and Murray agree on a number of things, Muñoz hopes to build off the structure Murray has created.

"I can never fill his shoes — no one will fill them. He is a unique individual with a dynamic personality," Muñoz said. "He and I believe a lot of similar things. We see this organization as education and extension teaching first and foremost."

UIL Academic Director Bobby Hawthorne had already encountered Muñoz in 1971 when the two competed in separate writing competitions at the ILPC State Convention. He is still confident in Muñoz's abilities as an administrator 30 years later.

"We had quite a few qualified applicants, any one of whom could and would have done a tremendous job," Hawthorne said. "We were in a no-lose situation. The thing that separated Luis was his diverse background — educator, contest manager, one-act play judge, businessman, parent. He brings to the League a wide variety of skills and talents."

Muñoz said he is proud to be a part of an organization that has meant so much to him personally and has affected so many students across the state.

"We are here for them (students), to help them problem-solve and help them work on a level playing field," he said. "It's not about denying people things, but finding sound education based ways to make the event and positive experience for all

involved."

His primary responsibilities at the UIL will be overseeing the one-act play competition, but to Muñoz, this chance involves more than just supervising. His experiences with teaching and judging have given him valuable insight he hopes to use.

"As a teacher you are also a student. You never stop being a student. Here at the UIL you are always a student, too, learning from the master teachers," he said.

Another of Muñoz's goals is to level the playing field and disparity between school districts, providing contestants with an equal opportunity to excel. His aim is to help schools see the League's restrictions as challenges, not as rules. He believes it is then that students make the most of what they have and they learn the most.

"Sportsman-like behavior is so important and we learn how to deal with what is dealt to us," he said. "One of the main things to remember is that it is a contest, and you don't always win, even in life. That's a big lesson to learn. It's the lessons learned that make us winners."

Thrilled to be back interacting with students and teachers, Muñoz said he was ready for a change from his previous line of work.

"I loved what I was doing, but it was time to move on," he said. "This position gives me the opportunity to work with people and theater organizations and hopefully make a difference for somebody. If you impact one person in the world one time, then you've done your job."

Because of space problems, the list of academic invitational meets has been excluded from this issue of the Leaguer. The list will be published next issue. For an up-to-date listing of meets, see the UIL website at www.uil.utexas.edu

Next year's computer science changes starts with planning stages this year

by David Trussell
Computer Science Director

The most important thing to know about UIL Computer Science for 2002-03 is not what's changed, but what hasn't. The programming language for this year's contests will continue to be C++ as it has been since 1998-99. The contest will be moving to Java, but not until next year (the 2003-04 school year).

However, it is crucial to begin planning for the Java transition now to ensure that we have as few bumps in the road as possible. Those who remember, as I do, the change from Pascal to C++ will attest to the importance of a well-planned transition. I took over management of the contest in August 1998, and it didn't take long to figure out there were a number of problems that had not been addressed to

prepare for the change to C++. UIL Computer Science had been a Pascal contest since day one, so I don't think anyone realized just how difficult the switch to C++ was going to be. The first year with C++ was a rough one for everyone involved — priority one for the switch to Java will be to provide a much smoother transition.

Toward that end, the Computer Science Advisory Committee took up the Java challenge during its fourth annual meeting Aug. 17-18 in Austin. As in previous years, the committee included several experienced coaches from around the state, as well as the state contest directors. The agenda was full, with topics ranging from reference books and software to test content and procedures. After a productive two days, we are well on the way to a successful transition.

The results of that meeting will be published in more detail on the UIL web site, but here's a quick synopsis. UIL Computer Science has always followed the AP curriculum to a certain extent and will continue to do so with Java. Using AP's Java course descriptions as a guide, the committee was able to assemble a solid and complete topic list for Java written tests. Next summer's committee will have an opportunity to revisit and adjust the topics, but as a preliminary list it provides an excellent and detailed starting point.

The committee also took up the issue of reference books, which is greatly complicated by the fact that there are no state-adopted Java textbooks as

yet, and probably won't be for another couple of years. However, the committee was able to review and consider several different books and ultimately settle on three official references. The traditional textbook on the list is *Fundamentals of Java* (Comprehensive Edition) by Lambert and Osborne. (Not to be confused with the Introductory Edition of the same title.) The other two books on the list are more along the lines of comprehensive references. This include *Big Java* by Cay Horstman, and *The Java Programming Language* published by Sun Microsystems, with the latter serving as a complete and official syntax reference. Complete information on these books will be posted on the UIL web site.

On the software front, the change to Java affords

an excellent opportunity to standardize the contest and eliminate the compiler compatibility issues that have been such a problem with C++. Sun Microsystems is the creator of Java and defines the official standards for the language. Consequently, Sun's free Java 2 SDK (software development kit) is an easy choice as the official compiler for the contest. Schools will be able to use whatever IDE (integrated development environment) package they choose, as long as it incorporates the official Sun SDK. See the UIL web site for further details.

In addition to visiting the web site, the best way to obtain more detailed information about the change to Java is to attend one of the four Student Activities Conferences this fall, in Tyler, Lubbock, Austin or Edinburg. We hope to see you there.

Those who remember, as I do, the change from Pascal to C++ will attest to the importance of a well-planned transition.

Committee to help find focus of Texas music education

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leaders in our profession.

Mark Chambers
Scott Coulson
Jack Fariss
Tony Gibbs
Anthony Gibson
Stan Mauldin
Charles Nail
Willy Perez
Gary Robbins
Tom Shine
Ferd Vollmer
Larry Ward
Bill Watson

Reagan High School
Poteet High School
Pearland ISD (Ret)
Hays High School
Allen High School
Holliday High School
Ector County ISD
Edinburg North High School
Rusk High School
Duncanville High School
Northeast ISD
Kingwood High School
Richland High School

The committee will be co-chaired by Richard Floyd, UIL, and Dick Clardy, TMEA. Meetings will be announced and open to the public. Very soon a page will be posted on the UIL and TMEA web sites where directors will have an easy and convenient way to submit comments and suggestions. A public hearing will also be scheduled at the TMEA Convention in February 2003.

All involved recognize the fact we cannot come to a common ground without seeking input from a broad array of philosophical stances. This will be the first challenge for the committee. Avenues will be opened in coming weeks to facilitate input. There are also plans to have an open forum at TMEA where any and all points of view can be explored.

With that information in hand the committee will proceed to deliberate and make recommendations that can be forwarded to the appropriate gov-

erning bodies for review, consideration and possible implication. Where will this journey lead? Only time will tell.

We cannot complete the journey until we take the first step. It is the hope of the UIL and TMEA that all Texas band directors and other interested parties will join together to study these issues and determine a pathway that leads our students to a balanced and educationally focused high school music experience.

Strickland accepts UIL music position

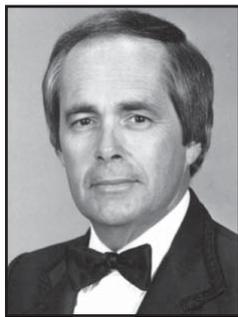
The UIL Music Division is pleased to announce that George Strickland, former director of bands at Glen Rose High School and past president of the Association of Texas Small School Bands, has accepted a position in the UIL State Music Office.

"Strickland is no stranger to the public school music programs of Texas and his many years of experience as a teacher and professional leader make him uniquely qualified for this important position," UIL Music Director Richard Floyd said.

His responsibilities will include the administration of the band sight-reading music program, maintenance of the Prescribed Music Lists, the organization and retrieval of UIL music contest records, shared management of all state level UIL music competitions and special projects as assigned. He will also be available to assist directors, administrators, parents and other concerned citizens with UIL related questions and issues.

Marching season brings question of priorities

The UIL and TMEA have agreed to partner in sponsoring a committee charged with the task of taking a broad look at where we are in terms of our marching band programs in Texas. This exercise has been initiated because of emerging issues regarding the priorities and practices that appear to be permeating our high school band programs. Why? What is this all about? Will it make a difference? Should we even be concerned?



Richard Floyd
Music Director

The following excerpts from recent articles in the TMEA magazine and the UIL Leaguer underscore the timeliness of this project:

In his December 2001 column TMEA President Dick Clardy posed the following questions:

"Are we spending enough quality musical time with our students or are we learning the next body or drill move? Are students spending too much time twirling a flag or spinning a rifle at the expense of their musical instrument? This is in the name of being visually competitive. Are we spending more money on that one prop or sound system rather than buying a bassoon or oboe for our concert band? What are we telling our students' parents when we put more energy into what we do visually as opposed to how we do it musically? Are we as professionals spending as much time on our teaching skills as we are in planning our marching show? There are experts in our field that are advising and convincing the musicians to develop a show concept and then go find the music that fits that visual concept. Isn't the visual concept now deciding the musical curriculum for our students? The fundamentals of music should always be our priority."

He went on to ask, "Do our students leave our

program having positive feelings about their experience? Do we lose too many students because we have crossed the line on time commitment and do not understand our proper priorities? Do we give our students enough musical nourishment or are we pounding out that visual concept?"

He concluded by stating, "We in Texas need to place music learning and positive performance as our number one priority. Our philosophy should be that you can have a successful marching band that plays and marches well. Those should be our only priorities. That is what Texas should be about. Let us not lose our rich heritage."

Earlier in the year I had begun a *Leaguer* article with the following:

"It's marching season! The time of the year that generates more phone calls and e-mails from concerned parents to the state UIL Music Office than any other. Why? Rehearsal schedules. Prior to the beginning of school bands spend countless hours, often in the heat of the day, learning drills and beginning the process of refining their contest show. Most of these rehearsals are mandatory and require enormous sacrifices on the part of many students and parents. Once the school year begins the 8-hour rule is often pushed to the limit to squeeze in a few more minutes of rehearsal and achieve a "competitive advantage."

One Saturday competition after another from late September to early November is commonplace. This obsession with marching competition tends to dominate the fall schedule of many bands while creating extensive demands on the lives of band members and families statewide. The statement, "If I had known marching band would take this much time in the fall I would never have allowed my son or daughter to begin music instruction in the 6th grade" is commonplace. How sad.

I went on to suggest that directors should examine the rationale that guides their decisions regarding rehearsals and performances. Is the drill design a clone of the most recent trends in DCI performances

perfected by 18 to 20 year olds rehearsing 60 hours a week all summer, or is the show intended to be mastered within the context of a reasonable public school academic setting? Is the mandatory Saturday rehearsal intended to reinforce the students' love of music or is it to gain a competitive edge over the band down the road? Is that extra 15 minutes of rehearsal while parents wait in the parking lot intended to solidify a music concept that is defined in the TEKS or is its purpose to tweak one more little detail for Saturday's competition. Is one more competition going to enrich the musical lives of each band member or is it simply going to offer the opportunity to acquire one more trophy? How these questions are answered says much about our educational priorities and why we teach music in the school.

Most recently an anonymous quote appeared on one of the many band Internet bulletin boards. It went like this. "It's not the competition; it's what we are doing to ourselves, to each other, and more importantly to our students in order to win the competition. It's the money. Too much. It's the time. Too much. It's the cost. Too much. It's the intrusion on the lives of our young students and their families. Too much (not just the consensual ones who remain in our program, but all those who leave as well). We just don't know how to stop. And you may know this better than anyone, winning this year is never enough. There is always next year."

Are these real issues? Is the broad spectrum of music education as we profess it in Texas being threatened by these trends? If so, is there a pathway out of the maze? These are the kinds of issues the committee will hopefully address.

So, who is on this committee? UIL and TMEA worked hard to appoint a comprehensive, diverse panel that would bring to the table many points of view. The committee will consist of the following

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PML/Region forms available online

Slightly over a year ago the UIL entered into a partnership with Mark Hosny, choral director at Marshall High School in San Antonio, to develop a software program that would integrate the Prescribed Music List and UIL Music Contest entry forms. The goal was to create an easy to use tool that would facilitate entry in UIL music events while minimizing paperwork and freeing directors to spend more time with students and music related activities. The program was tested extensively this past year in the San Antonio area and has met with enthusiastic response from all band, choir and orchestra directors who have used it.

In August of this year Hosny presented the beta test version of the software in a demonstration to the Region Executive Secretaries during their annual planning session. Again, the response was favorable.

In order to further test the program before going into final production it will be made available at no charge for any band, choir or orchestra director who wishes to use the program for contest entry this year. It can be downloaded via the UIL website free of charge. The program includes the Prescribed Music Lists in a File Maker Pro database format, all UIL music forms and easy to follow instructions to import student lists thus making it possible to generate

all contest materials with only a few key strokes. It is available for both MAC and PC computer systems.

Simply go to the UIL website at www.uil.utexas.edu and then go to the music page and open the link to the Official UIL PML betasite. Follow the instructions to download. It is then yours to use with the hope that you will submit comments and suggestions as the site requests.

It is the goal of this project to have a CD Rom containing the final version of all of these features plus the newly revised Prescribed Music List available in August 2003.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

**ADDRESS TMAA
CORRESPONDENCE
TO:**

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

PUBLIC
REPRIMANDS

BASKETBALL

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

BASEBALL

Chad Boyette,
San Augustine
Mark Willoughby,
Bastrop
Roy Sosa,
Austin Johnston
Ronnie Molina,
Ballinger
Terry Pirtle,
Longview Pine Tree
Michael Robertson,
Houston Forest
Brook
Richard Burton,
Houston Forest
Brook
Kerry Hargrove,
Wichita Falls Rider
Edwin Burton,
San Antonio
Jefferson

SOCCER

Dennis Vansa,
Silsbee

Can you pass this 'UIL rules' test?

Got an e-mail from an athletic director who asked if the UIL had any type of general UIL rules test he could give his coaches at the beginning of the year. I have fortunate timing because I had just developed a test for a school district in-service the week prior.

I had been talking to this group of coaches for years and wanted to do something different with them. I thought the test would be a good way to gauge whether or not I had been successful in providing information they were able to understand and use in their day-to-day duties as teachers and coaches.

I won't name the school district, but I do have to brag on them. They passed it with flying colors.

As I sat down to write this column it hit me — "why not give a pop quiz to the whole state and let them see how they do," thus the first "UIL General Rules Test." This is a true/false exam that covers general UIL rules and state laws regarding extracurricular activities.



Mark Cousins
Assistant Athletic Director

1. Only school administrators are allowed to propose UIL rule changes.

False, anyone is allowed to make a rule proposal to the Legislative Council

2. No-Pass No-Play regulations apply to all extracurricular participants regardless of level, not just high school students.

True, elementary, junior high and high school students must all comply with No-Pass No-Play.

3. A student new to your school and to your varsity team whose parents do not reside in your attendance zone is ineligible for varsity athletics.

True, the parents of a student must reside in the attendance zone of the school the student wishes to represent.

4. A student enrolled in four classes each of which are 50 minutes long is in compliance with the full time student requirement.

False, full time student is defined as enrolled in four hours of instruction, not just four classes.

5. A student changing schools who participated at the junior varsity level in grade 10 the previous school year at a neighboring school does not have to file a Previous Athletic Participation Form.

False, any participation in grades 9-12 the previous or current school year requires the completion of a PAPP.

6. There are times under No-Pass No-Play that a

student does not have to serve the seven calendar day grace period to regain academic eligibility.

False, without exception, there is always a seven day grace period any time a student loses or regains academic eligibility.

7. A student beginning his or her fifth year of high school is ineligible for varsity participation.

True, this student is ineligible, but may apply for a waiver from the UIL office in hardship circumstances.

8. Junior High practice for football and volleyball can begin before the first day of school.

False, junior high practice may not begin before the first day of school.

9. Students must be passing every course in order to maintain or regain academic eligibility according to No-Pass No-Play.

True, although the law does allow some courses to be exempt from No Pass No Play.

10. Coaches are allowed to coach students in grades 7-12 from their attendance zone in non-school activities.

False, no school coach in grade 7-12 is allowed to coach any student in grade 7-12 from his or her own attendance zone.

11. With school superintendent approval, stu-

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Rally scoring debated on state, national level

To rally or not to rally? That has become the most popular and debated question among volleyball coaches in recent months. We know and use traditional scoring. Rally scoring is used by college and club teams.

Why all the fuss? In January the National Federation Volleyball Rules Committee, responsible for establishing the playing rules, held its annual meeting in Indianapolis.

After much debate, the committee decided not to switch from side-out to rally scoring. The decision was based on the fact that the committee did not have enough data with regard to the various ways to conduct matches in the rally scoring system.

While the committee opted against the implementation of a rally scoring system, they did vote to allow states to experiment with rally scoring during the 2002-03 season. In doing this, the committee is



Rachel Seewald
Athletic Coordinator

hoping to obtain useful information so they can better make a decision based on the needs and skill level of high school athletes participating in interscholastic programs.

States wishing to experiment with rally scoring were instructed to utilize the following guidelines:

- The home team selects home court; the winner of the toss may elect to serve or receive.

- The net serve should be included, and the number of net serves per game should be recorded.

- All matches should be best three-of-five games.

- Games should be played to 25 points (30-point cap), and the fifth and deciding game should be played to 15 points, with a win by two points.

- The starting and ending times, as well as the score, should be recorded for each regular-season district game.

- Substitutions should be limited to 18 team substitutions per game.

- The "libero" player concept shall not be used.
- Tournament and pool play will be at the discretion of the state association and/or host school.

According to the National Federation, 14 states will experiment with rally scoring this season. Texas will not be one of those states.

This was not an arbitrary and capricious decision

made by the UIL staff. We opted to get input from you, the coaches, by working with the Texas Girls Coaches Association and its volleyball committee. Rick Keith, chairman of that committee, gathered information from coaches across the state to get feedback on the issue of rally scoring.

Based on that information, volleyball coaches are divided into three general areas. The first, which includes a significant number of coaches, supports the switch to rally scoring. The second includes a large "middle ground," coaches who are more or less in favor of rally, though to some degree indifferent, as well as other coaches who are somewhat reluctant to see rally scoring, but view it as inevitable, and are ready to go ahead and change. Finally, there is a smaller but significant group who still adamantly oppose rally scoring under any circumstances.

After receiving this feedback and realizing that support for rally scoring is not unanimous or unopposed, it was decided that Texas would not experiment with rally scoring this season.

There are many arguments for and against rally scoring. Issues such as length of matches, the ability to come back from big deficits, more conservative play and scoring a point when an opponent misses a

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Heading Back To the Mines

Where do coaching positions stand in districts' needs to cut costs?

This summer I watched with a great deal of interest the excavation of nine miners who were trapped hundreds of feet below the earth's surface. It was reported that the miners worked as a team to keep each other alive. They took turns holding each other out of the frigid water, preventing hypothermia. They encouraged each other when hope did not seem evident. They bolstered each other's spirits beneath a cloud of darkness and possible death.



Charles Breithaupt
Athletic Director

Many were transfixed by the Herculean efforts of the rescue and medical teams who worked round the clock. The faith of the families and the prayers of the nation who awaited their rescue inspired others. While amazed with the safe recovery of these nine men, I was fascinated with another factor.

The thought came to me that these men will again go back into the mines. They will enter those darkened tunnels that nearly claimed their lives, but they will do so in order to provide for their families. It is their way of life.

This caused me to realize that educators, particularly coaches, are faced with a similar dilemma as we enter another school year. While not a life or death situation, we are faced with tough decisions regarding athletics and extracurricular activities. It will take the encouragement of each other to support our enthusiasm for what we do. We will have to hold each other up during critical times.

Many issues we face this year are not new. Some resurface on an annual basis. For example, school budgets cuts challenge our extracurricular programs. As districts throughout Texas face shortfalls, even with tax rates at the cap, superintendents must make tough choices on how money will be spent. In many cases those decisions impact athletic budgets as well as other extracurricular activities.

One area that has attracted much attention is the elimination of the athletic period during the school day. The discussion to remove all athletic classes from the school day presents some curious prospects. Most obvious is returning coaches to the classroom during the school day, thereby saving teaching units. This could create potential problems for schools who choose to travel this route.

The first is that it could necessitate the release of other teaching staff. But wouldn't those students who were previously scheduled into athletic periods have to be assigned to another subject? If so, further

certified teachers would have to be hired to teach them. Where would the savings come from? How many classroom teachers wish to manage 50-75 or even more students in a single period? Coaches do it on a regular basis in the athletic period.

And if a school felt it could safely tread this water, would they then want part-time coaches to pick up the after-school activities? Current UIL rules regarding the hiring of coaches states that coaches must be full-time employees of the district.

Certainly, the cost of hiring a part-time coach could be less expensive than hiring one to teach on a full-time basis. But, we must remember that in doing so inherent problems will exist. Part-time coaches, while accepting perhaps a smaller stipend, would then have to be certified through some type of coach certification program. Background checks would be necessary. Part-time coaches are simply that — part time. The school has no hold over them, certainly not the teaching certificate that can be taken from a full-time coach who commits some egregious error.

Part-time coaches, or even volunteer coaches, can simply renege on the volunteer promise at any given time. When parents complain, or the team goes on a losing skid, or other interests hold their fancy the part-time coach can simply walk away. This is not true for the full-time coach who can have the teaching certificate held over his or her head.

Most importantly, what happens to the student who does not meet with the coach during the school day on a daily basis? Many do not realize the importance of this relationship. In many cases, the coach knows more about the student than any other person in the school because they spend more time with them. They know what they eat and drink. They know who their friends are. They know what they are doing at night. They know the grades, behaviors and problems of the student in other classrooms. They serve as counselor, teacher, coach and friend on an every day basis. Students can easily go astray, but without the daily guidance of a coach, the odds are greater for this to occur.

The general public must realize a coach is much more than a coach. A good coach is a good teacher. In most instances a coach is assigned as a classroom teacher. Rarely is a coach hired to simply coach. The majority of his or her pay comes from the teaching assignment rather than the coaching stipend. A coach can make more money driving a school bus route than for coaching.

Good coaches work 80-90 hours per week during the season. Some work more. The day doesn't end with practice. Not only do coaches work with athletes on the field or court; they have field preparation, equipment repairs, videotape review, scouting

opponents, grade checks, rehabilitating injuries, among other coaching duties that do not meet the public eye. This doesn't include the responsibility of preparing lesson plans for classroom assignments and other school related duties such as bus, hall or lunch duty.

The coach is lightly regarded in some communities because little or no value is placed on the impact the coach has in the life of the students. Unfortunately more emphasis is placed on wins and losses rather than the total development of children. In essence this is the problem with eliminating athletic periods during the school and hiring part-time coaches simply to save money.

The coaching profession has been maligned because of unfair perceptions and misinformation. We must celebrate the value of coaching kids every day. The daily victories experienced by students who discover the ability within themselves to overcome adversity and manage success is the direct result of quality coaching. We must preserve the noble profession of coaching.

Arguments can be made by both sides on changing current rules regarding the school day athletic period and use of part-time coaches. Whatever the argument, the values of extracurricular activities should be considered. One of the objectives of the UIL is to enhance the educational experience for students. Can this objective be best served through changing the current structure that has made Texas athletics the envy of the nation?

As stated in "The Case for High School Activities" presented by the National Federation of State High School Associations, "At a cost of only one to three percent of an overall school's budget, high school activity programs are one of the best bargains around.

Unfortunately, there appears to be creeping indifference toward support for high school activity programs by the general public. This neglect undermines the educational mission of our schools and the potential prosperity of our communities."

This autumn our coaches head back into the mines. They band together, encouraging each other, holding each other up during tough times. But, they endure and the value of their service to society should be celebrated, even if the general public does not comprehend the magnitude of that service.

The coach is lightly regarded in some communities because little or no value is placed on the impact the coach has in the life of the students.

ELEMENTARY/JUNIOR HIGH

ART CONTEST

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

HIGH SCHOOL

SECOND PLACE TEAM POINTS

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

HIGH SCHOOL SPELLING & VOCABULARY

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

MATHEMATICS & SCIENCE

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

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

EL PASO BURGESS HS

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

ROBSTOWN HS

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

CARROLLTON TURNER HS

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

(Ejection from Two Contests in One Week).

KELLER FOSSIL RIDGE HS

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

HUMBLE HS

The State Executive Committee issued a public reprimand to Mr. Lupe Cantu, with probation through November 6, 2002, for violation of Section 400 (c) and Section 1205 (b) and (c).

BROOKELAND HS

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

ARLINGTON MARTIN HS

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

AMARILLO TASCOSA HS

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

BUFFALO ISD

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

SPADE ISD

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

VAN ALSTYNE HS

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

public reprimand to both coaches with probation through April 16, 2003.

SHERMAN HS

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

SHALLOWATER HS

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

PITTSBURG HS

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

GROESBECK HS

The State Executive Committee issued a public reprimand to Groesbeck High School for excessive cel-

ebration following One-Act Play competition.

BEEVILLE JONES HS

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

GARLAND LAKEVIEW CENTENNIAL HS

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

DALLAS MOLINA HS

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

Distribution rights

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

Principal	Volleyball Coach
Librarian	Baseball Coach
Academic Coordinator	Girls Basketball Coach
Yearbook/Newspaper Adviser	Boys Basketball Coach
Speech Director	Football Coach
Band Director	Girls Track Coach
Choir Director	Boys Track Coach
One-Act Play Director	