

# Leaguer

## Sharing Students

*To make activities successful, coaches, sponsors must take from same pool. Planning and cooperation are essential to make the school successful.*

**F**rom an early age, everyone is taught to share — sisters must share toys with sisters, brothers share bedrooms. Hand-me-down clothes are another form of sharing. In schools, leaders of different activities must learn to share, also.

In most small schools and quite a few large schools, the same students are participating in most of the different sports and academic competitions. Therefore, teachers and coaches must learn to share the same students for the different types of competitions in high schools.

"The coaches and sponsors at Valley View take pride in the way they unselfishly share students," Valley View High

School academic coordinator Patti Wilson said. "We want students to feel that they can be involved in as many extracurricular activities as they choose and because of that, we work together to ensure that the overlap of activities is minimal.

"If a conflict occurs, we work together to transport students from one activity to another. For example, just a few

weeks ago, our athletic director picked up students after an Ag contest in Stephenville and drove them back to a track meet. And last week, our principal transported students to the regional academic meet after they had participated in baseball or softball. We have even flown students back from the state academic meet to participate in the baseball playoffs. We feel that if we all cooperate and work together on scheduling, our students can only benefit."

The conflict many times is seen in

smaller schools because there are fewer students to participate in the same amount of activities as larger schools.

"As with any smaller school, there is some squabbling when talented students get involved in a great many endeavors," said Susan Williamson, academic coordinator at Comfort High School. "We try to accommodate students in all areas. For instance, my journalism students must place in at least two practice meets to qualify for district competition. Several of these students are also in track. I work with the track coaches so that students can attend a practice academic meet one weekend and a practice track meet the next. Even at the state level, we have some scheduling problems, but ultimately, one-act students will perform, then we pick them up and take them to current events or extemporaneous speaking."

Planning is a major part of avoiding conflicts among the different activities.

"Plan, plan, plan and plan ahead some more," Jimmy Smith of Princeton High School said. "Yesterday the band director and I got out our calendars for next year and started working on the 2003-04 school year. Speech, one-act play and band tend to be the same students, so plan ahead, and when all else fails, let the students go to the 'bigger' event."

Avoiding athletic/academic conflicts is crucial.

"This weekend we have the regional meet," Williamson explained. "One of our academic coaches will remain after the bus leaves (to go to regional academic competition) to bring our three students involved in district softball and baseball after their games are concluded. We try very hard to keep students as successful as they can be. The UIL's conflict matrix for events is very helpful. Academic students know from the start which events they can do."

Other teachers have become flexible so students will not have to choose between activities.

"When you make kids (do things) — everyone loses," math teacher Karol

Albus of Whitharral High School said. "My greatest success comes from letting them decide their practice time. I have started practice as late as 9:30 or 10 p.m. and finished as late as 2 a.m. I have had practice at school, in the gym, at my house and in public libraries. I have often brought supper for the kids because they have been at football or basketball or track and maybe one act play, or student council, or FFA leadership or judging teams, and let's not forget church — and then they come to me."

The ultimate final experience is the main key, most people say.

"I try to stay focused on what the objective of UIL competition is — or what I think it is — to teach the students more than they get in the regular classroom, to take them to a higher level — one that other students may not be able to reach," Albus said. "To allow them to feel the sense of pride in an academic endeavor. It is not always about winning, but it is always about trying to win, and then everyone benefits. I guess flexibility is the name of the game."

Flexibility and planning are important with all activities and different types of classes.

"With so many students working on the Texas Scholars program, my publications students are more overwhelmed by AP (Advanced Placement) projects, out-of-school field trips and weekly study sessions for those courses than they ever imagined they would be," said Wayne Polk, yearbook adviser at Abilene High School. "It takes an extremely organized student to manage their time effectively when trying to place in the top 10 percent of their class while serving as a student editor on their publication."

Students, too, learn the importance of planning.

"The great thing about student athletes who also serve on publications is that they have a set schedule for their athletic class time and competition and are better able to work their publications'

commitments around them," Polk said.

Flexibility has to come from both sides.

"I think it is my job to find a common time for my teams and myself and make myself available and interested and encouraging," Albus said. "They will find a way to squeeze a couple of hours in if they know someone believes and encourages and praises their efforts."

Flexibility also comes from students and other sponsors and coaches.

"My photo editor is also a band officer," Duncanville High School publications adviser Mary Pulliam said. "He had to learn to be a quick change artist in order to march in the band's halftime show and to shoot varsity football games. Since the band director would not allow him to wear any part of the uniform to shoot, he had to completely change clothes. A parent kept his clothes or uniform while I took care of the camera equipment when he was marching."

All the teachers emphasized that the key was making sure the students are successful.

"Ultimately, we probably run into our share of problems since enthusiastic students are usually involved in many school activities," Williamson said, "but we manage to knock out the kinks and get those students to as many activities as possible because it is all about those students."

Of course the final reason students are involved in so many activities, and teachers allow the same students to be involved, is the leadership they provide.

"I want the kids who are active in other organizations," Pulliam said. "They are the leaders, the ones who will do whatever it takes to get the job done."

But in any case, flexibility with all faculty and students is the key to a successful extra-curricular part of a school.

Coaches and sponsors are aware of each other's programs," Wilson said, "and it just works."

***"I work with the track coaches so that students can attend a practice academic meet one weekend and a practice track meet the next. Even at the state level, we have some scheduling problems, but ultimately, one-act students will perform, then we pick them up and take them to current events or extemporaneous speaking," Susan Williamson, Comfort HS***



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# Gazing Into The Crystal Ball

## Future of extra-curricular activities solid, but tight money situations may cause changes

We all wish we had a crystal ball where we could see the future. We could see where the future of school activities will be in five and even 20 years from now.

If we could look into that crystal ball and see the future, would the vista be a happy scene, a dark one, or a mixed bag of positives and negatives?

There are many conditions that could impact the future, including world-wide catastrophes such as the events of 9/11 and economic downturns. More than three years ago who would have predicted wars in Afghanistan and Iraq? There certainly wasn't a hint the stock market would slide almost out of sight.

These events have combined to impact significant revenue for almost every state. In several Midwest states, coaches are being let go after this year, with no replacements planned. In Oklahoma, spring sports are reduced 25 to 30 percent this year with additional reductions being considered for fall sports. Some schools are limiting travel projections for teams across a number of states.

More and more schools are instituting fees for participation. In Texas, legislation under consideration would add over \$200 per student for additional medical exams and blood tests. In the quest for more comprehensive screening for medical conditions, parents could find it too expensive for their children to be in school sports.

Outside groups are sponsoring more and more non-school sports teams. Two types of students participate: (1) those from families who can afford to pay the fees and (2) athletes with ability who can help the team. Their fees are waived.

Who is left out? Average athletes who cannot afford the cost. It is not uncommon for a club team to charge more than \$5,000 per athlete for a season of competition. The future holds more opportunity



**Bill Farney**  
UIL Director

for these teams as financial shortfalls limit some school programs.

Corporate sponsorships are on the rise. Companies want their products introduced to young consumers. The intense interest of athletics provides a welcome platform for showcasing the corporate marketplace. In fact, many schools already lean heavily on corporate dollars just to fund basic programs. Large school districts employ specialists to compete for corporate funds. Signs hang in many sports arenas acknowledging donors of scoreboards, turf, equipment and uniforms.

Taxes to businesses and homeowners have increased to record levels and are still growing. With declining state revenues and resulting lower financial support levels to public education, the limited option to increase revenue is to increase taxes. But many local taxing jurisdictions have reached their legal limits that prevent taxing districts from assessing additional value. The remedy is either cutting expenses or finding additional sources of revenue. Call it taxpayer revolt or simply saturation, it still spawns an environment of frustration.

Schools begin trimming costs. Most have been reducing budgets already to the extent that personnel cuts would be the only alternative. Who gets cut first? It would not be required academic instructors or courses. More likely than not it will be extracurricular personnel. But with every activity important to some child, any reduction of activities will be met by strong vocal parental objection.

The next step will be to cut all activities by a near-equal percentage. This step will spur booster clubs (largely composed of parents) to begin a frenzy of fund-raisers to replace lost funding. Then other activities will fund-raise to bring their level of financial support to original strength. A flurry of fund-raisers will inundate the community.

If a boys baseball team nets \$10,000 from its booster fund, and the girls softball nets only \$6,000, Title IX issues will complicate the picture. Schools could find themselves on the horns of a dilemma to equalize the funding by providing \$4,000 to the girls softball team or asking the boys baseball boosters to fork over \$2,000 to the softball program in order that funding support for each is the same \$8,000.

Community businesses are bombarded with donation seekers. The number one complaint to schools is, "I pay taxes. Why do we have all these sales, projects and fund-raisers?"

Sometimes student groups are in competition with local businesses as they sell products or services. Complicating matters is that many projects are conducted simultaneously, causing multiple hits on businesses, parents and teachers who want to contribute equally to all activities.

Since community donations are the primary means of getting bands to the Rose Bowl, little Sally and Johnny to the National Age-Group, Western Pennsylvania Section Gymnastics Trials, and the Blue Belles to the National Drill and Dance Championships, it becomes impossible to distinguish a "school" group from a group of school-aged children going to a non-school function. There is a virtual guarantee that fund-raising will only increase, competing with church, civic, charitable, health and welfare and fine arts groups.

Schools have to justify all expenditures. The future holds more scrutiny, not less. Analysis of where and for whom these expenditures are made will invariably show that activities more valued by the community will receive the highest level of support. Constant reminders will make pleas for added support for underfunded activities. To a parent, anything their child is competing in is a valuable activity — deserving monetary support from the school. To the school, every activity is a challenge often wrapped in controversy.

Does the future hold a place for activities in schools? Yes. Tradition and parental expectations assure it. Will the effort

to keep meaningful activities in the schools remain a desired goal for communities? I think so. History is full of examples of values gained from extracurricular activities — or co-curricular, as we now prefer.

Can parents expect complete funding for their children's school activities? No. The trail is already marked by the trends in every state. More will be expected in financial support by the parents of those who participate. Unless the school has considerable resources, it will not be able to fully fund activities.

What does this mean for low-income parents? It means that free participation is on a decline. It means that unless your children are very talented, they will have to hustle to have opportunities we once thought of as a privilege.

If your children are super-talented, they will have many opportunities to compete. Everyone wants to be associated with talent. It also means they will be in danger of being exploited by unscrupulous agents who want to peddle their skills. What's new? Courted and graded and coddled and put on display, only the very strong-willed can keep a sense of composure.

What is good in high school activities will be maintained and enhanced with more opportunity for new contests and performance opportunities in the fine arts, academics and athletics. But it will come at a greater cost of commitment, time, money and vigilance by schools, parents, students and communities.

The function of the administrators, adults and institutions is to bust our bones to maintain educational value and a strong sense of equity in all activities. We will become the "carnival barkers" (if we are not already) to extol the values of the attraction and worth of what our young adults do — and why it is important that they must have an opportunity to do it.

We must remember that bad times do not last. But when they are with us, good people must step forward to provide the learning experiences for each generation.

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## Leaguer

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# Wild card interpretations get wild

The wild card is a cool idea. I agree with it philosophically and was willing to tolerate a measure of turmoil and lots of phone calls and e-mails to see it implemented because it allows 700 or 800 deserving competitors to advance to region and perhaps to State, just like in football and basketball.



**Bobby Hawthorne**  
Academics Director

But I was wholly unprepared for the trauma many of us faced following the second district week because the people charged with running district meets could not, did not or would not read or count correctly.

I wrote that on the Wednesday following the second district academic week. I've calmed down since.

Granted, some of the confusion was of my own making. In the contest results form in the *Spring Meet Handbook*, we failed to insert a line for the fourth place team member. We also forgot to add the fourth team member to the list of medal recipients.

Our goof, and we apologize.

But the problems we faced during the week after the second district week had little to do with either. Though we're in the second year of the wild card, and though wild card information is littered through the *Spring Meet Handbook* and the *Constitution and Contest Rules*, a number of district meet directors, administrators and other officials claimed they'd never heard of it or the 5 p.m. Monday deadline. Consequently, they submitted their district results a day late, or two, or three, which meant that students from their district — though not necessarily their school — were ineligible for the wild card. As much as possible, we held firm to the Monday deadline.

Consequently, we received several bitter phone calls and e-mails from coaches and students, lamenting how a rival school had cost them the chance to advance to region. District nerves already tweaked by natural rivalry were pinched sore. It could be a tad chilly at the next district organizational meeting.

Advice for 2004: don't ask the one school in your district that doesn't have a track to host the district track meet. Apply that philosophy across the board.

## 4-member teams

We learned a lot in this first year of 4-member teams, but here's what gave us the biggest headaches:

- Science teams.

They wanted to advance all six members. We never intended them to advance all six and don't allow it. This is spelled out on page 89 of the C&CR (I) Team Competition — Four members of the winning team will advance to the next higher level of competition.

We'll further clarify it in the 2003-04 C&CR.

- Team substitutions.

A school may make only one substitution per team. If the school has a four-member team, and two members cannot attend, that school must drop out and notify the alternate team, or it may drop one member, substitute for the other and compete as a three-member team. For example:

Team: Bob, Bill, Joe, Don

Joe and Don can't attend regional meet.

School drops Don.

School then substitutes Mary for Joe.

Team then becomes Bob, Bill and Mary

A team may not compete with fewer than three members. Thus:

Team: Bob, Bill, Joe, Don

Joe and Don can't attend regional meet.

School has no one to replace Joe or Don.

Team drops out.

Alternate team is called.

We should have anticipated these problems. We didn't. We apologize for the confusion.

## Team tie-breakers

Though none vetoed the original proposal to allow 4-member teams to advance, several regions complained that the number of students advancing is straining their physical limits. This summer, the Academic Committee of the Legislative Council will entertain proposals to instigate tie-breakers in all team events except computer science and spelling and vocabulary, which have tie-breakers already in place.

Currently, ties for team scores are not to be broken. All teams tied for first place shall advance to the next higher level and there is no alternate team. All teams tied for second shall receive alternate ranking.

Under our proposal, if at the district or regional meet two or more teams vying for first place have the same team score, first place shall be awarded to the team with the highest score of the fourth-place team member. Should two or more contestants who are the fourth-place team members have the same score, then a team tie will be declared and all teams involved in the tie shall advance.

For purposes of the tie breaker, a team without a fourth member will use a score of zero for the fourth-place member's score. This should encourage schools to enter 4-member teams.

At the State Meet, no tie breaking procedure will be used for teams in any place. If two first place awards are made based on a declared tie, there will be no second place, etc. The committee meets June 10 in Austin. Details are available on the UIL website.

## Conflicts

The TAKS-Academic State Meet conflict was unnecessarily complicated and confusing. We apologize for this. (This is my first 4-apology column, ever.) I have been aware of this conflict since December, 2001 and waited, and waited and waited for the matter to resolve itself, inasmuch as we were assured repeatedly that TEA had always allowed and would again allow students competing in UIL post-district competitions some wiggle room insofar as when they could take their state mandated tests.

In January, we received a memo stating that TEA "would allow school districts to make necessary changes to calendar test dates that would accommodate students participating in extracurricular activities scheduled beyond the districts' control." It promised more details to come.

In February, TEA posted further instructions on its web site. We were never notified. Consequently, the week after regional meet was a frantic effort to determine what districts needed to do to comply with TEA rules

## UIL sets dates for Student Activity Conferences

The UIL will conduct four Student Activity Conferences next fall, featuring all the high school academic events including the new social studies contest. The conferences will be at these four sites:

Sept. 20 — University of North Texas, Denton

Sept. 27 — Texas Tech University, Lubbock

Oct. 25 — The University of Texas at Austin

Nov. 8 — Sam Houston State University, Huntsville

The conferences, which begin at 9 a.m. and are free, end by 1:30 p.m. and do not include a lunch break. There is no pre-registration for schools or participants.

Conferences are scheduled to minimize conflicts with SAT, ACT, band contests and state conventions.

Instructional sessions are designed for beginning students, advanced students and coaches. Other sessions for

while allowing their State Meet qualifiers to compete in Austin. As I'm writing this now, I'm still not satisfied that schools have received a consistent or workable response. Little wonder why many schools choose to bring their kids to state and count them as absent on the day of TAKS test.

Of course, some ask us why we couldn't move State Meet. Here's why:

The first two weeks of March: state basketball tournaments.

Mid-March: UT Spring Break and CX state tournament.

Next week: District academic week I.

Next week: District academic week II.

Next week: District athletic week I.

Next week: District athletic week II.

Next week: Region academic meet.

Next week: Region athletic meet.

Next week: State Academic Meet

Next week: State Athletic meets.

Next week: UT Graduation, and nothing's held on the UT campus during the week of graduation except graduation.

Next week: high school graduations statewide.

This doesn't account for Easter, proms, IB and AP testing and the dozens of other activities and competitions scheduled each spring. I suppose we could move State Academic Meet to the Memorial Day weekend, but then we'd have to compete with the massive UIL state solo/ensemble competition.

If anyone has suggestions, send them along.

## Penny wise

I do not envy school boards and administrators who are trying to stretch limited funds over ever-widening sweeps of educational territory. But I urge them to think twice before slashing or eliminating funds for UIL academic competition and ultimately withdrawing from the district academic meet.

Of course, I believe schools should reduce funding for any student extracurricular activity only as a last resort. But cutting funding for academic competition is especially unwise. UIL academic contests are an educational bargain. They provide many of the best gifted and talented programs available. They teach all the same character traits — discipline, motivation, leadership, teamwork, perseverance, sacrifice, sportsmanship — that society says it wants in its young people. They develop the intellectual qualities — writing and speaking skills, problem solving, and creative and critical thinking — that universities and employers covet most.

Inasmuch as the most expensive item on the UIL High School Academic Study Materials order form costs \$25 (and it's a massive CX debate kit), I can think of nothing more short-sighted than to balance the school budget at the expense of your best and brightest young minds.

coaches, administrators and academic coordinators will be offered as well.

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

Sessions are intended to help students begin preparing for high school spring contests. Mark your calendar and plan to attend one or more of these free conferences.

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

Be sure to attend the UIL's annual Capital Conference, June 27-28 at The University of Texas at Austin. The conference will begin at 8 a.m. Friday, June 27. Sessions will begin at 9 a.m. and end at 5 p.m. Coaches will return Saturday for sessions from 9 a.m. - 1:30 p.m. Among the topics planned for this year's program include:

- tips for beginning academic coordinators
- UIL policy and state law
- resources for the new prose and poetry categories
- the UIL language arts strand: coaching lit crit, ready writing and spelling
- speech and one-act play contests
- analysis of the new C-X debate resolution
- coaching math and science contests
- creating a strong elementary/junior high program
- the Internet and UIL contests
- tips on hosting invitational and district meets
- working with the athletic department, booster clubs and other groups; and
- training speech and debate judges

For more information, visit the UIL website at [www.uil.utexas.edu](http://www.uil.utexas.edu) or contact Bobby Hawthorne at Box 8028, Austin, TX 78713; [bhawthorne@mail.utexas.edu](mailto:bhawthorne@mail.utexas.edu).

# Making A Difference

## Effects of UIL competition can be seen in several ways

A newspaper editor called me this week inquiring about the history of the UIL academic program at Kaufman High School. I was the speech coach and academic coordinator there 14 years before coming to UIL.

It brought back memories of why UIL has meant so much to me throughout my teaching career. During her interview, she asked several specific things about my years at Kaufman. I couldn't remember how many consecutive years we won the district sweepstakes, or exactly how many state champions we produced. What I remember are the faces...

I remember Joey, the young man raised by his grandmother. She died his sophomore year, leaving Joey to manage the house and acreage all alone at 15, yet he



Jana Riggins  
Assistant Academic Director

never failed to get on the bus to attend an invitational tournament. His clothes weren't always nicely pressed, but that was all right. He became a state champion in persuasive speaking and a medalist in Lincoln-Douglas debate...

And there was Judd, who didn't take home all the UIL medals he wanted

and worked hard for, but who now uses his public speaking training every day in his vocation as a minister...

Unforgettable Martine, immigrant with the brilliant mind, who others tried to convince to dedicate her life to international politics, yet who discovered her passion for teaching and forensics because of her experiences in UIL...

Jaime, who only needed someone to believe in him to keep him from a life on the streets. UIL gave him the opportunity to prove to himself he could be successful. He became an Eagle Scout and funded his college tuition with a forensic scholarship...

Abby — my infamous prose "extemper" so aptly known because of her ability to take any sick kid's place at the last minute (the squad knew the unspoken rule that we never dropped an entry at a tournament!). She would amaze us with her talent, taking someone else's manuscript and performing it as if she'd had the piece forever. She's astounded us more times than I can share in bringing home a gold medal that way. Now, she's bringing her one-act play to state...

Could I forget another youngster declared mentally impaired who longed to be on the UIL speech team, to the dismay of even the school diagnostician? Through UIL competition, he was no longer limited. Competition inspired him to learn to read poetry aloud beautifully, advancing to the regional level...

And the e-mail that brought tears to my eyes one day. An LD debater named Danny wrote, wondering if I would remember him. He told me that throughout his years of education, it was his experiences in speech that proved to be the most valuable in his professional career. He shared, "The skills that I obtained, specifically the ability to think more three dimensionally and keep an open mind,

not to mention the writing skills I acquired, have helped immensely in my career. Although these skills were not always manifested through my performance in high school, they have no doubt strengthened my performance as the head of communications for a multi-million dollar segment of a multi-billion dollar company."...

Debaters Jeanie and Aaron, she in Baylor Law School, he lobbying for state and national agricultural policies....

The list of students' names and their stories could go on and on. Each of you who coach UIL have stories equally as moving. They are the reason we share our passion for learning and for UIL competition. Our students are our greatest tribute.

A former state champion wrote, "I cannot fully express how much I have benefited from participating in this event four years in high school. Just to let you know a little of what I have achieved, in large part due to the communication and critical thinking skills UIL Persuasive Speaking allowed me to develop: At 22, I am a UT graduate, finishing my first year of law school. When I was 20, I worked as a Legislative intern at the Capitol for a State Senator. At 21, I was hired as Field Representative for a U.S. Congressman that required me to speak on his behalf. A few months ago, I served as a campaign manager for a candidate in a countywide race. I owe much of the credit to UIL for allowing me to refine skills that are key elements for success."

I am grateful to each one of you who coached a UIL event this season. You have made a difference in the life of at least one student. UIL has the most comprehensive academic program in the nation, due in part to the structure of this organization, but most importantly, because of the educators in our Texas schools who have given extra of themselves so students might achieve. Teachers, you are the lifeblood of the University Interscholastic League.

My special thanks to outstanding coaches throughout this state who have served on advisory committees, taught workshops at our conferences, judged at state meets, provided ideas and constructive feedback, and shared with us your students' successes.

We actually began this UIL year in June with the Capital Conference coaches' workshop where over 450 dedicated educators gave time out of summer vacation to prepare to be better coaches and coordinators.

The League staff has hardly taken a breath since. I want to thank my staff for the superior job they do, especially Ramona, David, and Matthew. Thanks, also, to Carolyn for her work with the scholarship program and

state meet judges; Phyllis for taking care of travel arrangements and her special laugh that fills the hallways; to Diana, Vera and crew without whom you would not receive our communication, and all the staff at UIL. State Meets don't just happen. It takes a lot of dedicated folks.

Special thanks to Bobby Hawthorne, who helps me keep competition and life in perspective, and to my colleague Randy Vonderheid who allows me to push the *Leaguer* deadline to the very last minute during CX Debate State weeks. Also to those individuals who serve as invaluable resources during the year: UIL consultants Wayne Kraemer, Cinthia Salinas, and Charlene Strickland, my deepest gratitude.

As your year draws to a close, may you not look at a patch of dandelions and see a bunch of weeds that are taking over your yard. See instead, blowing white fluff you can wish on. When you see a mud puddle, don't step around it because you see muddy shoes and dirty carpets. Dare yourself to do what my little boys once did — they would sit in it and dream about dams to build, rivers to cross, and worms to play with.

Happy summer vacation. Spend time wishing and dreaming!

### Reminders for State Meet

All coaches should make every effort to attend the 8 p.m. Thursday night Coaches Conference at the Thompson Conference Center. Due to construction in this building, room assignments have changed and procedures will not be as routine as you may be accustomed to following at State Meet. The Awards Ceremony for Speech has been scheduled for 3 p.m. this year.

**Prose and Poetry** — This is an oral reading event. Just as use of foreign language words and phrases should be incidental in your performance (C...CR, pages 113, 115) so should singing. Also, check your documentation up against the standards explained in the UIL Prose and Poetry Handbook.

**Persuasive and Informative Speaking** — You should not include in your extemporaneous files documents you have created by electronically cutting and pasting sections from original article(s) into a separate document. Many Internet sites offer a "printer-friendly" document you can download. Don't create your own.

**Lincoln-Douglas Debate** — The spring topic has provided students with an in-depth study of due process rights. Current events make this topic a great real-world learning experience.

## EXTEMP TOPICS

### INFORMATIVE

1. What has NASA learned about the cause of the Shuttle disaster?
2. How has the role of women in the U.S. armed services changed?
3. Why has the World Health Organization issued a health warning over SARS?
4. Why is the future bleak for the U.S. airline industry?
5. How are state governments attempting to deal with record budget deficits?
6. What is the status of current U.S. relations with China?
7. What action has the U.N. war tribunal taken against those accused of war crimes in the Balkans?

### PERSUASIVE

1. Has President Bush done a good job of protecting the environment?
2. Do American drug laws unfairly target racial minorities?
3. Is embedding journalists within combat units the best way for Americans to be informed of the war?
4. Should NATO continue expanding its membership to include the Balkan countries?
5. Has Prime Minister Tony Blair's support of the U.S. hurt his popularity in Great Britain?
6. What should be done to provide affordable medical care for elderly American citizens?
7. Does NATO still serve a purpose?
8. Does Texas need a state income tax?
9. Has the Bush administration ignored the Israel-Palestinian conflict?

**I am grateful to each one of you who coached a UIL event this season. You have made a difference in the life of at least one student.**



# Gossip game gets go-ahead if journalism classes eliminated

Imagine — John Lennon made this word famous with his song supporting communism back in the early 1970s. Those in the younger generation think Forrest Gump contributed to Lennon's song.

In any instance many inexperienced journalists like to use this word to begin their stories. For instance, one student might write: Imagine two motherless children whose lives were changed in a simple car accident.... when the writer should have said — the two children, 7 and 9, stood in front of their mother's casket, tears streaming down their face and each holding one hand of their father, whose face, too, was wet with tears.



Randy Vonderheid  
Assistant Academic Director

Imagine — such a strong word with little meaning, but a lot of meaning. School districts today are trying to imagine what their campuses may be like without classes in the arts or physical education classes, or even many electives. Around the state we read stories of districts cutting back on the teaching of music, art, physical education — all types of electives. Why even Dallas ISD guru Dr. Mike Moses wrote in a Jan. 6 article in *The Dallas Morning News* a column on how to keep art education intact in the state. Of course, he approached it in the context of how it would help the local economy by having "culture" in the area, but teachers saw it as a chance to campaign to keep the arts in school.

Having the arts in schools is important. Having many different electives in school is important. "Imagine" what school would be like without electives? A student would move from his English class to history class to math class to science class. The next day the same thing, and the next day the very same thing. No variety. I could go on about the lack of enthusiasm a school would have without a variety of subjects to teach and learn, but then

I'd be distracting you from the point I'm taking so long to get to.

"Imagine" not knowing that we were involved in a war with Iraq and wouldn't know the atrocities Saddam Hussein had gotten away with the past 30 years. "Imagine" Dr. Moses of Dallas not having the opportunity to write a column promoting arts education in Texas. "Imagine" not knowing who is the President of the United States.

Without a free press, the only way we would know there was a war going on would be through word of mouth. The only way we would know who in fact was running for President was through word of mouth. People say they don't trust the media, but "imagine" trusting someone who heard something from someone who heard something from someone who heard...well, I think you get the point of the gossip lesson.

Imbedding has become a common term today because our government has seen the importance Americans place on knowing what is going on in the world. Journalists have been imbedded with soldiers, and we daily, hourly and up-to-the-minute saw the war and saw Baghdad taken over by troops and the celebrations in the

street. This would not be possible without a free press — one that is not controlled by the government, any special interests groups, or even a principal who wants only good things written in the school paper.

The state journalism organization, ILPC, just completed its annual convention with the naming of the best stories written in the state this year. Students in each conference compete with other students in their respective conference, then the winners in each conference compete against each other for the best in the state.

Going through the list, the news story deals with a student who died on campus. The editorial attacked the school district's budget because there was not enough money to buy science supplies. The in-depth story dealt with the school district's budget and what has happened to the district's money. The state championship column deals with speeding and having to do public service at a MADD meeting, and another story deals with students breaking federal laws by copying music off the Internet.

In a school where the principal would only want "positive" stories coming from the student publications, these stories would never have been published, and these students would not have learned the importance of investigation, interviewing and writing.

Not everything is good in the world today, and not everything in schools is good. Yes, I hear from a small minority of people each year complaining about how I would allow certain stories to win these kinds of contests I've mentioned. For every one of those calls, letters or e-mails, I see students who were successful in ILPC competition and UIL writing competition. I see their by-lines in newspapers around the country. I know that, just like a teacher who makes a difference in a student's life every day, I help make a small difference by announcing a story

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## Publications, advisers recognized during state, national journalism conventions

Several of the state's top publications and teachers were recognized during the ILPC (Interscholastic League Press Conference) state convention and the national JEA (Journalism Education Association) held in early April.

"These awards represent the best journalism has to offer in the state and nation," ILPC Director Randy Vonderheid said. "Judging is based on journalistic standards, and these publications have met those standards and gone above and beyond in following the professional expectations of any publication."

ILPC is the oldest and largest state scholastic organization in the nation.

"Because of our tradition of excellence, the expectations we have of our state's publications make them some of the top publications in the nation," Vonderheid said.

In each of the two areas of scholastic journalism recognized in the state contest, yearbooks and newspapers that receive a Gold Star are noted as being in the top one percent of their publications statewide; a Silver Star represents being in the top five percent statewide, and a Bronze Star represents publications in the top 10 percent statewide. Approximately 600 publications were critiqued and rated this year, Vonderheid said.

In yearbook competition, those receiving a Gold Star include: Panther Tale, Duncanville HS; The Golden Eagle, Houston Cypress Falls HS; Roughneck, White Oak HS.

Those receiving Silver Stars include: Hoofbeats, El Paso Burges HS; The Hawk, Texarkana Pleasant Grove HS; The Lion, McKinney HS; El Paisano, Austin Westlake HS; Panther, Longview Spring Hill HS; Flashlight, Abilene HS; Round Up, Austin Canyon Vista MS. Bronze Star recipients include: Prowler, Houston Kempner HS; Cougar, Wallis Brazos HS; Cougar Connections, Austin Hill Country MS; Blazon, Arlington Bowie HS; The Governor, Pflugerville

Connally HS; Carillon, Houston Bellaire HS; The Panther, Dallas Hillcrest HS; and Triune, Euless Trinity HS.

In newspaper competition, Gold Star recipients include: Eagle Eye, DeSoto HS; Panther Prints, Duncanville HS; The Marquee, Flower Mound Marcus HS; Stampede, El Paso Burges HS.

Silver Star recipients are: Wingspan, Houston Cypress Falls HS; The Connection, Pflugerville Connally HS; The Sidekick, Coppell HS; The Bagpipe, Dallas Highland Park HS; Falcon Cry, Austin Fulmore MS; The Shield, Austin McCallum HS; West Thompson Street Journal, Decatur HS; Edition, Austin Anderson HS. Bronze Star winners are: The Twisting Times, San Antonio E. C. Heritage MS; Hillcrest Hurricane, Dallas Hillcrest HS; The Battery, Abilene HS; Pony Express, Richardson J. J. Pearce HS; The Edge, Texarkana Pleasant Grove HS; Three Penny Press, Houston Bellaire HS; Explorer, El Paso Coronado HS; The Raider Echo, North Garland HS; The Liberator, Austin Johnson HS.

In addition, Wayna Polk, yearbook adviser at Abilene HS was named the Max Haddick Teacher of the Year and Kay Dillard, Arlington HS; Terry Nelson, Muncie Central HS (Muncie, IN); Brenda Stelzel, East Bernard HS; and Cindy Todd, Austin Westlake HS were recognized as Edith Fox King recipients. King was one of the co-founders of ILPC.

In the NSPA competition, two yearbooks were recognized with the Pacemaker award, the highest honor a school publication can receive from that organization. The Panther Tale from Duncanville HS and Hoofbeats from El Paso Burges HS were recognized. In addition, El Sombrero, the on-line edition of the Perryton HS student newspaper received a Pacemaker. On-line publications are new in the scholastic journalism field. Newspaper Pacemakers were recognized at the fall convention, held in Dallas in November.

# Archives show good evidence of why rules created

You may not get this issue of *The Leaguer* until after State Meet, but if not, you are cordially invited to see 40 of the finest productions Texas can produce. State has always been a great place to see new standards to shoot for, a place to understand what a critique was all about and a place to see new works.

Festivities start May 1 at 4 p.m. with the 3A contest at Bass Concert Hall. 2A and 4A compete on Friday and 5A and A on Saturday.

## Snooping Around

I love to collect things. I started off collecting comic books. Then progressed to monster magazines, models and trading cards in the 60s and by the 70s, I was deep into collecting movie/theatre memorabilia. Many of those items now make their way to E-bay and into the hands of other addicts. To collectors of historical documents, the smell of old paper can be intoxicating.

I have now discovered the **UIL OAP Archives!** I have had a blast digging through files and boxes full of



Luis Muñoz  
Theatre Director

**“During past years, a number of directors have found that sections of long plays, when cut to conform with League rules, have proved to be more satisfactory than prescribed one-acts.” (1946-47) This is certainly something that caught on over the years.**

old state meet programs and pictures. The history of the OAP contest and of secondary school theatre is there to touch, and you can see the evolution that has taken place since 1926.

It's a treat to look at the first State Meet programs. Many of these pictures and documents have been incorporated into the power point presentations used at Student Activities Conferences this year.

The October 1927 issue of *Interscholastic Leaguer* sets out the aims and rules for the contest that had been conducted as a “tournament” for the first time the previous year. The rules were simple and even scary:

- Any League member school who had or could obtain a stage capable of handling a simple one-act play and with an auditorium seating 200 people comfortably could enroll in the contest. The reason for this was that under the competition plan, all of the schools had to be able to host a contest.

- A student could not compete in OAP and public speaking events.

- In 1927, the judge was instructed to “eliminate from consideration in judging”:

- a) Plays requiring more than 40 minutes in presentation.

- b) Plays that use other than the simplest settings or depend at any point for their appeal upon purely scenic effects.

- c) Plays that require more than 10 individuals in the cast.

- d) Purely farcical plays, or plays predominantly frivolous in tone.”

There is a note related to (d) that says, “The judges shall be instructed to grade the ‘choice of play’ in such a way as to give a distinct advantage to casts which exercise good judgement in selecting a play of intrinsic merit. With this safeguard, no prescribed list of plays will be

issued.”

A single judge was prescribed. “One good judge is better than three ordinary judges.”

The judge was, obviously, in a position to disqualify. It's really important to note the ambiguity of the set rule (b). One can see that the next 77 years would be dedicated to clarifying and defining that rule. *In 1952 it became the responsibility of the district committee to make those determinations and enforce the rules.*

The state was divided into two sections, East Texas and West Texas. The division was along the north and south line of the M. K. and T. Railroad. The champion from each section was invited to participate in Austin. They were even reimbursed by the UIL for some of their expenses. Housing was provided during certain time periods.

## Old Handbooks

Yesterday I came across a bound collection titled *University Interscholastic League 1940-1992 One-Act Play Handbooks*. In it were copies of the *Prescribed List of Plays* from 1940-54, *A Suggested List of Plays* from 1955-57, *A Basic List of Plays* 1958-61, *Handbook for One-Act Play Directors* and finally the familiar *Handbook for One-Act Play Directors, Judges and Contest Managers*.

Interesting Items from 1940-63:

**F. Loren Winship - Director of Speech Activities** (1940-47). Bruce Roach becomes Director of Speech and Drama Activities in 1947. It appears Mr. Roach remained in that office until 1958. Jerry Rollins Powell is first listed as Director of Speech and Debate in 1958-59.

- “There are no losers in a Speech contest.” (1940-41) This would evolve into “*In a well-planned one-act play contest, there are no losers.*” The current version is first spotted in the first Handbook in 1963.

- “All Shakespearean plays, except those which can be played in the simplest costumes and which require no special set pieces, are ineligible”. (1941-42) It appears the “Shakespeare” restriction disappears in 1948-49. This rule really illustrates the fact that the contest has always had its focus on acting and directing.

- “During past years, a number of directors have found that sections of long plays, when cut to conform with League rules, have proved to be more satisfactory than prescribed one-acts.” (1946-47) This is certainly something that caught on over the years.

- In 1948-49 Judging Standards appear in the bulletin. They were broken down as follows: Acting 55 percent, Directing 35 percent and Play 10 percent. In 1930-31, the standards were Choice of Play 25 percent, Pantomime 40 percent and Diction 35 percent.

- In 1948-49, the judge was instructed to “eliminate from consideration in judging”:

- e) Plays requiring more than 40 minutes in presentation.

- f) Plays that use other than the simplest settings and costumes or that depend at any point for their effectiveness upon scenic or costume effects

- g) Plays that require more than 10 individuals in the cast.

- h) Plays which require the use of a gun, pistol or any other firearm in any way. (Added in 1930)

- i) Plays that use a curtain or blackout at any time during performance to make a major shift in scenery. (Added in 1930)

- j) Plays appearing in the last state contest. (Added in 1931)

- k) Plays not on the official prescribed list.”

- Music is mentioned in 1950. The rule allowed for records to be used to create “mob effects,” and other incidental sound effects.

- The 1954 *Prescribed List of Plays* includes a section for *Old or Over-worked Plays*. Any suggestions ???

- In 1955-56, the set rule is changed to define “elaborate” as a set that takes more than 10 minutes to set up.

- A student crew of three is implemented in 1958.

- 30 seconds is allowed for a blackout or curtain to make a scene change in 1958-59. Remember that that was not allowed in previous years and was grounds for disqualification.

- First mention of an eligibility “Blank” to be presented at the contest is found in the 1958-59 List.

- In 1963 the first *Handbook for One-Act Play Directors* appears. In the words of *MAD Magazine* and Alfred E. Newman, it was *25 cents cheap!*

## Summer Plans

Please set aside some time this summer to carefully review the 15<sup>th</sup> edition of the *Handbook for One-Act Play*. There were too many cases this year where directors committed serious errors and omissions as a result of not reading the book or having an outdated edition. Always remember that by signing the *Professional Acknowledgment Form*, you are acknowledging that you have read and are familiar with the rules related to your contest. Don't put your students in harm's way by being ignorant of those things you have been hired to master.

The office will be open all summer and we will be glad to answer or clarify questions that may come up.

This is also a good time to read. The Drama Loan Library will be open all summer and we have staff ready to process your orders. Nothing beats a solid knowledge of literature in helping you pick your contest play.

The Department of Theatre and Dance at the University of Texas at Austin will be hosting a *High School Teacher's Institute* from June 22-28.

The one-week intensive workshop will cover an assortment of topics covering curriculum, TEKS, methods, program development, and practical reviews in acting, directing, technical theatre and voice and text. There will also be workshops that are UIL specific. These include workshops on play selection and cutting, use of the unit set, expectations of the critic judge and rules and regulations.

This intensive training is a great way to revitalize your energies as you prepare for another school year. Deadline for the workshop is May 20. You can contact Dr. Lucien Douglas at 512-232-5307 for more information.

The Texas Educational Theatre Association will be offering *Alive in the Mind*, the 21<sup>st</sup> Annual K-12 Summer Workshop, at Richland College in Dallas. The three-day event is scheduled for July 25-27. The workshop focus will be gearing up for the 2003-2004 school year and developing the tools needed by theatre educators. For information, contact Kevin Hurst at 281-498-8110, ext. 3070. G/T credit will be offered.

If you are in the Austin area, come by and visit us. We are always interested in meeting directors from around the state and listening to your war stories. Just give us a call and make sure we're in. You can always take us out to lunch.

## Gil Sharp

Gil Sharp, Austin Crockett High School's director of 20-plus years, died March 31. Gil earned a degree from East Texas State University in 1977. Last year Gil and co-director Mary Nancarrow took third place in 5A with their production of *Holy Ghosts*. According to Robert Faires with *The Austin Chronicle*, “Sharp's productions were categorized by a sensitivity of performance, with subtlety of acting and a strong sense of ensemble.” Gil passed away the Monday after Crockett's district contest. Their production of *Over the River and Through the Woods* has advanced to the 5A State Meet. Gil is survived by his wife, Mary Price Sharp, father Cecil, brother Curtis and sister Geraldine Sharp Mendez. Memorial contributions can be made to the Gil Sharp Memorial Scholarship Fund, Crockett High School, 5601 Manchaca, Austin, 78745.

Until next fall, thank you for making this first year a memorable one. Have a great summer, get some rest and if you're off on vacation, DON'T Break a leg!



## Social studies contest goes past trial stage, readies for big time

By DELMA YZAGUIRRE

Curriculum Specialist for Social Studies K-12, CATE Coordinator, Grant Writer, Calallen ISD

The League's newest contest, the social studies contest, will be a 90-minute test that focuses on a social studies theme and will include an identified primary reading selection and/or movie, maps and historical documents. Additionally, the content will focus on the student's basic knowledge of social studies terms and skills. The content consists of questions that will be posed in such a way as to allow for objective grading and a document-based essay question that all participants are required to answer.

After several unanswered phone calls to Oliver Stone, the big Hollywood movie producer, I decided that I did not need his version of history or any more conspiracy theorists input, and I had enough information to make a decision about the theme for the social studies contest. So the social studies theme for 2003-2004 is "The Gilded Age," and the primary reading material is *The Devil in the White City* by Erik Larson.

I am working with Bobby Hawthorne and others to prepare a Social Studies Study Packet that will include information regarding additional reading requirements, test format, grading instructions and other vital contest information.

I am excited about the opportunity to work with the UIL again. I have been in education for more than 15 years as a government, economics, history and speech

teacher, a speech and debate coach, a UIL coordinator and a high school assistant principal. Currently, I am a curriculum specialist for Social Studies K-12 and the Career and Technology Education Coordinator with Calallen ISD. I look forward to seeing old friends and meeting new ones at all the UIL Student Activity Conferences this fall, where hopefully we will be able to answer all of your questions. Who knows, we also might be able to answer the question, what is the meaning of life.

What do we want the shape and/or outcome of the contest to be? I feel like a contestant on one of those beauty pageants and the answer should be — World Peace?

"But seriously folks," we were tired of the individual's on the Jay Leno Show during the Jaywalking segment giving absurd answers to seemingly easy questions about history. For example the lady who thought Bill Clinton was the President of the United States during the Civil War or the woman who told Mr. Leno the North Pole did not exist.

Okay, so we might not be able to affect the editing of Mr. Leno's show, but we are going to strive to produce a contest that will pique students' curiosity, engage them on a number of intellectual levels and expand their knowledge of social studies as a way of helping them become fuller and better citizens and students.

And besides, you never know when you're going to be stopped on a sidewalk by Jay Leno.

## Importance of free press seen in war coverage, state convention

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or photo as a state champion, or even as an honorable mention winner, that may not be particularly positive, but is outstanding journalism. Or when an ILPC member school sends me their newspaper and I find a story or picture that was done well and present them a Certificate of Superiority.

I have seen written that a newspaper is the first draft of recording history, and a yearbook (not an annual) is a history book of that school for that year. Who will remember something about that school year if it is not recorded in the yearbook? Wouldn't it be a shame if administrators erased the opportunity to record history, good or bad, by eliminating journalism and a free press on campus?

As I am writing this, I found a story reporting that Texas A&M is considering dissolving that school's journalism department. Their reasoning — in 2001 they had more than 900 students majoring in journalism, so they capped student enrollment in the school. Numbers decreased to 500. Now they want to dissolve the department. Could this be another form of censorship?

"Imagine" life without journalism. Think of how many ways you have been affected by journalism in just the past month. If we didn't have good journalism programs in Texas, the only way you may be getting information would be by hearing it from someone who heard someone say they heard it from someone who heard it from someone who.....



*"My time competing in One-Act Play has been nothing but the best. It has helped me establish friendships and become very close to those friends because we spent so much time together. It also gives you a sense of pride and accomplishment because you work so hard and then you compete with the best."*

Jennifer R. Smith  
Navarro HS  
Geronimo

## Future of activities solid even with financial worries

continued from page 2

We must be able to teach the lessons of life when "life ain't no easy freeway, but just some gravel on the ground."

We must seek no reward for our efforts, just the warm feeling of knowing we sustained an important element of human development — that of competing against ourselves and others for the benefits derived from interschool competition. If it were easy to accomplish, anyone could do it. What makes the challenge special is that everyone cannot or does not have the will to work for children. You do! And it will not be easy. But we're counting on you to succeed.

## Adding teams to playoffs take into account unintended consequences

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tournament?

When considering change to the current playoff system, one must take into account unintended consequences. Adding or even subtracting teams in the playoffs has to meet the scrutiny of the schools. Before change can be incorporated every aspect of the system must be analyzed including district certification dates, playoff brackets, regional sites, state tournament formats etc.

Scrutinizing the present system is healthy. However, proceeding with caution is necessary when considering changes to any structure.

The Council will hear proposals in June and the UIL staff will communicate with a survey to schools. Each school should investigate the impact of change as it relates to their school. The Council will take final action in October.

## 2003-04 Lit. Crit. Reading List

### NOVEL

*Their Eyes Were Watching God* (1937) by Zora Neale Hurston

\$13.95. ORDERING INFORMATION: ISBN 0-060-931418

Harper Collins, 1000 Keystone Industrial Park, Scranton, PA 18512

Toll-free orders 1-800-242-7737. Also available form McGraw Hill, Box 182605, Columbus, Ohio 43218-2605, 1-800-338-3987. \$10.63

*Their Eyes Were Watching God* price through Texas Educational Paperback price: \$9.07.

### POETRY

*Selected Poems* by Robert Frost (1874-1963)

Any unabridged printing of the poems is acceptable. All of the selected poems are found in *The Mentor Book of Major American Poets*, edited by Oscar Williams and Edwin Honig, 1998 paperback, \$7.95 Penguin, ISBN 0-451-62971-1, toll-free orders 1-800-788-6262. Penguin-Putnam, 405 Murray Hill Parkway, East Rutherford, NJ 07073-3246.

*The Mentor Book of Major American Poets* price through Texas Educational Paperback: \$5.17.

The following poems will be used in the contest. The collection of poetry has been used by UIL literary Criticism for several years and will continue to be a source for American poets.

1. Mending Wall
2. After Apple Picking
3. The Oven Bird
4. Birches
5. The Subverted Flower
6. The Gift Outright
7. To Earthward
8. Tree at My Window

9. Two Tramps in Mud Time
10. The Witch of Coos
11. Once by the Pacific
12. Acquainted with the Night
13. On Looking Up by Chance at the Constellations
14. Stopping by Woods on a Snowy Evening
15. The Road Not Taken
16. Neither Out Far nor in Deep
17. The Vantage Point
18. The Tuft of Flowers
19. Directive

### DRAMA

*The Bourgeois Gentleman* (Le Bourgeois Gentilhomme) (1670) by Moliere

Any unabridged translation by H. Baker and J. Miller may be used for this contest.

\$1.50, Dover Thrift Edition, ISBN 0-486-41592-9  
Toll-free orders: 1-800-223-3130.

Dover Publications, 31 E. Second St., Mineola, NY 11501

*The Bourgeois Gentleman* price through Texas Educational Paperback: \$1.50.

To order from Texas Educational Paperbacks, phone toll-free 1-800-443-2078 or FAX 1-800-437-7070. There are no shipping or handling charges. Please prepay orders under \$10.

### REFERENCE

*A Handbook to Literature* is the authority for Part I test items on Literary History and Terms, 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> edition, edited by C. Hugh Holman and William Harmon. ISBN 0-13-234782-2 (7<sup>th</sup>), 0-13-012731-0 (8<sup>th</sup>), 0-13-097998-8 (9<sup>th</sup>). The handbook is available only from bookstores and from Prentice-Hall (toll-free orders 1-800-350-3693).

# Elementary/junior high contests see changes — both good and bad

Though a few weeks are left in the school year, the signs of summer vacation are everywhere. People yawn a lot, the temperature has already hit 80 and seniors with graduation on their minds are driving cars with shoe-polished windows.

Another class exits your life leaving behind a little sadness and a lot of relief. It's a time for exhalation and reflection. That sort of, "okay....let's see..." time of the year.

Over 2,700 campuses competed in UIL district meets this year, quite a few of those for the first time. New test writers wrote four elementary and junior high contests and the inevitable adjustment that goes with change. Ready writing topics which created an uproar, calls from schools whose students won medals and calls from schools attending district meets in which mistakes were made were also part of the year. There was a mixed bag of results in the elementary/junior high folks.

Early in my teaching career, UIL chose a Lincoln-Douglas debate topic that appalled me. I wrote a scathing letter to the speech director at that time. My students weren't going to debate that odious topic! The director responded wisely: was I sure there was nothing to learn from the debate topic? I certainly did not think so at the time, but 17 years later I understand the lesson: I should have kept my mouth shut because someday I would be the person to whom people would complain about topics.

Thomas Edison once said, "Results! Why, man, I have gotten a lot of results. I know several thousand things that won't work." He was singing my song. Some of the ready



**Rhonda Alves**  
Assistant Academic Director

writing topics weren't age-appropriate, the new edition of the *Nystrom Desk Atlas* issued in late fall set everything on its ear, and number 34 was nowhere to be seen on the answer sheet for one of the math tests.

The good part is that I've received several ideas for prompts along with discovering "several thousand things that won't work." How about some topic ideas for impromptu speaking? I do appreciate that you care enough about your students to let me know when something is rotten in Denmark with one of the contests.

I count among the year's successes the fact that more children participated in UIL elementary/junior high activities than in any previous year, and that many of you let me know that things went well.

My son competed in the storytelling contest this year, and as I sat in the school cafeteria while he "storied," I watched people. Kids were loud, teachers visited and parents chewed their nails. I chewed mine, too. Of course, I frequently chew my nails.

People were having fun. I enjoyed viewing the experience from a different vantage point. I was the parent rather than the director, and what I saw confirmed what I've always believed — participation in UIL activities is good for children, teachers and parents. The educational and interpersonal nature of the experience outweighs not advancing to finals or winning a medal.

I'll avoid the several thousand things that I now know won't work, and you'll get a brand new crop of potential Lawrence Oliviers or Albert Einsteins in the fall. I can't promise that you won't encounter something you don't like, but I can promise that contest directors and test writers will continue to strive for excellence just as you will with your students.

After my son and I left the district meet and the tears he shed because he didn't win a medal had dried, he looked at me really seriously and said, "I'm a UIL winner because I was on the team."

This UIL mom had tears in her eyes. Okay, I know a couple of thousand things that do work, and so do you! Have a great summer.

The Official  
UIL Music  
Memory List  
is the only  
one used in  
the contest.  
Other selec-  
tions in-  
cluded in  
vendor mate-  
rials are not  
part of the  
UIL music  
memory  
contest.

## OFFICIAL MUSIC MEMORY LIST 2003-2004

\*There are no separate titles for grades 3/4 and 5/6.

- |                    |                                                          |                                     |
|--------------------|----------------------------------------------------------|-------------------------------------|
| 1. Beatriz de Dia  | "A chantar m'er de so qu'en no volria"                   |                                     |
| 2. Telemann        | Concerto for Recorder and Strings in C Major             | 3 <sup>rd</sup> Movement            |
| 3. Bach            | Brandenburg Concerto 1 <sup>st</sup> Movement in F Major | Allegro                             |
| 4. Mozart          | Requiem                                                  | "Confutatis"                        |
| 5. Mozart          | Clarinet Concerto in A Major                             | "Adagio"                            |
| 6. Beethoven       | Sonata #8 in c minor Op. 13(Pathetique)                  | 3 <sup>rd</sup> Movement, "Allegro" |
| 7. Rimsky-Korsakov | Capriccio Español Op. 34                                 | V "Fandango Asturiano"              |
| 8. Sibelius        | Finlandia                                                |                                     |
| 9. Wagner          | Lohengrin                                                | Act III Prelude                     |
| 10. Puccini        | Turandot                                                 | "Nessun Dorma"                      |
| 11. Scriabin       | Etude in d minor Op. 8 #12                               |                                     |
| 12. Still          | Symphony #1(Afro-American)                               | Movement 3, "Animato"               |
| 13. Handy          | "St. Louis Blues"                                        |                                     |
| 14. Hindemith      | Symphony in B Major                                      | 1 <sup>st</sup> Movement            |
| 15. Bagley         | "National Emblem March"                                  |                                     |
| 16. Handel         | Messiah                                                  | "Hallelujah Chorus"                 |

For information purposes only:

\*Number 1 is female vocal/instrumental. \*Number 4 is choral. \*Number 13 is jazz band.  
\*Number 15 is band. \*Number 16 is choral.

# Good sports can earn \$1,000 in contest

The UIL believes that sportsmanship is a concrete measure of the understanding and commitment to fair play, ethical behavior and integrity.

However, at recent UIL academic competitions, the increasing amount of bad sportsmanship is becoming unacceptable, and we need to join together to put an end to this behavior.

At the beginning of this school year, the UIL published a Sportsmanship Manual emphasizing the importance of practicing good sportsmanship as well as encouraging that behavior. The manual was sent to every UIL-member school, and included information about and nomination forms for the UIL/State Farm Insurance Sportsmanship Award.

Despite efforts to promote responsible behavior by athletes, coaches, fans, cheerleaders and others connected with interscholastic athletics, we have noticed an increasing amount of unacceptable conduct at athletic events throughout the year.

More and more schools and coaches are appearing



**Kim Rogers**  
Public Information  
Director

before the State Executive Committee because of un-sportsmanlike conduct, verbal and physical abuse of officials, as well as overall inappropriate behavior.

What gives coaches, players, or spectators the right to confront officials after a game? What makes it okay for spectators to taunt and insult opposing teams while their own school officials and administrators stand by? There is never a reason for such behavior.

Those individuals who take part in these types of actions don't realize the consequences of their actions because often times, there are no consequences to those actions.

I have witnessed entire crowds of spectators insult and boo opposing teams and their fans at UIL state tournaments while adults and school officials stood by and allowed it happen, and at times, those school officials were also insulting and taunting the players and officials.

How is it these students have managed to make it all the way to the state tournament without learning good sportsmanship along the way? I guess they learn by observing their coaches, players and administrators doing the same thing.

What can be done to stop this behavior? While there are several ways to approach this, the UIL has chosen to focus on and reward acts of good sportsmanship.

The UIL joined with State Farm Insurance to recognize one school in each of the five conferences (1A-5A)

that has exemplified outstanding sportsmanship with the Sportsmanship Award, one that carries with it a \$1,000 check to be used by the school in any manner it pleases, a banner and symbolic award (trophy). Schools should be nominated and evaluated based on the behavior of coaches, teams, the student body, cheerleaders and spectators.

Winners of the UIL/State Farm Insurance Sportsmanship Award are recognized in September by a UIL staff member and a State Farm representative. **While the deadline for nominations for this award is not until May 15, it is discouraging that as of mid-April, no district in the entire state in any conference has identified its district sportsmanship champion.**

Take the time to nominate a sportsmanship champion for your district to be considered for the UIL/State Farm Insurance Sportsmanship Award. Information and nomination forms for the award have been sent to your school and may also be downloaded from the UIL website at [www.uil.utexas.edu/ath/manuals/sports/sportman.pdf](http://www.uil.utexas.edu/ath/manuals/sports/sportman.pdf).

The UIL strives to make sportsmanship a top priority in competition, but it takes the efforts of everyone involved with interscholastic athletics to successfully promote responsible behavior. With the help of State Farm Insurance, we hope to encourage and reward good sportsmanship, but such behavior can only be recognized when it is displayed.



# Committee spells out proposals for music education in schools

Over the past nine months a joint committee appointed by UIL and the Texas Music Educators Association has taken a comprehensive look at the status of marching bands and marching band competition in Texas. The fact that this project was unfolding should be no secret to any one since both the UIL and TMEA went to great lengths to create a high degree of public awareness regarding this endeavor.



Richard Floyd  
Music Director

The committee has now had its final meeting and formal recommendations have been forwarded to those organizations that play an integral role in the ongoing success of music education and marching band activities within our state.

Let it be quickly noted that all committee decisions were made without bias and with careful consideration of all points of view and community concerns. An extensive survey was conducted during the fall of 2002. There were 5,691 responses, including input from directors, school administrators, parents, students and the general public. Accompanying the responses to the survey questions were over 500 pages of written commentary addressing virtually every aspect of marching bands in Texas. The results of the survey suggested that we do enjoy phenomenal success with our marching band programs, but not without faults and abuse to the system.

Members of the committee also had extensive conversations with directors across the state as an agenda began to immerge. Armed with perhaps the most comprehensive amount of information ever amassed for a study of this or any other issue related to music education in Texas the committee met on three occasions for a total of 32 hours.

Dick Clardy representing TMEA and Richard Floyd representing UIL chaired these meetings. The discussion of each topic was thorough and considerate of all points of view. At the conclusion of these meetings the following recommendations were submitted for appropriate action and implementation.

**STUDENT/PARENT STATEMENT OF COMPLIANCE** – It became clear to the committee that while there were clearly abuses of the 8-hour rule and many examples of excessive demands on a student's time, there was evidence that many members of the community did not understand the parameters of the 8-hour rule. Consequently, it is recommended that a parent/student statement of compliance be required for each participant in UIL marching competition. The document will clearly spell out the specifics of the 8-hour rule and conclude with the statement, "We have read and understand the 8-Hour Rule for Marching Band as stated. We agree to abide by these regulations and understand our responsibility to report any violations to the school authorities."

**DIRECTOR STATEMENT OF COMPLIANCE** – At present directors are required to file a statement with their contest entry stating that the members of the marching band did not begin the marching preparation for this UIL contest presentation prior to Aug. 1 and no more than 10 hours of supervised instructional time was devoted to marching fundamentals between the end of the previous school term and Aug. 1. It is recommended that

this statement be expanded to include director verification that the student/parent statement of compliance has been completed for each student and confirmation that the director(s) remained sensitive to each student's needs in terms of academic pursuits, family life and extracurricular activities and maintained a reasonable and proper balance of pre-school and out-of-school rehearsal schedules. [This language comes directly from the Director's Policy and Ethics Code found in Section 1101 (d) of the UIL Constitution and Contest Rule.]

**TEXAS MUSIC EDUCATORS ASSOCIATION MARCHING BAND PHILOSOPHY STATEMENT** – The leadership of TMEA has been charged with the task of developing a philosophy statement addressing the role of marching band in the total music education program of the school and the importance of maintaining a healthy balance of instructional activities. The statement will include specific examples of desired outcomes and examples of practices that are viewed to be questionable. If they wish, school officials, directors, students and parents will be able to use this information to guide the destiny and monitor the scope of their marching band program.

**USE OF ELECTRONICS** – Many concerns surfaced regarding the growing use of electronics. Thus new regulations for the use of electronics have been formulated and will be submitted to the UIL for adoption. In summary these regulations will require that all electronically produced music, narration, etc. be performed by a student in real time. Pre-recorded recorded music, instrumental or vocal may not be used and all electronic equipment must be operated by a student. In addition all electronic equipment located within the sidelines and end lines must be wireless. Details of these recommended changes will be distributed at the spring region meetings.

**ELEVATE JUDGING STANDARDS** – Apparently this issue is more prevalent in the 4A and 5A classifications, but there is concern the consistency of judging standards does need attention. The committee has recommended that the criteria for division ratings be more detailed and judges be instructed to adhere to these criteria to the greatest extent possible. The Texas Music Adjudicators Association will be asked to assist in the achievement of this goal.

Discussion is also underway to implement a 5-judge panel at the region contest in 2004. There would be three

music judges and two marching judges. Sheets would be consistent with the sheets used at Area and State with the exception that there will be no numerical score or ranking. The high and low ratings will be "thrown out" and the three remaining ratings will determine the final rating for each performance.

**JUDGE TRAINING AND CERTIFICATION** – Modifications are being recommended to TMAA designed to accelerate the training of judges and create a larger pool of qualified judges for marching competition. This step will be essential if we expect to use a 5-judge panel at the region competition. (see Revised Area Format below)

**ASSIGNMENT OF JUDGES AT THE AREA CONTESTS** – Beginning in 2004 the UIL state office will assign all judges for the area contests. A procedure to do so will be developed in the coming months. Be assured that the state director of music will not make these assignments unilaterally.

**REVISED AREA FORM** – Many feel that we should make the Area Contest a more memorable experience for the students. The following modifications are under consideration. If there are 13 or fewer bands in a classification there will be a single round of competition. Fifty percent of the competing bands will be recognized as finalists. A drum major's retreat and awards ceremony will conclude the competition. If there are 14 to 19 bands, there will be both preliminaries and finals with seven bands advancing to the finals. If there are 20 or more bands 10 bands will advance to finals. Both participant and finalist awards will be presented.

Will these changes have a major impact on the direction our marching bands take in the future? Time will tell. At present the important consideration is the fact that we as a profession have invested the time and energy required to take a comprehensive and objective look at our marching band programs. Such self-evaluation has always been a hallmark of music education programs in Texas. These endeavors have helped keep us strong and "in-step" with the educational mission we hold dear for the students of Texas. We all are indebted to our colleagues who were willing to serve on this committee and collectively seek an educationally sound pathway for the future of marching band programs in the state of Texas.



*"My experience in both choir and academic UIL competitions has taught me poise, self-confidence and how to function and perform under pressure,"*

Brandi  
McClain  
Henderson HS

## National Federation makes 'point' for Special Olympics

by Amy Casteen  
UIL Intern

In tough economic times, people tend to forget about the gift of giving, causing non-profit organizations to suffer greatly during budget crunches.

Because of this, the UIL supports the Special Olympics and the National Federation of High Schools (NFHS) in their first ever national, signature fundraising event, "Make the Point" for Special Olympics.

The concept for "Make the Point" is simple. First, students establish a personal goal of free throws they will attempt in 60-seconds. Based on that number, students then solicit pledges per free throw attempt from friends and family members.

"Make the Point" happens Oct. 25. Participating students gather in their school's gymnasium, bring the revenue they raised, and shoot as many free throws as they possibly can during the 60-second time period—striving to conquer their established personal goal.

Through participating in this event, schools can receive community service credit, as "Make the Point"

for Special Olympics is helping to raise funds for the national organization and serves as a fundraiser for the participating schools. Ten percent of the money earned during the event will stay at the school, and the remainder benefits the Special Olympics and NFHS.

The money given to the Special Olympics will be used to further its mission of empowering individuals with mental retardation to become physically fit, productive and respected members of society through sports training and competition. The NFHS will use the money they receive to promote their chemical awareness programs, their injury and safety studies and their student leadership programs. While no money will be given to the UIL, we strongly encourage member schools to participate in this event as a promotion of community service and good sportsmanship.

Schools wishing to participate in "Make the Point" for Special Olympics should contact UIL Director of Public Information Kim Rogers at 512-471-5883 or kimrogers@mail.utexas.edu. The deadline to sign up to participate is May 26.

# UIL Legislative Council makes changes to 'Previous Athletic Participation Form'

## PUBLIC REPRIMANDS

### BASKETBALL

Dwight McKissic,  
Arlington  
Brenda Womack, Devine  
Ron Capello, Edcouch-Elsa  
Brett White,  
Spring Hill (Longview)  
Gary Grahn, Kennard  
Deron Clay, Rockdale  
Nora Knight,  
Corpus Christi Kaffie MS

### SOCCER

Dennis Vansa, Silsbee  
Mitch Moore, Brownwood  
Tami Malone, Hays

### BASEBALL

Cody Vanderford,  
Flower Mound HS  
Wayne Stephenson,  
Little Cypress-Mauriceville

Beginning with the 2003-2004 school year, the UIL Legislative Council will have changed the requirements related to the Previous Athletic Participation Form and has approved a new version of the form that will be mandatory.

Currently, the Previous Athletic Participation Form (PAPF) is required for students in grades 9-12 who are changing schools, wish to participate in varsity athletics and who have participated in a UIL activity at another school (in Texas or an adjoining state) within the previous 12 months.

For 2003-2004 the requirements for the PAPF will be as follows:

The PAPF will be required for students who participated in any practice or contest in any UIL activity in grades 8-12 during any previous school year who wishes to participate in athletic activities at the new school. The PAPF will be sent to the last school of participation for students. Additionally, the PAPF will be required regardless of which state the student is coming from, if they



**Mark Cousins**  
Assistant Athletic  
Director

participated in any activities in that state during the previous school year. The PAPF will not be required from foreign countries, with the exception of Mexico.

The PAPF will now be a two page form. The first page of the form will be required of all students who change school and wish to participate in UIL athletic activities. Based on the responses to the questions on page one, the student may or may not have to complete page two of the PAPF. Page one is designed to gather information from the student that will assist the school in determining the eligibility of that student to participate in UIL varsity or subvarsity athletic activities.

If it is necessary to complete page two of the new PAPF, the process will be the same as in the past. The form will be sent back to the last school of participation in grades 8-12 for their indication on the status of the student at the previous school. As in the past, if the previous school indicates the student in question is changing schools for athletic purposes, was recruited, or was removed from the athletic program, the student in question would be ineligible until the District Executive Committee (DEC) of the new school meets to address the situation.

The new version of the PAPF will be available on the UIL website in the coming weeks. Questions concerning the new requirements for the PAPF and the new PAPF form should be directed to the Athletic Department. Additionally, you can consult the UIL website for infor-

mation on all the new rule changes approved by the Legislative Council for implementation for the 2003-2004 school year.

### Automated External Defibrillators (AEDs) in schools

The UIL Medical Advisory Committee (MAC) has discussed the issue of Automated External Defibrillators (AEDs) in schools. The members of the MAC have encouraged UIL and public schools to make at least one, and optimally two, AEDs available in every school.

Additionally, the MAC recommends that in addition to the AED, the school have an individual trained in the use of an AED and an emergency plan to deal with life threatening situations involving school related activities.

Life Signs America ([www.LifeSignsAmerica.com](http://www.LifeSignsAmerica.com)), a fund raising company focusing on providing AEDs to schools, will provide AEDs at no cost, in return for placement of one Eye Catcher electronic sign.

Information on AED's is also provided by the American Heart Association on their website at [www.cpr-ecc.org/Cpr\\_aed/cpr\\_aed\\_menu.htm](http://www.cpr-ecc.org/Cpr_aed/cpr_aed_menu.htm).

Information on funding resources for AED's from the National Center for Early Defibrillation is available on their website at [www.early-defib.org/03\\_06\\_05.html](http://www.early-defib.org/03_06_05.html).

Should you have any questions in regard to the issues addressed in this article, please direct them to the UIL Athletic Office.

# Young Athletes Urged to Avoid Ephedra

The American College of Sports Medicine (ACSM) released information last month regarding the dangers of ephedra, the dietary supplement considered a factor in several deaths and adverse health events in athletes in recent years.

This information was released as the result of the toxicology report on Baltimore Orioles pitching prospect Steve Bechler. The report implicates the use of ephedra in Bechler's death and underscores once more the dangers of ephedra use, particularly when combined with other risk factors.

According to the ACSM, the consumption of ephedra, also known as "ma huang", leads to increases in metabolism and in heart rate.

Individuals who exercise or train for competition in sporting events are exposed to risk because ephedra may impair the body's ability to cool itself, thereby increasing the potential for heat-related illness during exercise. This fact is especially dangerous to youth.

"Young people don't sweat as much as adults, so they don't have the same ability to naturally adjust their body temperatures while exercising," ACSM President Edward T. Howley, Ph.D., FACSM, said. "ACSM is particularly concerned that products containing ephedra are so readily available to children and adolescents who may not be aware of these dangers."

Howley also notes young athletes often use ephedra for weight loss or to enhance athletic performance and are placing a greater emphasis on peak performance at an earlier age.

"There are many factors which may negatively influence a young athlete's decision to use products contain-



**Rachel Seewald**  
Athletic Coordinator

ing ephedra," he added. "It is critical that we stress more appropriate methods of increasing physical fitness and gaining the competitive advantages they seek."

Young people can easily access products containing ephedra. Ephedra is not currently regulated as are other drugs which pose similar health threats. It can be found in a variety of over-the-counter asthma, cold, and allergy medications. In addition, there is no federal age restriction for purchasing such products.

ACSM also points to the increased risk of health problems when caffeine and ephedra are used together. Some athletes will engage in the dangerous practice of "stacking," or using ephedra and caffeine at the same time, possibly in combination with other supplements, to achieve enhanced athletic performance or weight loss. Also, the use of ephedra coupled with casual consumption of caffeine, like that found in soda, may enhance the dangers of the product.

Last November, in response to an increasing concern about the use of supplements by student-athletes at the high school level, the National Federation of State High School Associations (NFHS) re-emphasized its original 1998 position against improper use of supplements that are unregulated by the Food and Drug Administration and which contain harmful ingredients such as creatine, ephedrine or excessive amounts of caffeine. The NFHS urges all student-athletes and their parents or guardians to consult with their physicians before taking any supplement product.

According to Texas state law, school district employ-

ees may not knowingly sell, market or distribute a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's

***In Texas, according to state law, school district employees may not knowingly sell, market or distribute a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's school district duties.***

school district duties. In addition, it is a violation of state law for a school district employee to knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a student with whom the employee has contact as part of their school district duties.

The bottom line is that ephedra and other dietary supplements can cause serious harm, especially to young people. As coaches and administrators, it is imperative to make sure that none of your student-athletes are using any potentially harmful supplements. Also, make sure they are instructed on the proper methods of getting in shape for sports performance, safely achieving a desired weight through diet and exercise, and acclimatizing for exercise in the heat. If everyone makes an effort to promote health and fair play, then hopefully we can avoid the senseless tragedies that can result from supplement use.



# Adding one more team to playoffs can change strategic formulas

Rest assured there would always be at least two controversial topics of discussion at the UIL. The first of course is reclassification and realignment. The second item is our playoff structure.

Reclassification and realignment issues can wait until next fall. But even though much space in this publication has been devoted to the history of the playoff structure in Texas, it is time to once again to revisit the present plan and present some options for possible change.

Prior to 1982 only the district champion in team sports advanced to the playoffs. In 1982 the top two finishers advanced to the playoffs for the first time in the history of the League. In 1990 the UIL permitted the top three teams in each district to advance to the football playoffs in conference 5A and created the divisional concept that is in place today. Later all other team sports and other conferences except for Conference A added the third team to the playoff format. This is the current playoff system for all team sports.

Many would beg the question "Why not four teams in the playoffs?" Some would say this waters down the playoffs. Others would say the more students who get the playoff experience the better. No matter which side is chosen, let's investigate what could occur if the fourth team is added.

## FOOTBALL

The top four finishers in football would advance to the playoffs. The two schools with the largest enrollment would advance to the Division I bracket. The two schools remaining would advance to the Division II bracket. The Division I bracket and the Division II bracket would have 64 schools.

Currently 96 schools advance to the playoffs in each of the largest four conferences. This number is 42 percent of the participating schools who advance into the playoffs. Adding an additional team to the playoffs in each conference would advance a total of 128 teams. This figure in the largest four conferences would represent 58 percent of the schools playing football.

Adding a fourth team eliminates the prospect of two undefeated teams meeting in the first round of the playoffs. It also gives more of an impetus to win the district championship. Under the current structure, winning the district championship is of little benefit other than local pride.

This plan would extend all the way to Conference A. Conference A would not have two divisions since they are divided into six-man and 11-man conferences. However, four teams would advance to the playoffs rather than two.

Those who would complain about the teams with 2-8 records advancing into the playoffs should keep in mind that more teams at 8-2 failed to make the playoffs last season than did teams with 2-8 records.

## BASKETBALL

In basketball the district champion receives a bye during the first round, while the second and third place teams from opposing districts meet in a bi-district match. This, at times, leaves the district champion with a 12-day layoff before the area match.



Charles Breithaupt  
Athletic Director

Adding a fourth team could eliminate this void and allow the district champion to play on the normal rotation of games. The format would match the district champion versus the fourth place team and the third place team against the second place team from opposing districts.

In the present system 42 percent of the participating schools participate in the playoffs. Adding a fourth team to the basketball playoff structure in all conferences would include 52 percent of the participating basketball schools.

An additional issue is the current Conference A issue with the semi-state format. Many have argued that the Texas Cup should be eliminated. The rationale given is that one of the state champions in Conference A leaves Austin with a loss. Another complaint is that the semi-state tournament does not adequately replace the normal regional tournament format.

One thing is certain, Conference A has benefited greatly by the division of the conference into two state champions. While the system has some detractors, the question remains as to whether we should allow Conference A Division I and Division II to have four semifinalists each and separate title games in Austin. This would create a change in the traditional state championship format and possibly require six games being played each day.

## VOLLEYBALL, SOFTBALL, SOCCER AND BASEBALL

Each of these sports would follow the same plan as set forth in basketball. All conferences would send four teams to the playoffs with the first place team playing the fourth place team and the third place team playing the second place team from the opposing district.

Again the current number of schools entering the playoffs is 96 in each of the four largest conferences and

64 in Conference A.

Approximately 48 percent of schools participating in these sports advance to the playoffs. Adding an additional playoff team in each sport would move that percentage above 60 percent.

It is important to note that by adding the fourth team, it actually doubles the number of playoff teams to all Conference A activities. This skews the percentages on an overall scale.

A fair comparison would be for individual conferences that advance three teams to the playoffs. Currently in 5A 43 percent of schools participating advance into the playoffs. Adding a fourth team to the playoffs would raise the percentage to 56 percent.

Several questions need to be answered before the Legislative Council addresses these issues in June during the standing committee meetings on athletics. Samplings of those questions are:

Do you prefer to keep the current playoff structure in all conferences?

Do you favor adding a fourth team to the playoffs in all team sports?

If so, do you favor giving the district champion home field or home court advantage in the first round of the playoffs?

Would you favor dropping one regular season game in each team sport other than football to gain a fourth team in the playoffs?

Do you favor keeping the current Conference A Texas Cup format in basketball?

Do you favor crowing six state champions in basketball with Conference A having four semifinalists in each division?

If so do you favor having six games per day in the state

continued on page 7



*"UIL academics, athletics and journalism has been the driving force in my high school career. UIL has allowed me to satisfy my desire for competition, achievement and academic excellence. Even though I was named valedictorian and a National Merit Commended Scholar, winning at State was the pinnacle of my high school academic career."*

Wil V. Srubar III  
East Bernard HS

## State baseball schedule dependent on UT Success

If the University of Texas baseball team advances past the Big 12 tournament and hosts an NCAA Super Regional tournament, the state UIL baseball tournament will follow this schedule:

### Wednesday, June 4, 2003

**Disch Falk Field**  
2A Semifinal 10 a.m. and 1 p.m.  
3A Semifinal 4 p.m. and 7 p.m.

**Dell Diamond**  
1A Semifinal 10 a.m. and 1 p.m.

### Thursday, June 5, 2003

**Disch Falk Field**  
1A Championship 11 a.m.  
2A Championship 2 p.m.

**Dell Diamond**  
4A Semifinal 10 a.m.  
4A Semifinal 1 p.m.

### Friday, June 6, 2003

**Disch Falk Field**  
3A Championship 11 a.m.  
**Dell Diamond**  
5A Semifinal 10 a.m.  
5A Semifinal 1 p.m.

### Saturday, June 7, 2003

**Disch Falk Field**  
4A Championship 11 a.m.  
**Dell Diamond**  
5A Championship 12 noon

If the University of Texas DOES NOT host an NCAA Super Regional the state baseball tournament will follow this schedule:

### Wednesday, June 4, 2003

**Disch Falk Field**  
2A Semifinal 10 a.m. and 1 p.m.  
3A Semifinal 4 p.m. and 7 p.m.

**Dell Diamond**  
1A Semifinal 10 a.m.  
1A Semifinal 1 p.m.

### Thursday, June 5, 2003

**Disch Falk Field**  
1A Championship 12 noon  
2A Championship 3 p.m.  
3A Championship 6 p.m.

**Dell Diamond**  
4A Semifinal 10 a.m.  
4A Semifinal 1 p.m.

### Friday, June 6, 2003

**Disch Falk Field**  
4A Championship 12 noon  
**Dell Diamond**  
5A Semifinal 10 a.m.  
5A Semifinal 1 p.m.

### Saturday, June 7, 2003

**Disch Falk Field** — no games scheduled  
**Dell Diamond**  
5A Championship 12 noon

## ELEMENTARY/JUNIOR HIGH

### ART CONTEST

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

## HIGH SCHOOL

### SECOND PLACE TEAM POINTS

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

### HIGH SCHOOL SPELLING & VOCABULARY

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

### MATHEMATICS & SCIENCE

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

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

### CALCULATOR APPLICATIONS

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

### ONE-ACT PLAY CONTEST c. CONTEST PLAY SELECTION AND ELIGIBILITY.

Section 1033: F. Additions to the Basic Set Not Requiring Approval. The following (i) through (v) shall be used upstage of the house curtain/proscenium unless architectural necessity dictates otherwise. If architectural necessity dictates using downstage of the house curtain/proscenium for unit set or any other scenic device, except hand held flags/banners, an addition to the basic set shall be required.

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

#### Conclusion:

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

### EL PASO BURGESS HS

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

### 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.

### 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.

### FORT BEND WILLOWRIDGE HS

The State Executive Committee issued a public reprimand and probation through May 28, 2003 to the one-act play program at Fort Bend Willowridge High School and to one-act play directors Ezekiel Morgan and Karin Jackson for violation of the one-act play standards rule and script integrity rule at regional and state competition.

### ONE-ACT PLAY

The State Executive Committee issued the penalties to the following schools for failure to participate in one-act play during the 2001-2002 school year:

**Alba-Golden HS** - Public reprimand and probation through May 28, 2003;

**Brookeland HS** - Public reprimand and probation through May 28, 2003;

**Cumby HS** - Public reprimand and probation through May 28, 2003;

**Goree HS** - Public reprimand and probation through May 28, 2003;

**Grandfalls-Royalty HS** - Public reprimand and probation through May 28, 2003;

**Hidalgo HS** - Public reprimand and probation through May 28, 2003;

**Houston Jesse Jackson Academy** - Suspension from one-act play competition for the 2002-2003 school year;

**Houston Wheatley HS** - Public reprimand and probation through May 28, 2003;

**New Summerfield HS** - Public reprimand and probation through May 28, 2003;

**Pettus HS** - Suspension from one-act play competition for the 2002-2003 school year;

**Progreso HS** - Public reprimand and probation through May 28, 2003;

**San Isidro HS** - Public reprimand and probation through May 28, 2003;

**Slidell HS** - Public reprimand and probation through May 28, 2003;

**Spade HS** - Public reprimand and probation through May 28, 2003.

### BIG SANDY HARMONY HS

The State Executive Committee issued a public reprimand to Coach Joe Koesel, Big Sandy Harmony

High School, with probation through September 3, 2004, for violation of the Athletic Code and state law (selling dietary supplements to athletes).

### LIBERTY HS

The State Executive Committee issued a public reprimand to Coach Robert Munson and Coach Richard Hale, Liberty High School, with probation through September 3, 2005, for violation of the Athletic Code and state law (providing dietary supplements to athletes).

### IRVING UNIVERSAL ACADEMY

The State Executive Committee suspended Irving Universal Academy from participation in football for the 2003-04 school year and placed the school on probation in all activities through September 16, 2003 for failure to participate during the 2002 season. As a condition of the probation, the school will be required to attend district executive committee meetings and to fulfill its obligations for all district schedules or be suspended from all UIL activities.

### GALVESTON BALL HS

The District 24-5A Executive Committee issued a public reprimand to Galveston Ball High School and placed the school on probation for the 2002-03 and 2003-04 school years for violation of Section 1202, Employment of Coaches.

### CHRISTOVAL HS

The District 16-A Executive Committee issued a public reprimand to Christoval High School, with probation through the 2003 football season, for violation of

Section 1202 (a) (1). In addition, the State Executive Committee issued a public reprimand with probation through January 15, 2004, to Coach Robert Wills.

### ELKHART SLOCUM HS

The District 24-1A Executive Committee issued a public reprimand to Elkhart Slocum High School and placed the school on probation through January 10, 2004 for lack of fan control during an athletic contest.

### EL PASO PARKLAND HS

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

### ORANGE LITTLE CYPRESS-MAURICEVILLE HS

The State Executive Committee issued a public reprimand with probation through March 18, 2004 to the baseball program at Little Cypress-Mauriceville High School and to Assistant Baseball Coach Wayne Stephenson for verbal abuse and physical contact with game officials. The committee also commended the school for the prompt action taken and stated that the penalty given to the school was based on the fact that the district had banned the fans involved from all activities for the remainder of the 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.

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