

Leaguer



BRIEFS AND NOTES

CALENDAR OF UPCOMING EVENTS

- Sept. 15 District directors' and academic coordinators names due.
- Sept. 20 Student Activities Conference — University of North Texas (Denton)
- Sept. 27 Student Activities Conference — Texas Tech University (Lubbock)
- Oct. 1 UIL Memberships due
- Oct. 15 Elementary/Junior High academics — deadline to submit spring district meet organization form and requisition
- Oct 19-20 UIL Legislative Council meeting

ACADEMICS NOTES

The four Student Activities Conferences have been scheduled for this fall. They will be held Sept. 20 at The University of North Texas in Denton; Sept. 27 at Texas Tech University in Lubbock; Oct. 25 at The University of Texas in Austin; and Nov. 8 at Sam Houston State University in Huntsville.

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

ATHLETIC NOTES

For the first time in the history of UIL, volleyball has gone to 'rally scoring' rather than the traditional type of scoring. Teams will play three out of five to 25 (no cap) and the fifth game will be played to 15. Sub-varsity games will include: three out of five to 25 (cap at 30). If one school wants to play three out of five, then the sub-varsity guidelines for three out of five will be used.

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

GOOD TO THE LAST DROP

Districts work to squeeze every penny out of tighter budgets

Teaching has always been considered one of those "safe" careers — safe in the fact that no matter what kind of financial situation the country was in, a person could find a teaching job. That idea is now becoming harder to prove in some areas. School districts faced layoffs and other reduction in force measures to balance budgets last spring, and are now instituting other cost-saving measures to maintain the financial picture of the district and still provide for the needs of the students in the district.

Since approximately 80 percent of a district's budget deals with personnel, number-crunchers must look at that other 20 percent for some financial relief, and much of that is seen in the extra-curricular areas.

"Although I don't think this is the beginning of a trend, we've heard of a few school districts that are considering not competing in UIL academics," said Bobby Hawthorne, UIL director of academics. "I'm not sure how much emphasis they placed on the UIL academic contests anyway, so this

was an easy way to give it up."

Many of the cutbacks are seen in the athletic area. In the Crawford school district, superintendent Kenneth Judy said he is trimming approximately 10 percent of the extra-curricular budget.

"Most of the trimming will come in the form of having the athletes wear the same uniforms

another year," he said.

"There's not much you can cut back on. A lot of the expenses come from fees for tournaments

and fees for officials, so there's not many places we can really trim from."

"Oklahoma has cut back 25 percent of its spring meet athletics," UIL Director Dr. Bill Farney, said. "They have had to eliminate games and matches."

Others said they are postponing facilities or charging athletic fees. In fact, other states are making more reductions than in Texas.

"Oklahoma has cut back 25 percent of its spring meet athletics," said Dr. Bill Farney, UIL Director and member of the National Federation of High School athletics committee. "They have had to eliminate games and matches."

Other states, too, have had financial difficulties.

"Oregon had to close schools 18 days early because of a lack of funds," Farney said. "Illinois and Minnesota are charging up to \$1,200 to \$1,400 per student to participate in sports. Nationally, we are seeing more and more schools charge fees to participate."



In Texas, several school districts have gone to charging students to participate in extra-curricular activities.

"Every student pays \$250 to play football, basketball, track, and other sports," Dallas Highland Park High School principal Patrick Cates said. "There is a limit to the amount charged to a family each year, but this program has helped the district offset some of the costs associated with running the athletic programs."

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UIL accounting office makes some changes, keeps other procedures similar to past

The more things change, the more they stay the same, or so the saying goes.

The UIL accounting office has instituted some changes, but many of the same procedures will be done this year as in years past.

Order forms for this school year have been sent to superintendents and principals. These forms are also available on the UIL web-site (www.uil.utexas.edu). There has been a slight increase in the cost of some study materials, but shipping and handling charges have been eliminated.

"By eliminating the shipping and handling we ship the materials more expediently," said Sandra Deel, UIL accounting department head.

In one major change, UIL now accepts VISA and Mastercard as a payment option as well as purchase orders.

"We still do not accept phone orders," Deel said, "but we can take orders by fax since there is a fax machine in the order department." The fax number is (512) 232-6471.

As with school districts, the UIL also experiences a busy time during the first six weeks of the school year.

"You can expect your order to be shipped within two to three weeks after we receive it in the office," Deel said. "All orders are shipped Federal Express ground service, which takes two to three working days from the date of pick-up."



UIL works to improve all competition in Texas through different problem-solving techniques

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assistant academic
director.



Bill Farney
UIL Director

The many goals set by the UIL each year are based on providing high quality service to member schools. Bringing comprehensive programs to students is an exciting but ever-challenging task for local schools. The logistics of staffing, training, transporting, certifying and accommodating student participants is a remarkable achievement.

All the hard work, attention to detail and commitment by dedicated professionals sometimes goes unnoticed or — in some schools — is taken for granted. It is significant that thousands of directors, coaches and sponsors continue to operate in a selfless manner. For them, the intrinsic values of seeing young people grow and mature far outweigh monetary compensation.

At the UIL we will work harder to provide prompt and accurate response to inquiries from the schools and the public. This includes a professional attitude by our staff to the occasional complaints we receive. Our conversations will inform how rules can be changed as well as the logic of why they must be enforced. Our web-site will be updated and improved so most information about the UIL will be available.

Equally important is for parents and public to have access to the same information. The more knowledgeable these individuals are, the more apparent becomes the mission of your organization — the UIL.

We hope they can appreciate, if not

always agree with, the process of rule-making and enforcement — why rules are necessary, and why penalty enforcement is a must. It will help them know that rules are constantly evolving to meet the needs of equitable competition. They will be surprised to learn that almost every rule has exceptions or redemption facets, and that all penalties do not necessarily result in forfeiture or ineligibility.

Our wish is that the public will see the spirit behind the structure and the abiding purpose of equitable competition. In a society that shows abundant bias toward the powerful and wealthy, it is important that UIL rules apply uniformly to the privileged and unprivileged.

Our goals for music include, but are not limited to, the important balance between music education and performance. The lifelong value and appreciation of music is not confined to ranking and winning but includes a blend of individual skills and discoveries mixed with larger group participation. Just as in non-music activities, there must be achievement and importance attached to effort and non-winning conditions. Participating in music competition, as well as in athletics, can become a negative experience without proper direction, balance and philosophy. The UIL music program is under superb leadership with ongoing review and vision.

Athletic programs have more rules than any area of our sponsorship —

eligibility, playing, penalties and, sadly, more over-emphasis on students specializing in one sport. Coaches aren't leading this movement, parents are. And club coaches are fueling this fire. There is so much non-school play that school seasons are becoming less significant.

With year-round play, other issues emerge, many of them dealing with safety. The athletic staff at UIL is doing a marvelous job with the Medical Advisory Committee to study the implications of injuries, the impact of environmental factors, and precautions for added safety. Scrutiny on athletics has grown from simple emphasis on football to the entire range of athletic endeavor. Texas is determined to lead the nation in its efforts to make athletics safer for current and future athletes.

Emphasis on elementary and junior high academic activities remains a strong goal this year, especially in areas of the state which traditionally have had little or no participation. Why this emphasis? Because we know there is genuine interest and unrealized talent in those schools. There are too many youngsters who have not had the opportunity to discover an interest in self-expression, and if they do not have the opportunity in their adolescent years, the chance may never come. This is not a farm system for the high schools. It is a program with significant merit of its own.

One of the strongest aspects of your UIL programs is the many regional competitions in academics and athletics. Yet these competitions remain a continuing problem for some schools. Never a year passes without a major error or omission at regional events. Our challenge is to connect the superintendents

of schools with the regional directors so provisions for proper scheduling, judging and officiating will be in place. Regional directors will welcome the expertise and help. It will be far better to plan in advance than to culminate regional meets with bitterness and protest. By the way, most of the college faculty provide their services free or without significant remuneration. The schools they serve need to show better appreciation.

We hope to have an electronic reporting system for entry and reporting results in place this year for academic events and immediately thereafter for athletics. This will expedite a smoother administration of all regional meets.

Our staff will generate better state meets — not totally problem-free, but better each year. You can help us by telling us what we need to do better. Pats on the back are always appreciated, but we also need your critique.

Officials will never be perfect. Theirs is a journey of controversy, emotion and conflict. I think they are better than ever but also under fire more than ever before. We intend to work with you and the Texas Association of Sports Officials to recruit more officials. Dr. Charles Breithaupt has made it a priority and has the support of TASO in all sports, to push hard for improved officiating. The TADA (Texas Athletic Directors Association) is working with the coaches associations to improve officiating and conditions for officials. This is one of our most critical projects.

Finally, the most important condition that must be on everybody's mind: the economy. Schools are in a financial

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Leaguer

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Tag, You're It!

Been tapped to coach UIL academics? Why not?

Reasons why you do not want to coach UIL academics this year:

- It takes a lot of time. Time before school. After school. During lunch. Weekends. Nights. It's relentless, spending all that time with young people who actually want to learn something, who agree to pore over the *Handbook to Literature* or newspapers and newsmagazines, who are even happy to apply what they learn.

These kids are glad to surrender their weekends to rehearse scenes from *The Grapes of Wrath* or *The Diviners* until every line, every costume, every black-out, blueout and fade down is as perfect as they can make it. They're willing to put on a coat and tie and stand up in front of a bunch of strangers and speak with confidence and authority about a topic that, one month earlier, they knew little or nothing about.

Really, who wants to devote a lot of time to kids like that?

- Lousy pay.

You most likely won't get paid a lot to coach UIL academics. You might not get paid anything. Let's face it, schools are not exactly awash in money these days, and what little was available has already been spent to make sure that no child is left behind and to cover unfunded federal mandates so your school won't appear on the front page of the daily newspaper as an example of the general crisis in public education and the concomitant need to spend tax dollars on private school vouchers.

So if you're planning to coach one or two UIL academic events in order to pay off the new Hummer a year or two ahead of schedule, well...let's just say that it's a good guess you're not coaching UIL mathematics.

- Travel.

There could be a lot of it. On rickety, old yellow dog school buses, to invitational meets and tournaments and festivals. All that coffee and Krispie Kreme donuts and Saturdays spent with other UIL coaches in the crowded home economics room, munching Triple Layer Cookie bars and Fritos and reading *The Lovely Bones* while the students compete, and for what? Just so a sophomore girl in hip-hugger jeans can win a medal in feature writing, the first time she's ever won anything. Just so you can stand by and watch as she screams "Oh my God, I can't believe I won third place," into her lime green Nokia to her mother back home.

- Smart kids don't need help.

Hey, they're smart. They'll figure it out by themselves. Why do you need to spend your time working



Bobby Hawthorne
Academics Director

with them? They don't need to be inspired or motivated. They don't need mentors. And if they did, well they can catch a Tony Robbins video or surf www.govspot.com or watch the E! channel.

- Administrators don't care.

It's true. Some don't value academic competition, and not just UIL, any and all academic competition — Math Counts, ThinkQuest, Quiz Bowl, Geography Bee, you name it. They spend all day dealing with problem kids and the problems that problem kids cause. Why would they want to devote their time and energy to their best students and most dedicated teachers? I can't help but believe that the young man arrested for unleashing his variation of the Blaster Worm on the world this summer might have benefited

from a little encouragement and attention from a teacher or administrator who could have directed his obvious talents toward a more useful purpose.

- UIL rules are ridiculous.

The 8-hour rule. The Sunday rule. The eligibility rules. No pass, no play. Who comes up with

these wacko rules? (Well, actually, no pass, no play is state law, not a UIL rule. And the UIL rules are passed by a Legislative Council consisting of superintendents representing every region and conference.) But that doesn't change the fact that you may disagree with one or two of the rules, and it's a lot easier to sit on the sidelines and grouse about stupid rules than it is to work to change them or the academic conflict pattern or the Spring Meet point schedule through various professional associations and standing committees.

- Academic competition is expensive.

Why, if you ordered one item each off the High School Academic Study Materials form, it would set you back a whopping \$256. That includes an extra C&CR, the huge CX debate kit and the exquisitely written *Journalism Contest Manual*. And then, there are the medals and trophies and ribbons, which these kids really don't deserve anyway, given all the publicity they'll receive in the daily press.

- Conflicts.

UIL academics conflict with other activities, specifically athletics and prom, and Lord knows we don't put enough emphasis in this society on entertainment and celebrity. And there's no way to work with music directors, athletic coaches and other teachers to minimize conflicts. Why even bother?

- Judges are flighty.

They're temperamental, arbitrary on their best days, incompetent the rest of the time. Unless, you win, of course. But if your kid or your play doesn't advance, you can pretty much rest assured that the

judge was a nincompoop. And do you want to take that risk? Sure, Martin Scorsese has never won an Oscar for best director or best picture, but that's different. He's paid millions of dollars and doesn't have to spend his weekends on an old, rickety yellow-dog school bus, and if "Raging Bull" loses to "Ordinary People" as best picture in one of the great injustices of all time, well no one asked him to keep making movies, and that doesn't mean that you have to subject yourself to incompetents. You're bigger than that.

- Competition isn't really all that healthy.

We should be cooperating, not competing against one another. Life isn't competitive. Why prepare young people for a make-believe world in which

people will compete for jobs, contracts and such? In the real world, everyone is a winner. Everyone takes home the blue ribbon.

Besides, competition stirs up volatile emotions. If kids don't win, they may get their feelings hurt. Oh sure, you might argue, "No, they'll learn from their mistakes and

work hard to improve, and next time, they'll do better, and if the stars are properly aligned, they'll win, and if they don't, they'll rededicate themselves to again working harder and improving, and if in the long run they never take home that gold medal or blue ribbon, well look how far they've come, how much they've improved, how much they've learned that they can take with them to college or into a job or the military," which gives you some idea how delusional I am.

- The Leaguer.

Add it up, the time you've wasted reading this column alone. Multiply that by Jana Riggins, Luiz Munoz, Randy Vonderheid, Dick Floyd, Charles Breithaupt and the other UIL directors plus the Official Notices this month times six, and you could have learned Finnish with less effort.

- Generosity.

It's so relative. Look, we can pinch pennies with our top academic students, the kids who are destined to be our doctors and lawyers and accountants and computer wizards and school teachers of tomorrow, and they'll understand because, well like I said earlier, they're smart. They got brains. They know the financial mess we're in, what with the economy, Robin Hood and leaving no child behind and all. And one of these days, when we return to them and ask them to support a bond election to build more schools and provide higher salaries and decent benefits to teachers, we can only hope they'll be more generous and more broad-minded with us than we were with them.

if you ordered one item each off the High School Academic Study Materials form, it would set you back a whopping \$256. That includes an extra C&CR, the huge CX debate kit and the exquisitely written Journalism Contest Manual. And then, there are the medals and trophies and ribbons, which these kids really don't deserve anyway, given all the publicity they'll receive in the daily press.

Q: How do you get more students involved with the academic events? So many are involved in athletics, band, cheerleading, drill team, etc. Do you have any ideas that could help us out?

A: The trick to student involvement is teacher involvement. If you have an enthusiastic teacher and coach, he or she will recruit enthusiastic students. Second, have the teacher become involved in Texas Speech Communication Association, the Texas Association of Educators, the Texas Math/Science Coaches Association and other professional organizations. Third, get students involved locally — speaking to civic clubs, performing to local service groups. Make

academic competition a "high profile" activity. You don't need a lot of kids, just a few really good ones. Fourth, recognize students for their efforts and successes. Show other students that adults value and appreciate their hard work and courage (and yes, it requires a lot of courage to compete.)

It's all about hope

UIL competition gives students unique gift for success

read a life-changing book this summer. New York Times best-seller *The Purpose-Driven Life* by Rick Warren is priceless. Being hailed as a manifesto on the meaning of life, the author shares insights on knowing your purpose and fulfilling your destiny.



Jana Riggins
Assistant Academic Director

Warren elucidates that an unopened gift is worthless. I've thought a lot about that and I think he's right. Have you ever invested time selecting a special present for a friend, taking great care to wrap it, waiting until the right moment when you can surprise them? Only, circumstances keep you from making connections with the individual, the special moment passes, and the gift goes up on your closet shelf unopened?

Somehow, the extraordinary present you painstakingly picked for your friend doesn't seem so "perfect" anymore. What could have been a grand opportunity to make a difference in someone's life is now past.

In these days of school budget constraints, UIL is definitely a unique, economical gift schools can give their students. Countless young people have discovered participation in League activities are life-changing. But the gift of UIL is worthless unless opened. Open it and what you'll find inside is **HOPE**.

H = Heart. Start with teachers who have a *heart* for kids, then all you need are students with a lot of *heart*. Teenagers gravitate toward teachers who are positive and willing to invest time in them. Few students come pre-packaged with refined talent, but those with lots of *heart* are ones who can be cultivated into outstanding competitors. That's the nice thing about UIL — effort is everything.

O = Opportunity. There is a burning desire in every person to be good at something. *Opportunity* is often all that young people need to discover their potential. School mission statements go beyond acquisition of knowledge. Yours likely encompasses producing well-rounded individuals who become productive citizens in society. UIL is the perfect tool educators can use to assist in defining a youngster's abilities and talents. Consider it a discovery zone.

P = Passion. People who achieve the most are those who hold a *passion* for what they do. If educators are enthused about UIL programs, the attitude will be catching. Ignite your *passion* for UIL speech and debate and share it with your students. It's contagious.

E = Experience is the name of the game in UIL. Getting them on the bus and providing challenging competitive experiences is invaluable. Don't limit your invitational tournament entries. Include everyone. That kid you least expect to excel may be the next state champion.

Don't let UIL be an unopened gift for you and your students this year! It could be just the **hope** your school has been looking for.

Gearing Up For The Year

Summer has been a busy one. We held an outstanding Capital Conference two-day workshop in late June, sharing tips with hundreds of speech coaches in our state. In July, the Lincoln-Douglas Debate Advisory committee assembled for several days of grueling work, designing potential LD topics.

The UIL fall LD topic centers on television and civility. It is great for recruiting new students into your program and one that debaters of all experience levels will find interesting. Former education secretary William Bennett has addressed the issue of civility. Gertrude Himmelfarb has written about *The Moralization of Society: From Victorian Virtues to Modern Values*.

Scott Peek, author of *The Road Less Traveled*, has devoted a book to the problem as has Yale Law professor Stephen Carter. Even George W. Bush, in his inaugural speech, talked about "a new commitment to live out our nation's promise through civility."

Summertime also brings handbook revision. I encourage you to order UIL study materials for your speech squad. All speech and debate manuals have been updated. The Informative and Persuasive Handbook received a major overhaul. The manual is much more reader-friendly with expanded chapters over filing systems, constructing the extemp speech, what is and isn't allowed in the preparation room, along with a new chapter addressing ethics in the extemporaneous speaking contest.

The Academic Committee of the Legislative Council met to examine several new proposals. Of particular note to speech coaches is a proposal to limit singing in prose and poetry contests. This has become an increasing controversy. How much is permissible? How much is too excessive? The proposal allows for only incidental singing.

Other proposals include adding specific language in the C&CR to clarify what materials are allowed in the extemp preparation room, and a proposal that would empower the district executive committee to take appropriate action in the event that a school indicates they will enter CX or LD debate, but then fails to attend the contest without notification.

Passing unanimously on first reading was a proposed amendment requiring any first place CX team from a district with only one school competing in the

district contest to meet certification requirements in order to advance to State. Currently, only second place teams in districts with fewer than eight schools participating in district must meet certification standards. The Council will meet again in October for formal action on each of these proposals.

As the hot sun rose in the Texas sky in early August, nine Texans were persuaded to leave for cool Colorado to attend the National Debate Topic Selection Meeting. The committee reviewed study reports on international topic areas and advanced five to the national ballot. I am proud to announce that UIL representative Russell Kirkscey from Blanco ISD co-authored a report on Israel with Bryan Weber that was placed on the national ballot. The ballot will also include topics over Cuba, Central America, Southern Africa, and the United Nations. Other Texas authors

included Bill Schuetz and Terri Robinson who researched refugees, David Gardiner prepared a study over the space program, and Gay Hollis wrote a paper on drug trafficking.

Balloting for the 2004-05 national high school debate resolution will take place in a two-fold process. During September and October, coaches and students will have the opportunity to discuss the five selected problem areas. Mailed to schools and posted on-line, the first ballot which is due back to UIL by Oct. 15, will

narrow the topics to two. A second ballot will be distributed to determine the final topic. Each state, the NFL and the NCFL will conduct voting in November and December to determine the favored topic area. In January the 2004-05 national high school debate resolution will be announced.

UIL will also be soliciting ideas for new prose and poetry categories. The current categories enter their final season. Coaches are invited to attend brainstorming sessions at fall Student Activities Conferences and a special program scheduled at the Texas Speech Communication Association state convention in Corpus Christi, Oct. 8-11. If you cannot attend one of these sessions, go on-line to submit your ideas for consideration by the state advisory committee in December.

If you are still using a UIL two-year pocket calendar as a reference, please note that the CX debate district window is no longer correct. Since the calendar's sprinting, the Legislative Council sanctioned a six-week window during which CX districts may be held. This season, the window is Jan. 2 — Feb. 14.

CX Debate Resolution 2003-04

RESOLVED: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

LD Debate Resolution: (Sept. – Dec.)

RESOLVED: Television is detrimental to civility in the United States.

Practice
Extemp Topics are now
located on the
speech page
of the UIL
web-site. They
will no longer
be published
in the *Leaguer*

Credibility issues come to forefront

Politics, sports, journalism face crisis in critical times

Credibility has been questioned again in different arenas of the world. In the political world, where credibility is often questioned, President George W. Bush has received harsh criticism about his State of the Union statement concerning uranium and Iraq. In the athletic field, Sammy Sosa's credibility was questioned after it was found that he had "cork" in one of his bats, a substance that supposedly causes baseballs to travel farther after being hit.



Randy Vonderheid
Assistant Academic Director

And, of course, in the journalism field, Jayson Blair has single-handedly brought concern to all journalism in the credibility issue.

If you have not kept up with the situation, Blair, a reporter for *The New York Times*, "committed frequent acts of journalism fraud," stealing materials and quotes from other papers and lying about his whereabouts, according to an investigation by his newspaper. According to an Associated Press report, a review of Blair's fraud found problems in at least 36 of 73 articles written by him from the time he began receiving assignments in late October to his May 1 resignation. Blair is 27.

Blair's career began unfolding after the *San Antonio Express News* pointed to similarities in an April 26 piece by Blair and a story that appeared in the *San Antonio* paper a week earlier.

(In order to eliminate "my personal plagiarism," I must say that much of the information from the last two paragraphs came from Tara Burghart, an Associated Press reporter out of New York, published in the *Austin American-Statesman* on May 11, 2003.)

We all have problems with plagiarism. English teachers threaten failing grades to students who plagiarize. The problem surfaces in many areas of the educational as well as business world. Why is it important, then, to worry about plagiarism as long as information is disseminated to the public? Who cares who got the information as long as the information is there?

Over the summer I was given the opportunity to sit in on a two-week seminar sponsored by the American Society of Newspaper Editors (ASNE) to teach new teachers in the journalism field the intricacies of teaching the subject. Two sessions were aimed specifically at ethics of journalism and several more approached it in different ways.

It is important that students learn credibility — whether it be in journalism, law, English class, or even

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State athletic meet press pass policies outlined for schools

As part of its service to member schools, the UIL has created a media policy covering professional media and school journalism departments.

"We expect all journalists, both professional and scholastic, to act in a way that is representative of their organization or school," said Kim Rogers, UIL public information director. "In that respect, we will treat all scholastic journalists the same as we treat professional organizations. We will do all we can to make sure you have the information to record the story the best way for your publication."

In order to obtain media credentials to UIL State

tournaments, certain protocol must be followed.

* Credential requests must be faxed on school or company letterhead to Rogers at the UIL office (512) 471-6589 or e-mailed to kimrogers@mail.utexas.edu by the deadline for the event. Deadlines will be posted on the UIL web-site.

* Media outlets must identify school(s) they are covering in their credential request.

* Each person, along with his or her duties (reporter or photographer), must be listed in the request.

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32 named to prestigious UIL staff

Thirty two students have been named to the 2002-03 All State Journalism Staff. To qualify for the staff, students must have earned 50 points by participating and winning different journalism contests throughout the year. Points could have been earned by participating in UIL invitational contests, UIL district, regional and state contests, as well as ILPC and similar type journalism contests.

2002-03 staff members include:

Kelcey Cottle, Rocksprings High School
Sveta Trivino, Kerr High School
Beverly Bennett, Kerr High School
Andrea Negri, Kerr High School
Ryan Miller, McNeil High School
Mackenzie Meador, Marcus High School
Jessica Ray, Big Spring High School
Tony Emerson, Big Spring High School
Chance Horner, Honey Grove High School
Eric Ransom, A&M Consolidated High School
Josan Peart, Cypress Falls High School
Lorean Maili, Cypress Falls High School
Rachel Perryman, Cypress Falls High School

Michelle Hinojosa, Argyle High School
Abha Bhattarai, Pflugerville Connally High School
Kelsey Phillips, Lindale High School
Rory McKenzie, Lindale High School
Candice King, Lindale High School
Roy Mata, Westlake High School
Emily Yeomans, Westlake High School
Jason Kindig, Duncanville High School
Kathryn Hutchison, Duncanville High School
Victoria Williams, Duncanville High School
John Poulter, Duncanville High School
Amanda Koellman, Calallen High School
Landon Moore, Bangs High School
Drew Garison, Haskell High School
Debbi Long, Haskell High School
Kristen Gibbs, White Oak High School
Skylar Stagner, White Oak High School
Wes McElhany, White Oak High School
Erin Brown, White Oak High School
Ashley Gordon, Angleton High School
Halley Cade, Lee High School (Tyler)

Student journalists given more opportunity to earn scholarships, cash

In the past, journalism students have been stymied in finding ways to earn scholarship money, but last year different organizations presented over \$10,000 in scholarships and prizes to journalism students in Texas. This year is shaping up to be quite similar with contests sponsored by two groups.

In one contest, Texas high school students will have the chance to win scholarships by successfully showing how the alcohol industry entices teens to drink through marketing and advertising practices.

The statewide contest, in its second year, is sponsored by the Partnership for a Drug Free Texas in conjunction with the Interscholastic League Press Conference (ILPC) and the Texas Association of Journalism Educators (TAJE). The contest is open to any student enrolled in a public or private high school. Schools or teachers do not have to be members of either ILPC or TAJE to participate. Three scholarships will be given in each of two divisions. Division 1 will include students in 1A, 2A and 3A schools, while Division 2 will include students in 4A and 5A schools as well as those enrolled in private and home schools.

Three contests will be offered in each of the two divisions: news story, opinion piece, and in-depth news feature or package. Winners will be selected from each division.

Students are encouraged to submit entries in any of the three areas or submissions in all three areas. All entries must have been published in a

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Don't forget to plan for the TAJE convention, to be held in San Antonio Oct. 18-20. On-site contests will be held in addition to learning sessions. Contact Rhonda Moore at rmoore512@sbcglobal.net for more information.

Adapting plays, scenes not always acceptable to UIL one-act rules

Our cover story in this month's *Leaguer* focuses on the economic crunch many of our schools face this year. This should not be a problem for UIL OAP entries.

With its focus on acting and directing, OAP serves as a platform for the practice of minimalist (aka inexpensive) theatre. The lack of focus and restrictions on elaborate sets, costumes and lighting allows each company to experience an event that takes place on a level playing field.

It's hard to say you can't do it because the budget isn't there for costumes and sets. I've seen *Antigone*, *Hamlet*, *The Taming of the Shrew*, *She Stoops to Conquer*, *Tartuffe* and others done on bare stages and in modern dress or warm-ups.

Necessity is the Mother of Invention, and invention is what we admire in theatrical productions. Those who follow the OAP have seen incredible things done



Luis Muñoz
Director of Theatre

with 160 square-feet of fabric. We've seen architectural magic accomplished with the ultimate theatrical tinker toys — the unit set. It's the creative use the scenic elements allowed, the use of the human body to paint a stage picture, and the ability of the actors to effectively communicate and share a moment that leaves a lasting impression.

Ultimately the OAP process is about the journey the company takes while producing the play. It's a journey that should be full of problem-solving, analysis and sharing. Do we really get those

things when the simple solution is to "buy it?" So don't worry about the dollars and cents. Focus on your talents and those of the students entrusted to you to make magic happen.

ADAPTATIONS

"Playwright David Grimm couldn't stand the sight of Kit Marlowe — his own play — when he saw it at Studio Theatre's *Secondstage* three weeks ago. So much that he walked out at intermission. Grimm wasn't mad at himself. He was mad at the director, Mike Chamberlain, for making fundamental changes in the script without asking

for permission. A few days after Grimm attended Kit Marlowe, *Secondstage* received a cease-and-desist order from Dramatist Play Service." —from "Maverick Directors, Failing the Text?," *The Washington Post*, December 9, 2001.

Last year, the issue of adaptation reared its head several times per week during phone calls and e-mails with OAP directors. The League was accused of being "old-fashioned," "behind the times," and of "stifling creativity." Stifling creativity is the last thing on our minds. Protecting the rights of playwrights and publishers and keeping schools clear of litigation is.

Have you added any opening tableaux, dances or narration?

Have you added material, relocated dialogue or scenes?

Have you changed gender, added characters, split characters?

Has there been any other revision of the text other than deletions to comply with League rules?

If the answer is yes to any of these questions, you have adapted the work and need publisher/playwright permission. It's more than a rule, it's the law.

Several directors felt that they could rearrange scenes, change gender on characters and even change the ending of a play strictly to satisfy "creative" whims. We're not trying to stop you from making inspired and spontaneous choices. We're just making sure we are doing it within the law.

Alleen Hussung, head of the licensing department at Samuel French told the *Washington Post*, "A play is copyrighted. The reason it is copyrighted is that it is the property of that author. You can't make changes to the play without the author's permission. It's as simple as that."

Adapting the classics requires League approval. Most, not all, of these fall into the public domain. Be careful that what you consider to be a public domain piece is not a copyrighted adaptation or translation. A few schools had to rework their shows when they realized they didn't have legal rights to adapt.

The question of when a public domain work becomes a new play rather than a cutting is a perplexing one. When is a *Hamlet* no longer *Hamlet*? When does *Ubu Roi* no longer become *Ubu Roi*? When is *Lord of the Flies* no longer *Lord of the Flies*? The League's reading committee is constantly faced with those types of questions, and it may take several readings before answers can be found.

These are script integrity issues and not legal issues. If you want Macbeth to work out a deal with Macduff at the end of the play and for Lady Macbeth to wake up from a coma after her near-death experience, then write your own version and submit it as your work, but not Shakespeare's.

ENROLLMENT PACKET

The first OAP enrollment has been mailed out and should have been delivered to all schools. Many have already been returned. Look over the enclosed mate-

rials carefully. Don't assume anything is the same as previous years. They may look the same, but new information may be in some of the form letters.

Included in the packet is the Student Activity Conference schedule. A great way to learn more about one-act play (OAP) is to pack your kids, get in the bus and attend the Student Activities Conference in your region. Saturday conferences have been scheduled in Denton, Lubbock, Austin and Huntsville. League staff members will attend and local programming will be scheduled for you and your students. This "mini-convention" is a great way to start your year and an opportunity for you and your students to gain exposure to new ideas and other students in your area.

Sept. 20	Denton	UNT	Lorenzo Garcia
Sept. 27	Lubbock	Texas Tech	Lynn Elms
Oct. 25	Austin	UT	UIL
Nov. 8	Huntsville	SHSU	M. McIntyre

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

PLANNING MEETINGS

This is the time to zone and to recommend judges, a contest manager and your site. Make sure you study the section on planning meetings (Pages 11-13) in the 15th edition of the *Handbook* and cover all the bases. It is extremely important all schools are invited to attend. Careful planning can avoid problems and misunderstandings at the contest.

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

- 1A Rod Caspers — Austin
- 2A Perry Crafton — West Texas A&M
- 3A David Crawford — Tyler Junior College
- 4A Susan Loughran — St. Edward's University
- 5A Charles Jeffries — St. Phillip's College

Make sure your contest manager executes a written contract with the judge. Area and regional contest managers should get commitments now. Use judges designated as area and regional judges on the judges list. The list can be found on the UIL web-site.

AREA MEETS

Area meet info is posted on the UIL web-site. Please check regularly as some sites may change during the year. This year the League will be going through the process of realignment for 2004-2006. Any schools interested in hosting an area contest should send a letter of invitation to our office. Include a diagram of the stage and other pertinent info regarding the house and dressing areas.

GUIDE FOR CONTEST MANAGERS

The League will be offering a new OAP publication this year.

The Guide for Contest Managers provides contest managers with a step-by-step guide to the contest. The publication includes forms, to-do lists, illustrations

Act Your Age

Portraying the elderly takes more than a cane

by Charles Jeffries
St. Phillips College, San Antonio

After a season of observing some wonderful, and some less than wonderful, portrayals of “acting age,” I felt I could share some ideas that perhaps will help in this complicated acting chore.

There is no finer challenge to the young actor than playing the part of an old person. If done correctly, portraying age can help the beginning actor play other roles while giving him an understanding of the fears, emotions, and outlooks of real people who are burdened with age.

When cast as the old man or woman, a young actor seems to have a convenient hiding place for his natural self-consciousness — the mask of age. Because they are asked to portray people so obviously unlike themselves, inexperienced actors may assume that all that is needed are a few indications of age. Given a few lines on the brow, a quavering voice and a stooped back, the audience will understand that the character is old. “After all,” says the young actor defensively, “I can’t grow old just for the play.”

The result is the familiar, hackneyed performance. It can be prevented only if the actor is prepared to understand what it means to be old, and his director is prepared to lead him to that understanding. In a sense, yes, the actor must grow old for the play.

Most of the outward theatrical signs of age, the signs an inexperienced actor might use, do not appear in real life.

It is interesting to note, for instance, how few old people have deep wrinkles on their brows. Most of the wrinkles that will ever appear on our brows are there by the time we are 30. Barring accidents, they do not

become deeper with age.

In the same way, few old people are stooped. Most walk with a ramrod-straight back that is itself a sign of age.

The lesson is clear. In order to avoid portraying a stereotype of an older person, the actor must follow the rule that destroys all preconceived ideas — objective observation.

The most vital interpretation of an old person will come with the imitation of a particular old person, one the actor knows personally or has observed closely. It may be a neighbor, a relative, or a teacher, but the actor’s performance will be most alive if he models the movements and speech patterns of his characterization after an old person he can name.

Of course, the same is true with any characterization. Whenever an actor finds himself portraying a character that is far from his own experience, observation must be his first step.

However, no character trait is so obviously different to the young actor than age. He may more readily accept the fact that he must observe old people in order to act them. Once the habit of observing before attempting to characterize is instilled in the actor, he can be expected to do a better job with all his roles.

Particular traits borrowed from a particular older person may make a performance more vital; however, there are a few general traits of age that must be kept in mind. First, the stance and rhythm of an older person are measurably different from youth.

We know that in age our bones receive less calcium, making them brittle, prone to breaking. Less of the natural lubricants reach the joints, too, producing a stiffness that is most apparent in the spine and neck.

A simple movement such as turning the head becomes complicated. An old person tends to turn his

entire body to the left or right, rather than just his head. His movements are careful; his rhythm is deliberate.

For the young actor, thinking of his spine as a hard, unyielding rod upon which his head rests, and moving as if there were a board across his shoulder blades and another along the length of his spine, will give him some of the feelings for this rigidity.

We know, too, that the fatty deposits under the skin, which were distributed evenly in youth and kept our skin taut and vibrant, begin to dry in age, causing



photo courtesy of John Marshall High School, San Antonio

Put ‘Em Up!

In San Antonio Marshall’s 2001 state one-act play, Michael Bartell, as Midge, and Charles Maxwell, as Nat, discuss things in the play, *I’m Not Rappaport*. Preparing to play an older person is more than just a slow strut and a little make-up. Playing the part includes preparations and observations.

sags. In the face, these sags are apparent at the jaw and under the eyes. Deep-set eyes with bags under them and sagging jowls are more general signs of age than heavy brow wrinkles. In fact, the general loss of muscle tone lowers an old person’s center of balance.

Dancers and athletes cultivate a high center of balance so they can move quickly and gracefully. They carry most of their weight with their chest and upper body muscles. Not so, an older person. The strong thigh muscles and arm muscles are almost all that are left him. He variously pulls his body around with his arms or pushes it with his legs.

To lower the center of balance, concentrate on the lower parts of your body. Thinking intently of the knees or ankles while you walk slowly in a circle will tend to pull your muscles toward this area of concentration. You will feel your weight drop; your legs will be under an extra burden. It only remains for you to make this kind of walk a habit in your characterization of age.

The voice, too, undergoes changes in age. Vocal chords react in much the same way as muscles do. Old people have been speaking for years, and, like other common activity, it is tiresome for them. Some tend to speak with their voice box and mouth rather than use

New fire laws douse some plans

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and more. Directors will be able to purchase the publication later this year.

ARCHITECTURAL NECESSITY

Schools that were approved for setting up in front of the act curtain under the architectural necessity rule will not need to reapply unless there has been a modification of the theatre’s architecture. If you have questions, please call the League office.

FIRE LAWS

SB 693, effective Sept. 1, 2003, passed and restricts the user of open flames during theatrical performances. Please be aware that Kerosene lamps or lanterns, sterno and other such volatile devices shall not be used, except under the conditions stipulated by SB 693. They will not be permitted at the State Meet.

Electrified candles, lamps, lanterns, flicker lights and torches are the best choice and are strongly encouraged. La Flame or other commercially available fire effects may be used as a special effect in a campfire

fireplace or other “fire effect” purposes. It may be used as a pylon cap ONLY if the total dimension is reduced to 1 foot above the pylon top.

TETA AO

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

THEATREFEST 2004

Start making plans to attend Theatrefest 2004, Jan. 21-25, 2004, at the Hyatt Regency Hotel in Houston. Many UIL one-act play-related workshops are planned throughout the four exciting days. Convention host Carlen Gilseth, The Woodlands High School, and programming director Sandra Erlandson, also from The Woodlands, are hard at work scheduling workshops, exhibits and performances to make this convention “better than ever.” Sandra will be glad to hear from you if you have any ideas for workshops (936/273-8530).

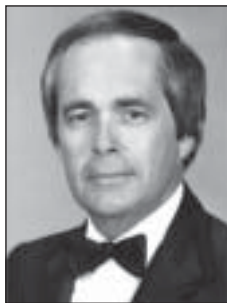
Music committee examines, addresses several rule changes for contests

When I was a kid growing up in rural Texas I raised chickens. Certainly not the most glamorous of endeavors, but the profits from this annual 4H Club project did pay for my first saxophone. All in all a good investment!

One of the frustrations I remember was trying to catch stray chickens that escaped the pen. Just as I captured one fowl and returned it to the enclosure another would make a bid for freedom. It seemed to be a never-ending task.

Sometimes I feel the same way about the many facets of our UIL music programs. There always seems to be new issues to address or new twists on old issues that require an evaluation of what we do and why we do it. No sooner is one concern reconciled to the satisfaction of the majority than another suddenly takes its place.

2003 has been no exception. We have examined marching band issues, released a new Prescribed Music List, begun to explore realignment, revisited sight-reading requirements and dealt with a broad array of



Richard Floyd
Music Director

other concerns. Some of these issues will gradually subside while others bid for our attention. In the midst of this flux it is difficult for all of us to keep track of and react to the evolution that is unfolding around us each day. Perhaps as we begin the year it would be appropriate to step back and see where we are and where we might be going.

Some rule changes have been adopted for the 2003-2004 school term. Let's look at the key changes that have a direct impact on our day-to-day activities.

PERFORMING IN TWO INSTRUMENTAL AND/OR VOCAL ENSEMBLES [Section 1108(d)(2)(B) and Section 1108(d)(3)(B)] of the UIL Constitution and Contest Rules:

In the past a student could not perform in two ensembles that were listed under the same event code. For example, a student could not be in two miscellaneous woodwind ensembles (Event Code 270). Under this provision a student can be in two of these ensembles provided the instrumentation is different for the two entries. The same will be true for a broad array of vocal and orchestra events.

REPEATING STRING ORCHESTRA SELECTIONS [Section 1110 (g) (5)] of the UIL Constitution and Contest Rules:

In UIL competition a full orchestra and string orchestra from the same school cannot perform the

same string orchestra selection for UIL contest during the same contest season.

ADDITIONAL MINUTE OF INSTRUCTION FOR SUB-NON-VARSITY PERFORMING GROUPS DURING SIGHT-READING [Section 1111 (e)(1)(d), (f)(1)(d) and (g)(1)] of the UIL Constitution and Contest Rules:

Under this provision a sub-non-varsity band, choir or orchestra will have one additional minute of instructional time prior to the reading of the sight-reading selection. In band the one-minute will be added to the summary explanation period. In choir the minute will be added to the initial six-minute instruction period. The orchestra instruction time will simply be extended by one minute.

YEARS BETWEEN JUDGING ASSIGNMENTS REDUCED TO TWO YEARS [Section 1112(a)(9)] of the UIL Constitution and Contest Rules:

In the past the waiting period between judging assignments for the same organizational event in the same region has been three years. The waiting period has been reduced to two years. This rule change has been adopted in an effort to expand judge availability for region contests.

This school term marks the release of a revised

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Embracing Change

Specific criteria for marching band contest intended to make judging more consistent

by Scott Coulson
TMAA Marching Vice President

It has been said that "nothing endures but change." I think we can all agree with this statement more than we might like to admit, and if you do not believe it's true, all you need to do is ask your students. I will forever rue the day I discovered that most of my students believed that Woodstock is a bird. The only Carson they know is Carson Daly, and it would require more free time than I care to spend to convince them that there was a much better Batman long before George Clooney, or Michael Keaton for that matter, ate solid food.

Thankfully there is more to change than the dismissal of childhood memories by a younger "more savvy" generation. I do not know about you, but I enjoy the fact that my cell phone now fits easily into the pocket of my bag as opposed to BEING the bag. And I imagine that if you had asked me 20 years ago what a global positioning unit was, my best guess would have been the nerdy teacher's pet who organized the social studies classroom.

Change should not be feared; it should be embraced. Change brings medical miracles, methods for instantaneous exchange of information and of course,

"Nothing endures but change." — Heraclitus (540 BC - 480 BC)

"Whosoever desires constant success must change his conduct with the times." — Niccolo Machiavelli

"Change is the law of life and those who look only to the past or present are certain to miss the future." — John F. Kennedy

tools and methods to make our musical organizations stronger. Now, you must be asking yourself, where is he going with this? We are in for some changes in the adjudication of marching bands and in the training of marching adjudicators.

One of the first changes to be addressed is the use of music and marching descriptor/qualifier sheets as a judging tool. At the region level, a composite set of descriptor/qualifiers will be used to match the sheets, and at the area and state level, descriptor/qualifiers will be used for the separate music and marching captions. These sheets use our current judging standards broken down into a set of qualifiers:

Ex. A band performing at a superior level (1st division) for their classification will be demonstrating

superior characteristic tone qualities for their instrument and musical style of performance with minimal lapses, etc.

A band performing at an average level (3rd division) for their classification will be demonstrating average characteristic tone qualities for their instrument and musical style of performance, however, they lose control at times, etc.

Of course there are more descriptors, but this is the basic concept. The judge can refer to these descriptor/qualifiers during the performance, and if the band's performance is falling under a majority of the superior, excellent, or average, etc. descriptors, then that is the rating that should be awarded. This may be unwieldy

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TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
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PML now available to be ordered on CD

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Prescribed Music List. The new edition will be used for school years beginning 2003, 2004, 2005 and 2006. The committees charged with the immense task of revising this list of over 18,000 titles were diligent in their sensitivity to the priorities that were voiced by directors across the state as the project unfolded. This is the largest list in PML history and embraces a significant number of new titles and performance options.

Perhaps more significant than the existence of a new music list is the fact that the PML is available on CD in a FileMaker Pro data base. This program offers limitless search options and works seamlessly with the entry procedures for all UIL contests. The benefits in terms of convenience and efficiency are significant. The program also includes all UIL music forms as well as options for electronic contest entry and bar code processing of contest data. Executive secretaries who elect to use these options will be giving schools in their regions more details about the process.

Directors are urged to familiarize themselves with the CD before making a judgment about its usefulness. Initial response from those who tested the program was highly favorable and field-testing has generated positive results. Music selection and contest entry can be completed with only a few keystrokes. Directors can also print copies of select portions of the list in a format of their choosing. However, a limited supply of print copies of the PML in the format of the past list will be available for those who desire one. Contact the UIL order department for details.

Directors and teachers across the state are indebted to Mark Hosny, Marshall High School, San Antonio, who spent countless hours designing and testing the program. His primary focus throughout the project was to produce an efficient tool that would minimize paperwork and facilitate the music contest entry process. Contest administration has also been

greatly streamlined through features found in this program. Mark is to be commended for his vision, diligence and patience. We all will be the benefactors of his work.

Throughout this past year there was extensive dialogue regarding the role of marching band in our educational programs. A special UIL/TMEA Marching Band Study Committee spent countless hours evaluating and debating a broad array of issues pertaining to marching band and its role in the total scope of our music programs. A broad array of recommendations was the outcome. These proposals, which were discussed in detail in the April 2003 *Leaguer* and TMEA magazine, have been forwarded to the governing bodies of UIL, Texas Music Educators Association and Texas Music Adjudicators Association for final deliberation and possible implementation. Contrary to some reports, these changes are not in effect for this fall. There is one exception. The TMEA Executive Board adopted the TMEA Marching Band Philosophy Statement in June of this year. It appears on the TMEA web site at www.tmea.org.

A final issue being viewed with a high degree of concern across the state is the emergence of beginning music instruments being marketed by various retail outlets other than full service music stores. These "budget priced" instruments appear to be of inferior quality and workmanship. Educators must be mindful of the fact that one of the reasons we enjoy high performance standards in our music program is the long-standing tradition of guiding students in the selection of educationally acceptable instruments. Directors are urged to examine these new products carefully and offer appropriate counsel to families as they consider this important investment.

In coming months be sure to watch for information regarding the issue of realignment. The population in many areas of our state is growing at a phenomenal rate. As new schools open music participation in-

creases. Regions reach the saturation point in terms of the number of schools and music organizations that can be served. In recent years we have seen the addition of Region 23 (Houston) and Region 24 (Dallas/Fort Worth) to address this growth. Additional regions will be needed in the foreseeable future. Current projections suggest that we should consider a 28 region and seven area alignment beginning in the fall of 2006. This issue will be discussed in greater detail as the year unfolds.

Remember the UIL Music Division exists to serve the music programs

of the state of Texas while fostering the high performance standards that are the hallmark of Texas public school music. The UIL Music Staff is always available to assist you and welcomes your communication by phone, fax or e-mail.

Directors are urged to familiarize themselves with the CD before making a judgment about its usefulness. Initial response from those who tested the program was highly favorable and field-testing has generated positive results.

Music committee recommends 8-hour acknowledgement form for bands

One recommendation of the UIL/TMEA Marching Band Study Committee was the development of a UIL Parent/Student 8-Hour Rule Acknowledgement Form.

This form would be similar to one currently required for all UIL athletic participants. If adopted this requirement would stipulate that a Parent/Student 8-Hour Rule Acknowledgement Form signed by both the student and the parent be on file for each member of a band competing in UIL marching band competition.

The creation of the Parent/Student 8-Hour Rule Acknowledgement Form is intended to serve two purposes: (1) Many parents do not understand the parameters of the 8-hour rule thus leading to confusion regarding what activities are subject to this provision. Unfounded accusations can result; (2) The use of this form should create a partnership between students, parents and directors to insure the 8-hour rule is properly observed by all parties.

This concept has received tentative approval from the UIL Legislative Council Standing Committee on Music and will be reviewed by the full council at its October meeting.

A draft of the language being proposed at this time can be found on the UIL web-site music page — www.uil.utexas.edu.

Take a few minutes to review this document and submit comments or recommendations to the UIL State Music Office.

Marching adjudicating training seeing changes

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at first, but I think with practice, this will be a very useful tool.

Another change that must be addressed is the adjudication of electronics. Although there is currently not a specific place on our sheets for electronics, they can still be addressed in Percussion Performance (front ensemble), Ensemble Performance (balance, rhythm, tempo, etc.) and Musicianship.

Since we are in a new century and are experiencing daily the above mentioned technological changes, we must keep current and be able to adjudicate the use of electronics along with every other aspect of the marching performance. This issue will be addressed in adjudication training.

And finally, marching adjudication training is changing. Beginning at the TMEA Convention/Clinic this February, marching adjudication training will be a six-hour session. This extended judges' training will serve two purposes: (1) To address the above mentioned changes in our judging system with "hands on" training, extended training in addressing color guard

issues, marching and maneuvering terminology, electronics, and more extensive discussion on applying our sheets to military bands; (2) The attendance to this session will count for one of the two judging invitations a director must have to be placed on the TMAA active list.

Remember, change can be good! One of my favorite stories about how teaching has changed comes from a colleague as he remembers his first year of teaching in 1980. He recounts that one week out of every six weeks, he had hall duty right before first period, and for that week, it was his responsibility to monitor the 'Student Smoking Area.' What an exciting job for a 21-year old, non-smoking, first year teacher. Twenty three years later, I think it is probably a good thing the 'Student Smoking Area' no longer has a place at the public high school, but I would be willing to bet my UIL Marching Contest rating that there were people who opposed that change too.

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

Smaller budgets causes school districts to look for cuts in extra-curricular area

continued from page 1

The academics arena, too, is being hit by the financial crunch.

"At Capital Conference this summer we sensed a general sentiment that stipends would be cut (for academic coaching), school buses would be less available for academic competitions, and schools may be reluctant to purchase basic academic contests preparation materials," Hawthorne said. "If it gets to the point where they're not ordering materials to put the participant in a place to succeed, that's where I get

concerned."

One area that may be cut in both academic and athletic participation is feeding student participants.

"A significant change made in the area of athletics in an effort to cut costs is the reduction in out-of-town meals provided to athletes," said John Koonce, executive director of finance for Barbers Hill ISD. "In the past at Barbers Hill, we have paid for meals for all athletes in grades 7-12 on out-of-town trips in all sports. This year, meals will be provided for all sports, but two criteria must be met — distance and time.

Each sub-varsity team will be fed only if the game is more than 40 miles away or if the team will be traveling after 9 p.m. These restrictions will probably save the district more than \$20,000 per year."

Other districts are also cutting personnel or postponing building new facilities.

"We have to cut back on our spending, so we have to cut back

Take Down

Football is one of the extra-curricular areas schools have had to find ways to cut back. Some schools expect teams to wear uniforms a little longer than normal while others may not hire as many coaches. At Austin Westlake, the school did not fill a coaching vacancy after one coach left right before the start of the season. In this picture, an Austin Westlake ball carrier gets four yards for a first down during a year where Westlake advanced to the playoffs. This picture was named as state champion in the Interscholastic League Press Conference yearbook photo competition in 2003. The photo was taken by Roy Mata.



on our travels and meals," Midland Greenwood athletic director Bob Purser said. "Everything has gone up in price, but we have the same income and same taxes at Greenwood, so we get behind in the things we need." Greenwood is trying to pass a bond issued to upgrade and repair the school. The district was built for a 1A system and now have approximately 1,500 students, and competes in 3A.

Other schools, too, are cutting back.

"At the end of the 2001-2002 school year, Highland Park lost 10 faculty/staff members to a reduction in force brought about as a result of the district's sending even more money to the state. These reductions in force have affected virtually every curriculum area and support staff area in our school," Cates said. "Also, our English teachers now ask our students to buy their own paperback novels they'll be reading in English classes rather than using school funds to buy the novels."

According to a recent report in *The Austin American-Statesman*, some central Texas area school districts have not filled vacant coaching positions.

"When we hire someone we look for younger coaches," one administrator said, "because their salary would be less than one with a lot of experience."

Some communities are pitching in to help.

"Our community has banded together to create a huge community giving program to support the schools and the district. For example, the PTA has given over \$200,000 directly to the school district in the past two years to help fund teacher pay raises," Cates said. "Our PTA also pays for the leases on the copy machines our teachers use in our workrooms, and this organization also helps fund our technology purchases. This is an excellent example of the support the parents of the Highland Park school district give to our schools."

For most districts the property tax cap has limited their resources, therefore limited their opportunity to create ways to handle this financial situation.

"When you're at the \$1.50 cap, there's not much you can bring in," Judy said.

HEB Pharmacy/UIL Community Service Award winners named

Five schools have been selected as the inaugural winners of the HEB Pharmacy/UIL Community Service Award.

The award was created to reward UIL member schools for enhancing their community's quality of life. Each school will receive \$1,000 and a memento to commemorate the award.

Presentations of the awards will take place at selected football games selected by the schools during the 2003 season.

Winning schools' projects ranged from an entire school district coordinating a project that

included 80 percent community participation, to a high school environmental club creating a recycling program for the entire town.

Additionally, these schools created programs that a large percentage of the student body could participate in, and performed numerous community service projects throughout the year that greatly impacted their communities.

"The extraordinary accomplishments of our students in UIL athletic, academic, and fine arts activities are recognized on a daily basis across the state," UIL Director Dr. Bill Farney said. "We felt it was time to recognize these same students for their achievements in their own communities. These schools are helping change the world, one community at a time."

"HEB Pharmacy is proud to join with the UIL in

recognizing the contributions of high school students to their communities," HEB Director of Pharmacy Development Donna Montemayor said. "We believe it is essential to give back to the areas we live and work in, and are excited about the opportunity to work with the UIL to promote community service initiatives through our Texas schools. Together we will make our communities better."

All UIL-member schools were eligible to compete for the award.

"A school's organized volunteerism with a large percentage of their student population, aimed at charitable causes in their own communities weighed heavily in determining the winners," Kim Rogers, UIL Public Information Director, said.

2002-03 HEB Pharmacy/UIL Community Service Award recipients

Conference A: Rice HS

Conference 2A: Hico HS

Conference 3A: Crandall HS

Conference 4A: Medina Valley HS

Conference 5A: Houston Memorial HS

Students learn by making mistakes

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sports. That's the problem here. A Jayson Blair situation arises and people blame all journalism, especially scholastic journalism, for not following the rules and taking the easy way out.

For the most part, high school journalism programs do not take the easy way out. High school journalists are some of the most credible reporters in the field today. They know that since they are learning the craft they must be vigilant in the research for stories. What they don't know many times is how far to go and how much research is needed. That is what school is for — to train these young journalists.

Blair never graduated from college. He attended the University of Maryland but did not finish. He joined the *Times* following an internship there in 1999. The students in your school have not had that much training, and most of them know the difference between original work and plagiarized work.

I've headed down this path before. Students cannot learn without making mistakes. Administrators, teachers and other students will allow others to make mistakes. They won't allow student journalists to make mistakes. I agree that student journalists must be held to a higher standard than a football player or trombone player. A missed pass or poorly hit note won't make the difference in what is important to school news or information needed to keep the school running smoothly.

The problem in too many schools is that administrators won't give the student journalists an opportunity to make mistakes. They hold that "hallowed" hand over the publication and will not allow anything that makes the school district "look bad" be published. I guess that may be the same attitude our country is seeing with the new Patriot Act. Students are losing their rights to have views that differ from the administrators just like citizens of this great country may be

losing their rights as Americans so the government will have an easier time running the country.

Which brings us back to the credibility idea. Too many administrators are looking to move up to either a principal's position or a position in central administration. Because of that they do not allow people to express themselves, much like the country is limiting each American's rights.

With these limitations, people, and in this case, students, are not given the opportunity to earn credibility by reporting properly. In most schools administrators hire teachers and then do not allow them to do their job — in this case, teach journalism. They say, "teach these kids, but let me read the paper before it goes to press." By not trusting teachers, the administrator has set up an "us versus them" mentality, which can do nothing but destroy the very foundation of building credibility. No student will ever have the opportunity to write a story and stand by its content.

Not every story is a good story. I've seen plenty of horrible stories — many written by my students. But I've also seen the student who came to me his freshman year and told me he was going to be my editor his senior year. Although I didn't say it, my thoughts were that this kid couldn't write a story if his life depended on it. He dedicated his life to the newspaper the next few years, and by his senior year he was editor. His newspaper, too, was recognized as one of the top newspapers in not only Texas, but in the nation. That's what it means by giving someone the freedom to improve themselves. Had I started to nitpick everything he did, he very well could have given up and we would have lost an outstanding student journalist who today serves as a journalism teacher.

Credibility has to be earned. Just because others have destroyed that opportunity, don't take it away and not allow your students to take chances and earn their credibility.

J-kids get opportunities to earn college money

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school-sponsored newspaper or yearbook between Feb. 1, 2003 and Jan. 31, 2004. Judges will determine the timeliness of the entries, whether the writers created a focus or theme and whether the subject was covered adequately. There is no length requirement.

"We know the alcohol industry spends at least \$3 billion on advertising and promotion on television, radio and the Internet, in print and on billboards," said Joe Wiese, prevention director at the Texas Commission on Alcohol and Drug Abuse. "The contest will cause students to study these marketing practices and develop a critical eye."

Entry forms may be downloaded from www.2young2drink.com. Entries must have the completed form attached to the back and must be post marked by Jan. 31, 2004

"We are pleased to sponsor this contest," TAJE past president Cindy Todd said. "The student press plays an important role in sparking debate and focusing attention on issues important to teens. Underage drinking should be a hot topic on campuses across Texas."

Winners will be announced at the ILPC Grand Awards Assembly, held April 18, 2004 at the Hogg Auditorium on the University of Texas campus in Austin. Last years winners received awards of \$2,000 each. A total of \$8,000 was awarded.

In the second contest, the Texas Press Association, along with ILPC, have teamed together to again sponsor the "Lone Star Journalism Writing Contest," which will entail a student writing a "human interest feature" and having it published in the local paper.

The contest is divided into a small school (A-3A schools) and a large school (4A and 5A) category. First place in each category will receive a \$125 cash prize, second place \$100 and third place \$75.

"Even though there is a monetary reward, students can still participate in this and take part in UIL since you are not being paid to participate in UIL activities," Vonderheid said.

Winners will be asked to attend the Mid-Winter TPA convention, held at the Sheraton Grand in Irving, Jan. 16-18 for announcement of winners and to receive awards. Contact Vonderheid for more information.

UIL sets policy for media packets at state tournaments

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* Requests must be received by the deadline for the event. Late requests will not be considered.

"The UIL makes the final determination of whether or not media credential requests are granted," Rogers said. "If your request is denied, the UIL will make every attempt at contacting your media outlet via fax. It is your responsibility to assure your credential request has been successfully received."

The UIL media credential policy is:

NEWSPAPERS: Credentials will be provided only to reporters covering hometown or circulation-area teams. All credentials will be placed on reserve at the state tournament site and will not be mailed. Reporters must present photo identification in order to claim credentials. **Newspapers must identify the school or schools they are covering in their media credential request.**

Daily newspapers may have up to two writers and one photographer. Weekly newspapers may have no more than one writer and one photographer. Publishing companies that publish weekly newspapers for more than one community will be considered a single weekly newspaper. The UIL must have names for all persons claiming passes, and all persons must bring photo identification. **Newspapers with no vested interest in the event will be denied credentials.**

STATISTICIANS: Since the UIL provides complete statistics, we will not reserve media credentials for statisticians.

RADIO STATIONS: Each station is limited to two credentials per station. **Stations with no vested interest in the event will be denied credentials.** Radio stations must identify school(s) they are covering in their media credential request.

TELEVISION: Unless planning to do a live feed, TV stations may reserve no more than two credentials. **Television stations with no vested interest in the event will be denied credentials.** Television stations must identify school(s) they are covering in their media credential request.

INTERNET SITES/MAGAZINES: Requests will be considered on an individual basis.

HIGH SCHOOL STUDENT MEDIA: High school media will be limited to one writer, one photographer, and one videographer. Students must show a valid student identification card from a high school participating in the tournament.

COMMERCIAL PHOTOGRAPHERS: The UIL prohibits the sale of photographs from UIL State Championship events, and will not credential any photographers whose photos will be used for any purpose other than media coverage.

"Flash photography is not allowed within the first 10 rows of any indoor UIL State tournament event," Rogers said.

Please note that all invitational academic meets are now being posted on the UIL web page — www.uil.utexas.edu. They will no longer be listed in each issue of the *Leaguer*.

Imitation of elderly in one-act play takes observations, lots of practice

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the effort it takes to achieve head and chest resonance. It is this that produces the thin, strained voice that inexperienced actors imitate by quavering. Other old people relax their vocal chords to such an extent as to lower the pitch of their voices. Their vocal chords, like loosened rubber bands, vibrate slowly with a dull and tired note.

Either vocal trait is not difficult to imitate. Practice speaking using only your voice box and mouth to make sounds, and you will notice the thin quality of your voice. Or, relax your vocal chords by yawning constantly and easing the neck muscles. Then use as little breath as possible to form your words, and you will achieve a semblance of age.

All physical manifestations of age are useless unless they are accompanied by mental and emotional attitudes that also come with age. The infirmities of age are just that, physical impairments. Unless the actor adds the emotional and mental outlook of the aged to his characterization, he will appear as a young person with a stiff neck who has a tired voice. The audience must believe the physical infirmities are a result of age and not accident.

First among the factors that determine an older person's mental attitude must be his concern with death. Each of us knows he is to die, but few of us are as knowingly close to it as the elderly. This is not to say old people are morbid; many of them have a more cheerful outlook than younger people. Yet, the concern is there, coming in and out of their thoughts like a sudden wind that chills and then is gone.

Our changing opinion of death was illustrated by the sensitive writer who explained that when a young person considers death, he says proudly, "Never!" When a middle-aged person regards it, he says dubiously, "maybe." But an old person is reduced to saying quietly, "not today."

It is this daily triumph over simple existence that gives many older people dignity. They are proud, or at least satisfied, they can still walk or talk or do the simple things they have always done. Many refuse help in an effort to prove they can still cope with life.

Yet triumph is mixed with frustration. Though he rises from a chair successfully, the old man is astonished and perhaps angry that such a simple action requires concentration and willpower as well as the help of his arms. His frustration may be deeper, too, as he views the people around him making the same mistakes despite his entire lifetime efforts to change them.

How these thoughts and emotions are evident in the character of Firs in Anton Chekhov's *The Cherry Orchard!* He is the old servant stubbornly doing all the chores he used to do during the heyday of the family and constantly comparing today with yesterday. He is at a loss to understand why his "long, long lifetime" has produced so little change for the good.

Of course, any outline of the general characteristics of aging must be tempered by two considerations:

the actor's own observations and the demands of the character. There are as many ways to grow old as there are people doing it. The general characteristics of aging outlined in this article are meant to be used as guides for the actor's personal observations.

Ultimately, the actor must trust his own observations and subsequent choices.

In addition, he must trust the playwright. The good playwright will provide the actor with clues to that aspect of age he wishes emphasized. Look how Shakespeare gives direction to the interpretation of the dying speech of old John of Gaunt in *Richard II*. Three times before the speech there are references to breathing. Old Gaunt is told, "Strive not with your breath." He responds, "For they breathe truth that breathe their words in pain." Finally, he is advised, "'Tis breath thou lack'st, and that breath wilt thou lose."

Nonetheless, the old man begins his paean to England which contains the famous lines, "This royal throne of kings, this sceptered isle," etc. In less than 30 lines, Shakespeare has included 94 "s" or "z" sounds which require forcing the breath through a small opening. He also includes 80 spirants ("f", "v", and "th" sounds) which also demand forced breath. In

Lone Star Cup winners announced

With 122 total points in the Class 4A division, Dallas Highland Park edged out its closest competitor by 44 points to win that classification's 2003 UIL/Dodge Lone Star Cup™ competition. This was the highest margin of victory since the Cup's inception.

Class 5A champion Humble Kingwood never fell below first place throughout the competition, due to performances in all UIL activities. Conversely in Class 2A, Weimar, earned the top spot after being tied for 20th place in the previous scoring update, thanks to its state champion softball and baseball teams.

Altogether, the five Lone Star Cup™ champions turned in impressive performances in UIL athletic, academic and fine arts competitions.

Presented by the Texas Dodge Dealers, the sixth annual Lone Star Cup™ honors the best overall athletic and academic programs in Texas and is open to all UIL member high schools.

The Lone Star Cup™ is presented to one school in each of the five UIL classifications. Schools accumulate points based on team performances in district, regional and state championships. The winning schools in each classification receive the Lone Star Cup™ trophy and a \$1,000 award, presented by Texas Dodge Dealers.

The awards will be presented to each of the winning schools by Texas Dodge Dealers and UIL representatives at football games this season.

For information regarding eligibility, point values, point tabulations, and other general information about the Lone Star Cup™, visit the UIL web-site at www.uil.utexas.edu.

addition, the speech contains a sentence which has a 138-word subject before we finally hear the verb. Sentences with long subjects leave the hearer in suspense; he unconsciously "holds his breath" until the verb completes the thought. Obviously, breathing dominates the action of this speech and is the clue to the actor who must portray this old man.

Observation must be the first step in a young actor's characterization of an old person, keeping in mind what actually happens when people age. However, he cannot portray age effectively without understanding some of the fears, frustrations, and triumphs of the elderly. The young actor must imaginatively grow old for the play. Finally, he must apply what he has observed in real life to the character he is playing, deleting that which is contrary to the playwright's purpose and emphasizing or adding traits which will make his characterization more vital.

The internal drama we see in an older person as he struggles with simple actions, wondering why he cannot do them as easily as he once did, makes him a commanding figure in real life. If you have some of this drama in your characterization of an old person, you will be just as commanding on the stage.

Further questions about the Lone Star Cup™ should be directed to Kim Rogers, UIL public information director.

Top Scorers in Lone Star Cup™ competition

		Cup Points
5A		
1.	Humble Kingwood	102
2.	Conroe The Woodlands	78
(tie)	Southlake Carroll	78
4.	Fort Bend Elkins	66
(tie)	Katy Taylor	66
4A		
1.	Dallas Highland Park	122
2.	Brenham	78
(tie)	Hewitt Midway	78
4.	Conroe Oak Ridge	65
5.	Denton Ryan	64
3A		
1.	Canyon	60
2.	Monahans	54
(tie)	Wimberley	54
4.	Decatur	52
(tie)	Lindale	52
2A		
1.	Weimar	56
2.	Brock	52
3.	Big Sandy Harmony	48
(tie)	Holliday	48
5.	Rosebud Lott	46
(tie)	Shallowater	46
(tie)	Three Rivers	46
1A		
1.	Windthorst	56
2.	Iraan	48
3.	Lindsay	44
4.	Flatonía	42
5.	Nazareth	38



"My years in UIL spelling has taught me the value of study and that things can be accomplished through determination. UIL taught me to take a deep breath and get on with it. Nothing can stand in my way."

**Amanda
McBride
Groesbeck HS**

UIL office works to make schools more successful

continued from page 2

In 2003-2004 the grandest task for school administrators will be to maintain a meaningful school budget. They are to be commended for saving most activities from major cuts. Unfortunately, the economic situation for many schools will be worse in 2004-2005. The legislature can offer relief during the next session, but that's two years away.

What can we do to help assure meaningful funding? The Legislative Council in October will have critical discussions with intent on preserving extra-curricular experiences. We can look at other states

Coaches sacrifices go beyond athletic field

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the manner of resources to use to steer students in the proper direction.

The coach must use the wisdom of Solomon and the slyness of a fox to successfully deal with this important objective. On occasion the only tool in the coaches' arsenal is playing time. It seems a message is sent directly to the brain when a rear end comes into contact with the bench.

This is when the real problems for a coach begin. Parents who have heretofore found little interest in the coach or the program begin to storm the administration building demanding to have the coach's head on a platter. And sometimes they get what they ask if school board members get involved.

The sacrifices made by coaches may not be recognized by folks outside of education. However, most educators do appreciate their efforts. Administrators appreciate these efforts because they are faced with dealing with the same elements and sacrifice of time.

Coaches and administrators must work together to

with similar problems and learn some helpful tips. We can also learn which strategies have backfired.

Working together will be the key. That tactic has seen good track records before. Our parents and grandparents found a way in war and depression. Our problems pale when compared to theirs. Just like my dad told me once when I was fretting about him losing his job. "Son, we'll work through this. Right now, you just make your grades and behave. That's your job. I'll figure out mine."

I did, and he did!

successfully achieve the common goal of developing students into solid citizens. Coaches have to think globally and not within the confines of the field house. They must realize the responsibilities of administrators encompass more than athletics.

Administrators must not forget the difficulties of coaching. They must be supportive of coaches, not only when the program is winning, but most especially when losses occur.

Together, much can be achieved. On different pages, coaches and administrators can create a canyon of dissension.

The message in this is simple. Don't get grass on the floor. Do your job. Appreciate the work of others. Empathize with the concerns of others. Offer your assistance even in the light of criticism. Don't feel that your efforts are under appreciated. Look for opportunities to praise those in education. Catch people doing something good. See the big picture. Keep your head on a swivel. And remember someone has to pick up the grass.

Rally scoring format causes concern

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match limit for the season. The exception was allowed for tournament play so tournament directors could have more flexibility in scheduling.

Another problem involves pool play. Rules clearly state that pool play must consist of two rally scored games to 15, with a cap at 20. The rules say nothing about pool play games being played to 25.

By mutual consent, sub-varsity teams were given the option to play two out of three, with all three games being played to 25 with a cap at 30. Thus, if one school involved in the contest wants to play three out of five, then the guidelines for three out of five must be used.

With so many new changes being implemented this year, it's not surprising that there are so many questions and concerns. However, much time and effort was spent last spring trying to clarify and simplify the rules so coaches and officials would have an easier time understanding the changes. The rules are very specific for every level of play with regard to the scoring format.

I've received several requests to change the rules immediately. Specifically, I've been asked to mandate that sub-varsity teams use the two out of three format, and allow varsity teams to use the two out of three format during tri-matches.

While I'm always open to suggestions, the UIL staff cannot change playing rules during the middle of the season. The rules that are in place will stay in effect throughout the entire season.

Our staff is concerned about student-athletes getting home late during the school week. We're also concerned about losing officials. Keep in mind these individuals also have to get up early for their "day jobs" following a late match.

Once the season has concluded, I will gather data from coaches and officials regarding length of matches, tri-matches, etc. Any necessary adjustments could be made prior to the 2004 season. I would welcome any input from coaches, administrators and officials regarding any problems that occurred during the season, or any changes that are deemed necessary for next year.

Elem./JH Art adds grades, Music Memory list announced

The Elementary/Junior High art contest has expanded to include 6-8 grades as well as having the 4-6th grade division. In addition, the official Music Memory List 2003-2004 includes:

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

1. Beatriz de Dia "A cantar m'er de so qu'en no volria"
2. Telemann Concerto for Recorder and Strings in C Major 3rd Movement
3. Bach Brandenburg Concerto #1 in F Major 1st Movement, Allegro
4. Mozart Requiem "Confutatis"
5. Mozar Clarinet Concerto in A Major Adagio
6. Beethoven Sonata #8 in c minor, Op. 13 (Pathetique) 3rd Movement, Allegro
7. Rimsky-Korsakov Capriccio Español Op. 34 V "Fandango Asturiano"
8. Sibelius "Finlandia," Op. 26 #7
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) 3rd Movement, Animato
13. Handy "St. Louis Blues"
14. Hindemith Symphony in B flat 1st Movement
15. Bagley "National Emblem March"
16. Handel Messiah "Hallelujah Chorus"

2003 Sportsmanship champions selected

Five UIL member schools have been selected as the 2003 UIL/State Farm Sportsmanship Champions for exemplary displays of sportsmanship throughout the 2002-03 school year.

The five schools selected include the following:

- Conference A: Flatonia High School
- Conference 2A: Cisco High School
- Conference 3A: Denver City High School
- Conference 4A: Mountain View High School
- Conference 5A: Houston Clear Lake High School

Sponsored by the UIL and State Farm Insurance, each champion will receive \$1,000, a banner and a memento to commemorate the award. Presentations of the awards will take place at football games selected by the schools during the 2003 season.

"These schools represent the essence of extracurricular activities in Texas," UIL athletic director Charles Breithaupt said. "The objective of the UIL is to provide competitive activities that foster a spirit of good will. These schools have exhibited the qualities we hope to see in every high school. We are proud of the administrators, coaches, sponsors, students and fans of these schools and communities."

For the first time in four years, schools are being formally recognized and rewarded statewide for displaying and promoting good sportsmanship. One school from each district was nominated based on their display of sportsmanship in all activities during the 2002-03 school year.

District nominees were submitted to the UIL, where a committee selected one school in each conference to receive the state sportsmanship award. All nominees were rated on a 100 point scale, with the winning schools all scoring 95 and above.



"Participating in UIL academics broadened my horizons further than the hill of the city limits. I have learned skills that I will carry for a lifetime and the door to great opportunities has been opened."

**Trisha
Montalvo
Sanderson HS**

Rallying Cry

New volleyball scoring format brings about confusion

PUBLIC REPRIMANDS

BASEBALL

Jeremy Helms, Avalon
Kevin McDonald,
Beaumont West Brook
Mike Leach, Burkburnett
Eric Oney, C. E. King
Ronnie Norman, Denison
Kerry Brandel, El Campo
Brian Chandler, Frisco
Greg Carrera, Goliad
Scott Ledbetter,
Lewisville
Nathan Borden, Riviera
Lee Martinez,
Galena Park

Football coaches can breathe a sigh of relief — for the moment.

The majority of controversy and debate surrounds a fall sport other than your own.

Who would have thought volleyball could create such a stir? After just two weeks into the season one might be inclined to think that there is an outright uprising in progress. I tend to think everything is fine, and in due time all the issues that seem problematic will work themselves out.

The controversy started last spring when the National Federation Volleyball Rules Committee approved the rally scoring format. By National Federation rule, rally scoring must be implemented by the



Rachel Seewald
Assistant Athletic Director

2004 season. It was left up to individual state associations to determine which scoring format to use during the 2003 season.

After much deliberation and consultation with the Texas Girls Coaches Association, the TGCA Volleyball Committee, the Texas Association of Sports Officials and numerous volleyball coaches across the state, it was determined that rally scoring would be implemented beginning this year.

In addition, it was the opinion of most coaches that the three out of five format should be used at the sub-varsity level, and the two out of three format implemented at the junior high level. Varsity teams are required to play the three out of five format since that is the National Federation rule.

The new rules and changes were sent to coaches and officials last March. They were also posted on the UIL web-site. In talking to coaches, administrators and officials over the summer, it seemed the majority

of individuals had embraced the new changes and were looking forward to starting the season.

How things have changed.

After the first week of matches I received numerous calls and e-mails from concerned parents and officials. The biggest problems seem to be the result of tri-matches during the week. Any time teams play three matches in one night at the same site get set for a long evening, especially if a match goes the full five games. Some coaches have already said they won't be scheduling as many tri-matches next year. Once district play starts this problem will be alleviated.

All varsity matches, with the exception of tournament matches, must be played using the three out of five scoring format. Period. End of discussion. I'm not sure where varsity coaches got the idea it was permissible to use the two out of three format for a tri-match. This is a regulation match that goes against the total

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Softball bats take another hit with new change

If you are like me, you despise surprises.

However, they are going to occur. Some are unavoidable and you have no control over. Blame me for this one.

After the National Federation of State High School Associations Softball Rules Committee met in early June and rule changes were approved and printed, that same committee made yet another change. Blame me because I'm a member of that committee.

No sooner than after our annual Texas Girls Coaches Association Summer Clinic in Austin, was the change made concerning softball bats. Why? Without going into a lot of detail, safety. The change after the fact will affect very few.

NFHS BAT RULE

2004 NFHS Softball Rules Book, Rule 1-5-4 states: **"Effective January 1, 2004, the bat shall meet the Amateur Softball Association (ASA) 2004 Bat Performance Standard."**

ASA 2004 PERFORMANCE STANDARD

ASA has adopted a new bat performance standard, effective January 1, 2004. This change has been made in light of recent scientific developments. Much of the research leading to the new bat standard and the new ASTM test method has been funded by ASA. ASA has determined that this change is necessary because some of the highest performing bats on the market are adversely affecting the character and integrity of the



Peter Contreras
Athletic Coordinator

NFHS 2004 Softball Bat Rule FAQ's

Q: What bats can be used for high school play in 2004?

A: As of January 1, 2004, NFHS Softball Rule 1-3-5 (1-5-4 in 2004 NFHS Softball Rules Book) indicates that in order for a bat to be legal it must meet the ASA 2004 Bat Performance Standard. In addition, all bats shall meet the other NFHS bat specifications.

Q: Why did ASA decide to change its bat standard?

A: ASA invoked a rule indicating, "The ASA reserves the right to withhold or withdraw approval of any equipment which, in the ASA's sole determination, significantly changes the character of the game, affects the safety of participants or spectators, or renders a player's performance more a product of the player's equipment rather than the player's individual skill."

Q: Why did the NFHS decide to adopt this standard for 2004?

A: The NFHS Softball Rules Committee voted to adopt the new ASA 2004 Bat Performance Standard, effective January 1, 2004 because some of the highest performing bats on the market are adversely affecting the character and integrity of the game and rendering a player's performance more a product of equipment than individual skill. The change may also assist with reducing the risk of injury to participants. The NFHS followed both the ASA and the NCAA in adopting this new standard for 2004.

Q: When can I find out if my bat meets the ASA 2004 Bat Performance Standard? When will the list of 2004 approved bats be released?

A: The new ASA 2004 Bat Performance Standard takes effect January 1, 2004. ASA will develop a listing of bats approved under this new standard and will post that listing on its website. But that list cannot be developed until bat manufacturers submit their bat models for ASA approval under the new standard.

Q: What if my bat doesn't show up on the list of bats that conform to the ASA 2004 Bat Performance Standard?

A: The bat will not be approved for NFHS play in 2004 and beyond — unless the NFHS makes any change in the NFHS Softball Rules Book.

Q: I want to go out and buy a new bat, but I want to make sure it meets the ASA 2004 Bat Performance Standard. What should I do?

A: Contact the bat manufacturer to determine whether the bat model satisfies the ASA 2004 Bat Performance Standard. Once the bat manufacturer has submitted the model for ASA approval, and the bat model satisfies the 2004 standard, then the bat will be listed on the approved bat list posted on the ASA website, www.asasoftball.com.

Q: In light of the ASA 2004 Bat Performance Standard, do I still need to recertify any of my bats that were banned last year?

A: Yes, if you want to use that bat in NFHS play for the remainder of 2003.

Q: My bat has the ASA 2000 mark (and, if necessary, the ASA recertification mark). Is my bat going to be legal under the ASA 2004 Bat Performance Standard?

A: Maybe. Even bats with the ASA 2000 mark and the ASA recertification mark must satisfy the ASA 2004 Bat Performance Standard before they will be allowed in NFHS play beginning January 1, 2004.

Q: I have a bat that does not have the ASA 2000 mark or the new ASA 2004 mark. Is it going to be legal for NFHS play?

A: Maybe. If the bat model is listed on the approved website list, it will be legal for NFHS play, even without a permanent mark.

Q: Will the manufacturers be required to send in every model for certification under the ASA 2004 Bat Performance Standard?

A: No. As it has been in the past, a manufacturer is not required to submit to ASA any bat models for approval. If you would like to have a particular bat model certified under the ASA 2004 Bat Performance Standard, please contact the manufacturer.

Q: Can I send in my bat to get tested and approved by an ASA approved testing facility?

A: No. Since 2000, ASA requires that any bat submitted for ASA approval must be tested at an ASA approved testing facility. The submitter of the bat must sign an ASA testing agreement. If the bat satisfies the ASA Bat Performance Standard, then the submitter of the bat must sign an ASA license agreement. Therefore, only manufacturers can submit bats for testing.

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Educators must learn to appreciate each one's work for good of students

I walked into the house recently, covered with grime, sweat and grass. I had finished my weekly ritual of cutting the lawn, trimming, edging and sweeping. It is not necessary to mention the temperature hovered near 100 degrees as it generally does across Texas in mid-August.



Charles Breithaupt
Athletic Director

After getting a cool glass of water, I was met by my wife who calmly stated, "I don't mind you working in the yard, but I would appreciate it if you didn't track in grass on my nice clean floor."

Those of us who do the yard work have heard this refrain from time to time. Many people actually enjoy the rituals of yard work. Some find it to be good therapy, or at least an opportunity to get away from the phone and other business.

But, the statement captured me, "I don't mind you doing the yard work". Did she mean that I loved sweating and toiling under the hot Texas sun? Or did she think I got goose pimples from edging the sidewalk. Maybe she thought I loved the adrenaline rush I get whenever stung by ants or wasps.

Before I get into any more trouble let's say that my wife is the best of people. She is quite a worker herself and was not being demeaning with her remark. But, I did take something away from this conversation.

It took me a bit to get over being indignant and my feeling of being under-appreciated. When I did I realized she had spent some time and effort of her own to clean the house, cook the meals, wash the clothes and other chores I prefer to ignore.

I learned that in order to keep peace in the family it was best to offer my assistance and clean up my mess.

Many times we fail to appreciate the work done by coaches who toil and sweat in the heat of August. They too are susceptible to heat exhaustion and even heat stroke. Each and every day they return to the locker room, bodies reeking of sweat and grime, tired, hungry with much more work to complete.

Coaches are perceived by those outside the loop to be nothing more than coaches. The public sees the coach amidst the excitement of a game and perhaps even a pep rally. They see a coach celebrating a big win. They read the articles and see the highlights on the news and think what great lives coaches must live. Little do they know the other side of coaching.

The public sometimes fails to see the long hours and difficult road coaches travel. They don't realize the time spent in preparation for teaching a full load of classes, driving a bus to supplement the small

coaching stipend, hall duty, lunch duty, and other non-sports related responsibilities.

Coaches spend more time preparing for practice than they do in the actual practice. These preparations are done after each daily practice is complete, in order to be prepared for the next day. Much midnight oil is burned during the season. This includes dealing with the concerns of parents, counseling with student athletes, personnel issues, budget concerns, scheduling, booster clubs, opponents, film work, injuries, morale, motivation, etc.

It is true that a coach's job is never done. The coach spends more time with other people's children than they do with their own kids. Many times a coach sacrifices what would be best for his own family for the good of the team. If time is a key ingredient in the development of a good home life, coaches are at times left with only what they can call quality time.

Coaches are passionate about their role in society. They believe they make a difference in the lives of young people. Why else do they spend countless hours of physical, emotional and mental anguish working with many kids whose parents couldn't care less.

A coach is a friend, confidant, counselor, father and/or mother, role model, disciplinarian and mediator for students from a variety of ethnic, religious and socioeconomic backgrounds. The coach has little in

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Softball bats must meet new certification requirements

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game and rendering a player's performance more a product of his/her bat than his/her individual skill.

The ASTM F1890 test method is no longer the industry standard, even though some softball associations continue to rely on this test method. ASTM has just recently developed the ASTM

F2219 test method. The most recent version of F2219 is available at www.astm.org - click on "standards." This test method provides a number of improvements over the old ASTM F1890 test method.

For example, F2219 allows bats to be tested in the lab at a much higher speed, including speeds actually found in the field of play. It also places tighter tolerances on testing procedures, such as the softballs that are used in conducting the bat test. ASTM F2219 allows the testing to be done at the "sweet spot" of the bat - regardless of where that point is along the barrel of the bat.

The ASA 2004 bat standard relies on the swing speed of the batter. ASA has learned and now takes into account that a batter's swing speed is more dependent on the distribution of the weight across the length of the bat than the total weight of the bat alone. This weight distribution feature is often referred to as the bat's moment of inertia, and is incorporated into the new 2004 standard. The 2004 standard is also based on more accurate information

about the speeds involved in the "bat-ball collision," which are swing speed of the bat and the pitch speed of the ball.

The 2004 bat standard has a maximum batted ball speed (BBS) limit of 98 mph, when tested according to the ASTM F2219 test method (as approved for balloting).

Even though this limit is numerically higher than the ASA 2000 bat performance standard, in science and in practice, the 2004 bat standard is actually a reduction compared to the 2000 bat standard.

The F2219 testing is done at higher speeds than under the old F1890 standard. As a result, some bats that satisfied the old ASA standard of 125 fps will not pass the new 98 mph standard. Bats that do not satisfy the ASA 2004 Bat Performance Standard will not be permitted in NFHS play, effective Jan. 1, 2004. Bats that satisfy the ASA 2004 Bat Performance Standard will be authorized to display a new 2004 ASA certification mark.

Older bats that pass the new standard will be added to the list of approved bats and will be permitted for NFHS play.

PERMANENT 2004 CERTIFICATION MARK

To indicate that a bat meets the new 2004 standard, the permanent mark, as shown to the right, is placed only on those bats that have been recently manufactured and meet the 2004 performance stan-

dard.

ENFORCEMENT

Each state association shall determine appropriate enforcement procedures within their own state. Below are a few suggestions:

1. Have **each participating team** provide the umpires a current printed copy of the approved bat list from the ASA web-site. Each bat in the team's possession and intended for use should be highlighted, so the umpire can quickly inspect and verify the bat's legality. A new list need only be printed when new bats are added to the team's inventory.

2. Have the **host school** provide the umpires, upon arrival, a current printed copy of the approved bat list, from the ASA web-site. The list should be printed at least once per week.

3. Have **umpires** carry with them a current printed copy of the approved bat list from the ASA web-site to utilize when inspecting bats. The list should be printed at least once per week.

4. Have **both** the schools and the umpires be responsible for being in possession of a current approved bat list from the ASA web-site.

Detailed information about the ASA Bat Certification Program can be found at -

http://www.asasoftball.com/about/certified_equipment.asp.



ELEMENTARY/JUNIOR HIGH

ART CONTEST

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

HIGH SCHOOL

HIGH SCHOOL SPELLING & VOCABULARY

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

CALCULATOR APPLICATIONS

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

ONE-ACT PLAY CONTEST

c. CONTEST PLAY SELECTION AND ELIGIBILITY. Section 1033:

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

According to Subchapter H, Rules and Amendments Section 305, 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.

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.

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:

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