BECOMING PAPERLESS

Academic department pilots new registration system; athletics to follow soon

When academic coordinators prepare to enter their students in contests this spring, they’ll begin by sitting down at their computers.

In 2004, UIL will pilot a new spring meet entry and management system allowing high schools to enter students in academic contests via the Internet. No more paper. No more traditional mail. And hopefully, no more confusion.

Welcome to the 21st century.

High schools will be able to access the new entry system via the UIL web-site.

"It’ll be faster and more accurate," UIL Director of Academics Bobby Hawthorne said. "It’ll save time, energy and countless errors."

Each school in each district in each conference will be able to enter contestants’ names and school information. The program will instantly produce an invoice for billing. Once the process is complete, each district coordinator will receive an e-mail of confirmation. And it’s done.

The UIL hopes to reduce mistakes such as misspelled names and misplaced students in the different academic contests.

"Once a student’s name is typed into the system, it will stay there through district, region and state," Hawthorne said. "We hope to offer more continuity from district all the way through state."

In the past, entries were typed into a database or written on a typewriter about seven times during the course of spring competition. With the new system, entries will be typed into the system by each high school and that entry will transfer directly to district meet coordinators and so on, limiting room for error.

Senior systems analyst Larry Woods is building the system.

"The biggest challenge with building a program for academics is that there are so many events with so many different rules," he said. "It’s very complicated, but we’re testing it as we go along so, it’ll work."

Woods built a similar program for the Texas State Solo and Ensemble Contest four years ago. UIL Music Director Dick Floyd said the system works better than he ever imagined.

"We had a vision, and Larry really worked with us," he said. "The net result was great."

Floyd said when they implemented the program for music, they were expecting 40 percent of entries to come in over the Internet. Instead, 80 percent of music contestants chose to utilize the new system. Floyd said the program has cut preparation time for the contest by 75 percent.

"I couldn’t believe how many people wanted to do it," he said. "It’s so user-friendly. And it’s really amazing to see how much faster things can be done."

The solo and ensemble contest involves 10,000 events and more than 20,000 contestants, making scheduling the biggest issue. With the web system, a good schedule is made automatically.

"It used to take two weeks to create a decent schedule," Floyd said. "But once the program was in place, we could get a schedule in five minutes. This gives us more time to improve our schedule and get other things done. The program still amazes me even though I’ve been watching it happen for four years."

Woods said the most complicated part of building an academics system has been the one-act play contest because there are more levels of competition than with the other events. He’s been working on one-act since August.

The task of building this system is complicated already. Woods added. A finer setting up the database, he built a program to relay information from a school’s computer screen to the database.

Despite the intricate building process, Woods said the system is improving.

All on the web

As a pilot project, the UIL academic department will ask schools in all conferences to register their district competition through the new UIL Spring Meet registration form on-line. Through this new registration, the UIL will be able to see the most popular events as well as complete paperwork and other responsibilities quicker for the regional and state competition.

The UIL website is: www.uil.utexas.edu

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

Story by UIL journalism intern Alyssa Armentrout
Be careful because they are listening
Coaches make bigger impressions on their players than they imagine

As the school year begins, I am constantly reminded of the awesome responsibilities that are heaped upon the strong shoulders of our junior high and high school coaches. It is a responsibility that never much entered into my consciousness as I began my coaching career, but, as the years passed and my level of maturity increased, the magnitude of the position entrusted to me began to grow.

When you put on that shirt that says "coach" you are thrust into a position that is much more than just teaching the fundamentals of sport to a group of youngsters. These young athletes are placing their very lives into your hands and under your control.

The "twists and turns" of their lives as they develop and mature are controlled more so by your coaches than by any other factor in the educational process.

They look to you for guidance in making important decisions, for help when they are in need, for love and care, for concern about their development, for just listening to them, for consolation when they lose and for admiration when they win.

Through competition they learn that hard work and dedication are requisites for success, and it is your responsibility to provide them with the opportunities for learning. They must learn, also, that hard work and dedication does not guarantee success but merely sets the foundation, for during competition, your opponent will be working with dedication, too.

You will teach them that it is no disgrace to lose but that they must always offer their best efforts. Children are impressionable and you, as coaches, impress them terrifically. There are times when you un-}

New registration system should keep paperwork to minimum

continued from page 1
cess, he said the program would be extremely easy for high schools to use.

"There will be a learning curve," he said. "But I was a band director once. Most of the teachers at my school were just as web savvy as I was before I trained on these programs. And I'm trying to make this as user-friendly as possible."

Said Floyd: "They've had no complaints. And he said the program has been a benefit to schools. "In the past someone would sit down at a school and do a pile of paperwork," he said. "With this program, consider that for every hour less spent doing paperwork, that will be one more hour spent in the classroom with the students."

In addition to helping schools, Hawthorne said the program would lend a hand to the UIL staff as well because less time will be spent entering the names of winners and organizing contests.

"If we're half as happy as Dick [Floyd] it'll be a success," he said. "It's going to revolutionize how we do things."

"ISSN 0897-4314"
Add ‘Em Up

Point schedule set to be reviewed, revised following complaints

This summer, the Texas Educational Theatre Association presented its Legislative Council Academic Committee with a proposal that would, if approved, increase the number of points awarded at district, region and State Meet for one-act plays.

It wasn’t. But the committee did approve empaneling an ad hoc committee to study the Spring Meet Schedule of Points later in the winter. This gives all interested parties time to sharpen their blades.

No doubt, the present point system is a patchwork of compromises and spurious assumptions. Why do the 2-hour Ready Writing contest and the 10-minute Number Sense contest receive the same points? Why is CxK limited to 48 points at district? Why doesn’t your school that wins first, second and third place individually also receive the additional 10 team points?

I don’t know. These decisions were being made back when my biggest headache here was whether some student journalist in the ILPC summer workshop was going to torch Jester Dorm.

Presently, a one-act play troupe may earn no more than 48 points, even if it wins first place, takes home both best acting awards and has three or four all-star cast members and a couple of honorable mention all-star performers to boot. This strikes the theatre folks as unfair.

Meanwhile, the math and science people can’t understand why they’re limited to 37 points if they place first, second, third and fourth in number sense. Do the winning team, they want to know, receive 10 points or not? Six students may enter science, but the maximum number of points a school can earn there is 37. Precisely how this was decided is a mystery, but I’m sure it’s based on the reluctance to award points twice to the same students. In time, points have been awarded to second place teams, to team journalism and team speech, so today, we have a hodgepodge of points, some of which correlates to medals, some to number of participants, some to the amount of effort and time required to win a medal. But if there’s any strict linear logic to the Schedule of Points, it eludes me.

And there will never be a gain, who’s to say which is harder: science or headline writing? Which is harder: science or headline writing? Which is harder: science or headline writing?

The ad hoc committee’s task will be to examine all the quirks and peculiarities of the “a Band-Aid for compromises and spurious assumptions. Why do the 2-hour Ready Writing contest and the 10-minute Number Sense contest receive the same points? Why is CxK limited to 48 points at district? Why doesn’t your school that wins first, second and third place individually also receive the additional 10 team points?

I don’t know. These decisions were being made back when my biggest headache here was whether some student journalist in the ILPC summer workshop was going to torch Jester Dorm.

Presently, a one-act play troupe may earn no more than 48 points, even if it wins first place, takes home both best acting awards and has three or four all-star cast members and a couple of honorable mention all-star performers to boot. This strikes the theatre folks as unfair.

Meanwhile, the math and science people can’t understand why they’re limited to 37 points if they place first, second, third and fourth in number sense. Do the winning team, they want to know, receive 10 points or not? Six students may enter science, but the maximum number of points a school can earn there is 37. Precisely how this was decided is a mystery, but I’m sure it’s based on the reluctance to award points twice to the same students. In time, points have been awarded to second place teams, to team journalism and team speech, so today, we have a hodgepodge of points, some of which correlates to medals, some to number of participants, some to the amount of effort and time required to win a medal. But if there’s any strict linear logic to the Schedule of Points, it eludes me.

And there will never be a gain, who’s to say which is harder: science or headline writing? Which is harder: science or headline writing? Which is harder: science or headline writing?

The ad hoc committee’s task will be to examine all the quirks and peculiarities of the “a Band-Aid for compromises and spurious assumptions. Why do the 2-hour Ready Writing contest and the 10-minute Number Sense contest receive the same points? Why is CxK limited to 48 points at district? Why doesn’t a science team that wins first, second and third place individually also receive the additional 10 team points?

Does the winning team, they want to know, receive 10 points or not? Six students may enter science, but the maximum number of points a school can earn there is 37. Precisely how this was decided is a mystery, but I’m sure, satisfy few but will be at least reasonably defensible.

Conflict pattern

We’ve had requests to revise the academic conflict pattern also. The particular complaint comes from those who want to compete in Literary Criticism and Spelling and Vocabulary, which currently conflict. We could move one or the other to the third strand, but it would then conflict with Prose and Poetry. I haven’t heard a lot of support for that idea.

We could move one or the other to the fourth strand, but that means judging would end around midnight.

The conflict pattern is a giant Rubik’s cube. You can’t move one contest without impacting two or three others. Until there’s a consensus for change, it’ll most likely remain as is.

Calculator lists

The list of approved calculators for Math, Science and Accounting are also hopelessly outdated. Radio Shack doesn’t even make calculators any more, except for the basic 4-function, $6.99 ones. Most of the calculators on the list are commercially unavailable except as collector’s items on eBay.

This past year, calculator applications director Dr. David Bourell met with an advisory committee to revise and update the contest. David and his committee tried to minimize the emphasis on any particular brand of calculator.

“The goal is for contest success to be as independent as possible of the specific brand of calculator used,” he stated.

The revised format of the Calculator Applications contest will be inaugurated at the 2005 spring meet.

Similar changes in the Math and Science contests are inevitable. Before we know it, handheld computers will flood the market, making calculators obsolete. Mike Lorion, head of Palm’s educational sales, told the Dallas Morning News, “It’s a matter of how many devices a student can really have. You can’t use a graphing calculator in English class. You can adapt the calculator, but you’re not going to read War and Peace on it. You can on a Palm.”

I realize that opinion is mixed and emotional. At last year’s State Meet, Larry White asked how many coaches and participants wanted to change the list? A bout a third of the hands went up. How many wanted to keep the list without change? Again, a third of the hands went up. How many wanted to scrap the list and make math strictly a mental contest? Again, a third of the hands went up.

It doesn’t take a math major to realize that change will be difficult and contentious. But it’s necessary, and it’s long overdue.

One-act festivals good to get cast organized

continued from page 6

Do state laws requiring athletic coaches, band directors and cheerleader sponsors to have CPR training apply to academic coaches? No.
Winning speech teams include more than just speakers, coach

My mom is a wise woman. She was an educational administrative assistant for 32 years, as long as she was employed there was no doubt who ran the school district. After all, she outlasted seven superintendents.

She was known among the school employees and around town for “holding the fort down,” and keeping the school moving forward when her district was without a superintendent for over half of one school year.

Her jewels of wisdom had a great influence on my teaching career.

She taught me there were three people who were key to my success as a teacher and coach.

The first was the school custodian. Believe me, if you wanted your blackboards wiped clean each afternoon and the trash taken out on a regular basis, as well as extra favors now and then, it was critical to get to know your custodian on a first-name basis. Not just “Hi, how are you?” kind of relationship but a genuine effort to get to know them as a person. Then, on any given day when your debaters had hole-punched briefs for hours and the look of a New Year’s Eve party pervaded your classroom floor from all the confetti scattered about, your loyal custodian friend would only smile and take great pride in making your room presentable again.

Wanda was my custodian, and she often surprised me with homemade tamales from her kitchen. I was grateful for her gentle smile whenever she saw my room turned topsy-turvy because of a Readers Theatre rehearsal we’d had late the night before and magazine subscription cards strewn all over the place because the extempers had been cutting and filing magazines in preparation for a tournament.

Just as important to your survival at school is the second school person critical to your program is the librarian. Librarians, the best help you can be to coaches and students is to read the guidelines yourself. Sometimes, librarians have incorrectly interpreted the rules. Your clear understanding of the rules and their published documentation should not lie with the librarian but with the coach.

Documentation that does not clearly meet the requirements is a risk. Just because it passes inspection at an invitational meet doesn’t mean it will pass at district. Do not wait until the day before district to pounce on your librarian, demanding that he or she provide proof that the piece your star reader loves to read truly fits the required category.

The other school person critical to your program is your librarian. Just because librarians insist on chairs being strategically placed back under tables at the end of each class period, books turned in by the due date, and, heaven forbid, a teenager entering through those hallowed doors with gum in their mouth doesn’t mean they don’t want students to use the resources available in the media center. The truth is they actually love getting to work with students who are heavily involved in sophisticated research for debate, reading great literature for oral interpretation performances, and exploring journals such as Foreign Affairs to hone their contemporaneous speaking knowledge.

I got lucky. The librarian at each of the schools I was employed was a God-send to me. At my last school, Pat Johnson Bratcher was my librarian. She was a former English teacher and I was fortunate to have her daughter in my speech program.

She saw first-hand why speech and debate competitors needed to be in the library a great deal of the school day. She knew the results of their labor. She came to believe in our endeavors so much that she often used a portion of her library budget to supplement when mine fell short providing materials for the squad.

Phyllis Tucker, librarian at Aubrey High School, formerly from Lindsay, is one of those people who plays a key role in the success of the UIL academic teams at her school. She’s taken an avid role in helping coaches and students prepare for UIL contests and even become a coach of speaking events herself.

She’s served as district contest manager, presenter at our Capital Conference and currently serves as a State Meet judge.

Because I often hear from frustrated librarians who have had the task of finding appropriate documentation for competitors dumped in their lap at the very last minute before district competition, I asked her to share with speech coaches important things to consider when seeking assistance.

Phyllis writes, “I had the privilege of checking prose and poetry documentation for three district meets this past year. It is heartbreaking to disqualify contestants.”

She offers this advice. First, and foremost, start early in the year looking for contest material and documentation. Coaches, approach your librarian soon after the school year begins. Have a copy of the UIL contest rules and documentation regulations necessary for both interpretation divisions. Show your media specialist the UIL web page because it provides much clarity on the documentation requirements. Give them the big picture of oral interpretation events. Explain that the categories generally run for three years.

Next, be clear about your particular request. If you want the librarian to locate selections, let him or her know if you only want prose works written in first-person point of view, even though Category B also allows third-person to be performed. Often, a librarian will pour their heart and soul into finding a particular piece, only for the teacher to never use what he or she requested.

Coaches, share the burden. Make yourself aware of what is available in the library and expect your students to read, read, to find their selections. That should not be responsibility of the librarian. Besides, it’s one of the benefits of the oral interpretation contests.

Finally, explain to your librarian the importance of documentation. Without it, your student cannot compete in prose or poetry. Let the librarian know that you and your students will be going through a lot of reading material before finding the perfect match. What is a wonderful piece to one contestant doesn’t fit another.

When it comes to documentation, it is the coach’s responsibility to know the rules, understand how critical appropriate documentation is and to take no chances when the documentation secured is not clear. Contact the State Office for a ruling several weeks in advance of district.

Having the original source of the literature with you at contest, although not mandated by the rules, is highly recommended as a safeguard if your student’s piece is called into question. Responsibility for proper documentation should not lie with the librarian but with the coach.

Debate planning meetings must be held no later than Oct. 31. See our web page for important agenda items.
Don’t Be Afraid to go Inverted

Basic writing style still being used in daily newspapers; will still be expected in News Writing contest

People have preached it for years — “the demise of the inverted pyramid is upon us!” Quit teaching it! Quit expecting your students to learn it! Quit creating contests where participants are expected to follow it! QUIT! QUIT! QUIT!

A fter earning a degree in journalism then teaching it for 20 years, I found it difficult to accept that the one thing I felt really confident in teaching was going the way of the eight-track tape. I almost accepted the inverted pyramid’s demise.

Then one day I was surfing the web and, lo and behold, came upon The Dallas Morning News web-site. I saw a teaser for a story that interested me, clicked to open it and amazingly I read a story written in near-perfect inverted pyramid style.

I thought, “Randy, this is just an anomaly. I’ll try another one.”

A gain, I found a story written in perfect (well, almost perfect) inverted pyramid, then another, and another!

What has happened? Have all these journalism gurus who have preached the death of one of the basic tenets of journalism made a mistake? Is the inverted pyramid really not dead? NEVER!

The inverted pyramid, which was on its last leg falling to the feature approach to news writing, is recovering and making a comeback.

A fter years of looking for ways to interest readers and build readership for newspapers, the journalism world was about ready to eliminate the inverted pyramid from its vocabulary. The formula for a basic news story was just too boring. And anyway, with all the different news outlets available people already knew the story. They watch television — they listen to the radio. Why use precious and expensive space to tell people what they already knew? Real journalists needed to grab the reader’s attention — hook them, then reel them into the story. Find a new way to tell the story. Don’t tell people facts because they already know them. Just give them the meat of the story. The argument raged on.

Just in time, newspapers caught up with the dissemination of news and built their own web-sites. Now, with a touch of a button, newspapers can be up-to-date with news, just as quickly as television and radio.

And how do they get the story to reader in a timely and easily read style — by using inverted pyramid.

Which really brings me to the point of this tirade.

Many people have attacked the formulaic idea of the inverted pyramid and suggested we at UIL ease up on the expectations of the news writing story and allow feature leads. The point, people have said, is that it is no longer in use.

As for writing for a student newspaper, I will agree. Unless a school publishes a daily newspaper, there should rarely be a reason to write a story in inverted pyramid style.

But there is a time and place for the inverted pyramid, and it’s necessary to teach students the formula for writing an inverted pyramid. New reporters must learn the basics of news writing before they venture out and try other things. A baby must learn to crawl before it can walk — a journalist must learn to write in inverted pyramid style before that person should go to a more feature style. Okay, so bad example, but the idea is still there.

Beginning (and sometimes advanced) reporters must learn what the basics are before they move on to advanced writing. There are times people find an inverted pyramid story and summary lead in the newspaper. I always advocated for my students to try to find a feature approach to their stories. If, after hours and hours of sweat and not being able to produce one, they could fall back to the inverted pyramid.

Writing in inverted pyramid gives the reporter experience in organizing the story around the more important items. Once that person has experience and has mastered the basics, then it is okay to move on to writing news features in place of a regular news story written in inverted pyramid style.

Why all this explanation? When students come to the Student Activities Conference, state or national convention or other journalism gathering, a lot of discussion (well, some discussion — possibly) centers around students not having to learn the inverted pyramid. I catch a few glares because I expect a student to be able to write that way in the news writing contest.

Mastering the inverted pyramid is necessary for a student to learn standard reporting skills. By doing this, students will learn how to identify the most important parts of the story and learn how to tell the story from that point. If a student cannot identify what the who is of a story, what the when is, the where, the why, the how, and even the key to the story, the what, that person won’t make a good journalist.

Journalism contests making changes with use of computers

UIL journalism contests are taking a different approach this year with the use of computers.

Participants may use computers from district to state. The change, though, is that each school must furnish its own computers and printers. The district executive committee will not make the decision concerning the use of computers for that district, and the host school will not be responsible for furnishing computers.

According to rules approved at last October’s Legislative Council meeting, schools may use laptops and portable printers for use in the journalism contests. Schools are not required to use computers. Students may participate by completing their contests in long-hand. Should students want to use computers, individual schools must furnish their own computers, which must be laptops, and their own printers, which also must be portable in nature.

Computers will be able to be used in all competitions through state contest. Host schools will be asked to have available electrical extension cords and power strips, but it is recommended that individual schools using computers bring their own in case the host school does not have that additional equipment.

One question concerns the advantage of those using computers over those not using the computers, UIL journalism director Randy Vonderheid said.

“T here has always been a secondary consideration given to neatness,” he said. “This will still be secondary consideration, but judges will be and have always been instructed to judge on content well before anything else.”

Vonderheid said many teachers mentally judge on neatness.

“A person whose writing is neat is many times given more consideration than a person who writes messy,” he said. “That’s the way it’s supposed to be, but if most teachers admit it, they will say that neatness does count in a lot of their assignments.”

Instructions will be given to monitors dealing with the end of the time period for each contest.

“When the monitor says, ‘time’s up, please stop writing,’ the contestant must have already hit the print command,” Vonderheid said. “If there is a malfunction, the contestant will be instructed to call the monitor so that person can re-send the print command. If the monitor sees someone on their keyboard, they are in danger of being disqualified.”

Vonderheid also said that each school can tie three computers (for the three participants from an individual school) into one printer, but multiple schools cannot use the same printer.

Computers will not be used for headline writing. These same regulations will govern the Ready Writing contest.

Congratulations to The Statesman, San Antonio John Jay High School’s student newspaper, and The Liberator, Austin LBJ High School’s student newspaper, for being named as finalists to the National Scholastic Press Association’s Pacemaker competition. Also congratulations to Allen High School’s KGLE 3 Teen News and San Antonio’s Southwest High School’s Dragon News as broadcast Pacemaker finalists.

Entries for the Lone Star writing contest are due Nov. 19. The awards ceremony will be held at TPA’s annual mid-winter convention in Houston Jan. 20-22. Contact Randy Vonderheid for more information. The contest is open to all students.
10-minute rule leads questions to state office

L
ast year the majority of calls to us involved questions regarding the incidental sound and music rule. Questions ranged from timing off-stage voices to the sound of bread popping out of a toaster.

The intent of the changes to 1033 (c)(1)(G) in 2001 was two-fold. First, it was designed to maintain the integrity of the context, one where the focus is on acting and directing. Second, it created a standard by which to define where a play becomes “predominantly musical.”

Incidental sounds (sound effects) that are the product of the natural manipulation of a property necessary for the action of a play, that are dialogue-driven or prescribed by the playwright do not count towards the 10 minutes allowed.

Over the last two years we have been able to observe the use, abuse and administration of this rule. The biggest complaint has been timing the short sound effects created by using props and those with short durations. Timekeepers complained of having to soak their thumbs from starting, stopping and restarting stopwatches. Incidental sounds (sound effects) that are the product of the natural manipulation of a property necessary for the action of a play, that are dialogue-driven or prescribed by the playwright do not count towards the 10 minutes allowed.

Some examples would be the toaster popping toast, the whip cracking in Strider, doors slamming in Noises Off, gun-shots in The Seagull or Eduardo Gablier, fireworks in You Can’t Take It With You, rain in Night of the Iguana, and an exploding car in The Foreigner.

Sound or music (live, recorded, on-stage and off-stage) used to open, close or underscore scenes and transitions in a play is considered incidental. The function of this sound or music is to enhance mood, time or location and is not dialogue-driven or prescribed by the playwright. These sound/music selections count toward the 10 minutes allowed.

The music rule, in part, is there to keep our performances honest by letting the student play the moment and not put it into the hands or voice of Grammy Award-winning singers or instrumentalists.

Some directors have tried to argue that the use of live “organically created” sound is not music. That type of musical composition is the essence of the Off-Broadway hits Tap Dogs and Stomp. When objects are used as percussion instruments, then those sounds they produce become music. That type of underscoring and use for open, close and transitions counts towards the 10 minutes allotted.

Many times we get requests for the use of live musicians or singers on stage. Unless their appearance on stage is dialogue-driven or prescribed by the playwright, they are not permissible. If they are dialogue-driven or prescribed by the playwright, they may be used but count towards the 10 minutes allowed.

Off-stage voices prescribed by the playwright do not count towards the 10 minute allotment. These may include a mob heard from off-stage or the sound of a crowd at a political rally. A long as the playwright has indicated that these voices are part of the story or have been assigned actual lines, they are an integral part of the story being told and are not incidental.

In the gray area and tied very strongly to script integrity is the issue of “vocal reactions.” The all-too-familiar setting of the party or the courtroom where a “mumbling” is heard has inspired many questions. Are those sound effects or not? If the script says “they react,” what can we say?

The key to legitimizing these reactions in the context of UIL rules is whether these strong “vocal” reactions become predominantly “verbal” reactions. To teach a student of acting not to react with wind, body, voice and soul is against all modern acting theory. If a student gets hit on the thumb with a hammer, do we stop that actor/character from saying “OW!” because it is not written into the text of the script? These reactions, utilizing words or sounds that are a logical reaction, based on style, are appropriate. If you have doubts, call and ask.

Festivals and Clinics

The number of OAP clinics, festivals and workshops has seen tremendous growth over the last 27 years. In the late 70’s, you could count the workshops and clinincis on the state on two hands. Today there are multiple gatherings almost every weekend from February to April. This is a great opportunity to provide casts with additional exposure and critiques. For many companies it is the only opportunity they have to work on a stage with lights and a unit set. They are popular and can be an extremely positive tool.

There is a danger in this. The experience should be a learning experience for students, director and even the clinician. The experiences should be ones where the company receives an extended critique and not one where directors are taking their entries to be staged, designed and directed for them. To sit back and relax while a clinician/critic judge gets on stage and does your job for you is not right. You can’t learn to drive a car from the back seat with a chauffeur at the wheel.

There’s the question of ethics — it’s against the rules. Then there’s the question of professional growth for the director. Finally, there’s the question of equity. Many of the workshops and clinics charge several hundred dollars for each session. In a contest that tries to provide a level playing field, the ability of one school to get “hired guns” to direct their shows puts the poorer school at a tremendous disadvantage. That is a $3 for postage and handling. Contact the approved publishers and request their catalogs. Most of them also have web sites. The publishers are listed on page 51 of the 15th Edition of the OAP Handbook.

SA C - Austin and H untsville

We’ve been to Denton and Lubbock and theCaravan continues. League staff will conduct Student A c tivit ies Workshops in Austin Oct. 25 and H untsville Nov. 8. The Austin Student A ctivities Conference has over 50 workshops and performances sched-
The UIL recommends the use of a single critique judge. [Refer to Section 1033 (d) (3) (b)].

The State Meet Judges for 2003-2004 are as follows:

- Rod Caspers - A, Waco 76705-1225, w/ rgr54@wacostate.edu
- Paul B. Cole - B, Dallas 75205-6395, w/ pcole@hrtranscript.com
- Charles Jeffries - AAAA, Denton 76201-3972, w/ cjeffries@wu.edu

(Aaron Adair 2003-2004)

- Minneapolis Roosevelt School, West Texas A&M University, Abilene 79605-3230, w/ abbelen@wtamu.edu
- University of Texas at Austin, Austin 78712-0220, w/ utaustin.org
- San Antonio College, San Antonio 78229-6894, w/ sanantonioregionalstage.com

Any, I, II, III, IV = Approximate Region of Residence

Any, CM, CM = Required Re-certification Required

- The UIL recommends the use of an additional adjudicator. [Refer to Section 1033 (d) (2)]

- The UIL recommends the use of an additional adjudicator. [Refer to Section 1033 (d) (2)]
State Wind Ensemble contest provides arena to showcase talents without competition

The State Wind Ensemble Contest (SWEC) was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed, it gradually evolved into the format that was used throughout the past decade. The SWEC is viewed as an educationally rewarding and positive experience for all participants. This year, this prestigious event is scheduled for May 8.

Much of the success of this event has been attributed to the Clinician/Commentator component of the format. This feature allows each performing group to have a 30-minute post-concert clinic/critique with a nationally recognized conductor/educator. The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Advisory Committee and the UIL Legislative Council, the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEC, which cultivate the positive aspects of making music for music’s sake rather than the attainment of an objective rating.

In addition, a listening component has been added to emphasize the important value of becoming good audience members as well as accomplished performers. Participants in the 2003 State Wind Ensemble Festival can anticipate experiencing the following:

- There will continue to be three adjudicators who will provide a recorded and written critique of each band’s performance. However, judges will not assign ratings or pick an outstanding band in each classification.
- In place of ratings and outstanding band awards, the judging panel will honor individual performers and/or sections for exemplary musical achievements. Appropriate awards (draped state medals) will be provided.
- In order to integrate the “listening portion” of the experience into the event, each band will be expected to schedule a structure that will enable the students to listen to the performance of two other performing groups over the course of the day. Thus every band will perform for an audience of fellow musicians and directors from other schools.
- The role of the Clinician/Commentator will remain unchanged.
- Formats similar to this are being used at some of the most positive and educationally sound events in the nation. Results have been overwhelmingly favorable. The success of this venture will be dependent on participants having an understanding of the following:

1. All participants have “made their one.” That achievement at the UIL Region Contest earned them the right to perform in Austin.
2. The goal of this event is not to acquire a favorable judge’s rating, win a trophy or “beat the other bands.” The goal is to accept the challenge of making music for the sole purpose of performing at the highest level of musical excellence possible for an appreciative, supportive audience in an optimum acoustical space.
3. A corollary to the goal is the expectation that everyone will have the opportunity to be appreciative listeners as others perform in a formal concert setting.

Reports indicate that some of the most successful and competitive band programs in the nation have found this format to be challenging, rewarding, and educational. Many say their students “try harder” in this setting than they do at a traditional contest.

Participation in the event is limited because of judge’s schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2004 State Wind Festival should be aware of the fact that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed:

1. Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at any time. The letter should not include a check for the entry fee.
2. Letters will be accepted as postmarked.
3. Letters of intent will be held by the UIL office in the order in which they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.
4. Official entry forms and entry fees ($225) will be due once schools are notified they have been assigned a performance time.
5. A divisional/school with letters of intent on file will be placed on a mailing list.

Questions concerning entry procedures are welcome at (512) 471-5883 or uilmusic@uts.cc.utexas.edu.

The traditional adjudication panel for the 2004 Wind Ensemble Contest will be:

**MARK CAMPHOUSE** — Mark Camphouse is internationally recognized as a composer, conductor, and music educator. His music appears on the UIL contest list and has been performed throughout the world. This will be his second engagement as an evaluator for the State Wind Ensemble Festival. His comments will be positive, motivating, and beautifully stated.

**JOHN LYNCH** — Dr. Lynch is now Director of Bands at the University of Kansas. Prior to his appointment to this position, he served as the faculty...
Frequently Asked Questions
Since I've recently returned to the UIL staff after a six-year absence, I'm in the process of learning all the changes implemented in that time and re-orientating myself with correct deadlines, contest materials and other information (such as the idiosyncrasies of the phone system, copiers and fax machine, or how to find an envelope or search the database, etc.). In the hopes of saving time and effort, some of the most frequently asked questions are answered below.

• If we missed the Oct. 1 deadline to submit our participation card, can our students still compete?
Yes, but you need to submit the card immediately. This will reduce the time you wait to receive your free A+ Handbook and forms, and ensure that when we begin checking District Organization forms, you will be registered. If your campus is listed as participating in a district and we haven’t received your participation registration, we’ll be contacting your principal.

• How do I submit the participation form? The fastest and easiest way — and the method we urge you to use — is to register on-line at www.uil.utexas.edu/forms/ehbjpart.html. Other options are to download the print version of the card and fax it to us or return the card that was mailed to every campus by U.S. mail.

• How do I know the participation card has been received by UIL? Once the card is received, we send the A+ packet. We receive more than 100 registrations a day so please allow at least two weeks for delivery. We cannot verify receipt for every participating school, so check with your campus coordinator or principal to see if the card or form has been submitted. You’ll also find on our web-site most of the information contained in the A+ Handbook, including the forms for ordering practice materials.

• Has the atlas used for maps, graphs and charts changed? No, the Iystrom Desk A+ Atlas is still used. This year students may use either the 2002 edition (teal bluecover) or the 2003 edition (red and purple cover). Beginning with the 2004-05 school year, contest writers will use only the 2003 edition. If you order atlases using the UIL Study Materials Order Form, you will receive the 2003 edition.

• Has the dictionary used for the Dictionary Contest changed? No, all grade levels use the Merriam Webster’s Intermediate Dictionary.

• How do I order the current lists for the Spelling Contest? Use the Academic Study Materials order form. Each booklet contains the lists for grades 3-4, 5-6 and 7-8. Tests provided by UIL for district and invitational contests include approximately 20 percent of words selected from other sources, such as textbooks, literature, media and common usage.

• Have the prints changed for the Art Contest? Yes. This is the first year for the A+ Contest prints, which will be used again next year. The list changes every other year. You may purchase the A+ Smart Bulletin from UIL using the Study Materials order form, but you must purchase the actual prints (or slides, etc.) from other vendors. Some vendors have negotiated contracts with the National Gallery of Art and several Texas art museums for permission to reproduce the prints. See our web-site for their web address, toll-free number and other information.

• Do contestants have to provide the artist’s full name on the test? No, contestants must only provide what is included on the Official Art Contest list. This is usually the artist’s last name, but not always, as in the case of Rembrandt or Lorraine, for example. The Official List is posted on our web-site and included in the A+ Smart Bulletin.

• Is the official list of selections for the Music Memory Contest new? Yes, the list changes every year. There are 16 selections on the official list, and no alternates, used for both the grades 3-4 division and grades 5-6 division. The official list and vendors who provide practice materials are listed on our web-site.

• Is there a required reading list for Oral Reading? No, we provide a literature list both on the web and in the A+ Handbook, but these are for informational purposes only to help schools get started. Students in grade 3-6 may choose to read any published poem, cutting from a poem or combination of poems. The author may be anonymous. Contestants in grades 7-9 rotate between prose and poetry, and in 2003-04 must read poetry.

Register early for state contest to have place in presentation
continued from page 8
at Northwestern University in Evanston, Illinois. He has also worked extensively with the Northshore Community Band. John has a passion for students and teaching that he will eagerly share with all performers.

RAY LICHTENWALTER — Ray is no stranger to the band directors of Texas. His many years of leadership at the University of Texas and as conductor of the Texas Wind Symphony have earned him the respect of music educators throughout our state and nation. He has been a part of the Wind Ensemble Festival on many occasions and is distinctively qualified to serve as an evaluator for this event.

Two exceptional conductors have been engaged to serve as clinician/commentators for the 2004 State Wind Ensemble Festival:

JERRY JUNKIN — Maestro Junkin is in his 15th year as Director of Bands at the University of Texas. He has served on a routine basis as a clinician for the Wind Ensemble Festival since its inception. He is very much a part of the Texas band tradition and has the unique ability to challenge and inspire students in a meaningful and musically focused fashion. He is a master teacher and conductor.

ALLAN McMurray — Allan McMurray serves as Director of Bands at the University of Colorado. He is a past president of the College Band Directors National Association and has served as a conductor/clinician throughout the world including engagements in the United States, Europe, Canada, Japan and Australia. He possesses a global view of music for the wind band and has the ability to share his perspective in a meaningful and inspirational way.
Preparations should begin for current events contest

by Bobby Hawthorne
Current Issues & Events Director

It looks like an interesting year for current issues and events. The California recall election, Texas redistricting, Iraq, Israeli bombing Syria, AIDs, of course, the big news out of Waco: Baylor won a Big XII football game.

Last year, frankly, was a dud. The invasion of Iraq dominated the news, and there’s only so many questions you can ask about Tommy Franks and the collapse of Saddam Hussein’s regime.

A is typically the case, the most interesting news took place between April and September. Bob Hope, Gregory Peck and Katherine Hepburn died. Uday and Qusay did too. The Episcopalians elected a gay bishop, the Texas Democrats skipped town in an effort to thwart Tom DeLay. Toss in Arnold, Kobe and the massive East Coast blackout, and it made for an interesting summer.

Things you need to know to prepare for the 2004 contests:

• W hat kind of issues are covered? War and conflict, politics, health, the economy, crime, education, the environment, science/technology and major awards that don’t involve celebrities or athletes.
• Ratios of Texas, national and international questions? No. The media set the agenda. The contests reflect it.
• W here does the contest writer get his information? A good daily metropolitan newspaper, first and foremost. I also have access to the Christian Science Monitor, the Sunday New York Times and to USA Today occasionally. I peruse Time, Newsweek and U.S. News & World Report. I surf various media web sites when necessary.
• W hat do you need to know about? The Bush presidency and cabinet, Democratic presidential hopefuls, the U.S. Congress, Iraq, Afghanistan, Iraq/Palestine, Mideast in general, China, Russia and Vladimir Putin, Texas politics and government, the expansion of NATO and European Union, the U.S. economy, major Supreme Court decisions.

Wh en is the cut-off for questions?

District 1: Feb. 27, 2004
District 2: March 3, 2004

Region: March 24.
State Meet: April 24.

A nything else? Yes. Subscribe to one of the study materials services. Form a team and meet regularly. A trend is student activities conference (if you haven’t already) and one or two invitational meets. Read voraciously and practice, practice, practice.

Two UIL employees pass away in one month

Two UIL staff members passed away within a month of each other this fall. Bob Miller, 80, who draped many students with medals during his years with UIL, and Fred Russ, 84, who was responsible for many of the mailings from UIL, passed away in late August and early September.

Russ died Aug. 23 after being diagnosed with cancer earlier this year. Miller died of a heart attack Sept. 15.

Both men served high school sports throughout their years as officials before becoming part of the UIL.

Russ retired from the State Comptroller of Public Accounts office as director of the Sales Tax Division and from the City National Bank as director of the Mail Room and Distribution. Following retirement from those two positions he worked in the UIL mail room and retired in July. He earned a bachelor’s degree from the University of Texas and served as a baseball/softball umpire, basketball official and football official.

Russ held numerous leadership positions in the Southwest Basketball Umpires Association (SBUA), Southwest Basketball Officials Association (SBOA), Southwest Football Officials Association (SFOA), and Amateur Softball Association (ASA).

Miller worked as an optimist and, after retiring from that career, worked in the UIL athletic department taking care of statistics. He had a 35-year officiating career. He officiated in six different sports and covered more than 350 baseball games, 750 football games and 1,800 basketball games. He finished his officiating career in each sport by officiating a UIL state championship game.

Miller held lifetime memberships in the Southwest Basketball and Football Officials’ Associations. He served as president of the Corpus Christi Southwest Officials’ Association in football and basketball, and was president of the Texas Track and Field Officials’ Association. He was inducted into the National High School Sports Hall of Fame in 1998.

Softball FLEX player change explained

continued from page 15

6. The person listed in the 10 position in the lineup will play defense only (FLEX player). The DP can play defense simultaneously. A substitute can enter the game for either the DP or the FLEX. The substitute can enter on defense, as a pinch hitter or as a pinch runner.

7. If the starting DP plays defense for the FLEX, the FLEX player has left the game and team continues with nine players. Should the starter re-enter, the substitute must leave: the starter and the substitute cannot be in the game at the same time.

REMININDERS:

1) The DP can never be on offense only.
2) The FLEX player can never be on offense only.
3) The DP and FLEX player can never be on offense at the same time.

Editors Note: Some information reprinted with written permission from REFEREE magazine. For subscription information contact REFEREE magazine, PO Box 161, Franksville, Wis. 53216; phone 262/632-8855; e-mail: referee@referee.com.

One-act play judges receive certification

continued from page 12

432/837-8416-wk, 432/837-9161-hm, FAX 432/837-8376
kwest@sulross.edu
Any - I (07)

(2) Randall Wheatley
(Lamar University),
1005 Holland Dr., Beaumont TX 77707
409/835-8161-hm, 409/880-8154-wk,
rand44@aol.com
Any - III (07)

(2) Tisa Whitfill
(Wayland Baptist University),
215 S. Itasca,
Plainview TX 79072
806/296-7013-hm
(08)

(3) Dale Whitzel
(Weslaco ISD),
11406 Fifth Street,
La Feria TX 78559
956/797-4213-hm, 956/969-6950-wk, 956/968-8839-FAX
dwitzel@aol.com
Any - IV (07)

(2) E. Don Williams,
Lubbock Christian University,
5601 19th St.,
Lubbock TX 79407
806/720-7226-wk, 795-1479-hm, FAX 806/720-7255,
don.williams@lcu.edu
Any - I (04)

(2) James Worley
(Angelo State Univ.),
2216 Live Oak,
San Angelo TX 79601
325/942-2343 x.241-wk 944-8867-hm, 325/942-2033,
james.worley@angelo.edu
Any - III (08)

(2) John Presley Wright
(Paris Jr. College),
525 N E 42nd St.,
Paris TX 75462
903/782-0327 / 0242-wk 903/784-4558-hm, FAX 903/782-0370,
wrightParis@ctx.sos.us
Any - II (07)

(2) Mary Ellen Wright
(University of Texas-Tyler),
5404 Briar Cove,
Tyler TX 75703
903/566-7289-wk 903/581-1835-hm, FAX 903/566-7491,
MaryEllen_Wright@mail.uttyl.edu
Any - II (07)

(3) Barry Davis Yandell
(Keller ISD),
1500 Pacific Pl.
Fort Worth TX 76112
817/337-3200-wk, 817/337-3500-hm, 817/337-3500-FAX
Grading should be consistent in all math contests

by Larry White

Number Sense and Mathematics Contest Director

Grading Number Sense is not always an easy task. Whether something is right or wrong is sometimes in the eye of the beholder. Several things need to be kept in one's mind as a number sense coach/grader.

First, all coaches/graders need to understand that there are three types of competitions available to them and their students: invitational competitions sponsored by host schools, Texas Math and Science Coaches Association competitions, and UIL competitions. It is important to remember that TMSCA sanctions two contests, the high school state meet and the middle school state meet, both currently held in San Antonio.

UIL contests are district meets, regional meets, and state meet. All other meets are invitational meets. In many cases, the invitational meets use TMSCA practice tests or UIL practice tests. However, since the competitions are hosted by local schools and done by invitation, then the local schools hosting the meet have the right to set whatever grading rules they choose to use. It is important that the local school provide grading procedures to their graders and the contest directors.

Likewise, TMSCA has the right to set its rules which are normally aligned fairly close to the UIL rules for their two state meets.

And, of course, UIL has its grading rules in the UIL Constitution and Contest Rules for its contests. Many times coaches contact UIL or TMSCA for a rule interpretation for a local invitational contest. UIL and/or TMSCA have no control over what rules the local school chooses to set. Likewise, UIL has no control over the grading procedures that TMSCA chooses for its meets.

Second, competitions are usually set to provide practice for the UIL district, regional and state meets. If various competitions use different rules at different competitions, students will have a greater chance of being confused as to what rules apply.

We must be careful to avoid hurting students' success because of too many varying rules. However, each invitational meet has the right to do what they wish. Caution may be the key word and coaches need to be sure to keep their students informed as to which rules apply.

Third, we must recognize that we are here for students to succeed. We should avoid doing anything that destroys the desire for students to compete and progress forward toward success. Some invitational meets have set up certain rules that disqualify a student's test. Instead of grading a paper, a big “DQ” is written on the paper and the student tends to feel like they did something bad.

My personal thoughts about this is to not use the DQ but grade the paper and record a -9 if the grade is negative.

Also, it would be a great thing if the grader wrote something on the top of the paper such as, “working on the test is prohibited, see Rule #XX.” I know this will take a little extra time, but I think our students are worth it.

Number Sense: Part 2 - UIL Grading Rules

A grading to the C & CR the rules are spelled out and apply to district, regional, and state meets. Using any other rules at UIL competitions is forbidden.

If any of the rules are unclear, the local contest director may want to contact the UIL or the state contest director for clarification. The following clarifications might be of some help concerning certain confusing issues:

Scoring problems. Problems containing erasures, mark-overs, mark-outs, any extraneous marks will be counted incorrect. The rule does not allow for disqualification.

Symbols. Answers require only the writing of numerals. Writing symbols or leaving off symbols are not graded. Commas are not a required part of the answer, hence are not graded, even if they are put in the wrong place. It is strongly recommended that students not spend time putting in commas. A comma, if the comma is written in such a way that it may look like a decimal or a number, the local contest director can make the determination that it is an illegible number or a decimal. Thus the problem can be counted incorrect.

Special Notes:

- Sometimes the rules we have for the classroom are different than the ones in the C & CR, such as the comma. However, the UIL contests must be graded by all graders using the same rules, hence the C & CR. If coaches feel some rules need tweaking, they need to contact UIL and make the recommendations for change.

- The use of the “wild card” team puts a great deal of emphasis on all graders to grade according to the C & CR rules. If graders at district or regional competitions decide to alter the rules according to their district or region the “wild card” concept loses its validity.

It is crucial site contest directors and their graders become very familiar with the rules as stated in the C & CR and seek clarification when a situation warrants rule clarification.

Future articles concerning Number Sense and/or Mathematics tests will address how to handle bad problems and/or incorrect answers at UIL competitions, and, ethics, before, during, and after UIL competitions.

If coaches, graders, or contest directors wish to share comments or suggestions, I would be happy to hear from you. You can e-mail me at texasmath@aol.com.

I hope you all have a great year. See you at one of the SAC’s or somewhere down the line.
One-act play judges now ready to begin selection process

The following judges names are not listed because they have not paid their dues for the 03-04 season: Jim Bush, Kathleen Cochran, John Dvants, John Eims, James Hackett, Penelope Hasekost, Scott Lancaster, Lauren Lane, Richard Linder, Leslie Sillerue, Lott Dennis, McCord Curt, Meyer Martha, Patino Steven, Pounders Jovita, Schmitt Melissa, Snyder Franklin, Speed Barbara, Stafford Todd, Stubkin Erin, Vinger John.
Elementary/junior high program grows

Another busy year for elementary and junior high academics is under way with many schools participating for the first time.

Even those campuses with long experience in UIL activities have questions concerning this year’s contests, rules changes, materials and forms, so phone calls, faxes and e-mails have been flooding in.

We make every effort to respond to questions promptly but we urge you to first check our web-site at www.uil.utexas.edu/aca/ejh/ejhindex.html for information since all necessary forms can be found there, as well as the current rules for each contest, contact information for vendors of practice material and the

Art contest, and a list of schools that registered before Oct. 1 to participate in 2003-04.

Schools starting UIL competition can use this list to contact other area schools to find competition or join an established elementary or junior high district.

I’ve provided below the elementary and junior high rules changes approved by the Legislative Council for the 2003-04 academic year. While several other rules change proposals have been discussed in the recent past, none were adopted for the 2003-04 school year except those listed below.

Elementary/Junior High Rule Changes for 2003-04

• The Art Contest has been expanded from a single fourth and fifth grade division to include two divisions: one for grades 4-6 and one for grades 7-8. All levels use the same 40 prints and the Art Smart Bulletin. Grades 4-6 will have one set of contest questions for Part B, and grades 7-8 will have another.
• District executive committees may create separate divisions for each grade level in the junior high Editorial Writing contest, rather than offering only one division for grades 7 and 8.
• The script reader for the Listening contest is prohibited from being the coach of any competitor in the event.
• Students in both divisions of the Maps, Graphs and Charts contest (5-6 and 7-8) will have 45 minutes for the contest.
• Points in the Music Memory contest are deducted for incorrectly spelled titles and composer names. The total number of points awarded in the contest remains the same. The third and fourth grade division continues to be a matching test, except for the tie-breaker portion.
• Storytelling contestants are required to tell the story that is read in the contest room in their performances. Judges are provided a list of basic story elements of the story that was told, and instructed to consider the absence of at least one of those elements when they rank contestants.
• The use of costumes or props in elementary and

continued on page 9

She’s Back!

Dayton returns from National Federation to assume elementary/junior high director duties

by Alyssa Amentsrouth
UIL Journalism Intern

It’s been six years, but Treva Dayton is back.

After leaving UIL in 1997 to work as assistant director at the National Federation of State High School Associations, she has returned to the UIL and assumed the position of director of elementary and junior high that opened when Rhonda Alves moved to Pennsylvania.

“I liked working at the National Federation,” Dayton said. “But when I got the opportunity to come back to a job I love and a place I love, I felt very fortunate.”

Dayton, who worked as director of speech and debate and elementary and junior high from 1990 to 1997, actually began her career at UIL when she was a speller for Lorena Elementary School.

But this was only the beginning. Her involvement continued at Robinson High School in Waco as she participated in speech, debate, marching, solo and ensemble, basketball, volleyball and track and was honored as a state champion in extemporaneous speech as well as basketball.

After high school she played point guard for the University of Texas Longhorns basketball team and graduated with a degree in speech communications. From there, Dayton became certified to teach.

She taught speech, theater and English for the next nine years in Pflugerville and Georgetown. Dayton said her favorite thing about teaching was seeing the kids get better and better at what they do.

“Each class always had its own personality,” she said. “The competitive speech students were very passionate kids, always striving to be better. Real thinkers. That’s just a fun kind of person to be around.”

Afer teaching, Dayton owned a company that produced educational materials and worked as a consultant for Texas school districts for four years.

But she couldn’t stay away from the UIL for too long.

In 1990, Dayton came to the UIL full-time as the director of speech and debate and elementary and junior high, but she and her husband Randy would leave for Kansas City and the National Federation in 1997 only to return to Texas recently.

“I love the UIL elementary and junior high program,” Dayton said. “It’s especially a wonderful experience for the students and has so much educational value. The variety of topics we cover appeals to so many interests.”

Dayton said that as director, one of her goals is to continue encouraging additional participation, especially in urban schools.

“We have good participation in small, rural schools and in some cities like San Antonio and Fort Worth,” she said. “But in the schools that participate less, I think we have a lot of work to do.”

She also plans to help pilot a new history contest to be ready by spring.

Dayton said she is looking forward to working with the students and teachers of Texas once again.

“I’ve been gone for six years and I’ve been doing a lot of listening out in the field,” she said. “I know UIL coaches really want to do a good job and I really want to be helpful to them. It’s so good to be back.”

Welcome Back

Returning after working six years at the National Federation of High School Associations, elementary/middle school director Treva Dayton catches up on some last minute deadlines for the middle school science contest. Dayton replaces Rhonda Alves who moved out-of-state and returned to the classroom.
Separations cause problems in translation of rules

U I L, like schools, seldom has a slow time of the year — especially in sports. This time of the year brings phone calls upon phone calls. Based on those calls, there are a lot of questions to answer and explanations to give.

The separated parents rule has brought a lot of phone calls. According to the varsity athletic parent residence rule, ‘separated’ parents come under the following eligibility requirements:

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

If a student transfers to a new school with a separated (but not divorced) parent, the student is ineligible for one calendar year, but may apply for a waiver.

According to the dictionary ‘separated’ means: to come apart, to withdraw, to part company; disperse, separated (but not divorced) parent, the student is the student’s residence is presumed to be that of the zone where the student has been attending school, parenting a potential number of schools from allowing an ineligible student to participate.

While it may take time to get everyone on the same page and make sure we can all identify these potential eligibility ‘red flags’, I appreciate the work and dedication of the schools in helping us make a smooth transition to the new process.

As with anything new, it takes time to adjust. However, the staff feels these changes will make it easier for coaches and administrators to determine the eligibility status of new students to their school.

By the time you read this, the 2003 UIL Legislative Council meeting will have concluded and rule changes for the 2004-2005 school year will be in process. I am continually amazed at the expertise and dedication of Texas school administrators, teachers and coaches when it comes to the student participants in Texas schools and the rules by which they participate. If you have never had the chance to see this grass roots process in action, you are missing out.

While it may not be much for excitement, the openness of the process and the ability for any and all individuals to be a part of the rule-making process is something rarely seen in today’s political climates.

Have I mentioned that this is a reclassification year? Check out Dr. Breithaupt’s article for more information on this always exciting time!

I admit it, my name is Mark and I lurk on high school sports message boards. I am not proud of it and know it might not be healthy, but I cannot resist. What better way to keep up on the climate of sports than to go where the coaches go and read what coaches say.

Finally, TAKS tests and athletic regional meets are conflicting this year. The 2003 TAKS tests are scheduled April 26-May 1. At this time UIL and TEA are working together to provide schools information on how this conflict can be managed for the 2003-2004 school year. Additionally, we are working with regional sites on this issue. All entities are keenly aware of the importance of the TAKS test to local school districts. Because of this we will attempt to provide a solution that allows students to be successful not only in the testing arena but also in the athletic arena. We will provide information on this as soon as it comes available. Last year the TAKS test fell during the A cademic state meet. I know we will be able to come up with solutions much like academics did last year.

Softball to allow designated hitter and FLEX player

E ven though many disagree, wear the UIL are as interested in students participating as schools are, and the new designated player/FLEX (DP/FLEX) rule in softball does just that — increases participation. Coaches can choose not to use the rule or use it like the old designated hitter rule.

The change to Rule 3-1-5 replaces the designated hitter (DH) rule with the designated player (DP)/FLEX rule. Under the rule change, the role of the offensive player is never terminated. It is now possible for a team to go from 10 to nine players and back to 10 players any number of times during the game. The DH and the FLEX (defensive player for whom the DP is batting) now also have the option of playing defense at the same time. The DH rule did not allow for the offensive player, the DH, and the player for whom she was batting, to play defense simultaneously.

Arizona, Indiana, Minnesota, New Mexico and Pennsylvania experimented with the DP/FLEX rule last year and gave the committee good feedback.

The main feature of the DP/FLEX rule is that the role of the DP (offensive player) is never terminated, making it possible for a team to go from 10 to nine players and back to 10 players any number of times during the course of a game. Also, the DP (offensive player) and the FLEX (defensive players for whom she is batting) can play defense at the same time.

A team desiring to use the DP must make the umpire (and the other team) aware of that fact at the pre-game conference when they meet with the other team and the umpires. The DP is the offensive player and must remain in the same batting position for the entire game. The name of the player for whom the DP is batting, the FLEX, will be placed in the 10th position in the lineup. The DP may be replaced by a pinch runner or FLEX and is permitted one re-entry. When the DP, or her substitute, leaves the game, the lineup is reduced to nine players.

One additional bonus to this new rule is that the DP, unlike the old designated hitter (DH), may also play defense at any position. If the DP plays defense for a player other than the FLEX, that player still bats and has not left the game. The DP and the FLEX could be in the game playing defense at the same time. That was not allowed under the old DH rule.

PL AY SITUATIONS

Play 1: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and is properly listed 10th. Brown is also pitching. Team A’s coach wants Baker, an eligible substitute, to replace Cooper. Ruling 1: Legal. That is a simple substitution; Baker replaces Cooper in the batting order. Team A still has 10 players in the lineup. Cooper has left the game.

Play 2: Referring to play 1, may Cooper re-enter later in the game? Ruling 2: Yes, if Cooper has an entry remaining, but she is locked into the seventh spot of the batting order.

Play 3: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and is properly listed 10th. Team A’s coach wants Brown to bat. For whom may Brown bat? Ruling 3: The FLEX may only bat for the DP. Therefore, Brown must bat for Cooper in the seventh spot and Cooper leaves the game. The lineup is reduced to nine players.

Play 4: Referring to play 3, may Cooper re-enter later in the game? Ruling 4: Yes, if Cooper has an entry remaining, but she is locked into the seventh spot of the batting order. Brown returns to the 10th spot and plays defense only. Team A has a 10-player lineup once again.

Play 5: Team A’s coach did not list a FLEX player on the lineup card. In the fourth inning, the coach tells the umpire that legal substitute Green will enter the game in the 10th position as the FLEX player. Ruling 6: The umpire must deny the request. If no
Re-classification not as easy as stopping at Wal-Mart, McDonalds or Dairy Queen

Every two years the reclassification and realignment of all UIL member schools occurs. A proposal to improve this process was submitted by an interested party earlier this year.

The proposal suggested that all schools located in suburban areas within five minutes of a Super W al-M art, McDonalds, Pizza Hut, Burger King, W hataburger or a bowling alley shall be considered 5A. A school located in a town with a Super W al-M art and/or a T ractor Supply Company shall be considered 4A. A ny school in a town with a W al-M art or a M cDonalds must be considered 3A. A school with a Dairy Queen or a Sonic, but not both, will be assigned to Conference 2A. A ny school in a town without a fast food restaurant shall be placed in Conference A.

While this plan makes a great deal of sense, the UIL policies regarding reclassification and realignment, as developed by the member schools, are slightly more complicated and are based on school size and geography. A review of the real policies and procedures are as follows.

Schools will be mailed a reclassification and realignment form in early October. All schools are required to submit enrollment figures for Friday, Oct. 31, 2003 on the reclassification and realignment form. This form must be faxed to the UIL office no later than Nov. 4, 2003. This form may not be filled out prior to Oct. 31. This is the snapshot date used for all schools in the state. Believe it or not, the staff receives several forms earlier than the date required. Please make certain the enrollment figure for Oct. 31, 2003, is submitted. This figure is matched against the PEIMS data submitted to T E A.

A long with the reclassification and realignment form, the UIL includes copies of current UIL policies governing the process. Major changes in the policies include an increase in the number of schools in Conference SA and a change in the cap for six-man football.

Previous policies required between 210-225 schools to be placed in each of the largest four conferences, with the remainder grouped in Conference A. In many cases a large disparity between the smallest and largest schools in a conference caused great concern. New procedures allow staff to take as many as 245 schools into 5A.

Conferences in 2A-4A shall consist of a number of schools with an enrollment ratio between the largest and smallest school of approximately 2.0. In theory, this means the largest school in a conference would generally be no more than twice the size of the smallest school in the conference. There will be approximately 200 schools in each of these conferences.

Schools with an enrollment of 99.9 or lower may choose to participate in 6-man football or may opt to play 11-man football. Schools at or below this line who choose to participate in 6-man football will be assigned to the smaller division in basketball. A ny school may request to be elevated to a larger conference for extreme travel or in multiple-high school districts of eight or more schools. This option, once selected, may not be changed after submission. This option is not available after the Nov. 4 deadline.

A fter the collection and verification of information submitted on the reclassification and realignment form, the UIL staff will divide schools into conferences using the procedures described earlier. In football there will be six conferences, including 6-man. In basketball there will also be six conferences with Conference A divided into two divisions. Following this procedure, schools will be grouped into 32 districts in each of the conferences.

Remember that only the football and basketball alignments will be released on Monday, Feb. 2, 2004. All other alignments will be released later in the spring.

Football is released at this early date because it is a fall sport and is the only sport that schedules with contracts on a two-year basis. Basketball is released early because it is the activity in which the most schools participate. With this information, appeals can be heard with a rational basis of knowledge, as it would apply to all other alignments.

Fall sports such as volleyball, cross country and team tennis will be released as soon as possible following the final hearings of the District Assignment A ppeals Committee. All other activities will be assigned prior to the end of the school year.

Concerns are always expressed regarding district assignments. Placing 1,283 schools into districts will create controversy. The placement of schools in districts does not allow for the perpetuation of rivalries or strength of particular teams. It would be impossible for any group to compose district assignments based on competition and the relative strength of teams. To do so would be subjective and unfair. Grouping schools entirely on geography has been the fairest system for all schools involved.

There have been many rumors that have sparked letters, e-mails and phone calls regarding the reclassification and realignment process. Those concerns have been noted. However, changes to the procedures and policies occur during even numbered years. The policies and procedures for the 2004-2006 realignment period were developed and passed in 2002 so the process could go into effect this fall.

As the Legislative Council meets this month, it will consider a proposal from the Policy Committee for an in-depth study of reclassification and realignment. This study could include topics such as an additional conference, more or less schools in each conference, smaller disparity rates in each conference, fewer teams in each district and changing demographics. However, if approved, the results of the study would not impact the current alignment process. Any changes to the reclassification and realignment policies would be approved by the Council in October of 2004 and would impact the 2006-2008 alignment.

Regardless of the action of the Council, the UIL staff will continuing study issues that are important to this critical process. Being a school with one of the largest enrollments in a conference continues to be important to schools. No school likes to be at the opposite end of the spectrum. Of course, no matter how many conferences are established, someone has to be the smallest. T herein lies the ultimate problem with reclassification and realignment.

With that thought in mind, many of you may be thinking, "W here is the nearest Dairy Queen?"

Softball change gets explanation

continued on page 14

A FLEX player is listed on team A’s lineup card presented to the umpire at the pregame conference, team A may not use a FLEX player in the game.

Play 7: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and is properly listed 10th. Brown is also pitching. Team A’s coach wants Cooper to pitch. Is that legal? Ruling 7: Properly listed 10th. Brown is also pitching. Team A’s seventh in the order. Brown is the FLEX and is assigned to participate in 6-man football. Schools at or below this line may not use a FLEX player in the game.

A FLEX player can bat, or run, but only for the original position, the lineup is reduced to nine players. Cooper wants to pitch. Is that legal? Ruling 7: Cooper is the DP for team A, batting seventh in the order. Brown is the FLEX and has never left the game. In theory, the FLEX and the DP can never be on the same field, therefore, the FLEX and the DP can never be on offense simultaneously.

3. A team using the DP starts the game with 10, but could end with 9 or 10. When the FLEX player bats for the DP, the FLEX is moved from the 10 spot in the lineup to the batting order position of the DP. The DP is considered to have left the game, but the FLEX has not.

4. The starting DP can play defense for any of the other nine players in the lineup. Both the starting DP and the starting FLEX player can re-enter the game one time.

5. If the starting DP plays defense for a player listed within the first nine places in the lineup, the other player serves as a temporary DP during the period, as he bats only. If the DP re-enters the game, she must do so in her original batting-order position and the FLEX could (a) move back to the 10 position; or (b) leave the game. If the FLEX moves back to the 10 position, the team resumes the game with 10 players and the FLEX has never left the game.

continued on page 10
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 used upstage of the house in a play, but not on the accounting list of least possible accuracy.

F. Additions to the Basic Set

1. One Act Play Contest

The State Executive Committee suspended the two schools' participation in the one-act play contest for the 2003-04 school year.

2. Social Studies

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

3. Event Pairing Checklist


ACCOUNTING

The list of approved calculators in the C&CR is correct. The Hewlett-Packard calculators are not on the accounting list of approved calculators.

EL PASO BURGES HS

The State Executive Committee suspended Jessica Rae Dennis, El Paso Burges High School, from coaching/sponsoring all 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, 2004, 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 16-4A Executive Committee issued a public reprimand to Coach Rolando Treviño, 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.

PARKLAND HS

The State Executive Committee suspended Coach Colette Omelas, 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 his ineligible student to participate.

BAYTOWN LEE HS

The State Executive Committee issued a public reprimand to Coach Rolando Treviño with game officials. In violation of Section 1202, Employment of Coaches.

LAMPASAS HS

The State Executive Committee issued a public reprimand to Coach Tommy Waters, with probation through May 27, 2004, for inappropriate interaction with game officials. In addition, Coach Treviño and a student representative were suspended from the first home soccer game of the 2003-04 school year.

HOUSTON WESTBURY HS

The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through April 22, 2003, and suspended him from one game for verbal and physical abuse of a game official.

ARLINGTON HOUSTON HS

The State Executive Committee suspended Coach Skip Olin for the 2004-05 school year and placed him on probation through the 2004-05 school year for allowing an ineligible student to participate.

BAYTOWN LEE HS

The State Executive Committee issued a public reprimand to Coach Dick Olin for violation of practice limitations.

WOODVILLE HS

The State Executive Committee issued a public reprimand to Coach Neil Hennigan for inappropriate interaction with game officials.

COMO-PICKTON HS

The State Executive Committee issued a public reprimand to Coach Josh Lutrull and Coach Sam Walker with probation through April 22, 2004, for violation of Section 1202 (a), Employment of Coaches.

GRANBURY HS

The State Executive Committee issued a public reprimand to Coach Pat Watson, with probation through May 27, 2004, and suspended him from one game for making physical contact with a game official.

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 website (http://www.uil.utexas.edu). We recommend you distribute copies of the Leaguer to the following:

Principal
Librarian
Academic Coordinator
Yearbook/Newspaper Adviser
Speech Director
Band Director
Choir Director
One-Act Play Director

Volleyball Coach
Baseball Coach
Girls Basketball Coach
Boys Basketball Coach
Football Coach
Girls Track Coach
Boys Track Coach

Official Notices

UIL Leaguer
Oct. 2003