

# Leaguer



**BRIEFS  
AND NOTES**

**CALENDAR OF  
UPCOMING EVENTS**

- Feb. 1 ..... baseball/softball  
- 1st day of practice
- Feb. 7 ..... last day to use  
Invitational Set A materials/wrestling  
district certification deadline
- Feb. 8 ..... ILPC newspapers  
and newspaper IAAs due for judging
- Feb. 9 ..... first day to use  
Set B invitational materials/1st day for  
scrimmages both softball and baseball
- Feb. 13-14 ..... swimming/  
diving/wrestling regional meets
- Feb. 14 ..... CX debate last  
day to hold district competition/girls  
basketball district certification deadline
- Feb. 16 ..... CX debate  
results deadline/1st day for softball  
interschool games
- Feb. 16-17 ..... girls basketball  
bi-district all conferences
- Feb. 19 ..... CX debate  
deadline to submit judging information for  
state meet w/out \$100 penalty/certification  
for 2nd place finishers
- Feb. 19-21 ..... girls basketball  
area all conferences
- Feb. 20-21 ..... state wrestling  
tournament
- Feb. 21 ..... boys basketball  
district certification deadline
- Feb. 23 ..... one-act play title  
entry cards due/baseball 1st day for  
interschool games
- Feb. 23-24 ..... girls basketball  
regional semis 1A/regionals 2A-5A/boys  
basketball bi-district -all conferences
- Feb. 26-28 ..... boys basketball  
area-all conferences
- Feb. 27-28 ..... girls basketball-  
semi-state 1A/2A-5A regional playoff  
deadline/swimming/diving state meet
- March 1-2 ..... boys basketball  
regional semis 1A/quarterfinals 2A-5A/  
ILPC Max Haddick Teacher of the Year  
and Edith Fox King nominations due
- March 4-6 ..... girls state  
basketball tournament/boys basketball  
semi-state 1A/regional playoffs 2A-5A
- March 11-13 ..... boys state  
basketball tournament/last day to use  
Invitational Set B materials
- March 15-20 ..... CX state meet  
(1A-3A Mar. 15-16/4A-5A Mar. 18-20)/
- March 16 ..... Soccer district  
certification deadline 4A
- March 20 ..... Soccer district  
certification deadline 5A/solo & ensemble  
last day for regional contests
- March 22-27 ..... 1st week for  
academic district and one-act play zone  
and district competition
- March 22-23 ..... Soccer Area 4A/  
bi-district 5A
- March 26-27 ..... Soccer regional  
quarterfinals 4A and 5A
- March 29-April 5 ..... 2nd week for  
academic district and one-act play zone  
and district contests
- March 29-30 ..... Soccer regional  
semi-finals 4A/quarterfinals 5A/Elem/JH last  
day for invitational meets

The UIL web page is:  
[www.uil.utexas.edu](http://www.uil.utexas.edu)

## Blue Ribbon Quality

# UIL recognizes 15 educators with special recognition award

Whether it be in sports, music or academics, most Texas teachers know that their biggest success comes with the success of their students.

UIL recognizes this concept and 14 years ago created an award to recognize 15 teachers/sponsors who go "above and beyond" to make their students successful with the UIL Sponsor Excellence Award.

A panel of judges representing the areas of music, academics and athletics selected the winners from nominees submitted by school principals and superintendents statewide. Nomination forms were sent to schools in August.

The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extra-curricular talents to the highest degree possible within the educational system, while help-

ing to keep their personal worth separate from their success or failure in competition.

"The benefits of interscholastic competition and student performance are made possible by dedicated directors, sponsors and coaches," UIL Director Dr. Bill Farney said. "The University Interscholastic League salutes all of these outstanding educators."

The UIL Sponsor Excellence Award was originally made possible by a grant from the Effie and Wofford Cain Foundation, in honor of Frank W. Denius, a director of the Cain Foundation. Southwestern Bell joined with the UIL in 1997 but dropped their support two years ago. At that time the UIL assumed full financial responsibilities of the award because it believes that a strong extra-curricular program in all areas makes for a strong and successful school.

Each of the 15 recipi-

ents will receive a \$1,000 check and a symbolic memento from UIL for their outstanding contribution to the success of students in Texas.

The UIL Sponsor Excellence Award recipients for 2003 include:

**Joan Clark,**  
**Utopia HS, Utopia**  
Clark has served as UIL academic coordinator for her K-12 campus for 15 years, and has

coached Calculator Applications, Number Sense, Math, Literary Criticism, One-Act play, Prose and Poetry, and, as her principal puts it, serves as "spirit leader, promoter and spokesperson for the academic team the past 17 years.

"Since 1987, Mrs. Clark has been the force behind our academic team," principal Jim

continued on page 12



Mrs. Joan Clark, Utopia HS

### State tournament photo ordering process enters 21st century

The process of ordering pictures from state tournaments has pushed the UIL's photo ordering process into the 21<sup>st</sup> century, according to UIL officials.

"Last last summer we were notified that University Photo Services was being phased out by the university," public information officer Kim Rogers said. "We've found a new organization, PhotoTexas, that has taken their place in serving the UIL as the official photography provider of the state tournaments."

PhotoTexas, headquartered in Austin, has created a web-site for both posed and action pictures taken at the different state tournaments. The public can purchase the photos without sending an order form.

Through its web-site, [www.phototexas.com](http://www.phototexas.com), viewers are directed to click on "events" and put in the password "UIL" to get to the area where photos are available to be viewed and ordered.

"This is much like ordering something off Amazon.com or other online order companies," Rogers said. "We've tried to work with PhotoTexas to make it as easy on UIL fans and participants as possible."

Instructions will also be in all the programs distributed at the different state tournaments as well as in each coach's participant package when they arrive for a tournament, Rogers said.

"We'll also put instructions in each medal protector so players, coaches

continued on page 9

This is the first of a series about the 15 Sponsor Excellence Award recipients, recognized by the UIL this fall. The rest of the recipients will be recognized in future issues.



# Who's coaching the team?

## *Litigious society may give way to only lawyers or judges being called coach*

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UIL Director

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**Bobby Hawthorne**,  
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**Diana Cardona**,  
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**Peter Contreras**,  
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**Sam Harper**,  
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**Luis Muñoz**,  
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**Bonnie Northcutt**,  
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**Jana Riggins**,  
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**Kim Rogers**, public  
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**Rachel Seewald**,  
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**David Trussell**,  
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director

**Randy Vonderheid**  
assistant academic  
director, journalism

Texas is becoming one of many states experiencing a growing influx of lawsuits. Particularly troubling are suits that allow a team with an ineligible player to advance in the playoffs. One reason this has become even more troubling is because other teams who should be competing in post-season never get the opportunity to compete, even if the lawsuit is dismissed or reversed by a subsequent higher court ruling weeks later after the playoffs are completed.

The UIL is no stranger to lawsuits. As the organization enforces rules made by the 1,300 high schools in Texas, legal challenges are presented every year.

Why do people sue? A number of reasons come to mind. We are in a litigious society. In our country individuals have a right to seek remedies through the courts.

Is participation in UIL activities a right? No, even though students have a fundamental right to an education, there is no constitutional right to play football or to be in the band.

These "activities" are a part of the school program, but requirements exist beyond those standards that apply to attending school. For example: students must pass all their courses every grading period in order to participate in school activities. If they fail to do so, they must sit out of action until a subsequent grade check during the next evaluation period finds them passing all courses again.

It is important to know that while



**Bill Farney**  
UIL Director

they are academically ineligible to play, they are not ineligible to go to school and attend classes. This analogy illustrates the difference between the constitutional right to attend school and the qualified privilege of participating in school activities.

There are other rules governing activities. A four-year rule, parent residence provision, prohibition of changing schools for athletic reasons, age limits, participation standards, game limits, practice time and date restrictions, etc.

It is in these areas that parents seek exceptions and relief.

There are appeal processes and possible exceptions for every rule except "no pass-no play." If students fail to have at least a 70 average in each course, they are ineligible.

In the four-year rule, parent residence and age requirements, there is a waiver application and, if denied, a second appeal to a Waiver Review Board. If a district rules a student ineligible for "changing schools for athletic reasons," that ruling can be appealed to the State Executive Committee.

Therefore, there are two levels of hearing for every eligibility decision.

A new twist this year has seen students ruled ineligible by the district, and after an unsuccessful appeal to the State Executive Committee, another appeal to either the district executive committee or the State Executive Committee. These cases have then become lawsuits where the students' attorneys

have gone to court asking the judge to overturn the rulings and grant eligibility to their clients.

Their pleadings have included "procedural violations in district executive committees," "basic unfairness of ruling a student ineligible because it embarrasses the reputation of the family," "the right of parents to move anywhere they want," "lack of due process," "a right to play sports," "denial of opportunity for scholarships," "rules of UIL being invalid because they were not properly made and constituted," "failure to provide cross-examination opportunities by student's attorneys for witnesses and school officials," etc.

It has even been so ridiculous that a separate lawsuit was filed against one school to prevent it from disclosing the true nature of an athlete's dismissal from its school's athletic program. This lawsuit came after the school had already submitted affidavits and testimony attesting to the exact nature of the athlete's dismissal from a team and his attempt to return without fulfilling the conditions necessary to get him back in compliance with team rules. Other schools in the district had to hire attorneys to protect principals and superintendents from threatened personal lawsuits.

The bottom line is that the UIL and its member schools have to pay legal fees to defend themselves from these legal proceedings. That money comes from all schools that pay membership fees to help fund UIL programs. When local schools have to pay legal fees to protect themselves from direct lawsuits, it takes money out of their local school funds. This is money that cannot be

used for teachers' salaries, instructional materials or any other academic purpose.

What makes it so sad is that all this occurs after two separate committees have heard the case and ruled fairly and according to the rules by which all schools abide.

One football district spent over \$100,000 in legal costs to defend its ruling. There are six conferences (six-man through AAAAA) in football. If every football district in the state had a similar legal situation each year, the cost for all districts would total a staggering \$18 million per year.

When schools join the UIL each year, they pledge to support and enforce the rules. Included in this agreement is the acceptance of abiding by the rulings of the district and state committees. To extend litigation beyond these hearings places a tremendous financial and emotional burden on all schools.

Superintendents are placed in impossible situations. They want to see students ruled eligible but realize that all students cannot be eligible if they are in violation of rules that carry an "ineligible penalty."

Rarely does a school sue the League. More often it is a parent or booster who files a restraining order. When this occurs school administrators risk an angry citizen group if they "fight" the lawsuit. Yet, the school people know the harm in running activity programs through court decisions.

There are possible forfeitures for schools playing students under court order. If the court's decision is overturned or reversed at a later date, the

*continued on page 11*

## Leaguer

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# New registration system leaves coordinators up to their ears in clicks

If you are a meet director, click here. If you wish to enter students in the district meet, click here.

If you're tired of clicking here, click here.

Fine. But despite the occasional glitch in the UIL's academic spring meet entry system, and there have been a few, the system offers a revolutionary change in how district meets are set up, how schools enter students, how points are scored, and how results are compiled and reported to the next level of competition. In addition to frustration now and then, it'll produce invoices.

We knew we faced a steep learning curve in the first year of implementation. UIL Music Director Richard Floyd warned us, "there will be days when all you do is answer phone calls and e-mail, and you say to yourself, 'Why are we doing this?'" Several years ago Floyd and the music department pioneered a similar system with its Texas State Solo-Ensemble Contest, which processes more than 20,000 entries.

But those days, Dick said, pass as the benefits of the system become apparent. And while we've fielded our share of phone calls and e-mails from confused and/or exasperated coaches, directors, administrators and their secretaries, we've taken as many from those who have found the system to be intuitive and user-friendly. Just think: with this system, a school will enter a student's name, and that name need not be written again all the way through the State Meet.

So keep clicking, read directions carefully and bear with us as we climb over this latest technological hump. For more details, read Jana's column.

## State Meet Tentative Schedule

Check the 2004 Academic State Meet tentative schedule, posted on the UIL web-site. Big change: the four journalism contests have been moved from Friday, May 7 to Thursday, May 6.

Why?

- To reduce congestion in Thompson Conference Center on Friday.
- To centralize journalism contests and judging in the Joe C. Thompson Conference Center.
- To provide space Friday for the social studies contest, which must be held Friday since it conflicts with mathematics, editorial writing, prose/poetry and Lincoln-Douglas debate. The only alternate slot: no earlier than 1 p.m. Saturday, May 8. That means it would end around 3:30 p.m., and awards would take place around 5:30 p.m. Saturday.

For those worried about an extra night on the road and other additional expenditures, the first journalism contest — feature writing — won't begin until 1 p.m., and the second — news — until 3 p.m. This will



Bobby Hawthorne  
Academics Director

allow all schools except those in the farthest reaches of the state to arrive on Thursday. Besides, many school delegations arrive on Thursday anyway, given that several coaches' conferences are conducted Thursday night and a number of contests begin at 8 a.m. Friday.

Added bonus: the Thursday wait at Red Lobster and Olive Garden won't be as long as Friday either.

## Schedule of Points

Last fall, the UIL Legislative Council instructed the academic staff to study the Spring Meet Schedule of Points and return with a recommendation in June. Members of the committee have been appointed and flooded with questions at exactly the time of year that they have little or no time to answer them.

Among the questions they're deliberating are:

- Why are points what they are?
- Why cap points?
- If point caps are removed, should points be awarded for first and second place teams?
- Should journalism & speech continue to receive team points?
- In team events, should all four members be allowed to place and have their points counted?

I'm sure committee members will debate other point-related questions as well, such as "Why do number sense winners get the same points as literary criticism since number sense is only a 10-minute contest and literary criticism is 90 minutes?"

At which time, someone throws a chair because points are a volatile issue, and I've yet to meet a student or coach who thinks his or her event receives too many points given the effort extended. More on this as it develops.

## Meet the neighbors

By the time you read this, the biennial UIL reclassification and realignment will have been released. Congressional redistricting should be so simple.

Whether you're delighted, distressed or determined to protest by packing off to Albuquerque or Lawton, just know that Charles Breithaupt and his staff face a thanklessly impossible task every other year. Imploding populations west of IH 35 and exploding populations east haven't made the job any easier, especially for a five conference, four region structure into which to fit 1,300 or so schools, some as small as 20 students, K-12, some bulging toward 5,000. The disparity creates special problems for academics, in particular Conference A schools. This spring, no 1A district has fewer than nine schools, several contain 12 or 13, and academics doesn't have big-school, small-school divisions. Thus, a student's chances of advancing to region are twice what they are in 2A or 3A.

Given general population trends and political, economic realities, is there a solution? I have no idea. Adding a sixth conference? It's been reshaped ad nauseam. Besides, we'd be forced to scrape together four more regional meets as well as find time and space during the State Academic Meet schedule. Anyone for starting Academic State Meet on Tuesday or Wednesday?

continued on page 4

**Big change — the four journalism contests have been moved from Friday, May 7 to Thursday, May 6.**

## Texas Book Festival hosts writing contests for elementary, junior high, high school students

The Texas Book Festival in association with the UIL and the Texas Council of Teachers of English is sponsoring its third annual fiction writing contest.

Texas junior high and high school students are invited to submit a piece of original fiction, no more than 2,000 words in length, to be judged by some of the state's finest writers. Winners will be invited to attend the official awards ceremony at the beginning of the opening session of the Texas Book Festival in the House Chamber of the State Capitol during the 2004 Texas Book Festival in Austin next fall.

Entries should focus on the theme, "More Than I Can Handle." Judges will look for excellence in use of dialogue, character development, setting, plot, conflict and resolution.

Entries should be submitted in 12-point type, double-spaced and mailed flat. A copy of the entry as a word file must be submitted on a floppy disk or CD. Schools may submit multiple entries per disk.

Each entry must be titled.

Deadline for receipt: June 1, 2004.

Entries will be submitted in three divisions: Grades 7-8; Grades 9-10; Grades 11-12. There is no entry fee. Schools are limited to three entries per division.

Ten finalists will be selected per division. Prizes will be awarded to first, second and third place finishers in each division. Winning entries will be published on-line by the Texas Book Festival.

Awards are made possible by Bank of America, one of the festival's major corporate sponsors.

For entry forms and additional information, contact Bobby Hawthorne, UIL [bhawthorne@mail.utexas.edu](mailto:bhawthorne@mail.utexas.edu), 512/232-4930 or 232-7311 (fax). PDF-based entry forms may be downloaded from the UIL website at [www.uil.utexas.edu](http://www.uil.utexas.edu). Click on "Academics" and scroll down to Texas Book Festival or visit the festival web-site: [www.texasbookfestival.org](http://www.texasbookfestival.org).



Texas Book Festival

# On-line registration system using CX debate tournament as training ground for districts

Teachers becoming students — what a learning curve we have experienced with the new UIL Spring Meet On-line Registration System!

After the UIL music department successfully mastered on-line registration for over 20,000 solo and ensemble entries, it was a natural progression to move academic entries on-line.

Over a year and half ago, University of Texas Senior Systems Analyst Larry Woods began studying the nuances of UIL academic contest rules and procedures, designing a spring meet program that will register student entries, assemble event rosters, tabulate fees, print invoices, and accurately tally sweepstakes points. Bobby says it's close to being able to wax my car. I'd settle for just a wash job. Larry had successfully designed the on-line program for music, and as a former educator, he was already well-versed in UIL.

We had not originally anticipated the system would be completed in time for CX debate competition. However, late this fall, spring meet directors were notified that the system was ready, and we requested they go on-line and set up their district CX debate meets.

Built into the system are easy-to-follow instructions including help links on each screen, in case the user needs additional explanation and clarification.

The steps are simple. The district director establishes an EID and password, then requests authorization from state officials: Jana Riggins (CX debate), Luis Munoz (one-act play), or Bobby Hawthorne (academics). Authorization for meet directors is necessary to enter the secure system, as directors will be adding data and submitting results.

Once authorized, directors set up their meet. Then contest events must be added. Lastly, the director clicks a button to open entries so academic coordinators from each UIL district school can input their contestant names.

A link on the academic page of the UIL web-site labeled "School Academic Coordinators" is designed to direct school personnel into the on-line system. One click and coordinators discover instructions for setting up their EID. Because they are only responsible for entering their own school data, there is no need to request authorization from state officials.

Through a brief, five-step process, coordinators fill in school information, enter contestant names, review entries, print a meet invoice, and then log out.

Each link in the system chain — state officials, spring meet director, school coordinator — is essential to the on-line process. When all have done their part, on-line registration is quick and simple.



Jana Riggins  
Assistant Academic Director

If meet directors have not set up the meet prior to coordinators attempting to enter contestants, coordinators receive an error message:

"There is no CX meet set up for your conference." If the meet has been set up but no contest event added, the message will read:

"Error: CX event has not been scheduled for your conference." In either case, coordinators should call their meet director.

Educators throw students a learning curve each time a new concept is introduced within the curriculum. This season, UIL spring meet officials, contest directors, and coaches are experiencing butterflies and perhaps a bit of apprehension similar to what our students feel each time we ask them to master a new objective.

I still remember the brick wall of opposition many faculty members initially built when electronic grade books were mandated in the school district where I taught. It wasn't long, though, before we all recognized the significant benefits of computerized grade books: instant averaging, the ability to keep parents constantly updated on their child's grades, missing assignments, low-performing tests and projects, and eligibility reports that could be generated effortlessly and accurately at the end of each week.

I hope you'll be one to take a proactive approach, embracing on-line registration. We are confident this system will revolutionize UIL Spring Meet entry tasks and that, once schools become familiar and comfortable with the program, they will find it easy, efficient, and effective.

## CX DISTRICT:

All CX debate district competitions must be concluded and results registered on-line by Feb. 16. Judging forms should be submitted on-line within 10 calendar days of your district contest or no later than Feb. 19.

As coach, if you are not fulfilling your school's obligation, the judge you submit for approval should have adjudicated numerous rounds on the current debate topic. No one would expect to bring a champion basketball team to the state basketball tournament only to have the game officiated by a first-time or inexperienced official. Debaters deserve the same respect when they come to Austin.

If your school qualifies two teams to state, you have judging obligations for two experienced judges. Do not assume this rule applies only to others. A burden is placed on our staff when schools with two teams forward only one judging form by the deadline.

Your conscientious adherence to constitutional rules allows us to fill over 700 rounds with competent debate judges and run the largest CX debate tournament in the world.

## DEBATE TOPICS:

Cross-examination debate topic selection procedures require that every three years debaters explore an international topic. Voting for the 2004-05 resolution began in early fall when five possible topics were narrowed to two though a national ballot. The two topics are Israel and the United Nations.

The vote in Texas and other states was close. Daily,

continued on page 11

The spring Lincoln-Douglas debate topic was released earlier via the UIL web-site.

RESOLVED: Nation-building is a desirable U.S. foreign policy objective.

This resolution will be used January through May 2004.

## 2004/05 alignment may cause adding districts to academic district meet

continued from page 3

In 5A, charter and magnet schools pose special problems as well. For example, District 10-5A contains 14 schools — seven of which are part of the Townview Magnet program. Not surprisingly, coaches complain and rightly so that they're forced to compete against students from their own attendance zones, many of whom they trained as freshmen and sophomores.

Again, what to do? I floated a proposal that 10-5A and similar districts be divided into zones: regular campuses and magnet campuses. Essentially, Region II, 5A would consist of nine districts rather than eight. It would impose on our regional hosts, but it's doable, particularly since we're reinstating tiebreakers in all contests next year. Whether it happens, we'll see.

### Erminie C. Minard

The UIL lost one of its most ardent supporters with the passing of Erminie Minard, who died Jan. 25 at her residence in Surfside. Erminie coached

number sense, calculator applications, math and science, sending students to region and state almost every year, including state champions in calculator applications and number sense.

Trained as a geologist — she was the first female geologist to be hired by Gulf Oil — she worked with the Danbury, Alvin, LaPorte and Fort Bend school districts. She served as district UIL academic coordinator, directed dozens of invitational and district academic meets, spoke at countless UIL conferences and workshops, recruited and motivated legends of coaches and students — elementary, junior high and high school alike — and, in general, served as one of the League's most enthusiastic cheerleaders, occasionally from a wheelchair, for more than 25 years. For her tireless efforts, she was one of the first recipients of the UIL Sponsor Excellence Award.

Erminie lived and died on her own terms. She was an ardent Texas Longhorn and Dallas Cowboy fan. As her health deteriorated, she resisted going to the hospital for fear she'd miss the Super Bowl. She was an original, a grand old gal, and we'll miss her.



# Student journalists must act professional when covering state UIL tournaments

Maybe I shouldn't take this stuff personally, but I do.

I have worked with our public information department in making sure student journalists get the same rights and privileges as those in the professional press. In many cases I brag to the people in the office how "my student journalists" seem to always act more professional than those we call the "professional press."

At last fall's state volleyball tournament I couldn't do that. It seems a senior on his school's publications staff of one of the participating schools had obtained a press pass. He didn't realize that pass brought along some responsibilities in addition to its privileges. This person felt that he could come to the game with his face painted and be a fan of the team.

I don't have a problem with that. In fact, I can't dispute I did the same thing when I was in high school.

What I have to worry about in my present position is how the fan got into the tournament with a press pass and how he acted. He sat on press row and cheered for his team. When I confronted him, we had the following conversation:

"How long have you been involved in your school's



Randy Vonderheid  
Assistant Academic Director

journalism program?"

"Three years."

"Did you take J-1?"

"No, but my teacher taught me all I need to know to report this game."

"Were you taught that you don't cheer from press row?"

"Man, who are you?"

"I'm the director of journalism for UIL."

"I've got three years of journalism. I know what I'm doing."

"Young man, I taught journalism 20 years and I know you're not doing what you've been taught. Where are your pen and paper to take notes on the game."

He pointed across to the student statistician for the team and said, "I'm going to get the notes from her."

"When does your next paper come out?"

"I don't know. In about three weeks I guess."

"Don't you think everyone will already know whether you've won state by that time?"

"Man, I'm trying to watch the game."

"Okay, then if you're not going to report the game I will take your press pass, take you to the ticket booth and you can buy a ticket so you can watch the game."

Because student journalists get more scrutiny than other journalists it is important these students are taught how to act and what to do when they are around others in the press. I'm not saying that everyone in the professional press acts like they are responsible enough to be in their positions. But since I am

director of journalism here, I take it personally when people "over scrutinize" my "student journalists."

Here is a list of some things a student journalist should do when they come to a state tournament:

(1) Have the student journalist fax, or the adviser fax, a request for credentials to the tournament (512 - 471 - 5908). Normally I will personally e-mail each school's adviser to let that person know of the process if I know who that person is (that means if that school is a member of ILPC). We also list the process on our web page. Schools are limited to one reporter, one photographer and one videographer per game.

(2) When students get to the tournament, they are expected to show their student identification (a press pass from your school with the student's picture will work just as well). The person distributing credentials will have a packet for each journalist, whether scholastic or professional, with a program and other pertinent information as well as the press credentials. Don't be afraid to ask questions. At many of the events I am there and look out for my student journalists. If you want to make sure, ask for me. I will be happy to come visit and walk you around to show you where you are expected to be and what will be happening.

(3) A press pass is for working journalists to use when they work. It is not a free pass for teachers and others to get into the tournament. If teachers think they deserve to be admitted free, talk to your administrator. Each school gets a rebate check from UIL to cover those complimentary tickets we issue to administrators and others as well as other expenses the teams incur when they travel to Austin. I'm certain your principal will be happy to buy you a ticket and even put you in a hotel room for the duration of the tournament.

(4) When you work, you don't cheer. There is never any cheering in press row — NEVER! It's acceptable to wear your school shirt or school colors, but never paint your face, your body or show in any other way your prejudices. In fact, if you notice the more professional media, they will wear the name of the newspaper, radio station or television station they represent so people will identify them as media. It may be a better idea for you to wear your staff shirt. And again — no cheering!

(5) Come prepared. Have pen, paper, recording device and extra batteries, camera with film or enough memory in your digital camera. We will have a press conference following each game. Your press packet will explain that. If you're not sure — ask. Again, I will be there to help you. Many of the reporters for the major newspapers and television stations will be happy to help. The local media outlets are probably as unsure as you are. In order for them to act "professional," they act like they know what is happening and will probably act like they deserve to be there and the game is being played for their benefit. We will have statistics for each game about 10 minutes after that game is complete. We'll have a file for those statistics in the

continued on page 9

**It's time to begin planning to attend the ILPC convention, to be held April 17-18 on The University of Texas campus. Pre-registration cost is \$15 for members and \$25 for non-members. Download the registration forms from the UIL web-site in the journalism sub-section**

## Student journalists win cash prizes, scholarships

The Texas Press Association, in conjunction with the Interscholastic League Press Conference, awarded several students cash prizes for stories written in their local newspapers in the third annual Lone Star Writing Contest writing competition.

Students were asked to write feature stories on someone or something in the community and submit the best stories to the ILPC state office for judging of the top stories in the state. The following are winners:

### Large School Division –

1<sup>st</sup> place – David Lowe, Lampasas High School, writing for *Lampasas Dispatch Record* for his story – Digging Deep/Program offers detailed study of paleontology; 2<sup>nd</sup> place – Brett Tidwell, Duncanville High School, writing for *Duncanville Today* for her story – DHS junior tackles life after car wreck; 3<sup>rd</sup> place – Jennifer Hungerford – Burleson High School, writing for *South Tarrant Star* for her story – Firefighter has much to show for years of work

### Small School Division –

1<sup>st</sup> place – Whitney Boyce, Utopia High School, writing for *The Uvalde Leader-News* for her story – Amann spends Utopian life teaching agriculture at high school; 2<sup>nd</sup> place – Lindsay Camp, Utopia High School, writing for *The Bandera Review* for her story – Clean environment brings cancer survivor to Hill

Country; 3<sup>rd</sup> place – Katy Tamez, Crandall High School, writing for *The Kaufman Herald* for her story – Boy battles form of childhood cancer.

The Texas Press Association presented winners cash prizes at their annual "Mid-Winter Conference" held in Houston Jan. 22-24. First place winners in each division received \$125, second place winners received \$100 and third place winners received \$75.

Other cash prizes and scholarships will be awarded later this year at the ILPC state convention, April 17-18 in Austin. Each of the four major yearbook companies will be presenting \$1,000 to \$1,500 scholarships, ILPC will present a \$1,000 scholarship and the Texas Association of Journalism Educators will present approximately \$3,000 in scholarships. In addition, the governor's office will present scholarships to students who participated in writing contests dealing with teen alcoholism.

The yearbook company scholarships are open to any student and the school does not have to publish its yearbook with that company. Applications are available to be downloaded from the UIL web-site in the journalism subsection. To earn the ILPC and TAJE scholarships, students' schools and teacher must be a member of those organizations. The governor's office scholarship deadline was Jan. 31.

# Involve all types of students when casting for one-act play

Many of you are getting ready to cast your OAP entry for this year. Having gone through the playselection process, you are now ready to decide who to involve in the process.

This is an important time to remember that you are a teacher who directs. It is a time to utilize this event as an outreach that involves the entire student body. The foundation of our contest is educational theatre and at its core are goals that involve much more than a quality product.

All of us know the OAP experience has influenced hundreds of thousands of people over its 77 years. Yesterday I received a call from a gentleman in Dallas who had been involved in OAP almost 50 years ago. An article in *The Dallas Morning News* reminded him of the positive experiences and so he was wanting to watch a contest.

Open the doors and welcome any and all students. Programs dealing with at-risk children in this country are discovering that involvement in the arts is having a positive impact on students. Recently the Association for the Advancement of Arts Education (AAAE) reviewed nearly 400 studies in the arts. The studies demonstrated that arts education contribute to a student's education and success. Some of their conclusions are noted below:

- Not only are the arts fun for kids, they help keep kids in school and working to learn.
- Not only do the arts require self-discipline, creativity, and confidence to succeed, but these and other important habits stay with students and help them succeed in other areas of school, life and work.
- Not only do the arts represent many ways of experiencing and understanding the world, but they actually help develop the many types of intelligence that all people possess and use all the time.
- Not only do the arts remove boundaries and allow students to explore aspects of life around them in new ways, but connecting the arts with other disciplines like math, reading and writing, or science often helps students learn about, comprehend, and value those disciplines as well.

The AAAE's longitudinal study of 25,000 students reveals that involvement in the arts leads to greater success in school, "regardless of socioeconomic status."

Involvement in the arts led to significant cognitive and developmental benefits:

- Higher grades.
- Higher scores in standardized tests.
- Increased community service activity.



Luis Muñoz  
Director of Theatre

- Lower dropout rates.

At the New York Alternative school in Tillson — a "last chance" school for truant youth and drop-outs — the graduation rate has nearly doubled to 83 percent since the arts program was initiated in 1992. At the Boy's Choir of Harlem, 98 percent of the members graduate from high school and go on to college. Eighty percent of participants in the Arts Apprenticeship Training Program in Pittsburgh go on to college, compared with only 20 percent of the community's non-participating youth.

Scott Tipton, Rogers High School, presented a workshop on auditioning during the OAP A-Z workshop at TETA. In the workshop and the accompanying handout, Scott talked about "The 'PERFECT' Person for the Perfect Role."

In it he says, "never underestimate a student: one-act play companies should provide a cross-section of the student body. Natural talent is not always the funniest or the most outgoing individual. Sometimes it takes a little investigation of what lies just beneath the surface, to truly discover those diamonds in the rough. Be observant and take the time to scout, recruit and enroll."

I liked Scott's acronym that he came up with for "PERFECT."

- Passionate
- Enthusiastic
- Responsible
- Fearless
- Eligible
- Committed
- Trustworthy

Blind and non-traditional casting become important in the educational setting. We have seen all kinds of gender changes that require approval, and we have seen females playing males and males playing females. Do not deny a student the chance to play a role because of race, gender or special needs. Don't force your cast into preconceived or stereotypical physical types. Re-envision the character and see if it can work. Give the kid a chance and throw us a curve. It'll do us all some good.

## On-line Registration/ Forms

Larry Woods (as has been mentioned several times in this issue of *The Leaguer*) has dedicated the last year to setting up our new on-line registration for Spring Meet. This process is NOT a substitute for submission of enrollment cards, title cards and eligibility notices. Until that time when the program is capable of providing us with all the information we need, including the ground plan on the eligibility form, we will require that both tracks be followed.

Title cards have been mailed out and must be returned to this office by the Feb. 23 deadline. Make sure you put THE TITLE on the card! It is the pink one. To receive your eligibility notice, make sure you include a self-addressed stamped #10 envelope (\$.37 postage).

## Correction to C&CR

Please correct pages 131-132 of the current *Constitution and Contest Rules*. The phrase *submit a request to the State Theatre* has been omitted. 1033(c)(2)(F) should read:

(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. The 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.

## 15<sup>th</sup> Edition

We have joined the ranks of *The Da Vinci Code* and other best sellers and have almost sold out of copies of the 15<sup>th</sup> Edition of the *Handbook for One-Act Play*. Rather than going through the expense of doing a small run, we have opted to go ahead and publish a 16<sup>th</sup> edition for next fall. Be on the lookout and get your order in.

## New Judges

Thirty-two new judges were added to the TETA/O list of accredited judges and many more were recertified. This list can be found in this issue of *The Leaguer*. Make sure judges you have contracted are still on the list. Some may have needed certification or recertification.

## Theatrefest 2004

It was great visiting with so many of you during this year's Theatrefest. Carlen Gilseth and Sandra Erlanson of The Woodlands are to be highly commended for the variety of programming and smooth running of this massive event. Kudos to the many teachers and students who also helped with the event.

Approximately 50 individuals attended the League-sponsored Contest Managers Workshop. Our special thanks to Kevin Hurst and John Woods from Alief ISD for providing this important service and to Lynn Murray for representing the League. I'd also like to thank Jenny Nichols, UIL administrative assistant; Connie McMillan, UIL; Craig Hertel, Lindsay High School; Gloria McLuckie, Diana; New Diana High School; Denise Green, Stinnett; West Texas High School; Paula Rodriguez, San Antonio College; Mike Doggett, Industrial High School; Terry McGonagill, Mount Vernon High School; Scott Tipton, Rogers High School; Larry and Sue Wisdom, Van High School; Kelly Russell, Baylor University, and Tal Lostracco, Trinity Valley College, for providing excellent workshops at our OAP A-Z workshop on Saturday.

Close to 75 participants took part in workshops on script selection, auditioning, design, blocking and working with the actor. A response on one of the anonymous evaluation forms summed it up: "Thanks for all the help and great ideas! I already feel more confident and know that no matter how the remain-

In addition to On-line Registration, OAP Title Cards and Eligibility Notices are still required.

# Arts instruction impact all facets of learning

This article is reprinted with permission from The Master Teacher, Inc., Volume 35, Number 14

By Robert L. DeBruyn

If every student, K-12, participated in the visual and performing arts all 13 years, schools might become different places. That's because we know there is a direct correlation between the quality of life in a place — whether it's a home, business, city, state, nation — or school. Close examination will reveal we can't make that claim about any other academic discipline we teach in our schools.

Unfortunately, it's difficult for many students, especially secondary school students, to work the arts into their time or class schedules. This circumstance really should concern us all. And we might all be more

concerned once we realize participation in the visual and performing arts may help increase student achievement in our class. Kathrine Walker Schlageck of the Marianna Kistler Beach Museum of Art provides us with some vital insights about the arts we need to consider.

Research confirms that the arts should not be considered only as enrichment activities in our school. Rather, the arts should be regarded as an integral part of the curriculum. After all, studies show that students exposed to the arts continue to outperform their non-arts-engaged peers. In fact, research shows that participation in the arts enhances learning in other areas, including the development of higher-order thinking skills and awareness of the world we live in.

Equally compelling to our quest for high levels of student learning, the 1995 College Board profile showed that students who had studied the arts for

more than four years scored significantly higher on the SAT than other students. In fact, test scores were 59 points higher on the verbal and 44 points higher on the math section than for students not taking courses in the arts.

These findings are linked to the theory of multiple intelligences developed by Howard Gardner of Harvard University, who believes people have a range of intelligences and learning styles, not just the linguistic and logical-mathematical intelligences. Because the arts engage a variety of the intelligences, they enhance the ability to learn. These

**Research confirms that the arts should not be considered only as enrichment activities in our school. Rather, the arts should be regarded as an integral part of the curriculum.**

continued on page 11

# One-act play adjudicator's list expands

Changes, Additions, Confirmations and Deletions as of January, 2004 of the 2003-2004 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges published in October and November in *The Leaguer*.

\* = TETAAO recommended Area/Region Judge

(1) = Independent  
(2) = College/University Employee  
(3) = Public School Employee  
(4) = Private School Employee  
( ) = Institution affiliation  
I, II, III, IV = Approximate Region of Residence  
[ ] = Year R-certification Required

ADD- bios are on the UIL web-site:

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2333 Hunt, Box 68,  
Abilene 79605 325/793-3838-wk, [dainsworth@mcm.edu](mailto:dainsworth@mcm.edu) - I [09]  
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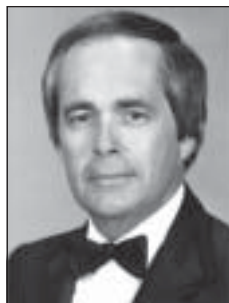
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The following judges have re-certified their credentials and will be current until 2009, updates to addresses and bios have been made to the website:  
R. Scott Allen, Larry Arnhold, Royal Brantley, Sheleigh Carmichael, Marion Castleberry, Donna Clevinger, Gene Cole, Perry Crafton, Philip Craik, David Crawford, LaDonna Davis, Lisa Denman, Bill Doll, Eleanor Dryden, John Everts, Jeanette Filardo, Kim Frederick, James Henderson, Mark Holtorf, Jamie Hughes, Charlie Hukill, Jerry Ivins, Jan Jones, Ron Jones, Amy Lopez, Susan Loughran, Jim Mammarella, Jonathan Marks, Lou-Ida Marsh, Michael McKelvey, Connie McMillan, Dan Mendoza, Kerri O'Connor, Adonia Placette, Elizabeth Ramirez, Dona Roman, Allan Ross, Marti Runnels, Roger Schultz, Bill Sheffield, Linda Shuler, Lawrence Ray Smith, Thomas Soare, Tracy Spencer, Clarence Strickland, Bronwyn Sullenberger, Richard Turner, Shari Watterston, E. Don Williams  
The following judges did not re-certify/pay dues and are no longer eligible to judge this school year:  
Alex Garza, Scott Lancaster.



# New Prescribed Music List can be found either as print version or CD

As we make our way through the current Solo and Ensemble Contest season and prepare for Concert and Sight-Reading, the Prescribed Music List becomes a constant source of reference for repertoire. Since this is the first year of a new PML edition, it seems appropriate to address several issues related to this comprehensive document.



Richard Floyd  
Music Director

First let it be said that the Texas Prescribed Music List is viewed to be one of the most comprehensive lists of its kind. It is used as a reference by many states and distributed internationally to music educators and conductors seeking guidance in the selection of appropriate repertoire for various performance levels. It is a tribute to the countless Texas music educators who have contributed to the ongoing quality of this document for over 50 years.

Furthermore, composers and publishers alike will tell you that being "on the Texas list" is a prestigious honor and offers valued status.

Is the PML perfect? No! Does its inconsistencies cause frustration for directors as they continually

reference the list for contest selections? Absolutely! Every four years as we begin a new cycle for the Prescribed Music List inevitably we discover countless details, clarifications and corrections that must be made. The reasons are many and while multiple steps are taken to avoid errors they can and do occur.

Here are some of the problems and what action is being taken to resolve them.

## ERRATA

Remember that the PML is a publication created

## TSSEC entry deadline is April 1

The TSSEC on-line entry system will open March 1 and remain open through April 1. REGISTER EARLY!

Early registration will insure you are able to select your preferred performance day.

Be advised the system will be monitored daily. If either Saturday or Monday exceed the maximum number of contestants that can be accommodated that day the system will be closed and entries will only be accepted for the remaining day available.

Visit the UIL web-site Music Page for details and entry procedures.

by the music educators of Texas. It involves input from school directors, university professors, music publishers and virtually every segment of the music education profession. Much of the work takes place by committee and involves literally hours of poring over new scores and making assessments regarding the merit of thousands of musical works.

At the same time others are reviewing existing listings and recommending modifications or corrections in the performance requirements of these titles. In total 16,722 compositions were reviewed and deemed worthy for inclusion in the 2004-2007 Prescribed Music List. Keep in mind that for every title there is a unique number, composer, publisher, instrumentation, voicing and, when applicable, movement performance requirement. This translates into approximately 100,332 bits of information that must be recorded and processed.

With this amount of information being exchanged between committee members, music dealers and the UIL office there exists the potential for error or omission at every turn. Thus, now that the new list is in use by thousands of directors across the state, there are questions daily regarding specific requirements, undetected ambiguities or apparent errors.

Every effort is made to address these issues as

continued on page 9

## Re-defining Average

### *Adjudicators should re-define expectations for more consistency in judging*

David L. Lambert

TMAA Concert Band Vice President

Under the present UIL music evaluation system, there are five ratings available for use by adjudicators at all music contests:

- Division I (Superior). A superior performance for the event and the class of participants being judged; worthy of the distinction of being recognized as a first place winner.

- Division II (Excellent). An unusual performance in many respects, but not worthy of the highest rating due to minor defects in performance or ineffective interpretation. A performance of distinctive quality.

- Division III (Average). An average performance, but not outstanding, showing accomplishment and marked promise, but lacking in one or more essential qualities.

- Division IV (Below Average). A below average performance not worthy of higher rating because of basic weaknesses in most of the fundamental factors.

- Division V (Poor). Much room for improvement. The director should check his or her methods, instrumentation, etc., with those of more mature organizations.

The role of the adjudicator is a difficult one. Anyone who has "pushed the pencil" knows this. It is

far easier to sit in the audience and judge a performance than it is to sit behind that adjudication sheet and justify your rating to those students who have worked so hard preparing for their day at UIL competition.

Evaluation of the arts — all the arts — is subjective by nature. That subjectivity cannot be removed in total. What one person determines to be wonderful another may conclude to be something else entirely.

Adjudication involves a human factor that cannot be taken away from the process. However, by removing as much subjectivity as possible, the job of adjudication can certainly be made easier and perhaps more consistent.

The UIL *Constitution and Contest Rules* provide us with good basic guidelines for adjudicating musical groups. We as adjudicators may have allowed our rating system to become a bit skewed toward the high end. It appears to have become one in which there is often a fairly wide window of what a superior rating might be, a very wide window for excellent, a narrower window for average, then very narrow windows for below average and poor. Our definition of excellent may be becoming, in reality, average, and our definition of a superior performance may be diminishing beyond its original intent. The obvious is easy.

It is when we get into the gray areas that it gets difficult — when rating the performance isn't so obvious. If the system is becoming skewed, the solution may be as simply as defining average, or, in this case, re-defining average.

What does an average performance sound like? First, think about the components of a superior performance. Foremost, a superior performance should be enjoyable to listen to.

**Tonally** it should be a performance in which:

- the ensemble plays with mature sounds;
- pitches are centered and focused;
- there is good balance/blend;
- there is "near perfect" intonation;
- dynamic contrast is obvious and effective.

**Technically:**

- there should be no missed notes;
- manual dexterity and flexibility should be near flawless with only minor lapses that recover quickly;
- precision and clarity are good at all tempos;
- the rhythmic approach is uniform throughout the ensemble;
- articulation is appropriate and consistent.

**Musically** the performers should:

continued on page 12

**TMAA**  
Constructive  
Comments

Texas Music  
Adjudicators Association

ADDRESS TMAA  
CORRESPONDENCE  
TO:

Dr. Jay Dunnahoo  
Executive Secretary  
Texas Music  
Adjudicators  
Association  
410 Coronado Dr.  
Kerrville, TX 78028  
830/792-5224  
Fax: 830/792-5917



# New PML available in different forms

continued from page 8

quickly as possible and regular updates are sent to Executive Secretaries and posted as PML corrections on the UIL web-site Music Page. Shortly those using the PML Interactive CD-Rom will be able to download these corrections directly to the PML copy on their hard drive.

Many corrections are simply a matter of clarifying movements, publishers and other basic information. Some require consultation with committee members to determine the original intent of the committee while others necessitate an actual perusal of the score and or parts for a final determination. In each case every effort is made to resolve all confusion as quickly and efficiently as possible.

This is a "first year issue" when a new PML comes on line. Fewer and fewer problems will arise as the first round of errata is completed. Be patient and understanding. You can be assured that the UIL State Office, PML Committee members and the Region Executive Secretaries are working diligently to resolve all discrepancies as quickly as possible.

## PRINT COPY OF PML

We blew it! We underestimated the number of directors who would want a print copy of the PML in lieu of or in addition to the CD-Rom. While a limited number of print copies have been printed and sold, our printing office has now geared up to produce print copies of the PML in greater numbers. They are currently available from the UIL order department at (512) 471-5883. In addition, all sheet music dealers now have the option of stocking the print version of the PML as well. It is available in three sections (band,

choir, orchestra) as in the past. Cost: \$15  
**CD ROM**

Technology is great when it works and you understand it. But there is the normal "learning curve" when one transitions to a new delivery system for data. The CD Rom Prescribed Music List is quickly becoming a valued tool and resource for those directors who have properly installed the program on their hard drive and have a fundamental understanding of the search features available in FileMaker Pro. Others are experiencing frustration as they attempt to navigate the multiple features of the program for the first time. Regardless of where one resides on the technology spectrum from "computer phobic" to "computer whiz" options have been created to offer support.

There is an extensive PML Question and Answer Section on the UIL web-site. Go to [www.uil.utexas.edu](http://www.uil.utexas.edu) and open the music page. Click on "PML Frequently Asked Questions" and you will see an extensive list of responses to the most common questions. If you wish you can access this information directly from the CD Rom. Simply click on the large blue button on the introduction page that says, "Link to FAQ"

In the UIL Music Office we have the program loaded on both a PC and a MAC. There are three staff members available to assist you. In most cases it is possible to work through even more complex problems during a brief phone call. Call 512/471-5883 and ask for the Music Department.

Directors are also encouraged to consult with their local technology coordinator or support person for assistance. This program is clear-cut and uncompl-

cated. Anyone familiar with File Maker Pro can easily navigate the program and access its many features.

Shortly we will launch a feature on the UIL web-site that will make it possible for a director to download all corrections and revisions directly to their hard drive. Once this program is installed, it will be possible for directors using this feature to always be working from a list containing all updates and additions.

We remain optimistic that once directors understand the array of options built into the program, they will become more comfortable with its operation and embrace it as a valuable administrative tool.

## New company takes over photo responsibilities

continued from page 1

and parents will have ample information on how to order pictures," she said.

In the past, coaches and parents have had to fill out an order form and send a check to UT Photo Services. The organization then printed the picture and sent it back to the person ordering the picture.

"This process took quite a while," Rogers said.

That time will be cut dramatically since coaches, parents and players can order on-line.

"We think this will expedite the process," she said.

Old photographs will still be available.

"One of the things that happened when Photo Services was dissolved was that we inherited all the old negatives of UIL activities," Rogers explained. "We got five or six big boxes of negatives dating back to the 40's and 50's. It has taken

some time but we've filed these and still accept orders for those kinds of pictures." That picture order form will be done the traditional way. Forms may be downloaded off the UIL web-site.

To order pictures from earlier years, coaches, parents and players are asked to go to the UIL web-site: [www.uil.utexas.edu](http://www.uil.utexas.edu) and find the "photo order form." They are asked to download that form, fill it out and send it back in with the required payment. The picture should be sent within a month.

"We've had some problems getting equipment in and are still getting some of the organizational kinks out, but it looks like we'll be able to turn around pictures in less than a month or so," Rogers said.

For more information on ordering 2003-04 state tournament pictures, contact PhotoTexas at (512) 419-9669 or (800) 700-3176

***"This process took quite a while," Rogers said.***

***That time will be cut dramatically since coaches, parents and players can order on-line.***

## Student journalists must act professional when reporting for their publications

continued from page 5

media room. The journalism teacher in me would be remiss, though, if I didn't remind you that everyone

## Dow Jones offers minority, summer teacher workshops

The Dow Jones Newspaper Fund has established \$119,000 in grants to operate minority high school summer journalism workshops. Two of those workshops will be held in Texas.

Texas Christian University and the University of Texas at El Paso will both offer workshops this summer directed toward minority students.

For more information see the Dow Jones web-site at: [www.DJNewspaperFund.dowjones.com](http://www.DJNewspaperFund.dowjones.com).

Dow Jones is again offering the two-week summer workshop for teachers in six colleges around the nation. The University of Texas in Austin is again the site of one of those workshops. For application and other information see their web-site.

will know the outcome of the game before your publication is out, so look for the unique angle in your reporting. Please don't ask to shoot pictures from the rafters or other dangerous areas. We won't allow it. Also, remember that most of our arenas are light enough to be used without flashes. We do not allow flashes to be used if you are shooting from the floor or the first 10 rows of the stands.

(6) Remember — we can run the games without the media, but the media can't report the game without us running it. You are given privileges because we know the importance of media in today's world. You are not more important than the game.

Press credentials are given to you to do a job. I've seen way too many journalists sell their press credentials to others (as well as administrators and others who think they deserve complimentary credentials to these events) when their team loses in the semi-finals. This is the main reason we at UIL have gone to issuing passes for each session at many of the tournaments rather than one pass for the entire tournament.

Your press pass is something you earn by reporting on the game and the experience of the state tournament. You can't do that with your face painted screaming at the top of your lungs.

# Calculators must be quiet, not able to be programmed

LaVerne Funderburk  
*Accounting Contest Director*

By now you and your students have attended some invitational meets in preparation for the district contest in Accounting. Based on some of the e-mail messages I have received, let's be reminded of a few items.

**Rule Changes** — Review section 920(i)(14) regarding answer key errors and the options you have when grading. This type of wording was added to all contests that use objective testing. First you can contact the state UIL office (who will in turn contact me) for clarification. Or, as graders (led by your contest director), you can agree to make the change and

proceed. The operative word here is "agree". If you can't agree, the contest director can discard the question and award no points for that item.

Review section 920(i)(15)(C) regarding the deadline to submit correct scores after your district meet. Now that we have the wild card team, timely submission is critical.

**Calculators** — Use the list in the *C&CR*. Some of the other publications like the Spring Meet Manual and Academic Coordinator's Manual list some Hewlett-Packard models in error. Remember, the heart of the calculator rule is to allow ANY basic four-function calculator. You only have to refer to the list in the *C&CR* when there is doubt about programmability. Programmable calculators are NOT allowed (whether their memories have been cleared or not).

Remember that calculators must be silent. Some models, even though they do not print, still make phantom printing sounds. A clanking calculator not only disturbs other contestants, but makes the user self-conscious as well. Make wise choices in calculator usage, so all contestants have the opportunity to concentrate during testing.

Over the years there have been many problems regarding which calculator models are allowed and which are not (i.e. which are programmable and which are not). Don't be surprised if in the future you see a rule change for the Accounting contest that disallows ANY calculator that is more complex than a basic four-function calculator.

**Concepts** — What will the Texas Legislature do about Accounting textbook adoption? According to a spokesperson from TEA, new Accounting textbooks will NOT be in the classrooms this fall (even though the original Proclamation for 2001 stated they would). This delay is a result of the state's budget woes.

The UIL Accounting contest will continue to use the existing Schedule of Concepts in the 2004-05 school year. Remember that this contest is an extra-curricular event and not tied to state curriculum. However, accounting contest materials may include any item in any of the state-adopted first-year accounting texts, which may not necessarily be included on the Schedule of Concepts. The main purpose of the Schedule of Concepts is to divide concepts among the various levels of testing: district, regional, and state.

If you volunteered to review textbooks for possible revision of the concept list, periodically check the UIL Accounting web-site for future plans of this review committee.

**Volunteer** — You can help with the contest at any level by volunteering to lead, assist, or grade. If you wish to be a regional contest assistant, contact Bobby Hawthorne in the UIL state office. Be pro-active so your students will have the best possible experience.

**New Accounting Coaches** — Many of your questions can be answered either on the UIL web-site ([www.uil.utexas.edu](http://www.uil.utexas.edu)) which includes rules for the contest, or the UIL Accounting web-site (<http://users.htcomp.net/kylef/laverne/uil.htm>).

Check the archives of prior year accounting exams that you can use as practice materials in your classroom. If you don't find all the answers on these web-sites, contact me directly.

**Contacting the Accounting Director** — I have moved again. The best way to reach me when you have questions about the accounting contest or prior year test materials is through e-mail. You can use either of these addresses: [laverne@htcomp.net](mailto:laverne@htcomp.net) or [lfunderburk222@earthlink.net](mailto:lfunderburk222@earthlink.net). The spam filter on the first address is strong, so if you don't hear back from me in a couple of days, you may want to try the earthlink address. I do respond to every e-mail I receive.

**Now that we have the wild card team, timely submission is critical.**

## Agreeing on solutions to 'bad problems' different with wild card teams involved

By Larry White  
*Math/Number Sense Director*

As we get closer to the district, regional, and state competitions, we need to revisit our thoughts on what should be done concerning bad problems and/or incorrect solutions. Before the inception of the "wild card" team, these issues could be handled at each of the contest sites without having to worry about the effects it would have on other contest sites.

However, the "wild card" concept has changed all that. Don't get me wrong, I love the concept and think it is great for our competitions. We must be careful about making any changes at the district and regional meets because of the effect it will have on the "wild card" team.

Hopefully, with the extra precautions I have taken while writing the tests and with the tests being proofed by our past test writer, Don Skow, we hope to have caught the bad problems and solution errors. Of course, we are not so naive as to think that we still won't let a bad problem get by or a wrong solution occur. We work to make the test as clean as possible.

One problem occurs because of individual interpretation of problems. Different folks tend to see things differently from others. We have tried to avoid any ambiguous problems, but they can still appear.

So, what do you do at your contests if you think a problem is bad or a solution is incorrect?

If you make a change and no other site does, then it affects the "wild card" situation. It is important that you not make a change without consulting UIL or myself. UIL is able to contact me 24 hours a day during the two-week district time slot via three different phone numbers.

Your district contest director can contact me by phone (325-483-5446) or by e-mail at [texasmath@aol.com](mailto:texasmath@aol.com). Also, they can contact me during the Regional contest time slot.

Most regional directors have their contest directors proof the test before the contest and some contact me if there appears to be a problem. If a problem should appear, then I will inform UIL of the action that should be taken and will e-mail all the regional contest directors about any changes.

It is important we stay consistent in how we handle problems and solutions. We must grade according to UIL rules as stated in the *C&CR* and not make changes or decision base upon our own sites. It is important we keep the playing field as fair as possible.

Feel free to contact me at any time concerning these contests. Your feedback will only help in making the contests the best they can be.

## OAP directors should check C&CR for directions

continued from page 6

der of my year goes, it will be remarkably better than if I had not come!" We plan to offer these workshops again in Dallas at Theatrefest 2005. Plan to attend.

### Play and Set Approvals

The Dec. 21 deadline has passed and you should have received final word on your play and set requests. We had close to 450 play and set approvals submitted this year. If you have not received your notification, please contact us immediately.

Many directors have not taken the time to read the list of items clearly listed on page 20 of the 15<sup>th</sup> Edition of the OAP Handbook under 1033 (c)(2)(G)(i-iv). Many of them had their submissions returned. An unmarked script with a note scrawled on a note pad sheet and thrown into an envelope doesn't cut it.

### Eligibility Notice

It is important you list *everything you are using*, including unit sets pieces, on the back of your eligibility form. Many problems and potential heartache can be avoided by fully disclosing what you are using. UIL staff members will sometimes spot potential rule violations long before you arrive at the contest site.

It is also crucial you show your contest manager everything you plan to use in performance during your rehearsal. Your contest manager, or representative, should be at each rehearsal and should be able to answer any questions regarding rules. State Meet participants will be required to fully disclose everything they will be using in the performance at the official rehearsal.

### 2004-05 Student Activity Conference schedule

Sept. 11 — Tyler Junior College, Tyler;

Sept. 18 — West Texas A&M, Canyon;

Oct. 9 — The University of Texas, Austin;

Nov. 6 — Texas A&M, Kingsville



## CX topic set for 2004-05 school year

continued from page 4

as ballots were counted in the UIL office, the tally would shift from Israel to the U.N., and back again. In the final tally, Texans cast one vote more for the U.N. resolution. Seventeen other states and a national forensic organization agreed.

Next year, debaters throughout the United States will debate RESOLVED: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

The UIL web site provides an explanatory paragraph for the topic and a link to the U.N. topic study report to assist coaches and students as they begin their research.

### ORAL INTERPRETATION

This is your final chance to propose suggestions for new prose and poetry categories. We encourage your participation in this process by requesting that you e-mail your suggestions as soon as possible.

# Order on the Court

## *Lawyers, judges could get involved in coaching process*

continued from page 2

team must forfeit any games won while playing the player in question. For this reason many coaches will not play a student by "court order" for fear of jeopardizing the team. However, some court orders are worded to "require" that the student play. Orders so worded infringe on the coach's choice and presume the student "has a right to play" rather than simply ruled by court order "not being ineligible to participate."

Attorney fees mount for the schools and the UIL during any lawsuit. Some individuals say, "Why not just let the student play rather than go through the expense of defending the rule?" If this were to happen, none of the rules could be enforced, and sports would then truly be run by the courts. There would even be courts ruling against other courts' rulings, plus delays

in determining district representatives to playoffs. And, not far-fetched, that playoffs would be blocked completely in some cases.

It does not stretch the truth at all to envision chaos. The costs of fielding a team and competing with the resulting legal costs of "every ineligible player filing suit" would propel interschool sports into extinction. Schools simply could not afford the cost.

Parents, without school sports, would then organize into club sports. Only the best players and those parents who could "pay their share of the cost" would play. School facilities would still be used because no other facilities exist in enough quantity to cover the games. Students would play whether or not they are passing schoolwork. Ambitious individuals would eventually begin paying good players to play for their teams. The amateur rule would be history and the educational value of sports would be nil. If colleges and universities are perplexed by the BCS formulas, let them try to supply the talent for collegiate teams from high-school-age club teams!

Another option would be for schools to counter-sue individuals and attorneys who bring frivolous and ill-founded legal actions. Schools need to recoup the public funds being used to defend themselves in these suits.

Yet, more sensibly, the courts need to be more discriminating in granting injunctions for ineligible athletes who have been ruled ineligible through a process that is fairly constructed and certified by 1,300 high schools. To continue without a realistic opportunity for the ineligible players to prevail after appeal to a higher court obstructs the spirit and intent of extracurricular competition. Moreover, the granting of these orders disrupts competition and sense of adjudication set in place by those who must abide by their own rules.

There is no constitutional right to participate in school activities. If there were, everyone could play football, and the coach would be required to let them share equal time with everyone else who wanted to play quarterback. If you put me at a guard or tackle position, I'll take you to court. If that should happen, only lawyers and judges could really be called "coach."

***"Why not just let the student play rather than go through the expense of defending the rule?" If this were to happen, none of the rules could be enforced, and sports would then truly be run by the courts. There would even be courts ruling against other courts' rulings, plus delays in determining district representatives to playoffs. And, not far-fetched, that playoffs would be blocked completely in some cases.***

## Teaching art education helps in overall learning process

continued from page 7

intelligences include kinesthetic (the creating of art, dance, and movement); visual-spatial (directly related to drawing, architecture, and map-making); rhythmic (music, poetry, etc.); interpersonal (communication of ideas and emotions, and cooperative learning such as theatre); and intrapersonal (reflection that would include art as a form of self-expression).

As educators, we need to be aware that arts education helps in the achievement of "core competencies" necessary for employment. According to the U.S. Labor Department's SCANS report (Secretary's Commission on Achieving Necessary Skills), the arts are important for developing vital foundation skills including individual responsibility, creative thinking, problem-solving, sociability and self-esteem.

We also know that student engagement is higher in classes where the arts are significantly integrated with other content. In addition, the report notes that participation in the visual and performing arts develops communication skills, which are ranked as the second most important factor in hiring.

Studies also reveal that programs utilizing the arts enhance reading, writing, and math skills. Higher-order thinking skills — analysis, synthesis, and evaluation — are developed by creating, viewing, discussing, and participating in the arts. In an Ohio study, creativity measures were four times higher for elementary students who were significantly and consistently engaged in arts curriculum than for two control groups. Studies by the University of Texas at San Antonio indicate that even gifted students often have had little experience in

asking larger questions, finding meaningful patterns, and reflecting on what has been learned. The Higher Order Thinking Schools developed in Connecticut to address the lack of complex thinking in the regular curriculum integrate the arts heavily into their curriculum.

Make no mistake: the arts provide students different lenses on subject matters. Visual art, music, and dance open new pathways to understanding our global society. The arts are forms of expression, both when we create them and when created by others, and they can help students develop self-expression and self-esteem. Studies clearly and consistently show that for many students, including those at high risk and those with special needs — whether physical, mental or educational — the arts provide outlets for expression and pathways for understanding that can dramatically improve their ability to learn.

The Master Teacher knows the visual and performing arts serve the whole child, whole school and the whole of our society. Indeed, a child needs the arts to become whole — and the school needs the visual and performing arts to become the comprehensive learning place we want it to be.

The Master Teacher realizes we need to encourage all students to participate in the visual and performing arts. If all our students followed our advice, we would see big benefits within a few years. We might see other changes as well. Auditoriums might be filled for plays, music, and orchestra performances. Art shows might flourish. And our students would become better learners — and we would be a part of improving the quality of life for everyone.



# Sponsors' excellence shows through students

continued from page 1

Phillips said. "As a result of her efforts, dozens of students have had opportunities to reach for the stars and to excel far beyond the boundaries of classroom instruction into the realm of academic competition."

Since 1987, Clark has sent at least one person to regional competition every year and last year helped 22 students qualify for regionals. Since 1987 she has helped students qualify for state 12 times, a total of 64 entries. Ten of her students have earned TILF scholarships. In addition, she coordinates her activities with athletics so students of the high school are not forced to choose between athletic and academic activities.

"We help youngsters become honest, responsible, accountable people of character," she said. "We learn to lose with dignity and win with grace. We promote academic excellence. We foster an atmosphere where embracing learning is 'cool'; and work is necessary for success. We know that the real reward is in the

journey, in the effort, in participating, in the sense of achievement."

**Bill Duggan,**  
Dulles HS, Missouri City

Duggan, who has served as head band director at Dulles 30 years and as head director 20 years, has also served as the department head of the Fine Arts department at the school as well as serving on the UIL Advisory panel, serving as president of the Texas Music Educators Association all the while developing orchestra programs in the Fort Bend ISD.

Since he has taken over the reins of the music program, the Dulles marching band has earned 18 first divisions, concert band 18 first divisions and 20 first divisions in sight-reading. He has also directed 49 students who have earned places in the All-State band.

"The best part of UIL music contest is the fact that the competition is with only yourself, against a state-wide standard, and you are not trying to 'beat' another

school," Duggan said. "Music and marching drills should be chosen to enable band to reach superior levels without demanding eight hours practice a week all year long. Performing is as important as competition, so I have many more concerts than contests where students are provided the opportunity to stretch their talents and develop new skill levels while growing musically."

His principal said the mark of his character extends beyond his consistency in his band bringing home medals and trophies.

"He is an individual upon whom you can rely to be thorough in his duties as department head of a large fine arts department," Charles Marshall said, "to an exceptional music educator, and a responsible, reliable and honest UIL sponsor who will always make sure our students are safe, display good character and represent our community and school as the fine young people they are."

continued from page 8

- use the appropriate musical style on all selections;
- be sensitive to musical phrasing;
- shape phrases and give direction to musical lines;
- there should be obvious attention to musical nuance and dynamic markings;
- appropriate tempos should be used;
- there must be a conveyance of energetic/emotional understanding of the music.

If all or most of these characteristics are there, you are probably listening to a superior performance — one that is truly *enjoyable* to hear. It is a performance "worthy of the distinction of being recognized as a first place

winner."

An excellent (division II) performance will exhibit many of these same qualities, but may have more lapses and inconsistencies — tonally, technically and musically. The performance is *outstanding* in many ways, but there are just too many inconsistencies and flaws for a superior rating.

But, what are some descriptors of an average performance?

#### **Tonally:**

- performers may exhibit a fundamental approach to good tone production but may often be pushed beyond their ability to control tone quality at varying dynamic ranges and in the extreme upper and lower registers of the instruments;
- proper breath support may be lacking much of the time;
- sounds may be harsh, thin and/or pinched;
- while balance and blend may be present, lapses may consistently occur;
- the instruments may be tuned, but there can

be consistent intonation problems, both individually and within the ensemble.

#### **Technically:**

- manual dexterity and flexibility may be good most of the time, but at times individual skill may be lacking causing an overall loss of clarity/precision;
- performers should not miss notes;
- there may be inconsistencies in rhythmic approach;
- rapid passages may not be performed together much of the time;
- attacks and releases may be inconsistent throughout much of the performance;
- articulation may be used inappropriately.

#### **Musically:**

- performers may tend to rush phrase endings and fail to shape phrases;
- while the performers exhibit a knowledge of pulse and tempo, there may be lapses from which performers are slow to recover;
- performers may be inconsistent in achieving dynamic variation and the use of musical nuance markings;
- while technically correct, the performance may often lack emotion and energy;
- performers may use proper style much of the time but there may be many noticeable inconsistencies.

A performance with these qualities, or at least a large number of them, may be a good example of an average performance. It is a performance that is "not outstanding, showing accomplishment and marked promise, but lacking in one or more essential qualities."

Performances that exhibit less preparation, more flaws, and poor fundamentals should receive a lower rating. By definition average is the median. It is a performance that is not uncommon. It is the one rating that adjudicators need to agree upon. Anything better or worse should be evaluated accordingly.

There may be competitions where most bands perform at a superior level. There may also be contests

where few truly superior performances are heard. The beauty of our UIL music adjudication system is that there never has to be just one winner.

Every participating organization has equal opportunity against, hopefully, a high standard. That standard has to be set in the mind of each of the adjudicators on that day.

A superior performance should be one that stands out. Flaws should be few. An excellent (division II) performance is one that is very good, but it has minor problems and inconsistencies that keep it from being superior. Average is what should be expected. It is not a bad performance, but it is a performance that is "lacking in one or more essential qualities."

Still, we must always remember that adjudication is subjective. Mistakes can and will be made. However, the more tools that are developed and used by the adjudicator in the evaluation process, and the closer adjudicators can come to agreeing on how the average performance should sound, the less subjectivity will play a part, and thus more accurate and consistent evaluations of every performance.

As you prepare your organizations for competition or prepare yourself to serve as an adjudicator, think about the ratings and take the time to develop your descriptive components of superior, excellent, AVERAGE, below average, and poor.

You may find that we, as adjudicators and teachers, are closer in agreement than one might think. By clearly defining what average means, you will be better as an adjudicator and your students will be better prepared for competition.

When the performance is over and you review its tonal, technical, and musical components — ask yourself — "was that truly enjoyable to hear? Was it worthy of being named a first place winner?"

By asking yourself those two questions and referring to *your* descriptors, whether mentally or on paper, you will almost always know the rating that performance should receive and you will be able to justify it to the students you serve.

## Average should be definitive 'middle'

# Student participation data needed to help plan for future contests

While some schools held their elementary or junior high district meets in the fall, many others are preparing for spring district competitions now. Whatever your district's schedule, we hope your UIL competition is smooth and successful, and that for young competitors it is both fun and a positive educational experience.



Treva Dayton  
Assistant Academic Director

## Participation registration

As we review the District Organization Forms submitted by hosting schools, we've found campuses listed that are not registered in our database to participate this year. We realize that some of these schools did register on-line well before the Oct. 1 deadline, but for some unknown reason, not all those registrations were received in our department. These schools are being contacted and asked to resubmit a participation registration.

This in no way affects your school's eligibility to compete in a district meet. We apologize for any inconvenience, but we are attempting to compile accurate records both for participation numbers and so that we can reach all participating schools in the spring when we begin early registration for next year.

Schools whose registration we received prior to Dec. 1 are listed on our web-site at <http://www.uil.utexas.edu/aca/ejh/ejhlist/index.html>. If you registered your school prior to Dec. 1, either on-line or by mailing or faxing the participation form, but your campus is not on the list, please resubmit your registration on-line at <http://www.uil.utexas.edu/forms/ejhp.html>.

While I'll never be able to explain how such information sometimes gets lost in cyberspace or the mail, we are working to develop some method that will allow us to provide confirmation of registration for the more than 2,500 participating campuses. In the meantime, we thank you for your assistance — and patience — as we refine the process.

## After the District Meet

Although most of the work involved in hosting takes place before or during the district meet, there are a few things district hosts and/or district directors need to take care of after the competition is finished — beyond a heartfelt thanks to all the folks whose efforts make such an event possible!

The district director should return to our office the Academic District Participation Summary Form, which may be duplicated from the *A+ Handbook* or printed from our web-site. This form provides us with the total number of students who competed in each event at the district meet, and shouldn't take much time to complete. If your district offered the pilot social studies

contest, please remember to add that event to the form, as it is not included.

The host is also responsible for returning contest materials to the participating schools. However, no material may be returned to students or coaches until May 31, so that tests, topics and writing prompts remain confidential throughout the allotted time for spring districts.

Contest materials should be sorted by school, stored until the release date, and then mailed to participating schools. Any unused tests or materials may be destroyed or used for practice the following year.

Although it is not required or usually needed, this year we are also asking district directors to send us the Contest Roster of selected events. This form, included in each contest package, is where the contest director records the score and place or rank of each contestant.

We are gathering data about several events to evaluate the difficulty level, the number of ties and the current scoring criteria. If you have them available, we would like a copy of rosters for the following events: Science I and II, Maps, Graphs & Charts, Listening, Art and Music Memory.

If you would like to contribute to this effort, you may mail rosters to the UIL office, or fax them to our department at 512/232-7311.

We're also developing additional material to assist those responsible for hosting a meet. We know this takes a great deal of time and effort, and for someone who has never done it before, it's hard to know where to begin.

Sometime during the summer we'll post checklists, guidelines, forms and other information to help in planning and hosting a district or invitational meet, and again, we'd like your help.

I know every time I hosted or assisted with a tournament, at least one new item found its way on my checklist or my 'things to avoid' list for the following year. Sometimes that was the result of a problem, but often just a small detail that would have made things easier or smoother if I had thought of it ahead of time. So if in your capacity as a host you've discovered something that made — or could have made — your job easier, we hope you'll share.

We encourage you to mail, fax or e-mail your suggestions, and perhaps some new meet director will have an easier time because of it.

## Certificates of Excellence

In three elementary and junior high events, Art, Music Memory and Spelling, students with perfect scores at the district meet may receive a UIL Certificate of Excellence. Ten blank certificates are included in these contest packages, which is generally more than enough. However, an application is also included if additional certificates are needed. We're receiving many orders for additional certificates long before the district meet is scheduled to take place. The application, also found in the *A+ Handbook*, should be submitted only if more than 30 students actually

achieve perfect scores in these three district events. Any unused certificates should be returned to the district director, who can pass them on to be used the following year, as needed.

## Order Forms

Yet another source of some confusion is the Elementary and Junior High Invitational Meet Materials order form, also found in the *A+ Handbook*. This is to be used *only* by schools *hosting* an invitational meet. It is not for purchasing practice or study materials.

To order the spelling booklets, the study materials booklets for either elementary or junior high, or various other resources for practice, you

should use the Academic Study Materials Order Form. You may also use this form to order almost everything you need to prepare for UIL elementary and junior high events. The exceptions are the prints used in the Art Contest and the music students must learn to participate successfully in Music Memory.

Vendors who provide these materials are listed in the handbook and posted on our web-site along with other companies that produce additional practice materials for a wide variety of contests.

## New Events

The first contest materials for the pilot Social Studies contest for grades 5-6 and grades 7-8 were developed for spring district meets. These should remain confidential until the May 31 release date, but copies may then be provided to participating schools, even if the pilot contest was not offered at the district meet.

These same tests will be available in next year's Academic Study Materials Booklets, and sample questions will be posted on the web after May 31. If your district did offer the contest, we'd like to hear from you.

We will send an evaluation and feedback form to any contest director who administered the contest or to any coach who had students competing. E-mail us at [ejh@mail.uil.utexas.edu](mailto:ejh@mail.uil.utexas.edu) to request an evaluation form. Your feedback will help us determine the future direction of the contest for both divisions, including content, format and scoring.

This year the Art Contest was expanded to grades 6-8, and we also welcome comments on this new contest division. All grades use the same *Art Smart Bulletin* and the same 40 prints, but test questions for Part B of the contest are more difficult than for grades 4-5. Art selections for this event are used for two consecutive years, so prints or slides purchased this year may also be used in 2004-05.

And, of course, the prints and bulletin can be used for years to come as a supplement to the fine arts activities you provide in your classroom.

**We are gathering data about several events to evaluate the difficulty level, the number of ties and the current scoring criteria.**

# Make sure PAPFs are completed before declaring students eligible

## PUBLIC REPRIMANDS

### BASKETBALL

Jack Stephenson,  
Midland HS  
Kevin Gracie,  
Shelbyville HS  
Greg Mills,  
Royse City HS  
Eddie Metcalf,  
Stratford HS  
Tiffany Commerford,  
Redwater HS  
Rod Brown,  
White Deer HS  
Crystal Strain,  
Hallsville HS  
Kennetta Murray,  
Dallas Samuel HS  
Darius Brown,  
Dallas Sunset HS  
Michelle Mayfield,  
Round Rock HS

### SOCCER

Miguel Nava,  
Dallas Adamson HS

Please allow me to take a few lines to brag on the Texas High School Baseball Coaches Association. Every January, I get the opportunity to travel to Waco and take part in their annual meeting. Granted it is not the magnitude of THSCA's annual summer meeting, but what the THSBCA does in Waco every year is great for the sport of baseball.

I get a chance to talk to the Board of Directors in a face-to-face meeting and then get to talk to any coach who is willing to come and listen at the annual UIL report I make.

Why is this important? Because it shows the strength and dedication coaches in general have for the activities with which they are involved. Also, one can always learn something new.

I spent time in the fall reviewing new rules the UIL Legislative Council approved for this school year with the alterations to the Previous Athletic Participation Form (PAPF) being the major revision. I want to bring it up again as we begin the spring semester and a new batch of athletic activities.

Section 443 (e) of the Constitution and Contest Rules states:

PREVIOUS ATHLETIC PARTICIPATION FORM (PAPF). An individual is presumed to have changed schools for athletic purposes if he or she participated with his or her former school in any League athletic contest or practice in grades eight through twelve during any previous school year until:

1. The student's parents change their residence to the new school or attendance zone; (See Section 442 (g) for a student who changes residence with a separated parent); and
2. The superintendent (or designated administrator) and principal and/or coach of the previous school sign a PAPF stating that the student was not recruited to the new school and did not change schools or attendance zones for athletic purposes; and
3. The superintendent (or designated administrator) of the new school signs a PAPF stating that the student was not recruited and is not changing schools for athletic purposes; and
4. The parents sign a PAPF either in front of the new school's administrator or a notary public that they reside in the new school district or attendance zone and the change was not made for their child's athletic purposes; and
5. The district executive committee approves the completed PAPF.

The short version is that any student in grade 9-12 who is new to your school this year must have a completed PAPF before they **EVER** play varsity for your school.



Mark Cousins  
Assistant Athletic  
Director

For example, let's say you have a student who moves to your school in the middle of their ninth grade year. Even if the student will not play varsity until their junior year, they will need a completed PAPF before they do so.

Also, the PAPF has expanded. Previously, it was required to be sent back to states that adjoin Texas. That is no longer the case. The PAPF must be completed for any state in the United States and Mexico. I know I have covered this before, but as we begin a new slate of activities for the spring, it's important you see that information again.

As of this writing, Reclassification and Realignment has come and gone, swimming and diving, wrestling and boys and girls basketball are working toward their conclusions and the state championships. Baseball, softball, soccer, golf, tennis and track

are in full swing or are just getting under way.

As we do at the beginning of all sport seasons, all coaches are reminded and urged to check all their varsity players for eligibility. Make sure all paperwork is complete and all possible varsity players are on the eligibility list. Check your schedule to make sure your teams are in compliance with season and weekly game limitations if applicable.

There is nothing this office dislikes more than having to rule that players or teams must face sanctions, including forfeiture of games, for failure to comply with rules and regulations.

Taking a few minutes at the beginning of your season to check on all your varsity athletes may be time consuming, but it is nothing compared to the problems that arise when alleged violations arise.

## Preparation for season eliminates some mistakes

Time is scarce to begin with if you coach. If you coach more than one sport, time does not exist. While the fall does not go by at a slow pace, the spring is a blur because everyone is playing and everybody seems to be doing everything. Or at least trying to play or coach everything.

Just like anything else, a lack of time leads to mistakes. It's not that you don't want to do your best or a good job, but preparation sometimes takes a hit because there are only so many hours in a day (or state law will only allow you to practice for so long). Even asking a simple question to confirm what you think you already know does not get asked because you deem other tasks more important.

Since the return from winter break, several questions or the wanting for certain information seems to have established a trend. Some of the following information for softball and golf is new. Other parts should be old news, but necessary to review.

### SOFTBALL

**Pool Play:** If you are playing pool games in a tournament, a pool game can never be more than four (4) innings. Never. If you play more than four innings, it is not a pool game. Call them what would like or want, but those are not a pool game. Time limit has nothing to do with the definition of a pool game. You can place a time limit on pool play if you would like, but the pool game again cannot exceed four innings.

I understand coaches are trying to be creative since



Peter Contreras  
Athletic Coordinator

the UIL rule change this season states that you can play no more than six games in a tournament and no more than three a day. But the definition of pool play has not changed — four innings max. All games played in pool play count as only one of the six games you can play in a tournament.

**Bats:** If you still don't understand what bats are legal under National Federation rule, don't feel like you are the only one. With the changes the last three years, there are a lot of people who are confused at times, including the umpires.

Here are a few suggestions:

1. Each participating team provides the umpire a current printed copy of the approved bat list from the ASA Web site. Each bat in their 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 off when new bats are added to the team 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 off at least once per week. I have asked the umpires to do the same thing — a carry a copy of the approved list.

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

**Reschedule Game:** Only a district varsity game postponed by weather or public disaster (not including illness) shall be rescheduled on the next date, other than Sunday, on which another district game is not scheduled. These make-up games may be played as an exception to the school week limitation.

Since softball and baseball do not have a calendar



# New start dates help equalize seasons

Now that reclassification and realignment has been released, a great deal of focus is placed on the UIL calendar. Not a year goes by without changes to the calendar. This year is no exception.

Some coaches ask for more practice time, while others ask for less. Practically everyone wants more games, more scrimmages or more tournaments.

The volleyball calendar was changed in response to requests from volleyball coaches. These coaches asked for fewer practices in preseason and more time to scrimmage and play games. Therefore, the first day of practice for volleyball remains the first Monday in August, Aug. 2, 2004.

The first day for scrimmages will be Aug. 6. The first day for inter-school matches is Aug. 9. District certification date for 4A volleyball is Oct. 26. District certification for 2A, 3A and 5A is Oct. 30. District certification for Conference A volleyball is Nov. 2.

Basketball will experience the most changes in the calendar. Since 1951, the girls basketball season has been one week shorter than the boys. The girls tournament has been held at least one week earlier than the boys tournament in each of these years.

This has caused girls coaches to squeeze their scheduled games in as best they could with district games starting in early December in many cases.

While no school coach or coaching association has complained, there have been complaints from activists outside the school forum. Even though girls are allowed the same number of games, scrimmages and tournaments, it was seemingly unfair to have one week less than afforded the boys.

The Legislative Council looked at the circumstances and viewed several options. One option would have allowed the girls to begin practice and play one full week earlier than the boys. This could have placed a negative impact on volleyball and would have caused many unnecessary conflicts for both basketball and volleyball coaches.

A second option would have shortened the boys season by one full week, allowing the girls to begin as they have done in the past with the boys season delayed one week. This would have caused boys coaches the same problem girls coaches have experienced through the years.

Another solution could have been to conduct the boys and girls state tournaments on the same weekend. This solution would have ended the traditions and experiences in both tournaments and could have created some hardships on all concerned.

The result was a compromise that benefits both boys and girls schedules. Girls will begin practice on Wednesday, Oct. 20, 2004. This gives them the opportunity for four additional practices than in previous years. The boys will begin practice on Wednesday, Oct. 27, 2004, two days later than in previous years.



Charles Breithaupt  
Athletic Director

The first day for inter-school scrimmages for girls will be Saturday, Oct. 30. The boys may have their first scrimmage Saturday, Nov. 6. This format allows at least 10 days of practice before the first scrimmage. It also allows scrimmages on a Saturday prior to Monday on the old calendar.

The first day for girls inter-school games is Monday, Nov. 8 and for boys Nov. 15. District certification for girls is Feb. 12, and boys is Feb. 19. The girls state basketball tournament will be held March 3-5, 2005, and the boys state basketball tournament will be held March 10-12, 2005.

These changes equalize the girls and boys calendars. Each will have 19 weeks from the date of the first practice to the state championships. No games have been added or lost and more flexibility in scheduling has been provided to coaches.

A significant change was made to benefit basketball coaches. An exception was made to the two games per week calendar week limitation for the December holiday period. Following the required five-day break teams may play a maximum of three games during the calendar week or two games and a tournament.

Softball will experience changes as well. Even though the softball and baseball seasons are the same number of weeks from the first game to the state tournament, the girls had one week less practice than baseball. Therefore, the first date for softball practice in 2005 will be Jan. 24. The first day for inter-school scrimmages will Jan. 31, 2005. The first day for games will be Feb. 14, 2005.

Of course changes to the spring meet activities of tennis and golf will begin this spring because of TAKS testing. TAKS testing dates for 2005 have not been released. The UIL will cooperate with the Texas

## Preparation leads to success in season

continued from page 14

week limitation, both sports have an easier time getting these games in. Remember two important points: one — the rescheduled varsity game needs to be scheduled for the next available date in case weather is a problem again and the game needs to be rescheduled for a third time. For example, Tuesday's game is rained out and school policy does not allow contests on Wednesdays. Your next date to played Tuesday's cancelled game is Thursday. Let's say Thursday's game cannot be played because of wet grounds. Your next date is Saturday because we already have a scheduled game on Friday. The original rescheduled game on Saturday cannot play also because of rain; your next date is Monday.

You cannot just arbitrarily pick a day later in the week and have the school week exception work in your favor.

The second point is not to postpone the games until the end of the season thinking you can get them all in because you have no calendar week limitation. Do so if you think you can pull it off, but remember you still need to leave a playing date or two open in case a tie for playoffs needs to be broken.

### GOLF

Education Agency to eliminate conflicts with these dates for next year.

One additional change has caused some concern for junior high coaches in individual sports. Because individual sports do not have set seasons in either high school or junior high school, little direction has been given to when practice may begin. Parents and school administrators have expressed concerns about practice in individual sports beginning before the first day of school. These practices often cut into family vacations and are sometimes conducted in the heat of July and August when other activities are prohibited.

The Legislative Council has eliminated required practice in individual sports prior to the first day of school. Cross-country is most impacted by this change. Many coaches are concerned that athletes won't be properly trained to compete in meets during the heat of August. It may be well advised to scrutinize the scheduling of these events. Heat-related issues are heavily scrutinized by a variety of groups.

Coaches in individual activities are allowed to coach non-school activities and give private instruction. The rule change does not impact this opportunity. It does prohibit a coach from requiring a junior high student to practice with the school team prior to the first day of school. If the student is participating with the coach in a club activity prior to the first day of school, this may continue but may not be required as a prerequisite to participation on the school team.

Each of these changes, while passed by the Council, awaits the approval of the Commissioner of Education before becoming official. We hope these changes will benefit all parties involved. The complete tentative calendars for 2004-2005 and 2005-2006 may be found on the UIL web-site.

**Practice Rounds:** There is no UIL rule that speaks to practice rounds for district. If there is such a rule, it had to be approved by your district executive committee. However, the only time a practice round can be played on a Sunday is for regional and state tournament that begin on a Monday.

A practice round played during a school day is still limited to the one hour per school day rule. For example, if your school's last bell of the day is at 3:30 p.m., the earliest you can begin any practice round that day is 2:30 p.m. That does not mean you cannot miss only one hour of school for the practice: it just means 2:30 p.m. is the earliest time you can play.

Also, once your team or player has qualified for regional or state, they are limited to one practice round. Period. It does not matter if mom or dad took them and then they want to go with the team later in the week. They have already played their practice round.

**Regionals:** UIL has asked all regional sites to move the tournament up one week to April 19-20 because of a conflict with state testing the following week. All sites agreed with the move: so please check with your regional site to confirm the dates and if they are going to allow a practice round or not.

### UIL Park & Ride Shuttle Service for State Basketball tournaments

\$3 per person round trip, or \$10 for an all tournament pass (unlimited trips)

#### Thursday

Service begins: 7:30 a.m. and ends: 11:00 p.m.

#### Friday

Service begins: 8:30 a.m. and ends: 10:00 p.m.

#### Saturday

Service begins: 8:00 a.m. and ends: 10:30 p.m.

Vehicles illegally parked at the Frank Erwin Center and surrounding neighborhoods are subject to fines and/or towing.

## 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, OAP director Luis Muñoz is 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.

### ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2002-03 school year: **DALLAS SPRUCE HS** - Suspension for the 2003-04 school year; **HOUSTON JORDAN HS** - Public reprimand and probation through May 27, 2004; **LA MARQUE HS** - Public reprimand and probation through May 27, 2004.

### SOCIAL STUDIES

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

### EVENT PAIRING CHECKLIST

Science conflicts with Lincoln Douglas Debate and Literary Criticism. Science does not conflict with Poetry Interpretation. Science and Computer Science do not conflict.

### 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.

### 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).

### 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.

### 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.

### HOUSTON REAGAN HS

The State Executive Committee issued a public reprimand to Coach Roland Treviño with probation through April 22, 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.

### HOUSTON WESTBURY HS

The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through April 22, 2004 and suspended him from one game for verbal and physical abuse of a game official.

### ARLINGTON HOUSTON HS

The State Executive Committee suspended Coach Tommy Bonds for the 2003-04 school year and placed him on probation through the 2004-05 school year for allowing an ineligible student to participate.

### COMO-PICKTON HS

The State Executive Committee issued a public reprimand to Coach Josh Luttrall 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.

### LAMPASAS HS

The State Executive Committee issued a public reprimand to Coach Tommy Waters, with probation through May 27, 2004, for selling dietary supplements to student athletes.

Please note the following correction to the UIL Constitution and Contest Rules. Section 1250 (i) (3): FOOTBALL PLAN should be amended as follows:

#### (i) SITE AND DAY OF GAME.

(3) *Playoff Games.* Unless mutually agreeable otherwise, the place for playing a playoff game shall be determined on a "home and home" basis met on the past two football seasons (2001-2002). The team that was the visiting team the last time the two teams met on a home field in a post-district playoff game may require the game be played at its home field. In case of disagreement between two teams who have not played a post-district playoff game during the past two football seasons, the game site shall be decided by a coin toss.

### DALLAS KIMBALL HS

The State Executive Committee ruled that Dallas Kimball High School must forfeit all basketball games in which an ineligible player participated during the 2002-03 school year. The committee also issued a public reprimand to Coach Royce Johnson, suspended him from the first three games of the 2003-04 basketball season, and placed him on probation through September 23, 2005, for providing transportation to student athletes in violation of the Amateur Athletic Rule.

### SPRING BRANCH

#### SMITHSON VALLEY HS

The State Executive Committee suspended Coach Brian Funk, Spring Branch Smithson Valley High School for the remainder of the 2003 volleyball season (including the playoffs) and placed him on probation through October 22, 2005, for violation of Section 1208 (j) (3).

### INTRA-DISTRICT TRANSFERS

#### Section 440 (b) (3)

This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD's vocational high school, magnet school, or optional attendance area school as long as they exercise that option at their first opportunity. If the student leaves the vocational high school, magnet school, or optional attendance area school and returns to the school of the parents' residence, the student is not eligible for varsity athletic competition for at least one year from the date of enrollment in the school of the parents' residence. Additionally, if the student fails to exercise their first opportunity to attend that ISD's vocational high school, magnet school, or optional attendance area school, they would not be eligible according to the Section 440 (b), Residence Rule, for varsity athletics at the new school until they had been enrolled and consecutively attending the new school for one calendar year.

### SAN ANTONIO EAST CENTRAL HS

The State Executive Committee suspended Coach Ted Knaszak from coaching any UIL activities (including practices and games) through December 10, 2006, for allowing students not listed on an eligibility list to participate in team tennis.

## 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	Softball Coach
Yearbook/Newspaper Adviser	Girls Basketball Coach
Speech Director	Boys Basketball Coach
Band Director	Football Coach
Choir Director	Track Coach
One-Act Play Director	