

Leaguer



Briefs and Notes

Calendar of upcoming events

- Sept. 15** Elem/JH:
Deadline to submit fall/winter district meet organization form and material request. Deadline to order invitational contest material.
- Oct. 1** Elem/JH:
Participation registration due
- Oct. 1** OAP:
Enrollment forms due
- Oct. 1** CX Debate:
Deadline to hold planning meeting
- Oct. 15** Elem/JH:
Deadline to submit spring district meet organization form and material request
- Oct. 19** Girls' basketball: First day of practice
- Oct. 25** Team tennis: District certification deadline

Academic Notes

The four Student Activities Conferences have been scheduled for this fall.

- Sept. 10 - Texas Tech University
- Sept. 17 - University of North Texas
- Oct. 1 - University of Texas at Austin
- Oct. 15 - Sam Houston State University

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

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

Highest honor

Coaches Association inducts Dr. Breithaupt into the Hall of Honor

By Amy Casteen
Staff writer

When Assistant UIL Director and Director of Athletics Dr. Charles Breithaupt attended his first Texas High School Coaches Association convention in 1976, he remembers going to the annual Hall of Honor luncheon and watching Emory Bellard get recognized and inducted into the Hall.

"I told myself I would never be able to accomplish something as great as that, so I set my sights on winning a state championship. I hoped to one day be honored as a winning coach at the luncheon. I never dreamed that I would ever receive this honor," Breithaupt said.

Not only did Breithaupt receive recognition as a championship coach at the 1991 THSCA luncheon for leading his basketball team to the 3A state championship, but he also followed in Emory Bellard's footsteps as he was inducted into the Hall of Honor this July.

Upon finding out about his induction into the hall, Breithaupt said he felt a mix of emotions.

"First of all, I was shocked to be included among great names like Spike Dykes and other great high school coaches through the years," he said. "Once I got over the shock, I was honored to have my name mentioned with all those greats."

Breithaupt's aspirations to become a coach began in the fourth grade during recess when he organized games for students to play.

"I put together tournaments because I loved competition and I



THSCA President and Lewisville ISD Athletic Director Ronnie Gage presents Dr. Breithaupt his award.

hated disorganization," Breithaupt said jokingly.

As he got older, many dedicated coaches influenced him in his decision to become a coach himself. "All of my coaches throughout junior high and high school had a way of teaching me the two most important words in the English language: yes and no," he said. "I heard

See Honor, page 10

New challenge

Treva Dayton promoted to Academic Director

By Amy Casteen
Staff writer

The University Interscholastic League announced the appointment of Treva Dayton as academic director to fill the position after the retirement of Bobby Hawthorne on Aug. 31.

Dayton previously served as the UIL's director of speech and debate and elementary and junior high from 1990 until 1997, when she took a job with the National Federation of State High School Associations. When Dayton returned to Austin in 2003, she said it was perfect timing as the position of director of elementary and junior high academics was open.

"It was my good fortune that the position was open when I came back," Dayton said. "(Former

elementary and junior high director) Rhonda Alves and her family were relocating to Pennsylvania at the time, and she took a teaching job there. It's amazing how when one door closes, another one opens."

When the door opened for Hawthorne's position after he announced his retirement, Dayton applied because of her belief in the good that UIL academics brings to young people.

"I really am passionate about the entire UIL academics program," she said. "I've worked with the elementary and junior high aspect, and this position gives me an opportunity to get involved with the whole program. I have the opportunity to work with a great staff of people across the entire

See Dayton, page 3



At the Capital Conference in July, Dayton presents to elementary and junior high coordinators.



Club sports changes the face of coaching

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Bill Farney
UIL Director

Every school year's beginning is full of promise, hope and excitement. New challenges pose situations where problem-solving skills are necessary for both students and faculty. It is from these experiences that meaningful education is accomplished — for in all of human existence daily problem solving is a must. Those who use good analytical skills to work through a dilemma often fare better than those who do not seek alternative solutions to preliminary failed attempts.

For school administrators, both the number and intensity of barriers increase each year. How do we fund mandates? How do we deal with an expanding (or declining) enrollment? How do we deal with irate parents and patrons? How do we continue to offer meaningful co-curricular activities to our students?

The school is expected to offer a plethora of course offerings and a rich, diverse menu of student activities for a large number of students. It is not uncommon for a high school to offer multiple sports teams at the middle school, ninth grade and junior varsity levels to accommodate a large number of aspiring athletes.

In addition, students are involved heavily in non-school sports on age or grade-level teams. Parents sometimes organize and coach these outside teams. This means that many hopeful athletes aspire to eventually play on the varsity teams. But schools cannot offer places to large numbers of students in some varsity sports. Football is the exception because it can usually provide a spot for an under-sized or under-skilled player to contribute, but a volleyball or basketball varsity

squad with 25 or 30 players cannot provide enough court time for that many players.

There is also a difference of opinion about the athlete's level of skill. In a recent case, an eleventh-grade student was cut from the squad on the day of the first match. The school coach determined that her skill level was not appropriate. The parents had paid over \$4,000 in the previous year for her to play on a club (non-school) team. She had been ranked with excellent skills and was on an elite age-level team. Understandably, they were upset and perplexed that she was cut from the school team. There is much bitterness toward the coach and school.

Schools are no longer the only place for students to get athletic experiences. That is good, and that is bad. Good, because it offers more opportunity for students to gain the benefits of competition. It provides a release from the frustrating task of making a 3,000-student high school varsity team. It allows parents to stay involved with their children into the high school years. And it permits some students the added benefit of trying out for positions they would not get to play in high school. Hey, if you are six foot-three and the tallest kid in school, you will play under the basket! But on a club team you could be a perimeter player or a point guard.

However, there are negative consequences. Low-income parents have a hard time coming up with the money for non-school teams—except when their child is truly outstanding. Then, the club will “scholarship” the athlete. Club sports do not require a student to maintain scholastic standards. Flunk all your courses, be ineligible for school and still play for the non-school team. Sportsmanship? Definitely, non-school ball has a “me first” emphasis, which often is detrimental to school team sports. With local financial support through booster clubs being a necessity, club sports pull valuable resources that could go to schools.

There is only so much money to go around. Merchants are caught in a dilemma whether to donate for a club team going to California for six days and playing three games, or giving a contribution to the local school to print a schedule calendar for school sports.

The most notable difference in club and school teams is the professional level of the coaches. I'm talking about the standards demanded of the school coach: full-time employee of the school, a regular faculty member joined in the academic mission of the school, pledged to enforce standards of eligibility, deportment, sportsmanship and integrity. School coaches do not receive money from the parents. Their salary is set at the beginning of the year, win or lose. They answer to codes of conduct and standards set by local trustees, elected by the voters of that district. They live and work as a part of the community fabric and are under the microscope at all times. Not that they always make good decisions, but the system of checks and balances is from an educationally-based system.

This writer is not alleging that club coaches are devoid of positive motives, but their basis for evaluation and conduct is beyond the purview of local education authorities.

Colleges are caught up in the fray. While collegiate coaches realize the importance of school sports, they have to deal with the club coaches. Why? Clubs pull together the better athletes so that watching a player means evaluating performance against quality opponents. This is more accurate than assessing a player in a school game where the competition may be poorly skilled. Club coaches often take credit for developing great athletes. In reality, what they do is take the better players developed by school programs and claim them. Since college coaches see more club games, they become more acquainted with non-school coaches.

See Sports, page 9

Leaguer

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A year of transitions

New job, new office, new staffers ... luckily very few new rule changes



Treva Dayton
Academic Director

I've been in my new office at UIL for a couple weeks now but still feel like someone who's been moved to a new classroom after hoarding and saving materials for decades in the same places.

Where *would* that document be saved? If we have that data from years past, *where* would it be filed? If the answer to that coach's question is not in the C&CR, do we *have* a written policy?

I'm quite certain David Trussell is going through the same thing in his new elementary and junior high office and wondering if the organizational system he inherited is a reflection of my intelligence or only of a personality quirk.

And some of you are probably still grumbling under your breath and trying to get organized after new flooring or air conditioning installation, asbestos removal, technology overhauls, new room assignments or even new teaching positions wrecked havoc in your traditional work space. I frequently recall my mother's familiar counsel of, "This, too, shall pass." And just like when I was a

teenager, I want to respond with, "Yes, but I want it to pass *now!*"

Here's hoping that most of you got off to a smooth start to the new school year and that the rest of us catch up and settle in quickly.

We have recently mailed the UIL *Academic Coordinator's Manual* to all high schools, so if you're a coordinator and didn't get one, check with your principal or the people who sort campus mail. If no one can locate it, email and let us know.

The package also contained a contact information form, and it's critically important that we have an accurate email for the academic coordinator on your campus. If that information hasn't changed from last year, there is no need to register again, but if you are a newly appointed coordinator (congratulations!) or if you have not been receiving emails from the UIL academic department, you need to complete the form online (under Useful Information for Coordinators on our Web site) or complete and fax the form to us. We will communicate with schools via email concerning any corrections to materials, clarifications, issues before the Legislative Council, etc.

It's not a bad thing in this year of transition for League staff that we have very few rules changes for the 2005-06 contest year. Rule changes for all areas of UIL competition are summarized in Appendix V of the *Constitution & Contest Rules*, page

257 and posted on our Web site. Those for high school academic contests include prohibiting a student who is disqualified for violation of a contest rule from advancing in that contest as a member of the team to the next level; allowing greater flexibility in scoring the computer science contest; and the creation of a pilot theatrical design contest. The guide for this pilot contest is available on the one-act play section of our Web site.

We'll be visiting with coordinators and coaches throughout the year to get your input on future rules or scheduling changes that might be need to be considered.

I was pleased to have the opportunity to meet many academic coaches and coordinators at the Capital Conference in Austin this past July and to visit with folks that I've known for years through coaching or my tenure at UIL. I'm hoping to meet many more of you at one of our Student Activities Conferences this fall. The dates for those are printed on page 9 and additional information and the general schedule is available on our Web site. We will be posting programs with buildings, rooms and presenters as each site schedule is finalized.

These conferences are a great opportunity to get a head start on preparing for spring meet competition and to hear state contest directors discuss the specifics of most academic contests. You will have a chance

to meet our two new state contest directors, Larry McCarty for the high school social studies contest and Ruben Rodriguez for ready writing.

Many speech and theatre sessions are presented by experienced coaches and directors, in addition to those conducted by the state directors, and some workshops include student performances. Mark the date of the closest conference on your school calendar, make necessary arrangements for transportation, see that coaches and potential competitors know what's available, load up the bus and join us! It's free and well worth your time. And if we're lucky, by then the temperature will be less than 100 degrees.

I'm really looking forward to the year ahead, the challenges of continuing to provide quality, consistency and equitable competition, and the fun of working with wonderful people here in the office and across the state. As a former UIL competitor (academics, theatre, athletics and music), coach, district coordinator and assistant UIL academic director, I have an enduring passion for the activities and competitions the League provides and tremendous respect for those of you who make such opportunities available to students. Feel free to contact me if you have questions or need assistance, and best wishes for a great academic year!

Director: Dayton to head academics

continued from page 1

academic program, from journalism to theatre to speech and debate."

No stranger to UIL activities, Dayton's experience with the opportunities the UIL offers goes beyond the full-time positions she's held at the League. Dayton was a speller at her elementary school and as a student at Waco Robinson High School, she participated in speech, theatre, debate, marching band, solo and ensemble, basketball, volleyball and track.

Because of the effect that UIL activities had on her personally, one of Dayton's main goals as academic director is to promote the UIL academics program.

"This year we are going to develop materials for schools and academic coaches to promote the UIL academics program, especially in urban schools where we see less participation," Dayton said.

"We also want to develop ways that people can fill out all forms online like we have for the academic spring meet and expand our use of technology to different areas. Another area we will focus on will be promoting the

(Texas Interscholastic League Foundation) scholarship program."

After attending the University of Texas at Austin and earning her bachelor's degree in speech communication, Dayton received her teaching certificate and taught speech, theatre and English for nine years.

She said her experience working in the classroom helps her relate directly to the academic coaches she works with.

"Being a teacher helps enormously because I have a real perspective of working in the trenches," Dayton said.

"I loved teaching and motivating kids and I am drawn to people who do that because I still have a lot in common with them."

In her position as academic director, Dayton will work to meet her goals of improving technology, promoting UIL academics in schools with consistently low partici-



In July, Dayton presented at the Capitol Conference at UT-Austin.

pation numbers and working to keep contests consistent throughout the state.

"Good things that were done in the past decade can be built on," she said.

"And I look forward to that."

Tips for a successful year in competition



Jana Riggins
Speech Director

Welcome to UIL! I hope you're ready for an awesome year of speech competition!

For those of you who have just survived 10 straight days of in-service, I'm sure my enthusiasm for school starting isn't rousing you to give a loud cheer. Then again, maybe it is.

UIL competition certainly gets the adrenaline pumping more than listening to a succession of less-than-motivating motivational speakers, the details of how your school insurance co-pay has escalated, or the lack of action from the Legislature on school finance during those dog-day afternoons of staff development.

I don't have 10 days' worth of wisdom for you but I will share how to make your year successful in UIL competition.

Know the rules. The Constitution and Contest Rules is available online. I recommend speech coaches purchase a hard copy and take it to every tournament. League rules require that all coaches of UIL activities (grades 9 – 12) sign the Professional Acknowledgement Form. This applies to full-time district employees but also to non-school coaches. This document, filed with your administrative office, states that you have read and agree to abide by the UIL rules.

A copy of the Professional Acknowledgement Form is provided online and in the Academic Coordinator's Manual sent to your campus. Speech coaches shall review section 400 from the C&CR and their respective contest rules before signing the acknowledgement form.

Review official UIL materials. All speech/debate contests have instructional manuals to assist coaches and students. These manuals define, clarify, and explain the rules contained in the Constitution.

In many cases, such as oral interpretation, the C&CR specifically holds coaches responsible for having read the contest manual. This is done in an effort to ensure that competitors are aware of rules and protects them from disqualification.

It is a coach's duty to read the manual before preparing students for contest. In the same careful manner I would expect my son's football coaches to have read the rules and regulations of the sport, academic coaches should do no less for their speech team.

Don't assume nothing's changed. Each summer, speech publications are updated. Revisions include answers to issues that were of concern during the previous competitive season. Although

oral interpretation categories remain essentially the same as last season, wording in the descriptors has been fine-tuned.

Category B of poetry establishes that contestants shall provide documentation verifying the poet's date of birth to be 1900 or after. This wording should assist contest directors and coaches in determining appropriate documentation.

Participate in League decisions. Recently, a delegation of debate coaches from Texas participated in the national cross-examination debate topic selection meeting held in Minneapolis, Minnesota.

I was proud to serve as the voting delegate for our state, joined in the decision-making process by Bill Schuetz, David Gardiner, Linda Alderson, Matthew Murrell, Clint and Jennifer Adams, as well as Dr. Rich Edwards. Bill served as a member of the Wording Committee. David, Linda, Clint and Jennifer presented study reports for topic consideration. Linda's paper on aging made the national ballot.

Now, it's your turn to participate in the process by voting on your preference. I'm sending all member schools a ballot containing the five resolutions that received the most votes from the selection committee.

You will be asked to rank the resolutions and return your ballot to UIL. We will tally and send the Texas vote to the National Federation to be combined with all other states. Make sure your opinion and that of your debaters is heard. Let us know what your students want to be debating next fall by returning your ballot.

Another way to be involved in decision-making is to complete the current speech coach survey available at all Student Activity Conferences and online. Issues critical to the future of our speech and debate contests are being examined and your input considered. We are asking for full participation from our schools on our coach and superintendent surveys as we analyze whether to adjust the dates of CX Debate district and state contests, whether or not to integrate computers into speaking events, and if students should be allowed to enter both CX and LD debate.

I do listen. Although I can't and won't change a rule or interpretation to advantage one, single student, I will honestly study and consider any change that increases the educational benefits of a contest for all students in our state.

Since becoming the State Director, I've established advisory committees for each contest area. Coaches just like you, representing all conferences and geographical regions, serve in advisory capacities because teachers count in my book. Volunteer to serve.

My office utilizes a coach database that allows me to send email messages to speech coaches on

a regular basis in order to receive feedback from the field. Submit your coach information form so you can be added www.uil.utexas.edu/forms_speech_coach_information.html.

I'm still teaching. Far from being an ivory tower administrator or someone whose passion for teaching died after only a few years in the classroom, I am a 21-year veteran of the classroom and the coaching arena, and my own children compete in UIL.

This summer, I had the awesome opportunity to teach the Communication Applications course. I am one of you; I truly know where you're coming from and I will hear you when you offer suggestions.

Take advantage of League resources. If you coach extemporaneous speaking, check the Web site. Periodically, I will post sample informative and persuasive topics designed for use in practice sessions with your students. These will not only save you preparation time but encourage your students to track major current events throughout the competitive season.

Online is also where you'll find Lincoln-Douglas debate topics. When December arrives, check there first for the release of the spring LD topic.

Assistance with contest queries is another feature of the League Web site. The online speech page enables me to post answers to frequently asked questions throughout the season and to make available to all schools documentation on particular authors.

Our page also links your students to numerous debate, extemporaneous and interpretation resources that will aid their preparation and enhance the competitive experience.

Network with others. Join us for the fall Student Activity Conferences. Our staff will co-host free workshops with Texas Tech University, University of North Texas, University of Texas at Austin and Sam Houston State University. This allows us to reach out across the state to meet you and your students. We'll bring with us some of the finest coaches in the state to provide instruction in all the UIL academic events. See our Web site for dates and details.

Make plans to join other colleagues at the Texas Speech Communication Association convention scheduled for Oct. 5–8 at The Moody Gardens in Galveston. Several valuable sessions will focus on UIL. The island is beautiful and you'll come away with new ideas, energy and friends who can serve as support throughout the forensic year. See details at www.etsca.org.

Most of all, **Enjoy the journey!** Changing lives, helping students discover their talents, even the long bus rides and the high cholesterol menu at Texas stop signs (Dairy Queens) will all be worth it. That's a promise.

Speech Notes

Inquiring minds want to know ...

Should computers be allowed in speech events? Should CX Debate contests move to earlier in the year?

We want your opinion. Go to [http://www.uil.utexas.edu/academics/speech/and complete our survey](http://www.uil.utexas.edu/academics/speech/and_complete_our_survey).

LD Debate Fall Topic:

Sept. - Dec. 2005
RESOLVED: Continued space exploration is vital for the advancement of civilization.

CX Debate Topic

RESOLVED: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

A party of one

An attempt to educate principals on the value of quality journalism sadly fails



Jeanne Acton
Journalism Director

This summer my worst nightmare came true.

No one came to my party.

Okay, one guy did show up, but he left quickly when he realized he was in the wrong room.

And, I guess it really wasn't a party, but I did have a few jokes lined

up. I even brought candy.

Last spring I applied to get on the program at the Texas Association of Secondary School Principals Summer Convention. I know principals need to be educated on the positive aspects of a high-quality journalism program, and several advisers have asked that I communicate more directly with principals. Here was my chance.

I was excited when TASSP chose my session that I so cleverly called, "How a Positive Relationship with your Journalism Program Helps You."

For my session, I spent hours creating an entertaining yet informative PowerPoint presentation, and I even drove across town to have my navy suit dry-cleaned.

On the day of my big presentation, I lugged a computer, a projector, loads of handouts and candy to the Austin Convention Center. Drenched in sweat (remember, I was wearing a suit, and I think it was something like 115 degrees outside that day), I set up my room and waited for the crowd

to arrive.

At 1:03 (my session was supposed to start at 1 p.m.), I began to worry. It looked to be a late-arriving crowd. My room was empty.

"Oh well," I thought. "Don't panic. The principals are just taking a long lunch. The lines at P.F. Chang's do get quite long. They'll storm in any time now."

Storm? Hardly. Not even a trickle. Finally, around 1:10 p.m., one fellow sauntered in and took a seat.

I said, "Well, it looks like it's just you and me." And as soon as the title to my session popped up on the screen, he sheepishly admitted that he was in the wrong room. Like every other principal there, he was searching for a session on TAKS.

And so Mr. Principal left. And so did I.

While it's a little embarrassing to admit that no one came to my session, it is telling. Most principals don't have time to make journalism a high priority in their life. They have to look at the bottom line for their school – TAKS scores.

I should have titled my session: How Journalism Can Improve your TAKS Scores. I may have had a few takers then.

I would not have been lying. I believe students who are successful in journalism classes will do better on the TAKS test. Journalism promotes critical thinking, analytical writing, editing, problem solving and the list goes on and on.

For a week or two after the convention, I felt a little blue. Wasted time. Wasted energy. Bruised self-esteem. Then, my former boss (in between the mocking and laughter) came up with the idea

for this column.

Since the principals would not come to me, he suggested, I should go to them, write a column about it, not only to share my embarrassment but also to gain a little sympathy. And possibly share the PowerPoint with journalism advisers across the state, who in turn will share it with their administrators, who in turn will understand, appreciate, respect and support scholastic journalism. At least, that's the idea.

The presentation shows how a high quality journalism program benefits students, the school and, more importantly, the principal. It shows how journalism promotes critical thinking, how journalism students can create positive PR for the school, and how a school can have a successful publications program without prior review.

For scholastic journalism to survive and thrive, we need principals' support and partnership. I wanted this presentation to be one step forward in building that relationship. Maybe it still can be.

If you think the PowerPoint could help you and your principal, email me, and I will send it to you. Review it. Share it with your principal, your assistant principals, all your pals. Let me know what you think of it. Give me feedback. I'll keep it as up-to-date as possible.

In a perfect world, I would come to every school and do my song-and-dance for every principal. Time, distance and other priorities will not permit that. Plus, if I came to your school and your principal stood me up, I am not sure my self-esteem could take it again.

Deadlines are quickly approaching for yearbook contest

By Jeanne Acton

Journalism Director

I did it. I completed my first year here at UIL. It's been a great first year.

I've truly enjoyed getting to know so many advisers and students across the state. That's the best part of my job. With a year under my belt, I hope this year will be even smoother and better.

At the end of last year, I emailed a needs assessment survey to ILPC members. And from the feedback, we will be making a few changes here and there to our program.

One of the biggest changes is that we hope to go online with registration for our ILPC Spring Convention and ILPC Summer Workshop (then, membership next year). Our computer guru is working on the site, and if we are lucky, it should be ready to roll by this spring. I will keep you posted.

Many things have not changed, though.

We again will have four Student Activities Conferences — Sept. 10 at Texas Tech, Sept. 17 at University of North Texas, Oct. 1 at the UT-Austin and Oct. 15 at Sam Houston State University. The SACs are free and run from 9 a.m. to 1 p.m. I encourage you to bring your students to the SACs. It's a great way to help prepare your students for district competition and beyond. I look forward to meeting even more advisers.

Currently, memberships to ILPC (Interscholastic League Press Conference) are rolling into the office. Remember if you join ILPC before Nov. 1, you will save yourself the late fee.

We mailed registration packets to all Texas secondary schools in late July. If you did not receive a membership packet from us, please visit our Web site at http://www.uil.texas.edu/academics/journalism/ilpc_forms.html. You can

download the registration forms.

In your registration packets, I did forget to include one vital form. It's the "Tell Us About Yourself" form for yearbook critiques. Apparently, my head was elsewhere when I sent the packet to the mailroom. The form is on the Web site, though. It's called "Yearbook Analysis Form."

If you can not download the forms, please call us and we will mail you what you need.

Yearbook contest deadlines also are fast approaching. Yearbooks are due Nov. 1 for ratings, and Individual Achievement Award entries for yearbook are due Dec. 1. The deadline for newspaper contests is not until February.

Please also consider entering your students in the Lone Star Writing Contest. The deadline is Nov. 16. Students who place win cash prizes.

If you have questions, please email me at jeacton@mail.utexas.edu or call (512) 471-5883.

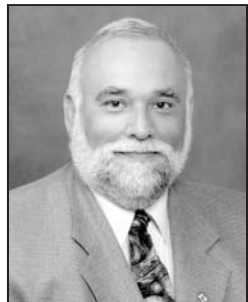
TAJE

Don't forget about the TAJE Convention Oct. 22-24 in San Antonio. It's a great convention for you and your students. Visit the TAJE Web site www.taje.org or contact Rhonda Moore at rmoore512@sbcglobal.net for more information.

Charlie Update

Journalism teachers from around the state warned me that he would grow up fast. They were right. Charlie already weighs 22 pounds. He's crawling and pulling up. He's even got two words. No, not "mama" and "dada." I guess he needs more practical words. He can say "up" and "yes."

School year starts off full of activity for OAP



Luis Muñoz
One Act Play Director

Welcome back! We hope you had a wonderful summer and are ready and energized for a new school year. By the time you read this, Aug. 15 has passed, and we hope you have

already scheduled your planning meetings. It is important that you hold these as soon as possible. Make sure that all the schools in your district are invited to attend and start the year off right by establishing an atmosphere of positive competition right off the bat. Those of you who are new need to ask questions and make sure you understand why certain choices are being made

Select the best possible site to host your contest. Using an inferior facility merely because you have traditionally rotated host schools for the academic meet is unfair to the directors and students involved. The idea that the host school has some sort of "home-court" advantage is absurd. Host schools lose precious rehearsal time just when it is needed the most. Directors hosting a contest have to worry about so many things that they have little time to focus solely on their productions.

Don't short-change your contest by using an inexperienced contest manager only because they have a tie to one of the schools. There are no rules that prevent an administrator, faculty member or former teacher from serving in that capacity. Petty arguments claiming judges being influenced, favoritism and the like are usually unfounded and merely the result of unsportsmanlike attitudes. Select the person that knows the contest and is willing to read *The Leaguer*, the *Handbook* and other League publications to stay on top of things. If you have a novice Contest Manager, strongly suggest that they attend the TETA Convention in January and go through the Contest Management Workshop on Saturday. Remind them and each other that the contest must be played by the rules without exception. Contest Managers may not arbitrarily choose what rules they are going to enforce. They may not make a choice not to disqualify on time or to personally stop a show to avoid a disqualification. Choices like these can jeopardize the integrity of the contest and invalidate your contest results. Don't take

the chance.

If you're smart, you will want the host director and technical director available during your rehearsals. There is nothing in the rules that prohibits this. If you feel uncomfortable with that, be honest and politely ask them to leave. I know of no strategic disadvantage to allowing your competition to see your rehearsal. This is not football. "Hmmm, they're using a *Hamlet* with a short pass to Laertes. We'll come back tonight and drop *A Doll's House* with the option. I think a Restoration Blitz will stop them cold!"

Make sure that all the details surrounding online registration have been worked out. This toddler will be three years old this year (terrible threes!!) and we expect everyone to have a handle on it by now. It is important that you know who is in charge and review the deadlines. Many of the calls received last year had to do with directors wanting to know who was in charge of getting this done. It is the responsibility of the District Academic Meet Director or a designated individual to set up the meets online by Feb. 1. It is up to each school's academic coordinator or a designated individual to enroll your students at least ten days prior to the contest.

Enrollment Cards have been mailed and should be at your school by now. Don't forget to send them in by Oct. 1. Please don't call to check if we have received it. There are close to 1200 of you out there. If you want confirmation that we have received your card, you need to send the card in an envelope and enclose a SSAE or a stamped, self-addressed postcard. We will return it on receipt of your enrollment card.

Area and Regional level Contest Managers should be contacting judges now. Please remember that League rules require that judges for those contests be area/region certified. Districts need to get in the habit of recommending area and region judges during your planning meetings. The nomination forms can be found on page 69 of the 16th edition of the *Handbook*. It would be nice if the recommendations came from the district and not just from individuals. What are your thoughts on the creation of Regional Advisory Committees for OAP? Speech has been using them for several years. Jana Riggins, UIL Speech Director, feels that the involvement from the field has greatly improved overall satisfaction with site decisions.

This summer the TETA Adjudicators' Organization met, evaluated and selected

five outstanding individuals to serve as judges for the 80th OAP State Meet. The following were selected:

- A — Perry Crafton, West Texas A&M
- 2A — Jerry Ayers, Arlington Seguin HS
- 3A — Kim Frederick, Del Mar College
- 4A — Cathy Huvar, Katy
- 5A — Marion Castleberry, Baylor University

Many thanks to the hundreds of you who sent constructive evaluations. To the few who continue to use the instrument as a medium for venting, I recommend you attend a student activities conference this year and attend one of the TETA/O discussion sessions. These will focus on the relationships we need to nurture and on looking at messages that need to be communicated to the judging pool.

Congratulations to two of our critic judges! Stan Denman from Baylor has been cast in the off-Broadway production of Horton Foote's *The Traveling Lady*. The production is with the Ensemble Studio Theatre. He is off to New York in the Spring.

Harvest, a Texas High Plains Trilogy written by David Crawford, Tyler Junior College, winner of the 2005 TETA Playwriting Contest, was selected to be read at the Ensemble Studio Theatre in NY on Saturday and Sunday, Oct. 29 and 30. Jamie Richards will direct a cast from the EST. Texas is proud of our colleagues.

Packets with the Theatrical Design Contest Guide were mailed out to all League schools on Aug. 15. I know some of you have received them because the calls and e-mails are coming in. If you did not receive yours, you may download an Acrobat file from the UIL website. Go to the OAP section and click on the "Forms to Download" section. This year's play is Shaw's *Arms and the Man*. This play is also the dramatic literature pick for the UIL Literary Criticism contest. This should make for some nice synergy. Contact the Literary Crit coach at your school and work together on this. Sessions on Theatrical Design are scheduled for all of our Student Activities Conferences.

More than 20 titles have been added to the approved plays lists. Look elsewhere in this issue of *The Leaguer* for a list. Players Press and Playscripts, Inc. are now officially added to the list of approved publishers for UIL competition. Except for public domain titles and those titles approved if they are versions from "approved publishers" (i.e. *Little Women*), all other scripts must go through the approval process. We look forward to seeing these works in production.

Their addresses and websites are found with the approved lists at the UIL website.

New state laws have mandated that regional contests be held on Friday and Saturday of that week. Conflicts with state-mandated testing are being avoided. At this point all regional OAP contests are scheduled for April 21 or 22, 2006.

The three area contests held at St. Philips College in San Antonio last year are being moved to other San Antonio locations. Conflicts at the school have necessitated these changes. The 2A Region IV, Area 1 and 5A Region IV, Area 1 contests will be hosted at Judson High School. The 4A Region IV, Area 2 contest will be hosted at San Antonio College. New information on area dates and locations will be posted on-line in the near future. There have been several moves, changes in personnel, etc.

This year is a realignment year and I imagine Dr. Breithaupt, athletic director, and crew have started planning. This also will be a year when we evaluate and assign area sites for 2006-2007 and 2007-2008. We welcome invitations from schools interested in hosting or suggestions for change. We are looking for the best facility that is centrally located to the districts involved. Be sure to suggest a contest manager. It's easy to gripe about sites and those who run contests. If you have a better idea, share it with us.

Start making plans to go to TheatreFest 2006. The annual convention of the Texas Educational Theatre Association is scheduled for Jan. 18-21, 2006, at the Renaissance Hotel Arboretum in Austin. There will be hundreds of workshops and exhibits. This is a great place to see old friends and make new ones.

Four Student Activities Conferences are scheduled. There will be plenty of workshops for participants in OAP. I will be doing workshops on rules and on the new Theatrical Design Contest. They are scheduled as follows:

- Sept. 10 – Texas Tech University
- Sept. 17 – University of North Texas
- Oct. 1 – University of Texas at Austin
- Oct. 15 – Sam Houston State University

J.J. Rains, 64, of Corpus Christi, Texas, passed away Monday, Aug. 8 after a long illness. She was born Janice Elizabeth Johnson on Feb. 21, 1941, in Tyler, Texas, to Earl and Elizabeth Johnson. A teacher for 37 years at every level including both local colleges, J.J. taught speech, debate and theatre arts for most of her career at Carroll High School.

New director finds ‘pioneering’ spirit

Rule changes improve contests, deadline for registration is Oct. 1



David Trussell
Elem/JH Director

First I should say how thrilled I am to be writing this column. Or more precisely, how thrilled I am to be in the position to be writing this column.

As Jeanne well knows, “thrilled” and “writing a *Leaguer* column” are rarely heard in the same sentence around here.

But even though we grouse about it sometimes, I think everyone at UIL would agree that the *Leaguer* is a valuable medium for communication with our schools — not necessarily for up-to-the-minute information, but for explanations of what’s new and different for the current year, and perhaps more importantly for some philosophical reflections on why we do what we do.

And, of course, everyone loves to read the back page.

But back to the point... I am incredibly excited about the opportunity to serve as elementary/junior high director.

After just a few weeks in this position, I’ve already begun to feel that sense of satisfaction that comes from doing something you genuinely enjoy.

Not long after I was told that I had been selected for the job, Luis Muñoz stopped by to offer his congratulations, and he said something that really stuck with me.

He said the EJM program is such an exciting place to be because “there is a lot of pioneering that goes on there.”

I am fortunate to have inherited a very strong EJM program, thanks to the dedicated efforts of Treva Dayton and Rhonda Alves. I look forward to building on those foundations and doing some pioneering along the way.

As the school year gets underway, there are a few important rule changes to keep in mind:

1. Don’t forget to register to participate! Okay, so that’s not a rule change, but it is the most important thing to remember as you start the year. Each registered school receives a complimentary copy of the *A+ Handbook*, along with a packet of other important information. The easiest way to register is to use the online form available on the UIL web site. The deadline for registration is Oct. 1.

2. Art and Music Memory are now structured with individual competition and an optional team

component, like our other objectively graded contests (Mathematics, Dictionary Skills, etc.). There is one key difference from the other contests, however — while we felt adding the individual component would be very positive in terms of opening these contests up to more students, we did not want to create an effective decrease in participation by reducing the number of entries. So Art and Music Memory are still allowed up to five entries per division.

3. For everyone who has contemplated hiring IBM’s Deep Blue supercomputer to score your Music Memory contest, rejoice! The scoring system has been greatly simplified. Each element of an answer is now worth two points, with one-point deductions on each element for misspelling. For example, on the grade 5/6 test a contestant receives two points each for the major work (if required), the selection and the composer, for a potential of up to six points. Say a student gets all three elements correct but misspells the composer’s name — he or she would receive five points.

4. The number of words in the tiebreaker portion of the Spelling contest has been reduced by 10. The grade 3/4 tiebreaker is now 15 words, grade 5/6 is 20 words and grade 7/8 is 30 words.

5. Incorrect answers on the Listening contest now receive a two-point deduction. Correct answers receive three points, and there are no points given or deducted for unanswered questions.

6. The pilot light is still lit for the Social Studies contest this year — we will have a full set of materials available for all districts that choose to offer the Social Studies pilot, as well as materials for invitational meets.

In June, the academic committee of the UIL Legislative Council granted preliminary approval for the adoption of Social Studies as an official contest.

They also requested that we include it on our fall superintendent survey for some additional feedback prior to the final vote at the full Council meeting in October. Those surveys will go out in early September, so be sure to let your superintendent know if you would like to see Social Studies become an official contest beginning in 2006-07.

We begin a new two-year cycle for the Art contest this year, so we have a new list of works and a new *Art Smart* booklet.

The new list includes a large number of Texas museums representing all parts of the state, so you can take your students to actually see some of the paintings in person. Special thanks to Elizabeth Bartlett and Jan Nimmo for all their

hard work.

Finally, some notes about the calendar.

The first date for fall/winter district meets is Dec. 1.

The district contest materials that UIL provides free of charge are only available for meets held during the designated timeframes: Dec. 1 through Jan. 31 for fall/winter meets and Feb. 1 through May 15 for spring meets.

While it is possible to schedule a district meet in November and purchase our invitational materials for that purpose, we strongly discourage that approach.

From a financial standpoint, district materials are provided free of charge for meets within the designated timeframes, whereas invitational materials must be purchased and do not include a Music Memory CD.

But most importantly, scheduling a meet early in the year shortchanges the students. Two months barely provides enough time for students to get engaged in the material, let alone time to really practice and prepare.

And it leaves precious little time for the kinds of enrichment

activities that can benefit every student, not just those who will ultimately compete at district (e.g. a museum field trip to see some of the paintings on the new Art contest list).

The best way to beat the testing monster is to refuse to allow it to consume your calendar and curriculum. I know, I know — easier said than done.

But the Science and Social Studies contests provide excellent models of how UIL preparation can complement what you are doing in the classroom.

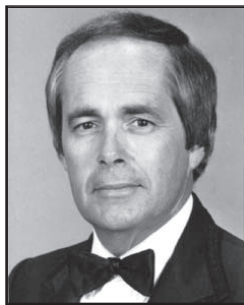
Closer integration with the curriculum will be one of my top priorities going forward, as will making use of technology to help you more easily organize and manage your district meets.

We always will seek to challenge students above and beyond what they learn in the classroom, but at the same time we want UIL activities to be a cohesive part of the classroom experience. I look forward to working with you to achieve those goals.

In education, perhaps more than any other field, it’s good to be a pioneer.

I am fortunate to have inherited a very strong EJM program, thanks to the dedicated efforts of Treva Dayton and Rhonda Alves. I look forward to building on those foundations and doing some pioneering along the way.

School year begins with few changes



Richard Floyd
Director of Music

Traditionally this first music column of the new school term is filled with rule changes and policy revisions for the coming year. However, we appear to be living, working and teaching in a stable interscholastic environment that is meeting our needs in a fashion that calls for little or no change. This stability can be attributed in large part to the function of the Music Advisory Committee and other initiatives that have generated grassroots input pertaining to all facets of the UIL music program. Consequently, changes that do take place stem from careful study and the opportunity for ample input at the region level. This free exchange of information, concerns and analysis has helped refine our contest programs to the extent that this year there are only minimal modifications requiring your attention.

Conducting Large Ensembles — Section 1108 (h)(9)(B) has been amended to allow all instrumental ensembles of 11 or more to be conducted. In the past, the use of a conductor for small ensembles has been limited to madrigals and percussion ensembles. Now, at the option of the director, any instrumental ensemble of 11 performers or more may be conducted.

Memory Requirement at State Solo Contest — In the past, Class I solos had to be performed by memory in order to qualify for advancement to state. While this expectation has generally

been viewed as positive, it has caused directors and students to avoid certain significant solos because of excessive length or complexity. With the approval of the Music Advisory Committee, the Technical Advisory Committee and the UIL Legislative Council a select list of instrumental solos is being developed that can be performed with music at both the region and state level. Thus, an instrumental soloist will have the option of performing his/her solo by memory or selecting a more challenging solo that can be performed with music. The current goal is to have these repertoire lists posted on the UIL Web site music page by Sept. 15. This new category will exist for instrumental solos only.

Prescribed Music List to Appear on UIL Web site — The Prescribed Music List (PML) now appears on the UIL Web site and at www.uilforms.com. As a result, there will be a gradual reduction in the production of printed copies for distribution and sales. Schools and directors can reprint as required to meet local needs. Loss of income from PML sales will be offset by an increase from \$10 to \$15 in the state fee for all varsity concert bands, choirs and orchestras. These funds will be used to underwrite the cost of researching and producing the next edition of the PML due for release in the summer of 2007.

New Region Organization — Plans are moving forward for the creation of new Music Regions 25, 26, 27 and 28. Region Executive Committees are now being appointed. Once in place, these governing bodies, each comprised of seven upper level school administrators, will begin the interview process to hire a region executive secretary and establish a financial base for region operations.

The new region infrastructure will be finalized prior to the Spring 2006 region meetings.

Prescribed Music List Revision Committee Appointments — This fall, new Prescribed Music List Revision Committees will be appointed. These committees will be charged with the task of creating the revision of the PML that will be first used for the 2007 – 2008 school term. Directors interested in serving on these committees should contact the UIL state music office for more information. This process will be discussed in more detail during the coming months.

Coming Attractions — It is important to remember that the Music Advisory Committee often discusses items for future consideration. These are recommended rule changes that will be presented to the Legislative Council for adoption during the October annual meeting. Sometimes these items are falsely reported at region meetings as being in effect for the current school term.

Two such proposals are worthy of your attention. One proposition will extend the summary explanation period for Class C Sub-Non Varsity Bands by one minute. Another recommendation will permit selections submitted for solo and ensemble events to be changed up to seven days prior to the contest. This change, if approved, will make this provision consistent with the current policy for concert contest procedures. Remember, these two items are only proposals at this time and are not in effect for the 2005-2006 school term.

Also remember, the UIL State Music Office's primary function is to serve you, your program and your students. Be assured that your communication by phone, email or otherwise is always welcome. Have a great year.



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(see article page 9)

Don't be a grump: 6-hour clinic is very helpful

By Scott Coulson

TMAA Marching Band Vice President

As I wrap up my tenure as your TMAA Marching Band Vice President, let's revisit the six-hour workshop one more time.

Please, don't panic. You don't actually have to go to the clinic again. I just want to talk about it.

You see, I am still hearing a great deal of grumping and groaning about the length of the TMAA Marching Band Workshop. I agree that it seems like a long time, and I know that your time is valuable. But think about it, at the TMEA session, instead of attending the Marching Band Workshop on Wednesday, you could be standing in line, you know, the one with only one front desk clerk, at the hotel waiting with the hundreds of other people trying to check themselves or their all-state students into their rooms. No thanks,

I'll just have another root canal! Or, you could be getting in just one more rehearsal before you leave. Come on, you know you are ready to get out of town, and your students can't wait to see you go!

At the TBA session, you might miss the Run/Walk-a-thon (I'm going to start my diet tomorrow), or maybe even the TBA Golf Tournament. Now the golf tournament sounds like fun, but come on, hundreds of band directors playing golf at the same time? Trust me, it's much safer indoors with me. Or how about missing the joy of fighting the crowd of thousands of coaches descending on San Antonio and the Henry B. Gonzalez Convention Center in search of that "special offense" that will get them in the top four in their district playoffs?

But seriously, the six-hour session is really not that painful. Who knows, you might even

learn something. I have had countless people tell me that not only do they feel better prepared to adjudicate marching band at the conclusion of the clinic, they also have learned something new that might make them a better teacher or make their own band better. Isn't that why we attend the conventions in the first place?

And, in case you need another reason once the workshop is complete, you can rub it in to your colleagues who haven't attended the session yet!

Speaking of being grumpy, let's think about how we approach what we do and how we should represent our organization and ourselves.

Too often I hear of judges' comments that are negative, maybe even condescending, or just not helpful. Comments that offer criticism without solutions

See Grumpy, page 9

Grumpy: Judging comments should be constructive, useful

continued from page 8

have little value. Please, be careful here.

Remember, the directors are not the only people who read your sheets or listen to your taped comments. Speak on the tape as if you were talking to your own band—okay, that might not solve the problem for everyone. Even so, you know what I mean.

If I may quote myself from the TMAA Marching Band Clinic handout, “The taped commentary should provide accountability for evaluation, constructive criticism, and useful information that addresses how to improve. Additionally, the tenor of the commentary should be genuinely helpful and geared towards student listening.”

This holds true for your written comments as well. All commentary, written or verbal, should first and foremost focus on student learning. That’s why we are doing what we do to educate, right?

Always remind yourself what an honor it is to be asked to evaluate the bands of your peers. Think about what you have accomplished as an educator and why you have been asked to assume this role. Stay focused.

Maybe the continental breakfast at the hotel was out of your favorite cream donut, or maybe the coffee hadn’t been freshened since the night shift started yesterday. Don’t take it out on the students!

Just remember, it is much more enjoyable where you are sitting than being in the shoes of the director of the group you are evaluating. From your vantage in the press box you won’t have to help anyone breathe in a paper bag, comfort a student while they throw up, or get ice for their “sprained ankle!” As if that isn’t enough of an advantage, think of that great meal that’s coming at the end of the contest and that the region executive secretary is picking up the tab! Who could be grumpy about that?

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

Student Activity Conference Sites/Dates

• **Sept. 10** •
Texas Tech University

• **Sept. 17** •
University of North Texas

• **Oct. 1** •
UT-Austin

• **Oct. 15** •
Sam Houston State University

Four SACs scheduled

THE UIL WILL CONDUCT four Student Activity Conferences in the fall of 2005, featuring all the high school academic events at four sites.

- **THEY’RE** free! No pre-registration needed either.

- **THE CONFERENCES** begin at 9 a.m. and end by 1:30 p.m. without a lunch break. Bring along light snacks for students who need a sugar or carbo boost around noon.

- **CONFERENCES** are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas.

- **INSTRUCTIONAL SESSIONS** are designed for beginning students, advanced students and coaches. Other sessions for coaches, administrators and academic coordinators will be offered as well.

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

- **ALL CONTESTS COVERED.** Lectures or demonstrations will be scheduled for all high school contests.

- **BRING STUDENTS!** Most sessions are intended to help students begin preparing for high school spring contests. Mark your calendar and plan to attend one or more of these free conferences.

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

Sports: Club teams have impacted school athletics greatly

continued from page 1

How does all this impact schools? Has it changed the mindset of parents and athletes? How could it not?

Athletes now realize their chances to make a school team (especially in larger schools) depend to a large degree on how much experience they get in club sports. It is not uncommon for the entire school team to be involved on non-school teams. And this produces further implications. Parents have to decide, many times too early in their child’s athletic development, whether to allow their child to play more than one sport.

If I try to play basketball and softball, I

will miss the off-season school work in one sport while I am playing the regular school season in the other sport. If I choose to play fall and winter basketball, then I miss the pre-season work in softball. Then what do I do in the summer? Do I play club softball or club basketball?

Early efforts by parents usually lead to determining which sport offers the best opportunity for a varsity roster spot or even a college scholarship.

Neither the school nor the club coach is helpful in this decision because each covets the athlete. The parents may encourage the athlete to try both for a while, but eventually many choose one

sport. That is called “putting all your eggs in one basket.” Amazingly, this selection process occurs before the ninth grade and no later than the 10th grade.

Today it is vitally important that school coaches stay out of the parent-student decision.

Even subtle comments or projections of ability assessment can make an agonizing difference in the future of a child. Athletic directors must demand staff adherence to strict codes of coach conduct. It takes only one possessive coach at the school to create a territorial recruiting war, which will eventually destroy an entire athletic program.

Let’s not be naïve. Students will choose without coaches’ help. The complexity of school sports, academic preparation, church, social, family and personal demands would make a juggler dizzy. Let the parents and students work it out.

Two good reasons: first, it is not your child; second, as coach you want all your athletes—whether single-sport or multi-sport—to want to be in your program, free from any pressures other than being the best they can be.

We wish everyone a successful school year. Whether yours is a championship year or not, make it a rich and rewarding one for your students.

TILF distributes more than \$1 million in scholarships

This 2005-2006 school year the Texas Interscholastic League Foundation will disburse \$1,066,000 to 562 students. TILF announced in June that 351 students were selected from 750 applicants to receive new TILF scholarships. In July, TILF renewed 211 scholarships for the second, third or fourth year. These students will attend 56 colleges and universities in Texas.

In 2004 CH Foundation of Lubbock joined the TILF donors and offered two \$3,000 scholarships to first-generation college students from the four counties in their area: Cochran, Hockley, Lubbock and Terry. The foundation also awarded four \$1,500 scholarship to other students from their area. The CH Foundation Trustees awarded the same number for 2005 and made a decision to extend both scholarships to four years at the same value per year.

H-E-B Pharmacy awarded its first \$1,000 scholarship through TILF to a student who will major in pharmacy.

Bob and Pam Leibrock began a \$20,000 endowment in their name to fund one \$1,000 scholarship annually. They are contributing funding again this year and will raise their endowment to \$40,000.

The family of Clyde V. McKee, Jr. began a \$20,000 endowment in his name and will fund one \$1,000 scholarship annually.

Carolyn and Dan Scott were honored with a \$20,000 endowment in their names that will fund one \$1,000 scholarship annually. Half of that funding will go to the Nelda C. and H. J. Lutcher Stark Foundation of Orange.

The TILF awarded two appreciation scholarships valued at \$1,000 each to two former UIL Legislative Council members who retired: Robert French, former superintendent of Giddings ISD and Delores Muñoz, former superintendent of Port Isabel ISD.

Students qualify for TILF scholarships by competing in one of the UIL academic contests at the state level. Some donors have additional requirements that applicants must meet. Students must begin their higher education at an approved Texas college or university by the fall term following

their high school graduation. Applications are available in March of each year and are accepted from April 1 through the Tuesday following the UIL Academic State Meet, during the applicants' graduation year.

The TILF Executive Director and Secretary Dr. Bailey Marshall said, "The applicants' GPA and entrance exam scores seem to reach higher levels each year. Every student who applied can be successful in college, and in their chosen profession. Unfortunately, we do not have scholarships for all applicants."

The percentage of new students receiving a scholarship this year was 46.5 percent of those that applied. Of the new students receiving scholarships this year, 73 percent had an SAT (or ACT equivalent) score of 1200 or above. Twenty-nine recipients scored 1500 and above, with five scoring perfect 1600. Twenty-two percent of the new recipients ranked first in their class and 58 percent ranked in the top four.

"The TILF scholarship recipients continue to succeed in college better than students with similar test scores and rank in class," Marshall said.

The TILF board is working to acquire more money for the endowed funds and for the annual scholarships.

The TILF began giving scholarships in 1954 and was chartered in 1959. TILF is hoping to contact all past recipients in the next couple of years to see how they have done in their careers. The UIL will soon have a Web site for former recipients to enter their information.

Anyone interested in setting up an endowed, annual scholarship or contribution should contact the UIL office (512) 471-5883. There are no administrative funds used from a person's endowment or annual contribution. Every penny is used for scholarships. An annual report on the success of the recipients is mailed to the donor.

"An Investment in Young Mind's" is the motto for the TILF. The TILF Scholarship Program can tailor a scholarship to suit any donors' wishes if they are looking for a way to help the youth of Texas.



Dr. Breithaupt gives a brief acceptance speech after his induction.

Honor: THSCA inducts Breithaupt

continued from page 1

'no' a lot, like when they'd tell me, 'No, that's not good enough.' But I also heard 'yes' a lot, too, like, 'Yes, you did a good job.' I knew that coaching was something that I wanted to pursue because of the difference my coaches made in my life."

Breithaupt went on to have the same effect on students at schools throughout southeast Texas.

After graduating from Lamar University in 1975, he started his coaching career at Buna Junior High as the seventh grade "B" team football and basketball coach. In 1978, he became the head basketball coach at Hardin-Jefferson High School. Then he moved to Beaumont West Brook High School in 1985. Breithaupt returned to Hardin-Jefferson in 1989, where his team won the state basketball championship in 1991. That Saturday in March of 1991 is his best coaching memory.

"The ultimate in coaching is to win a state tournament, and it's what all coaches aspire to achieve," Breithaupt said.

"The Monday after the state tournament when I pulled them all together to talk about what this means, I gave them one piece of advice: 'Don't let this be the highlight of your life. Go out and do other great things and be the best you can be.' One's a doctor. One's a pastor. One's a superintendent, another an assistant superintendent and another a principal. The other five are coaches. I am so happy that they turned out to be as successful as they are."

His coaching experience helped him in his current administrative position at the UIL, he said.

"There's no doubt being a coach and having walked in those shoes helps," Breithaupt said. "Every year that I am removed from it helps me recognize how good our coaches are and how much they help students. The pressures now on coaches are enormous, with parents and non-school sports interfering with activities. These issues have created a different approach to coaching."

Although he's been removed from coaching since 1992 when he came to work at the UIL, Breithaupt continues to be honored for his coaching career. His career record in 14 years as a head coach was 392-92, a winning percentage of 81 percent. In addition to being an inductee into THSCA's Hall of Honor this year, Breithaupt was also inducted into the Texas High School Basketball Hall of Fame in 2003 and the Southeast Texas Coaches Hall of Honor in 2001.

Still, his highest achievement happened off the court.

"The greatest honor I've received was to be hired into my position at the UIL by (former UIL Director) Dr. Bailey Marshall and (current UIL Director) Dr. Bill Farney," Breithaupt said. "It was the most life-changing career move I've ever made. I get to work with people who care about our kids and who have great ideas about how to better our programs."

All-State Journalism Staff for 2004-2005 school year

More than 30 students have been named to the 2003-04 All State Journalism Staff. To qualify for the staff, students must have earned 50 points by participating and winning different journalism contests throughout the year.

Points could have been earned by participating in UIL invitational contests, UIL district, regional and state contests, as well as ILPC and similar type journalism contests.

Daniel Horn – Azle
Tony Emerson – Big Spring
Alyssa Rains – Big Spring
Nathan Booth – Big Spring
Liu Chen – Vidor
Jordan Haygood – White Oak
Rachel Scarbrough – Albany
Amelia Johnson – Albany
Lindsay Camp – Utopia
Whitney Boyce – Utopia
Jessica Benham – Wall
Emily Boyle – Mabank
Anna Bleker – Keller
Tamara Fink – Keller
Amanda Rutledge – Buffalo
Robert Rhyme – Buffalo
Mitchell Pate – Buffalo
Katee Pate – Buffalo
Jake Mason – Buffalo
Jami Oliver – Buffalo
Nick Wade – Lufkin
Caleb Hudgens – Haskell
Morgan Tomberlain – Spring Hill
Molly O'Farrell – Spring Hill
Lela Coker – Spring Hill
Hayden Henry – Spring Hill
Rory McKenzie – Lindale
Candice King – Lindale
Bethany Johnsen – Lindale
Marianne Nitsch – Klein Collins
Nathan Drolet – Cypress Falls
Marcelino Benito – Cypress Falls
Melissa Taylor – Cypress Falls
Carly Hardt – Hondo
Jeanette Wiemers – Hondo
Kamera Weirich – Hondo
Brittany Rodriguez – Hondo

For high school Social Studies contest

Start early for a successful year

Larry McCarty

Social Studies State Director

A new year, a new social studies contest topic, new reading material and new students all combine to make this a time of excitement accompanied by some uncertainty. Recently, World War II has been a popular topic of discussion among educators and journalists alike as the 60th anniversary of various major events has been recognized.

Hopefully, this brief discussion of the Social Studies contest in general and this year's topic will add to the excitement about your prospects while alleviating any uncertainty that lingers. Although a new school year is just underway, it is definitely not too early to begin contemplating how best to achieve success in this event.

The social studies contest consists of a basic 45-question objective test and a single essay question. The objective portion of the test is divided into three sections. The first section is "General Knowledge: People, Terms and Events of World War II," and correct answers are worth one point each for the 20 questions. The next 15 questions will be based on the primary reading source for this year, *Citizen Soldiers*, by Stephen E. Ambrose and each correct answer will be awarded two points. The final ten objective questions, worth three points each, will be based on the supplemental documents posted on the UIL Web site. Finally, the essay question is worth a possible 20 additional points.

More than likely, one of the initial reactions to the World War II subject is that it covers a broad range of information, making it potentially difficult for students to prepare. Although the topic is not defined in terms of years, as was the previous topic, "The Fifties," there are reasonable parameters regarding the scope of material to be covered. The most substantial limitation is that only the European and African theaters of World War II will be used as sources for contest material. This rules out information about the Asian and Pacific theaters.

Yet another limitation results from the timeframe of the topic itself. Although the exact beginning and ending dates of World War II are often the subject of discussion among historians and other scholars, some guidelines exist. When referring to the timeline cited in the supplemental reading list Web site <http://www.historyplace.com/>

[worldwar2/timeline/ww2time.html](http://www.historyplace.com/worldwar2/timeline/ww2time.html) the initial item is Nov. 11, 1918 and the notation is, "World War I ends with German defeat." It is not uncommon for historians to trace the beginning of World War II back to events that took place during the years immediately following World War I. At the very least, a chain of events was set in motion by the manner in which World War I ended that paved the way for Hitler to come to power in Germany and ultimately led to World War II. Another resource listed is the Washington Naval Conference of 1921-1922.

Again, a date not normally associated directly with World War II, but a date when issues were addressed that ultimately became part of the European theater of the war. The next dates frequently cited as important starting points for studies of the war are 1933 when Hitler actually comes to power and 1939 when Germany invades Czechoslovakia and Poland. Most of the actual war occurred between 1939 through 1945. Questions related to issues outside those dates will be relatively few in number and general in nature.

How can students best prepare for competition? I recall hearing a veteran UIL academic coach remark once that the key to success was to "start early and stay late." Many students who compete at the UIL State Meet year in and year out are individuals who put in long hours, often before school, after school, or both, as well as on weekends.

These students prepare, study, practice and compete in practice meets to improve their skills and knowledge. Students, coaches and directors who achieve success often begin preparation early in the school year and maintain a steady and consistent practice schedule through spring competition.

One of the keys to building and maintaining a quality program is locating students who will be willing and effective participants. The fact that students take social studies courses all four years in high school means that all grade levels serve as sources for participants with at least minimal knowledge of the subject matter. I believe that coaches should not limit the number of students allowed to participate on a school's team. Although district entries are limited, it never hurts to have alternates. They might be needed to fill in someone who is unable to participate or, at the very

least, gain experience for subsequent years of competition.

How can you effectively help students practice and improve? Obviously participants should take practice tests and there are three basic sources for this material; companies that market the practice tests, tests prepared by coaches and tests prepared by students. I highly recommend each of these sources, particularly the last. Students who are diligently preparing questions for their peers are engaged in a very meaningful learning process and will gain in both knowledge and skill. It is also important for students to spend time writing answers to practice essay questions. Often the only difference between students who place and those who do not is the quality and depth of the essay. Unfortunately, team members are generally not motivated to write essays and scoring them requires time on the part of the coach, but these challenges aside, efforts spent on essay questions will return tremendous benefits during actual competition.

In addition to tournaments, coaches and students should attend one of the four Student Activity Conferences this fall. Participating in these conferences is not only a great way to build team unity and support, but sessions will also provide valuable information and resources. If you are a relatively new coach, ask lots of questions of more experienced coaches and other social studies teachers. Finally, exactly which material should be studied? Students should read all of the supplemental material as soon as possible.

Carefully read *Citizen Soldiers* and take notes. While the time frame of the subject, World War II, technically ranges from 1918 until 1945, keep in mind that the most important and relevant information is likely based on events that occurred between 1939 and 1945. Using the suggested material and resources, students can develop flash cards or practice questions based on places, key events, specific documents, persons, and political aspects of the war.

Time spent studying World War II will improve the ability of students as competitors and it will also open their eyes to a key facet of history. It will also enhance academic performance in social studies classes.

Do you want to build or maintain a successful social studies team? If so, I suggest you, "start early and stay late!"

Web site update

We've got a new look. If you haven't been to our Web site lately, then you need to check it out. Some of the links have changed. If you previously had the speech link or journalism link in your favorites, you will need to update your links. Go to the main site uil.utexas.edu and navigate to the correct link.

We apologize for any inconvenience.

HEB Pharmacy-UIL Community Service Awards announced

For the fourth consecutive year, H-E-B Pharmacy and the UIL will award over \$10,000 to high schools committed to making their communities better.

The H-E-B Pharmacy-UIL Community Service Award was created in 2002 to reward Texas high schools for making a difference in their hometowns in an effort to enhance their community's way of life. The \$1,000 award for first place, donated by the H-E-B Pharmacy, will be awarded to one high school in each classification (1A-5A) to schools whose projects most positively affect their communities. Because of the incredible response to the community service award and the quality of the submissions, H-E-B Pharmacy will also award \$500 for second place projects for each classification. The money in turn is to be used toward a future service project sponsored by the school.

In 2004, a healthcare-related service project category was added to further H-E-B Pharmacy's mission to be the provider of choice for a patient's pharmacy healthcare needs.

The winner of the Healthcare Community Service Award must perform a service project that is primarily focused on healthcare or healthcare initiatives in the community. The project should address a specific need in the community and increase awareness of health care issues. The winner of the health care service award receives a grand prize of \$5,000.

All UIL member schools are encouraged to compete for the community service award through various service projects.

To be considered for the award, projects must be completed by May 31, 2006, and documentation must be provided to the UIL on the official H-E-B Pharmacy-UIL Community Service Award nomination form by June 15, 2006.

H-E-B Pharmacy and the UIL hope to recognize outstanding Texas high schools that exemplify an admirable sense of community spirit and giving. Best wishes to all schools for a successful Community Service Project!

The winner of the 2005 Healthcare Community Service Award for the second consecutive year was Crandall High School. The second place Healthcare Community Service Award was San Angelo Central High School.

The recipients of the 2005 H-E-B Pharmacy-UIL Community Service Award include:

- 1A First Place—New Home High School
- 1A Second Place—Granger High School
- 2A First Place—Hico High School
- 2A Second Place—Shallowater High School
- 3A First Place—Devine Hill High School
- 4A First Place—Sulphur Springs High School
- 4A Second Place—Mission Veteran's Memorial High School
- 5A First Place—Klein Collins High School
- 5A Second Place—San Antonio Taft High School

Newly Approved One-Act Plays

Long Plays:

- *Anne Frank & Me*
- *By the Bog of Cats*
- *Curate Shakespeare's As You Like It*
- *I Hate Hamlet*
- *The Imaginary Invalid-adapt. Merritt*
- *John Lennon & Me*
- *Johnny Belinda*
- *Joined at the Head*
- *The Ladies of the Camellias*
- *Mill on the Floss*
- *Servant of Two Masters – adapt. Cone*
- *Sylvia*
- *Tartuffe-adapt. Malleson*
- *The Miser – adapt. Kerr*
- *To See The Stars*

Short Plays:

- *Bocon*
- *Everyman/Everywoman – adapt. Egermeier*
- *Fourteen Lines*
- *Fire in the Hole from The Kentucky Cycle*
- *Love is a Hot Fudge Sundae*
- *Terezin Promise*
- *A Thousand Cranes*
- *Quazimodo*
- *The Yellowboat Boat – competition version*

Lone Star Cup honors best programs

The UIL and Texas Dodge Dealers will again present the Lone Star Cup, honoring the best overall athletic and academic programs in Texas for the 2004-2005 school year.

Now in its ninth year, the Lone Star Cup is awarded to high schools that accumulate the most points based on their team performance in academic and athletic district and state championships. Point standings updates were released throughout the school year on the UIL Web site and the *High School Spotlight* on Fox Sports Net, and official final results were announced July 1. With assistance from the UIL, tabulations for the Texas Dodge Dealers Lone Star Cup are verified by Fox Sports Net, which also serves as the sales and marketing arm for the Texas High School Championships Corporate Partner Program.

This fall, Texas Dodge Dealers will present the 2005 Lone Star Cup trophy, along with a \$1,000 prize, to one high school in each of the five UIL classifications. For the first time in nine years, all 2004 Lone Star Cup winners repeated their accomplishments by winning the 2005 Lone Star Cup.

The UIL and Texas Dodge Dealers remain committed to promoting overall excellence in high schools and look forward to another competitive race.

The recipients of the 2005 Lone Star Cup include:

- 1A—Windthorst High School
- 2A—Holliday High School
- 3A—Canyon High School
- 4A—Dallas Highland Park High School
- 5A—Humble Kingwood High School

Sponsor Excellence nominations due Oct. 15

UIL sponsors, whether academic, music or athletic, need to be commended for their hard work and dedication to students. The UIL Sponsor Excellence Award gives principals that opportunity.

Each year the principal and superintendent can nominate one UIL sponsor for the Sponsor Excellence Award.

Fifteen sponsors, academic, music and athletic, are honored each year.

In addition to the award and presentation, each winning sponsor receives \$1,000.

The teacher/coach does not have to have the best record or brought home the most

trophies to win an excellence award.

UIL understands how important sponsors are in the lives of students.

One of the best indicators of success in high school, college and beyond is participation in extracurricular activities, whether it's baseball, choir, band, drill team or yearbook.

The nominations are due Oct. 15, 2005.

All schools will receive the forms in September.

If a school does not receive a nomination form, please contact UIL (512) 471-5883.

Seeing clearly

Biking accident reminds director of the importance of keeping your focus in life



Charles Breithaupt
Athletic Director

Lance Armstrong was the main story during the summer of 2005. Winning his seventh consecutive Tour de France in dominating fashion, he entered retirement as a true American hero. He gained the respect of the world for his athletic skills and his crusade to raise millions for cancer research. Personally, I gained even greater respect for Lance for an entirely different

reason.

On June 9 at 6:30 a.m. I set out on a training ride on my own Trek bicycle. After a brisk 20 mile start to a planned 30 mile ride, all plans came to a screeching halt.

Drafting inches behind my training partners rear wheel at 25 miles per hour may not have been a great idea. Losing my focus for two seconds at that pace was catastrophic.

I later learned that touching a tire at that speed insured a crash. I also learned such a crash was the equivalent of a fall from a two story window.

After regaining my bearings and attempting to get to my feet, I realized the difference between pain and injury. I definitely was injured. There was no walking this off. Minutes later I was on my way to the emergency room with a shattered clavicle, bruised ribs and a concussion. All this because of a very brief lapse of focus.

Recovering from surgery allowed me the opportunity to watch the Tour de France and the amazing efforts of Lance Armstrong. What I learned from his victory helped me to bring some perspective to an otherwise wasted summer.

As I watched the Tour I realized that I wasn't the only guy that crashed and broke a collar bone. Finely-tuned cyclists crashed and burned with regularity. One who didn't was Lance. His ability to maneuver for 23 days among 189

riders at nearly 30 mph average, wheel-to-wheel, without accident was incredible.

Lance possessed many qualities many of us find in short supply. His ability to defy cancer and rebound to become one of the most recognized athletes in the history of sport is a story unto itself.

His ability to train at higher levels of intensity for longer periods of time are legend. His work ethic and attention to detail are nearly fanatical. However, what impressed me most was his ability to remain completely focused for over 2,200 miles. This kind of focus could serve all involved with high school athletics including players, coaches, administrators, officials, fans and parents.

When any one of this aforementioned group takes its eye off of the intent and purpose of high school sports, catastrophic crashes can occur. Taking a few moments to sharpen our focus can help each of us prevent potential problems.

Athletes need to remember that sports are a vehicle to success, not an end all. Athletes are students first. They should prepare themselves for a life without athletics because surely that day will come. Driving oneself to be the best through vigorous training is acceptable. Taking shortcuts with illegal substances is life-threatening. Setting ambitious goals and dreaming of pro contracts is natural for teenagers, but reassessment of one's ability will help every athlete keep a proper perspective on sports.

Coaches also have a responsibility to maintain proper focus. Winning is important in Texas. Winning at the expense of the care and safety of athletes is unforgivable.

Replacing the lessons of integrity, trustworthiness, respect and sportsmanship with win-at-all cost attitudes can destroy the educational value of high school sports.

Administrators are also subject to a focus check-up. Assuring that all student athletes are eligible for competition is an important part of the process. Failing to check every

aspect of eligibility for each student can create embarrassing moments for administrators. Taking proper precautions can prevent unnecessary heartache for the administrator.

Sports officials can also have lapses of focus. Games can quickly escalate out of control when proper focus is lacking. An official who chooses not to enforce equipment and other safety regulations forgets the purpose of sports. Failure to pay attention to detail during a contest can be catastrophic to the team, coach, player and the officials. Staying on track and involved mentally throughout the game can prevent long-lasting negative effects.

Parents, as well as other fans, must remember the intent of athletic competition. High school sports are not designed purely for entertainment. Sports should be fun for the athletes. Pressure from home and from the stands regarding winning create unhealthy attitudes.

Unrealistic goals regarding athletic scholarships and pro contracts do much harm to these young athletes. Emphasizing the values taught through educational competition pays lasting dividends. Parents should focus on these important traits rather than a win-at-all cost mentality.

In two seconds I lost my focus and suffered through nearly three months of inactivity. I have endured the obvious jokes about training wheels, etc. What I learned is that maintaining proper focus is paramount in sports as well as in life.

Finding out what truly is important in life is much more important than the sports and activities in which we participate. Learning from our failures and our successes and applying the appropriate values learned can help us all become better people.

We can't all be a Lance, Tiger, Michael or Gretzky. But what we can become through sports is a better human, fully capable of becoming the best we are capable of becoming. That focus insures our success. Without it, we crash and burn as does the future of educational competition.

Athletes can no longer use unattached participation rule



Peter Contreras
Athletic Coordinator

Most rules have loopholes. The UIL rules are no different. Parents often times are better than coaches at finding an angle to work a situation when they do not get the answer they

want.

Unattached participation was one of those rules with a loophole. No more. Unattached participation is prohibited in any school-sponsored contest, meet and

tournament.

A problem in the individual sports, cross-country and track and field in particular was that students were participating in additional meets because the school team had the weekend "off."

High school athletes are limited to eight meets in cross-country and eight in track and field. A junior high school athlete is limited to six meets in cross-country and another six in track and field.

With permission from the student's school, that student in previous years could participate in a meet in addition to their six or eight meets.

Quite frankly, mom or dad wanted to see how their seventh or eighth grader

performed against high school aged kids and were willing to transport their child to a meet at their own expense.

The same thing was happening at the high school level when the parent felt the scheduled meet that the school team had entered was not quite what they were looking for.

A meet hosted by a bigger school, not too far away, offered better competition in that event. Or at least the parent thought so.

Also, in the past, a meet host would allow a junior high athlete to compete in a varsity race provided the athlete was not scored or maybe even not timed.

That was prohibited even under the old rule, but based on reports to the office,

did occur.

When those reports came, I often wondered if the meet host even bothered to ask if school permission had been granted.

Maybe there was a reason they were not competing with their school team. For example No Pass No Play. Maybe there was a reason they were not on the varsity team. For example, the Residence Rule did not allow a student to compete on the varsity team, but that same student was competing in a varsity division race as an unattached athlete.

This new rule will eliminate all of that. Not only will the student competing unattached be in violation of the new rule, but

See Rules, page 14

Top 10 volleyball questions answered

PUBLIC REPRIMANDS

BASEBALL
Robert Buffa, Follett High School
Wayne McKellar, Kirbyville High School



Rachel Harrison
Athletic Coordinator

It seems like every August when I sit down to type my first *Leaguer* column of the year, I always find myself asking, "Where did the summer go?" After visiting with hundreds of coaches during the past few weeks, it's apparent that many of you share that same sentiment.

With the exception of spending a few days at the coast with my family, my summer was spent attending conferences, coaching schools, in-services and official's meetings. In my spare time, I did manage to read a few books, see a movie or two, and watch every stage of the Tour de France (way to go, Lance – you're a true inspiration).

So now that summer is officially over, school is in full swing, and we all know how to pronounce 'libero', I thought I would take this opportunity to answer some of the most frequently asked questions pertaining to volleyball.

While contemplating some of the calls I've received since Aug. 1, the following 10 questions seem to be recurring on a near daily basis. Hopefully, these answers will help clear up some of the confusion.

During tournaments, can pool play "mini games" be played to 25 instead of 15?

No! Pool play mini games must be two rally

scored games to 15 with a cap at 20.

During tournaments, can pool play games be played 2 out of 3 to 25?

Yes. Regulation matches can be utilized during pool play, provided no team exceeds their total number of allowed matches per day (three matches per day during a three-day tournament; four matches per day during a two-day tournament or a one-day tournament scheduled on a Saturday).

Do pool play games count on my overall season record?

Only if they are regulation matches (i.e. two out of three or three out of five). Pool play "mini games" do NOT count on your overall season record.

During junior high matches, can the third game be played to 15 instead of 25?

No! If the third game is necessary to determine the outcome of the match, it must be played to 25 with a cap at 30.

Can junior high and sub-varsity matches be played using a time limit? Or can sub-varsity matches be shortened on a Friday night so that players can get to the football game?

No! Junior high matches must be played two out of three to 25 (cap at 30), while sub-varsity matches must be played using either the two out of three or three out of five format. Matches should not end prior to their completion in order for athletes to get to a football game or any other activity.

If I play a match or dual match on a Tuesday night and then play a Thursday/Saturday

tournament during the same week, can I also play a match on Friday night?

Yes, provided the match on Friday starts after the school day has ended.

Can a student participate in a JV and varsity match on the same night?

Yes, provided these are the only two matches played during the calendar week. In addition, it would count as two of the total 23 (24 in Conference 1A) matches allowed for the season.

If two schools are tied at the end of district play, can we play an additional match to break the tie?

Yes, provided the district executive committee authorizes the match. The tie-breaking match may be in addition to the 23 match limit (24 in Conference 1A), but may not be played as an exception to the school week limitation (i.e. if the last district game is played on a Tuesday night, the tie-breaking match cannot be played until the school week ends on Friday).

If I'm not the district champion can I still schedule a warm-up game?

Yes, provided you have not played your maximum number of matches. The warm-up game may NOT be played as an exception to the school week or calendar week limitations. Per TEA regulations, a bi-district match may be played on Thursday during the week of a warm-up game.

What is the first day of practice next August?

Believe it or not, I've already had several coaches call with this question. The first day to practice in 2006 will be Aug. 7.

Rules: Council approves host of changes for upcoming year

continued from page 13

the school hosting the meet or tournament will also be subject to penalty.

Every year, the UIL Legislative Council adopts rules that attempt to make a coach's job a little easier or clearer.

Often times, a new rule is passed to address a current issue or trend in our schools. That again was the case this school year.

All amendments below are effective for the 2005-06 school year, unless otherwise noted.

- Alter the limitation on when a school could scrimmage in certain situations. Grant exception for 4A and 5A schools that participate in spring training and play a zero week game to participate in a scrimmage after six (6) days of contact practice activities.

- Amend Section 1204 in regards to payment of officials, timeliness of payment and scratches of officials.

- Add mixed doubles to spring tennis competition.

- In Conference 1A, eliminate the Texas Cup game at the State Basketball Tournament.

- Extend the ending date of the summer strength and conditioning program from the third Thursday in July to the fourth Thursday in July, effective immediately.

- Increase the limit on the major award from \$60 to \$70.

- Allow schools to provide student participants a major award and a minor award for the same activity in the same school year for participation in UIL activities.

- Further identify common indicators of changing schools for athletic purposes in Section 443 (b) of the Constitution & Contest Rules.

- Delete the requirement for a student whose parents reside outside the attendance zone to file an annual Previous Athletic Participation Form

(PAPF).

- Effective for the 2006-07 school year in Conference 1A, advance three teams from each district to the playoffs in the team sports of volleyball, football, basketball, softball and baseball.

- Effective for the 2006-07 school year in Conference 5A, advance the top four teams from each district to the playoffs in the team sports of volleyball, football, basketball, soccer, softball and baseball.

New and Revised Athletic Forms for 2005-2006

- Acknowledgement of Rules Form – REVISED (old forms no longer accepted)
- Physical/Medical History Form – REVISED (old forms no longer accepted)
- Parent and Student Notification/Agreement Form Illegal Steroid Use and Education – NEW FORM

Make it a routine

Stay informed and don't be blindsided by new rules, eligibility



Darryl Beasley
Asst. Athletic Director

This is a very exciting time for athletes and coaches. All the hard work from the end of last season culminates with the start of a new year. It brings new expectations of the players and coaches. It also brings a daily routine to the school year and a daily routine to athletics.

One thing coaches can appreciate is a routine free of surprises. The last thing you need is to be

blindsided with student eligibility, new student/transfer, new forms, new sports rules, new UIL rules or changes in general. It's vital to have a routine in place. Below are some helpful topics that will help kick off your school year routine.

Eligibility for Student Athletes

During the last six weeks in spring, consider checking credits of your athletes to ensure eligibility for the first six weeks. This should be done for the sports starting before or during the first six weeks of school.

Eligibility for the first six weeks is as follows. In grades nine and below, students must have been promoted from the previous grade. In the second year of high school, students must have five accumulated credits that count toward state graduation requirements.

A student in their third year of high school must have 10 accumulated credits that count toward state graduation requirements or student must have earned at least five credits within the last 12 months that count toward state graduation requirements.

In their fourth year of high school they must have 15 accumulated credits that count toward state graduation requirements or student must have earned at least five credits within the last twelve months that count toward state graduation requirements.

By checking in the spring, you can make the student aware of their credits. If the student does not have enough credits, the student could make an informed decision to attend summer school in order to attain the required number of credits for eligibility.

Students who do not have enough credits at the beginning of the first six weeks can gain academic eligibility by passing all classes at the end of the first six weeks plus the seven-day grace period.

At the end of the first six weeks, all schools must check grades for all participants. From that point on, grades are checked at the end of the grading period whether it is six, nine or twelve weeks in length.

Required Forms for High School Athletes

For participation in any UIL competition, there are required annual forms each athlete must have on file at their school. The required forms are:

1. Physical Examination Form required prior to junior high athletic participation and again prior to first and third

years of high school. The local district policy may require an annual physical.

2. Medical History Form required each year prior to any practice or participation.

3. Acknowledgement of Rules form signed annually by the student's parent or guardian to allow the student to participate.

4. Parent/Student Illegal Steroid Use and Education Form signed by the student and student's parent verifying that they understand that a prerequisite for participation is refraining from illegal steroid use.

These forms can be downloaded from the UIL Web site at www.uil.utexas.edu.

New and Transfer Students

If a new student or transfer in grades 9-12 enters your high school athletic program, there are questions you are

Another part of the coach's routine would be to keep up with the UIL rule changes, which usually occur in October when the Legislative Council meets.

required to ask to determine varsity eligibility. Do the parents of the student live in your attendance zone? If not, whom is the student living with? These questions can help you initiate conversation about the parent residence rule to determine if the student meets the defined parent residence rule.

The second question is required prior to the new student's first varsity game and meets all the eligibility requirements in Section 400 in the Constitution and Contest Rules. Did the student participate (practice, athletic period or game) in grades 8-12 at previous school(s) outside the current schools attendance zone?

If so, a Previous Athletic Participation form (PAPF) will need to be completed and approved by the District Executive Committee. The PAPF is required if previous participation occurred in any one of the 50 states, District of Columbia and Mexico. These are two vital questions to start the process in determining a new or transfer student's varsity athletic eligibility.

The Routine for Coaches

If you were fortunate enough to attend coaching schools (Texas High School Coaches Association and Texas Girls Coaches Association) there was an opportunity to pick up the UIL activities calendar, UIL rule changes and sport-specific rule changes.

This is part of a coach's routine to become familiar with the UIL activities and all the changes in your sport. The

UIL activities calendar gives a visual of start date and first day for practices and games in your assigned sport.

Hopefully, you have scrimmages and game dates set and verified.

The verification of scrimmages and games should be in the form of a letter, phone, email or fax. Make sure you have some form of confirmation. The reason for verification is because of turnover of coaches from one school year to the next.

You don't want to have a game or tournament scheduled and the only ones that show are you, your team and officials. So, please verify, verify, verify. It will save you time and money. Along with the verification of games and scrimmages, please do a count of the games, matches or meets that correspond to your season limits.

Another part of the coach's routine would be to keep up with the UIL rule changes, which usually occur in October when the Legislative Council meets. Once the new rule changes have been adopted by the Legislative Council, they will need to be approved and signed by the Commissioner of Education, which normally takes place in March.

The month of April is a good time to keep updated regarding any new changes in the upcoming year. For instance, the changes in the 5A playoff format to add four teams to the playoff takes effect in the 2006-2007 school year, which is a realignment year. This change was one of many which occurred during last year.

Other rule changes are passed by the National Federation of State High School Associations (NFHS) for cross country, volleyball, basketball, soccer, swimming and diving, wrestling, track and field, softball and baseball. Football changes are made by the NCAA, tennis by the USTA, and golf by the USGA. In the UIL sports activities, the UIL has the right to make exceptions to the sport rules and have made many exceptions to the rules in the aforementioned sports.

The rule changes are usually complete by the end of June. You can generally get a copy of the rule changes at the UIL booth during coaching school or from our website.

We have made changes in the sport manuals format to assist in your organization. The manual is sequenced pre-season, regular season, post-season and off-season. The information under each season should relate to that season and be a guide throughout the year.

At the beginning of each manual will be the sport calendar, rule changes and sport plan. One thing that did not change is the location of the form, alignments, brackets and eligibility blank. They are still located in the back of the manual. The change should allow quick reference to information.

The information provided should shore up your start of the yearly routine and limit the chances of being blindsided. For some veteran coaches, this may already be part of your routine.

If so, I recommend mentoring other coaches and passing your routine on.

EFFECTIVE AUGUST 1, 2006

Four teams will advance to the playoffs in all team sports, including football, in Conference 5A only.

HIGH SCHOOL CALCULATOR APPLICATIONS

Sec. 924 (g) (7) — All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus ~~four~~ TWO points for incorrect, skipped or illegible answers.

ACCOUNTING CONTEST

Sec. 920 (i) (15) (B) — Change “In case two or more teams tie for first place, the highest overall net score of the fourth place member of the team will be used to break the tie. Should two or more contestants who are the fourth-place member of their team have the same overall net score, then a tie will be declared and all involved in the tie shall advance” to

“In case two or more teams tie for first place, the highest overall ~~net~~ TOTAL score of the fourth place member of the team will be used to break the tie. Should two or more contestants who are the fourth-place member of their team have the same overall ~~net~~ TOTAL score, then a tie will be declared and all involved in the tie shall advance”

ONE-ACT PLAY

Correction to *Constitution and Contest Rules*, Section 1033 (d) (3) (C)

(C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges

for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

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.

Section 924.g.1: (addition) It is the responsibility of contestants to present to verifiers calculators cleared of all program-mable memory and numerical storage registers. Failure to clear programs will result in disqualification of that violating calculator which may not be replaced. Clearable programs include but are not limited to program steps, equations, functions that can be cleared, applications, programs and executable items stored in archived locations. Contestants with no qualified calculators after verification will be disqualified.

(Change) Section 924.g has been amended to start with: Prior to the contest, verifiers present shall verify that calculators are adequately cleared by contestants. Calculators with clearable programs shall be disqualified. Contestants with no qualified calculators will be disqualified.

SOCIAL STUDIES

The maximum number of points

a school may receive in Social Studies is 37.

SPRINGTOWN HS

The State Executive Committee issued a public reprimand, with probation through March 24, 2007, to Coach Cari Lowery for violation of the Athletic Code and state law.

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.

PLEASANT GROVE HS

The State Executive Committee issued a public reprimand to Coach Craig Jones, suspended him from the first two games of the 2005 baseball season, and placed him on probation through August 17, 2006, for improper interaction with a game official.

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.

DALLAS KIMBALL HS

The State Executive Committee 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, 2004, with probation through December 10, 2006, for allowing students not listed on an eligibility list to participate in team tennis.

IOLA HS

The State Executive Committee suspended Coach Randy McDougald from one non-district football game during

the 2005-06 school year for improper interaction with a game official.

BUFFALO HS

The District 22-2A Executive Committee disqualified the Buffalo High School boys' basketball team from district honors for the 2003-04 school year and placed the team on probation through the 2005-06 basketball season. In addition, the State Executive Committee suspended Coach Mike Anderson pending a hearing on allegations that he allowed an ineligible player to participate.

PILOT POINT HS

The State Executive Committee issued a public reprimand with probation through August 2, 2006, to the boys' athletic program at Pilot Point High School for violation of UIL rules.

BEN BOLT HS

The State Executive Committee issued a public reprimand with probation through August 2, 2006, to Coach Jeffery LaFevre and Coach Joe Vela for violation of Section 441 (b).(3).

EVADALE HS

The State Executive Committee issued a public reprimand with probation through August 2, 2006, to Evadale High School for violation of the restriction on the number of games played during the school week in softball.

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2004-05 school year:

ANTHONY HS

Public reprimand.

DALLAS SAMUELL HS

Public reprimand.

KILLEEN ELLISON HS

Public reprimand.

HARTLEY HS

Public reprimand.

HEARNE HS

Public reprimand.

HOUSTON WHEATLEY HS

Public reprimand.

PRIDDY HS

Public reprimand.

WINNSBORO HS

Public reprimand.

AUSTIN JOHNSTON HS – Public reprimand and suspension through August 2, 2006.

DALLAS SPRUCE HS – Public reprimand and suspension through August 2, 2006.

FORT WORTH POLYTECHNICS HS – Public reprimand and suspension through August 2, 2006.

NORTH HOUSTON HS FOR BUSINESS – Public reprimand and suspension through August 2, 2006.

HOUSTON JORDAN HS – Public reprimand and suspension through August 2, 2006.

SAN ISIDRO HS – Public reprimand and suspension through August 2, 2006.

EMPLOYMENT OF COACHES
Addition to Official Interpretation #29 (Section 1033 [b] [5] and Section 1202):

A full-time substitute who has coached during the school year would be permitted to continue coaching until the UIL competitive year has ended. Example: state baseball playoffs.

San Antonio Hawkins HS

The District 30-1A Executive Committee issued a public reprimand to San Antonio Hawkins High School for violation of Section 1320(g)(1), Entries for District Track and Field Meet.

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.texas.edu>). We recommend you distribute copies of the *Leaguer* to the following:

Principal	Speech Coach
Librarian	Journalism Adviser
Academic Coordinator	UIL Academic Sponsors
Athletic Director	
Band Director	
Head Coaches	
Theater Director	