

# Leaguer



## Briefs and Notes

### Calendar of upcoming events

- Sept. 15** .....EJH Academics: Deadline to submit fall/winter district meet organization form and material request
- Sept. 15** .....EJH Academics: Deadline to order invitational contest materials
- Sept. 16** .....Student Activities Conference at West Texas A&M University at Canyon
- Sept. 23** .....Student Activities Conference at Tyler Junior College
- Oct. 1** .....UIL membership fees due
- Oct. 1** .....CX Debate: Deadline to hold planning meetings
- Oct. 1** .....EJH Academics: Participation registration due
- Oct. 1** .....One-Act Play: Enrollment cards due
- Oct. 1** .....District directors and academic coordinators names due

### Academic Notes:

The four **Student Activities Conference** will be held:

- Sept. 16 at West Texas A&M at Canyon
- Sept. 23 at Tyler Junior College
- Oct. 21 at the University of Texas at Austin
- Nov. 4 at Texas A&M at Corpus Christi

The conferences are free, and registration is not required. Check the Web for the schedule.

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

*A 45-year prestigious career in music leads Dick Floyd to be named ...*

## Band Master of the Year

**Ryan Miller**

*UIL Intern*

He counts himself as the luckiest man on the planet.

"I never thought about going in any other direction," said Richard Floyd, UIL state director of music.

It's a direction that has taken him from joining the band in middle school, to teaching and conducting at the junior high, high school and collegiate level. It's now led him to be recognized as Texas Bandmaster of the Year.

After a 45-year career spent almost exclusively in Texas schools and at UIL, Floyd received the annual award from the Texas Bandmasters Association and accepted it formally at the group's July convention.

"I've spent my life doing what I love, and I've been honored and recognized in a number of different ways," Floyd said. "But there is nothing more meaningful than to be honored by your peers."

The award, given since 1955, honors "unsurpassed contributions to the band movement in the state of Texas." The board of directors of the Texas Bandmasters Association voted on the award recipient.

The president of the group, Matt McInturf, notified Floyd of his award.

"Mr. Floyd is a consummate artist, teacher and administrator," McInturf said.

"The Texas Bandmasters Association is delighted to honor him for the many contributions he has made to music education in Texas," he said. "The truth is, he has influenced so many lives that he does not need our recognition. His students and colleagues know what he has given them and what a generous and masterful teacher he is. We are pleased to recognize the work that he has done and thank him for a career that is exemplary in music education."



*Dick Floyd receives the award from TBA president Matt McInturf.*

Floyd began his career at Pearce Junior High School in Richardson and went on to become the first director of the award-winning J.J. Pearce High School band.

Over the years, he would hold positions such as director of bands at Baylor University, Professor of conducting at the University of South Florida, and musical director and conductor of the Austin Symphonic Band, a post in which he continues to serve.

"Richard Floyd has been a guiding light to music education in Texas long before he came to UIL," McInturf said. "He taught a generation of teachers at Baylor University and as a public school teacher and administrator in Richardson he influenced many people who have made important contributions in many professions."

In addition, he's contributed to numerous publications, performed throughout the nation and the world, and received awards on the state and national level.

In 1984, Floyd became the state director of music and joined the UIL staff in Austin. Serving in the same position more than 20 years later, he believes that his job is primarily to serve as a resource for school music instructors and directors

throughout Texas.

"I've had a very rewarding life because of music and because of the lives I have tried to benefit," Floyd said. "It's been a wonderful life journey filled with many opportunities to teach and serve young people."

Floyd fondly recalls how he became involved with music initially.

"I was like a lot of people – I was in middle school and high school band in Texas," Floyd said. "I fell very in love with music and with teaching."

Music flows in the blood of the Floyd family. Richard's wife, Cheryl, is a middle school band director in Austin, his brother is a band director of more than 20 years, and his 12-year-old son, Weston, plays the trombone.

"My life is sustained by a wonderful family, inspired by a profession I love and enriched by friends and colleagues I cherished," Floyd said in his award acceptance speech.



*(Top) Dick Floyd gives his acceptance speech at the Texas Bandmasters Association convention in July. (Above) UIL Director Bill Farney and Dr. James Hill listen to the acceptance speech. Photos by Melinda Strickland.*

## Academic Regional dates changed

Due to conflicts with TAKS testing, the Academic regional meets and One-Act Play regional contests have been moved to April 13-14, 2007.

These dates are correct on our Web calendar, the 2006-07 Constitution & Contest Rules and all current academic handbooks.

Previously published calendars, including the two-year pocket calendars, have regional dates that are NOT correct.



# The value of competing

## Students learn life-lessons through participation

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*Bill Farney*  
UIL Director

A new  
academic

school year is a good time to pause and reflect on the objectives for educational competition. Why is it important for schools to sponsor activities? Why is it important

for students to compete?

One answer might be to provide an outlet for the natural instinct of competitiveness or to help students channel the energy of adolescence.

These reasons have emerged over the years and certainly have validity.

But a good program of school activities should have a broader range of purpose.

And above every reason should be "is this educational?"

That is the difference between recreational sports and school sports. The activity must advance an educational agenda at all times.

- Participants must be passing all their courses and making measured progress toward a diploma.

- They must adhere to training and preparation standards set by their coach or director.

- Punctuality is vital. Be on time! Be ready! Be prepared!

- Students must learn to be leaders, as well as followers, in a common united effort.

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**A grand lesson is that individuals are judged not by who they are, where they come from or even by their potential. They are judged by performance and results.**

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- Standards of conduct are mandatory and essential.

- Competitors learn how to perform under pressure. They compete not only for themselves, but also for the team.

- Classroom work, activity practice and games, family life and social activities have to be juggled. Students learn time-management skills.

- Participants learn how to deal with victory and defeat. Both are imposters!

- Students learn criticism and how to respond positively.

- A grand lesson is that individuals are judged not by who they are, where they come from or even by their potential. They are judged by performance and results.

One of the enduring lessons of educational competition is the realization that one can perform well and lose and perform poorly, but win. This is especially true in team competition.

More important is the learned skill of setting

high expectations for oneself. It is not fatal to fail, but it is a tragedy to not have high self-expectations.

In an ever-increasing diverse population, participants learn that people of different ethnic groups and different socio-economic backgrounds are not that much different.

They learn the worth of an individual should not be assessed on predetermined category bias. Where a person comes from or who their family is, should not dictate the measure of that individual.

Far beyond the arena of a contest life's lessons endure.

Performance and competition are not like life. Life is not that clear-cut. Winners and losers are not clearly defined.

The artificial "highs" of victory and "lows" of losing are sometimes absent.

But the response to fears and/or disappointment in later life can be more redemptive by having been through the rigors of educational competition.

The reaction to good luck or success can be more measured and mature.

By working for a goal with other classmates, by being sensitive and caring about others' unique personalities, and by taking chances in activities — with no guarantee of success, a person can be a winner.

Remember, winning is a sometimes thing, but being a winner is an attitude that makes the best of good, bad and ugly through the journey of daily existence for a lifetime.

## Leaguer

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# Preparing for the new school year

Mark your calendars for upcoming Student Activities Conferences and regional date changes



Treva Dayton  
Academic Director

I can't remember another summer that sped by quite as fast as this one, even though some of those scorching hot, dry days seemed endless in themselves. But it's already time again to finalize Student

Activities Conferences schedules, collect the names of district chairs and academic meet directors, answer eligibility questions and all those other things that are part of a new academic year. Here's hoping you have a great one!

We have mailed the *Academic Coordinator's Manual* to all high schools, so if you serve as campus coordinator and haven't received that packet, please check with your principal and the folks who sort the mail. If no one can locate it, email and let us know, but please look first.

The packet also contains an academic coordinator information form, although we'd prefer that you register online at [www.uil.utexas.edu/academics](http://www.uil.utexas.edu/academics). We recently sent an email reminder that our regional academics dates have been changed to April 13-14 and many of those emails were not deliverable. If you're a coordinator and didn't receive that message, it means that we've got an old, no longer used email address, or that you have never registered

as a coordinator and we have no email for you, or your school's server does not allow emails with multiple recipients. Whatever the reason, it's important that we are able to reach you. Although we don't send frequent emails, we do use them to notify you of any corrections, clarifications or other issues of importance.

The change of dates for regional academic meets has been posted on our Web site and published in the current *C&CR* and all academic materials. We realize this will create conflicts with other scheduled events for some schools and for some regional hosts. We'll do the best we can to help resolve problems, but regional meet competition must occur during the scheduled week. The change was mandated by the need to avoid conflicts with TAKS testing.

General information about this fall's Student Activities Conferences is posted on the UIL Web site. We'll post the completed schedules as they are finalized. We are excited to be returning to Tyler Junior College and West Texas A&M University in Canyon and thrilled to be hosting at Texas A&M Corpus Christi this year. As always, a variety of workshops will be presented by the state contest directors, by hosting faculty and students and by experienced coaches from around the state. We look forward to seeing you, your academic coaches, directors, advisers and your student competitors at the conference nearest you. It's fun, it's free and it's a great learning opportunity.

The League has recently mailed to each high school principal a DVD to encourage

and promote participation in UIL academic programs. It contains two delightful short videos, with students and coaches talking about the value of UIL academics. In the "UIL Participant" video, successful competitors and coaches speak of the numerous ways they have benefited from their participation in UIL, the fun that they had and the various academic and life skills they developed.

The "UIL Coach" clip includes testimonials from academic coaches, directors, advisers and students about how participating in UIL helps improve students' academic success. Educators describe how UIL activities provide students the opportunity to improve tests scores and test-taking strategies, enhance skills such as analysis, problem solving and critical thinking and discover and fully develop their individual talents. They also speak of the rewarding learning experiences they have had as academic coaches.

We ask in the memo that principals make sure you are aware of and have access to this resource. Although some of you have such strong academic UIL programs that you don't need assistance with recruiting, we hope for others it will be a useful resource in encouraging additional students and coaches to experience the benefits of participation.

## Further Odds and Ends

We'd like to remind coordinators to make sure you have a signed and notarized Professional Acknowledgement Form on file for each of your academic coaches. It is

not necessary to fill out this form annually. Once will do. However, it's *very important* that all academic coaches review the form and their responsibilities each year, regardless of their coaching experience. Nothing is more disheartening than to have a young contestant disqualified because a coach failed to see that all students knew the rules for their events.

All district entries (CX, OAP and Spring Meet Academics) must be submitted online, as has been the case for several years now. Academic coordinators will be responsible for entering students from their campus in each of these meets and will need a UT EID to do so. EIDs and passwords from past years are still valid, unless the system alerts you that you need to change your password. There is a new Web site to help those of you who can't remember your password or EID. District meet directors will find just a few updates in the online system for entering results, and we'll send details when the system is open for you to set up your meet.

Finally, the Legislative Council has asked the academic staff to gather information and feedback about the points system for the Academic Spring Meet, including CX debate and One-Act Play. If you have a recommendation for changing the manner in which points are awarded, or if you feel that the system is fine as it is, please email your comments. The council and the academic committee will meet in October, and your comments on any aspect of the academic program are welcome.

## Social Studies Contest focuses on 'The Emergence of the American Nation 1765—1791'

By Larry McCarty

Social Studies State Contest Director

*"The enduring truths of the Declaration of Independence would have come to nothing had it not been for those people who were marching with Washington."*

— David McCullough

As I begin my second year as the state director of the contest, I am excited about the opportunities this new topic will provide for participants. The contest format will change only slightly from past years. The contest consists of 45 multiple choice questions and an essay question. The objective portion of the test is divided into three specific categories; the first 20 questions are worth one point each, the next 15 questions two points each and the final ten questions three points each. The essay question is worth a maximum of 20 points.

The initial questions will deal with general knowledge, people, terms and events that occurred from 1765 to 1791. When preparing for the contest it is important to remember that these questions will focus on issues that are related to the general theme for the year, "The Emergence of the American Nation." The second set of questions will be related to the supplemental documents listed on the UIL Web site and the final set of questions will focus on the primary reading, *1776* by David McCullough.

Last year, the second set of questions focused on the primary reading source and the last set addressed the supplemental material. This year, however, the focus will be reversed, mainly because the primary reading selection is not as extensive as last years' and the number of supplemental resources is greater. Other than this slight change, the format of the contest will remain the same, although plans are underway that will hopefully result in

simplification of the rubric used to score the essay question responses.

Why am I so excited about this topic? It deals with the beginning of our nation, an event that was both phenomenal as well as unique in comparison to the founding of other countries.

In the book entitled *Revolutionary Characters*, Pulitzer Prize winning author Gordon S. Wood observes that "no other major nation honors its past historical characters, especially characters who existed two centuries ago, in quite the manner we Americans do."

Wood further notes that "The United States was founded on a set of beliefs and not, as were other nations, on a common ethnicity, language or religion. Since we are not a nation in any traditional sense of the term, in order to establish our nationhood, we have to reaffirm and reinforce

See 1776, page 11

# Winds of change: The era of laptops begins



Jana Riggins  
Speech Director

Each school year brings change. Changes in administration, dress code, a new crop of students. And the dynamics of your speech squad is likely quite different than it was last season.

I've felt the winds of change myself, as I sent not one but two sons off to college this

year. The house is much quieter with only one child and melancholy sets in if I allow it. Alas, another season of life has begun.

Although it wasn't any easier to see Josh leave home than it was his older siblings, I wouldn't have it any other way. As parents, we raise our children to have wings so they can fly. Besides, I've already noticed the reduction in laundry and my grocery bill.

Just as changes come to families and to your school, change is also necessary for UIL contests to keep them dynamic, challenging and real world. And this year, a very big change in CX and LD debate will be implemented.

For a number of years, staff has studied the issue of expanding how computers should be used in speech contests. Three state meets ago, judges began to request to flow on laptops. Last summer, we realized it was time to acknowledge the pervasiveness of technology in our students' curriculum by further integrating computers into speech and debate contests.

It only made sense. Debaters have notoriously been well ahead of the curve in terms of research abilities. As educators, we've promoted our speech curriculum as one spawning cutting edge skills. To ignore the role computers now play in advanced placement and collegiate curriculum, and in the business world for which we are preparing our students would have been to relinquish those bragging rights and deny the potential of an even stronger curriculum and contests.

And so, the Legislative Council approved the use of laptop computers in cross-examination and Lincoln-Douglas debate rounds of competition. The rule is inclusive but not mandatory. Your debaters can continue to debate as in the past, if they wish.

What about the haves vs. the have-nots? Will this rule increase elitism? No more than what already exists when one team rolls eight tubs of evidence into the contest room vs. a small file box their opponent has. In fact, it may just equalize the playing field.

What about schools without a large speech budget? Many students already own their own laptops, in preparation for college. Since the League

## UIL Guidelines: Computers in CX, LD Debate

The use of laptop computers by competitors in UIL cross-examination and Lincoln-Douglas debate rounds is permissible for flowing or evidence retrieval so long as wire or wireless connections are disabled and remain disabled while the debate is in progress.

**A. Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition. It is the responsibility of the contestant to disengage equipment.**

**B. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.**

**C. Wired connections (Ethernet or phone) during rounds of competition are not permitted.**

**D. Computers or other electronic devices may not be used to receive information from any sources (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time.)**

**E. Sanction:** Contestants found to have violated provisions A – C above shall forfeit the round of competition and receive zero points. Contestants found to have violated provision D above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.

**F. Availability of Evidence:** Contestants electing to use computers shall have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. Printers may be used. Evidence may be printed in the round or produced electronically, but must be provided in a format readable by the opposing team and the judge.

**G. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories.**

Tournament hosts shall not be responsible for providing computers, printers, software, paper or extension cords for contestants.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking.

Contestants choosing to use laptop computers accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

phased this rule in by notifying coaches last fall, schools interested in integrating computers into their squads made plans in advance, meeting with their technology directors to negotiate budget appropriations, applying for technology grants through their local district grant programs, and shifting priorities in current budgets.

What about cheating? I've never believed we should deny progress because somebody will cheat. Just like robbers who will break into your house even though the door is locked if they really want your goods, so people who really want to cheat will try it. That shouldn't be our determinant for designing contests. Review the guidelines we have established. There are harsh penalties for those who try to gain an advantage through cheating.

The guidelines were written in consultation with experts in the field of debate and in technology. They were posted online for months so coaches and debaters could provide feedback and share their concerns. Adaptations were then made before the final draft was approved.

This first year will be interesting, but I challenge all educators to embrace technology as our students have and to be patient as we address specific incidents at tournaments.

A question/answer section will be posted on the speech page of the UIL Web site, and workshops at Student Activity Conferences are scheduled in an effort to provide as much clarity to the rules as possible.

As coach of your team, evaluate the current skills of your debaters, resources available and then make a customized decision of whether or not to use laptops, or which of your debaters should and shouldn't use them.

This is an exciting new era for UIL debate. We're on the cutting edge, ahead of the game. Other states throughout the nation as well as the National Forensic League have requested our guidelines as they, too, examine the possibility of implementing computers into their contests.

The winds, they are a blowin'... and change is here.

## Speech Notes

1) Speech coaches please go online and enter or update your data on the Speech Coach Information Form located on the speech page of the Web site. The link is [http://www.uil.utexas.edu/forms/speech\\_coach\\_information.html](http://www.uil.utexas.edu/forms/speech_coach_information.html)

2) Final wording of CX Debate topic is online, as well as the Fall LD Debate topic.

# Learning from the best

## After almost 30 years as the adviser of 'Panther Prints,' Mary Pulliam retires



Jeanne Acton  
Journalism Director

I could be dramatic and start with, "A legend is leaving the newspaper classroom."

It's true. She is a legend.

But she would frown. She doesn't care for the limelight. Never has.

She'll tell you it's her students. She'll tell you she's lucky. She'll tell

you anyone could do it.

She's lying.

Maybe she did have some great students (easy to say, since I was one). And maybe she is a little lucky. But not anyone can do what she has done.

Her newspapers have produced some of the best high school journalism in the nation. Not just the state. The nation.

And she's leaving.

Well, actually, she left. For the first time in almost 30 years, Duncanville High School's newspaper class started the year without Mary Pulliam at the helm.

"It was time to retire from newspaper," she said. "This is something I have considered for several years. As I have gotten older, it has become increasingly more difficult to advise three publications.

The decision was hard. "But it was the right thing to do," she said. "I could never compromise on quality. The newspaper kids deserved someone with more energy than I had left to give."

Mary will continue to advise the yearbook and work part-time as the "newspaper cheerleader"—a role she will fill amazingly well. I suspect she has always wanted to wear one of those little short skirts and run around with pom-poms.

Before leaving the newspaper, Mary helped find a solid replacement—James Rich, formerly of Azle High School.

"James and I are working as a team, along with Charlotte Hensley, the photojournalism and Journalism I teacher," she said. "We have the same vision—to train the students to be the best journalists they can possibly be."

That vision is what pushed Mary's kids every year to produce the finest publications possible. For three years, I was one of those students. I was Mary's kid. It's a prestigious title—one that I will never lose. Now almost 20 years later, I remain one of Mary's kids, a title I wear proudly. Her influence shaped who I became and what choices I've made in my life.

And I'm not alone. Over the years, Mary (I

still call her 'Mur') has influenced more than just the students in her classroom.

Her newspaper is a model for high school journalism. Her staffs have covered topics ranging from teen suicide to substance dependency to sexual abuse without as much as a whiff of sensationalism. Her name is synonymous with quality, ethical journalism.

And she has hundreds of awards and plaques to show for it, but, for Mary, it's never been about the awards. She's won as many awards as any adviser in the state, perhaps the nation, yet she can't tell you how many Pacemakers or Crowns or Stars her publications have won. She'll have to check, she says.

For Mary, it's about the students. It's about how high-quality reporting and writing changes people. Like the piece Victoria Williams wrote for the newspaper several years ago.

"The story was about Michael Green, a sophomore who had been severely burned in a fire when he was an infant," she said. "He lost both hands and one side of his face was scarred. Many of the students didn't know what had happened to Michael so it brought greater understanding about his situation. *The Dallas Morning News*, Channel 8 and ESPN picked up the story. The local newspaper ran Victoria's story and Jason Kindig's photos. For three years Michael thanked me for Victoria writing the story. Michael was named Mr. DHS at the end of his senior year."

That's what matters most to Mary—the impact.

After her reporters wrote in-depth stories about "cutting" last year, several readers went to the counselors to seek help. That's what Mary talks about—the impact on student lives.

Don't get me wrong. Mary is proud and excited when her students win awards, but awards are not her primary motivation.

"It was really special when two of my Katrina kids, Sarah Tiambeng and Erin Straub, won Tops in Texas awards at ILPC last year," she said. "Both



At the 2005 ILPC Convention, Mary Pulliam gets a little love time with Charlie. Photo by Jeanne Acton

young ladies stayed in Duncanville and are on the staff again this year. Sarah did a 12-week internship at *The Dallas Morning News* this summer. She wrote for the metro section. This was the fourth year in a row that one of my students had an internship at the *News*."

Asked about her favorite memories, she mentions the time her staff showed up to an awards assembly and one of the editors had on two different shoes.

And the time Universal Studios flew one of her students and her to Chicago on a press junket to see *Sixteen Candles* and to interview the stars Molly Ringwald and Anthony Michael Hall and director John Hughes.

And the time two of her editors showed up to ILPC in their prom dresses—the same two editors (me, being one) who nicknamed her "Mur."

Basically it's a shortened version of Murray. We started to call her Mary, but the administration frowned on students calling their teachers by their first name. So like all good journalists, we came up with a substitute when we couldn't use her real name.

"It would take a book to tell about all of the fun I have had," she said. "Words can't express the excitement I see in the kids' eyes when their publications come out or the pride when they win an award. These experiences mean so much more than any paycheck!"

See Pulliam, page 9

### Important Dates

- Nov. 1 - Deadline for ILPC Membership (to avoid \$10 late fee)
- Nov. 1 - Deadline for submitting yearbook for ratings
- Dec. 1 - Deadline for submitting Yearbook Individual Achievement Awards

### Student Activities Conferences

We have four SACs scheduled (see the page 1 for dates and locations). I encourage everyone to attend one. Since the new baby is due Oct. 9, I will have amazing replacements at all of the SACs except UT. Leland Mallett will be presenting at West Texas. Susan Duncan will be at Tyler, and Rhonda Moore will take over at Corpus Christi. Bobby Hawthorne also will lend a hand.

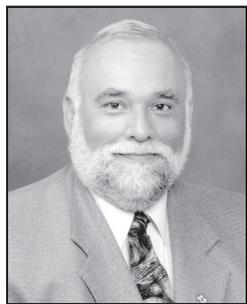


### Charlie Update

It's was an exciting summer that ended with a little injury. Charlie broke his foot in August. He was running full speed (his normal mode of transportation) when he tripped and fell. He gets the grace from my side of the family. So now, he's sporting a lovely, bright blue cast on his leg. But don't worry. He's already figured out how to run with a cast.

# Another busy year ahead ...

## Take advantage of Student Activity Conferences and TETA convention to help prepare you



Luis Muñoz  
One Act Play Director

School's back in session and so are our phones and mailboxes. I want to thank all of you who took time this summer to attend various workshops and conferences. Your desire to become better teacher-directors can only help to improve you and your programs. I had a great time visiting with some of you at the Tyler TETA Summer Workshop.

I want to congratulate Tyler Junior College and the TETA K-12 Board for the wonderful experience given to those 200 teachers and teachers-to-be. The handouts, giveaways and door prizes were GREAT!

I'd like to take a moment to welcome all our new OAP directors. I want to let you know that we are here to answer your questions. Please do not hesitate to call the office for clarification. Make sure that you take the time to study the *Handbook for One Act Play 16<sup>th</sup> Edition* and the *A Guide for UIL One-Act Play Contest Managers 3<sup>rd</sup> Edition*. You owe it to the kids to know the rules they must play by.

I also will highly recommend that you attend one of the Student Activity Conferences sponsored by the League. They are scheduled as follows:

- Sept. 16 – West Texas A&M at Canyon
- Sept. 23 – Tyler Junior College
- Oct. 21 – University of Texas at Austin
- Nov. 4 – Texas A&M at Corpus Christi

New teachers need to become members of the Texas Educational Theatre Association. This organization holds its state convention in January and boasts one of the best, if not THE best, theatre conventions in the country. This year's convention is scheduled for Jan. 18-20 at the Hyatt Regency in downtown Houston. For more info: [www.tetatx.com](http://www.tetatx.com)

Connie McMillan, assistant at the state office, spent two weeks in Canada watching plays at the Stratford and Shaw festivals. She emailed us with this wonderful story that every teacher needs to read.

*"As we returned to hot old Texas last night after two weeks of heavenly weather in Canada with wonderful shows, sights, treats and especially wonderful friends, we experienced a final magical theatrical moment that should be shared with all of us who love theatre and theatre education.*

*"At the airport Bob (Singleton), Joe (Boyd), Pam (Bates) and I (Connie McMillan) were loaded into a cab by a sandy-haired driver with a plaid shirt and suede hat. As we pulled out of the airport, he asked where we had been and we told him of the great weather in Canada. Then he asked what we had done there and we proudly told him we were theatre junkies who had seen 20 plays in 12 days. He seemed amazed at our feat and then immediately launched into Puck's final speech from A MIDSUMMER NIGHT'S DREAM and said that he played the role in high school. We were delighted, of course, and I asked him if he did the show for UIL. He replied that*

*he was a techie on UIL shows but did this role in a full-length production.*

*"Bob asked him at what school and he answered Anderson High. Then Bob asked him what year and he said it was the first three years the school was open in the early 70s. Bob and I were already laughing in astonished realization as he asked the driver's name and then revealed to the others in the car that he had, indeed, been the cab driver's teacher and director during those years. The driver almost ran us off the road shouting and pounding his steering wheel. He veered to the shoulder, stopped the cab, turned on the inside lights and turned around to stare at the man he thereafter called 'Dr. Bob.'*

*"For the rest of the trip to my house, the driver regaled us with stories of those high school days—shared dressing rooms, hazing for new students, secret knocks for techies to get into the cage and Dr. Bob's influence. And, as we unloaded luggage and stood behind his cab in the humid heat of an August night under the streetlight of my alley, he spoke Puck's final speech almost perfectly with the phrasing and emphasis Dr. Bob had taught him more than 30 years ago. We all wept and applauded him and expressed our wonder that our theatre adventure had ended in such an amazing way.*

*"A perfect coda to our theatre vacation — and perfectly unexpected.*

*"Theatre teachers — this is testimony to the influence you have on students for the rest of their lives."*

### Neil Simon

Over the last few years many of you have asked that we inquire about the use of Neil Simon's plays for OAP contest. This summer I received word from Stephen Schreuder, Amateur Leasing, at Samuel French that they will allow cuttings from Neil Simon plays but with some very strict stipulations:

*"The cutting must be a continuous excerpt starting at Point A and ending at Point B with NO internal deletions or changes. This would include the elimination of any language deemed offensive. No parts can be eliminated. For example, a dialogue cannot be turned into a monologue. The cutting cannot be combined with another play part of a play whether or not by Neil Simon. The performance cannot be recorded in any way whatsoever for whatever reason. A full royalty must be paid for use of the cutting, no matter what its length, as though the entire play were being done."*

The plays will need to be submitted for approval by the League's committee. Any deviations from the agreement with Samuel French will result in play disapproval. Along those lines, people wishing to produce *Quilters* should make note that an agreement with Dramatist Play Service requires that the "scenes from" open with the "birthday party scene."

### Planning Meetings

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. Please make sure that you have checked the 2006-2008 realignment and know exactly what district you are in. The Spring Meet alignments are found on the UIL Web site.

If you have a novice Contest Manager, we 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. I need to remind you that 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.

### Online Registration

Please make sure that all the details surrounding online registration have been worked out. It is important that you know who is in charge and review the deadlines. 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.

In the past the online system required that districts that zoned set up separate meets for each zone and the district. This year, districts will not be required to set up their zones online. Since zones do not count towards overall championships and are a preliminary round to the district meet, all schools will register in the district meet by the zone deadline. This should make things simpler and still get OAP points into the totals needed for determining an overall champion.

### Enrollment Cards

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 Judges

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 16<sup>th</sup> edition of the *Handbook*. The Academic Committee passed a proposal requiring that the TETAAO and the state office assign regional meet judges this summer. The rule will be voted on in October and, if passed, would go into effect in 2007-2008.

### State Meet Judges

This summer TETAAO met, evaluated and selected

See Theater, page 9

# How to beat the heat

## Stay indoors and prepare for this year's elementary/JH competition



David Trussell  
Elem/JH Director

There's just something wrong about starting school when it's still 100 degrees every day. The back-to-school season usually brings about thoughts of autumn leaves and cool breezes, but unfortunately many of us are still several weeks away from those things

... right now if the leaves are brown it's because they're parched, and if a breeze is blowing, it's just moving the hot air around.

There is perhaps no greater blessing of modernity than air conditioning, at least if it's August and you're in Texas.

But in spite of the heat, or in some parts of the state, excessive rainfall (we in the Austin area would gladly take some of that off your hands), we hope your school year is off to a great start. As you prepare for this year's elementary/junior high competition, there are a few important things to keep in mind.

### Registration

Every school that participates in the elementary/junior high academic program must register with the state office every year.

This is how we keep our contact information current and how we are able to send you a complimentary copy of the new *A+ Handbook*. You can find the online registration form at [www.uil.utexas.edu/academics/elem\\_jrhigh](http://www.uil.utexas.edu/academics/elem_jrhigh).

The online registration system is new this year. Instead of having to type in all your information and send us a new form every year, with the new system you can search for your school, view the information we have on file and send us only any changes that are needed (new UIL coordinator, new principal, etc.).

You also receive an immediate confirmation that your form has been received, as well as a follow-up e-mail a few days later. So far the system is working very well overall, but it is new, so please bear with us as we continue to make modifications and improvements. The deadline for participation registration is Oct. 1.

If your school is in an ISD with at least one UIL member high school, there are no separate membership fees for elementary/junior high participation. If you do not have a member high school, contact the UIL office for membership information.

### Materials

As always, this year we have new lists for Music

Memory and Spelling, new topics for Modern Oratory and new primary sources for Social Studies. All of these except the Spelling list are available on the UIL Web site and in the *A+ Handbook*. The *A+ Spelling* booklet may be ordered using the EJM Academic Study Materials Order Form.

This is the second year of a two-year cycle for the Art contest, so the prints and bulletins you purchased last year may be used again.

For Maps, Graphs & Charts, the official source for the contest is the *Nystrom Desk Atlas*. The publishers have told us that there are no major changes to the atlas for this year; if your atlases have a 2003 copyright or newer, you have the current edition.

For Dictionary Skills, the official source is the 2004 edition of the *Merriam Webster Intermediate Dictionary*. The 2004 version is the most current edition and is the one that will be used by test writers.

However, for both contests the rules do not require the use of the official sources — contestants may use any atlas or dictionary they choose. Atlases may be ordered from UIL using the study materials order form. Dictionaries may be ordered from Texas Educational Paperbacks ([www.tepbooks.com](http://www.tepbooks.com)).

### Rule Changes and Updates

The one major rule change for the elementary/junior high program is that Social Studies is no longer a pilot event — it is now an official contest. This means that it is now included in the *Constitution & Contest Rules* and can earn points for your school toward an overall district championship.

On the subject of points, the only other rule change for elementary/junior high concerns One-Act Playpoints. First-place and second-place plays at the district meet are now awarded different points (22 for first and 18 for second).

### District Organization

If you are hosting your district meet this year, you must send in your District Organization Form and District Meet Materials Request Form to tell us when and where your meet is taking place and what contest materials you need.

If you are hosting a fall/winter district meet (Dec. 1 – Jan. 31), the deadline for submitting these forms is Sept. 15. If your meet is in the spring (Feb. 1 – May 15), the deadline is Oct. 15.

Both forms are available on the UIL Web site or in the appendix of the *A+ Handbook*. A note about when materials will be available: Dec. 1 is the first date fall/winter materials may be used, not necessarily the first date they will be shipped.

If your meet is scheduled for Dec. 1, you will receive your materials a few days ahead of time.

All district contest materials are provided free of charge.

### November Meets

It is not possible to host an official UIL district meet prior to Dec. 1. You may host an invitational meet in November; invitational meets may be held from Nov. 1 – March 31. Invitational contest materials are available for purchase from UIL — an order form is available on the Web site and in the *A+ Handbook*. Note that UIL does not provide invitational contest materials for Music Memory.

### A Word About Charter Schools

We have a large number of open enrollment charter schools in Texas, and that number continues to grow.

According to state law, charters must be treated in many respects just like traditional public schools, and that includes participation in UIL activities. When a charter includes a high school, that school can be placed in the UIL alignment process and assigned to a district. However, many charter schools have only grades K-8.

Since elementary and junior high schools are not assigned to conferences and districts, K-8 charter schools must look for a UIL district in their area that they can join.

If someone from a charter school contacts you about joining your UIL district, please give them the benefit of the doubt and welcome them in. In most cases these schools will be a positive addition to your district. If you do have problems occur (last-minute cancellations, failure to pay fees, etc.), please send me a letter or e-mail so we have documentation of the situation.

### And finally...

Remember that the UIL program is a complement to what you do in the classroom. The practice activities you use to help your contestants prepare for competition can easily be adapted to serve as valuable learning tools for the classroom. The knowledge and skills taught by UIL activities are exactly what students need to prepare for TAKS testing and what teachers need to fulfill TEKS objectives.

With that in mind, your UIL program can serve as a way to help students learn and grow throughout the year, not just as preparation for a single contest. Something to think about as we're waiting for those autumn leaves and cool breezes...

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**The one major rule change for the elementary/junior high program is that Social Studies is no longer a pilot event — it is now an official contest.**

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# Clear, consistent expectations

## Music Executive Secretaries pass only four rule changes



Richard Floyd  
Director of Music

The UIL Music Program continues to function statewide with a minimum of problems or difficulties. Much of the success of these programs can be attributed to the high degree of ownership shared by band, choir and orchestra directors across the state.

Our rules are made and monitored by the very people who participate in and benefit from the contests administrated by UIL.

Refinements over the years have created a level of consistency that, while not perfect, offers music programs across the state a clear expectation of what to anticipate when entering League music contests.

A second stabilizing factor in the UIL contest program is the role the Music Executive Secretaries play in the organization and administration of region music competition. These individuals represent many years of experience as both contest participants and contest managers.

They meet annually in Austin to review in detail plans for the coming year, to discuss problems of common interest and to plan for the highest degree of consistency possible in every contest from El Paso to Beaumont and Brownsville to Amarillo.

The professional attitudes and conduct of these individuals is one of the cornerstones of UIL music competition.

Because of this high level of “customer satisfaction” the past few years have brought about only

minimal rule modifications. This year there are only four. They are as follows:

**ADDITIONAL GROUPS** – Section 110-2(j)(3)(D) & (E). This is actually not a rule change but rather an attempt to clarify the issue of vocal students performing in additional groups. The new language states that treble or tenor-bass choirs may be entered as non-varsity groups provided that a varsity mixed choir from the school is entered and members of the varsity mixed choir do not participate in any non-varsity choir. However it is possible for members of a non-varsity mixed choir to participate in either a varsity or non-varsity treble or tenor-bass choir.

**CLASS THREE SOLO PERFORMANCES** – Section 1108(e)(3). This new rule offers 10<sup>th</sup> grade first year music students and instrumentalist performing on a secondary instrument the option to enter Class 3 solo competition. This means a 10<sup>th</sup> grade student who elected to join the choir program for the first time as a 10<sup>th</sup> grader would be able to sing a Class 3 solo at UIL Region Contest. By the same token a trombone player, for example, who has elected to learn to play euphonium would have the option of selecting a Class 3 solo to perform on the euphonium at the UIL Region Contest. It is not the intention of this rule change to “lower the standard” but rather to create new options for students who do not join the music program until the 10<sup>th</sup> grade or wish to learn a second instrument as a part of their musical training.

**PERFORMANCE REGULATIONS** – Section 1108 (h)(3). This language makes the practice of changing titles on entry forms consistent for all UIL music events. Under this provision a title can be changed up until 7 days prior to the first day of the contest. For many years bands, choirs

and orchestras have been able to change titles up to 7 days prior to the first day of the contest. The same option now applies to solo and ensemble contestants as well.

**CONFERENCE C NON-VARSITY SIGHT-READING CONTEST PROCEDURES** – Section 1111 (f)(1)(D). Conference C non-varsity bands now may extend the summary explanation period for their conference by one minute. This means all Conference C Non-Varsity Bands have a total of 4 minutes during the summary explanation period.

Perhaps the most dramatic change to be experienced during the 2006-2007 school year will be the implementation of the new 28 Music Region Alignment. The new region structure has been over two years in the planning stages and every effort has been put forth to insure a problem-free transition. Our infrastructure is in place and Executive Secretaries are busily moving forward with plans for the 2006-2007 contest season. A complete listing of contact information for each region appears on the music page of the UIL Web site. You are encouraged to contact your music region leadership if you have any questions or concerns as the year unfolds.

One final thought. As we make our way through the contest year, let us be mindful of the fact that we are all part of an enterprise that should be “process focused” and not “product focused”. Therefore the contest is not and should not be the ultimate goal. It simply provides a snapshot of where our students are on the perpetual journey towards musical mastery and understanding. The true measure of our success is not the number of trophies on the wall but rather the musical growth our students experience in the process. Have a great year!

## TMAA heads in a new direction for upcoming year

Keith Bearden  
President-TMAA

Rehearsal halls across the state are bustling with energy and excitement in anticipation of a new year. Hopefully, goals have been established from the beginner level through the top performing ensemble in order to create a stronger learning environment in the classroom.

Members of TMAA will be involved in this process as UIL contests occur throughout the year. Our mission, as members of TMAA, is to provide constructive comments in order to provide the students and directors with feedback on their performances.

Many of you will pull “double duty” — the preparation of contest ensembles as well as the

adjudication of ensembles. I wish you all the best in your performance.

Over the past year, we received several inquiries about the “rules”, “un-written rules” and adjudicator procedures at instrumental sight-reading. We received only one complaint concerning choral sight-reading contests. A request for more information on this complaint was never sent to TMAA, therefore it was dropped. Vocal Vice-President Sharon Paul and I are discussing whether or not a review is necessary in choral sight-reading procedures. A committee was formed to address some of the instrumental concerns at sight-reading contests. The rules will be reviewed at another time by a UIL committee since the new C&CR is already published.

TMAA, however, is responsible for adjudication and delivery of certain information at sight-reading contests. I want to thank Richard Floyd, George Strickland, James Edwards, David Lambert and Gerald Babbitt for joining me in service to this committee. We met between TBA and TODA this summer in San Antonio. We believe we were successful in producing some suggested guidelines to be used this spring.

It was agreed that instrumental sight-reading contest procedures have not been consistent from ensemble-to-ensemble, contest-to-contest or region-to-region. The region executive secretaries praised the efforts and results of this committee at their meeting this summer.

See TMAA, page 9

**TMAA**  
**Constructive**  
**Comments**  
Texas Music  
Adjudicators Association

**ADDRESS TMAA  
CORRESPONDENCE  
TO:**

Dr. Jay Dunnahoo  
Executive Secretary  
Texas Music  
Adjudicators  
Association  
410 Coronado Dr.  
Kerrville, TX 78028  
830/792-5224  
Fax: 830/792-5917  
(see article page 9)

## Theater: Area dates posted online

from page 6

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

A – Kelly Russell, Texas A&M Corpus Christi

2A – Rick Garcia, Austin

3A – David Stevens, Keller ISD

4A – Paula Rodriguez, San Antonio College

5A – Terral Lewis, Texas A&M Corpus Christi

### Drama Desk Award

Congratulations to director Marion Castleberry and actor Stan Denman whose Ensemble Theatre production of Horton Foote's *The Traveling Lady* was nominated for the prestigious Drama Desk Award for Outstanding Revival of a Play. Texas' own Horton Foote was also presented with a lifetime achievement award.

### Theatrical Design

Speaking of Mr. Foote, this year's Theatrical Design Contest play is *The Trip to Bountiful*. This play is also the dramatic literature pick for the UIL Literary Criticism contest.

This should make for some nice synergy. Contact the literary criticism coach at your school and work together on this. Packets with the Theatrical Design Contest Guide were mailed out to all League schools on Aug. 15. If you did not receive yours, you may download an info packet from the UIL Web site.

Go to the OAP section and click on the forms to download section. Sessions on Theatrical Design are scheduled for all of our Student Activities Conferences.

It was an amazing experience to see these young artists receive their awards at this years

5A awards ceremony. Every finalist was there to hear an oral critique from state judge Michelle Ney, Texas State University. All five conferences were represented at the state exhibition. Don't deny your tech students the chance to excel and be recognized.

### Area and Regional Contests

Along with new realignments come new areas. New information on area dates and locations is posted online. There have been several moves, changes in personnel, etc. I want to thank all of you who have hosted in the past and want to welcome all of those who are hosting for the first time.

The dates for regional contests have been changed.

If you have a black UIL two-year calendar, the dates are wrong. Conflicts with state-mandated testing are being avoided. At this point all regional OAP contests are scheduled for the week of April 9-13, 2007. This is the week immediately after area contests.

### Tal Lostracco

I am sad to report that Tal Lostracco suffered a fatal heart attack on July 6. Tal had been one of the League's strongest supporters. He was active as a student, as a director and as a critic judge. Tal judged the OAP State Meet in 2005.

His teaching abilities were well respected and his influence on theatre educators in our state immeasurable. We will miss him.



## TMAA: Preparing to move in a new direction

from page 6

Mr. Floyd agreed to send the final document to region executive secretaries for their distribution to instrumental sight-reading adjudicators this spring. We hope to post these guidelines on the TMAA Web site in the near future.

These guidelines aren't meant to restrict adjudicators but to provide every ensemble a "professional and consistent" environment in the sight-reading room. Over the years our approach to sight reading has become a little relaxed to the point of producing negative results.

The guidelines address two parts: 1) The Greeting (what information is to be given to the director upon entering the room) and 2) The Adjudicator Instructional Period to the Ensemble. It must be our intention as adjudicators to provide directors with consistent information and consistent delivery of that information in both these areas.

On another note, the executive board of

TMAA has been working to establish TMAA as a non-profit corporation. During this process our executive secretary Jay Dunnahoo has worked tirelessly with our attorney in Kerrville. During these meetings it was discovered that parts of our constitution/by-laws needed correction/revision. These issues were studied by the executive board and action was taken at this summer's executive board meeting.

The proposed new constitution and by-laws with these changes will be posted on the TMAA Web site for your inspection. These changes/visions will then need to be adopted at our February membership general business meeting.

I want to thank members of the executive board and the many other individuals who willingly serve our great organization. Don't forget to return those adjudication contracts to the region executive secretary and, most importantly, jot it down on your calendars!

## Pulliam: Adviser retires after almost 30 years

from page 5

A few weeks ago, it was "Meet the Teacher Night" at Duncanville High School. Mary had as many former students and parents visit as she had current staff.

"The mother of a current college senior said, 'Mrs. P, you told me that Jason would never have to flip a hamburger, and you were right. He has earned enough money with his photography to cover his complete college education,'" she said.

"After giving me a hug, a staff member from the 1980s talked to me about his daughter, who followed in her daddy's footsteps and was on my staff two years ago. His twin daughters want to be on the staff next year," she said. "Another mom and dad came by to bring me a CD with film clips of their son, who is a reporter/anchor for Channel 7 in Detroit. They thanked me again for giving their son a start in journalism."

The list goes on.

I wonder if the community realizes how much she's done for her students and the school.

Mary doesn't dish out advice to advisers very often. She's too humble. She used to tell me, "you know more than I do." How could I? She taught me most of what I know about journalism.

But I did coax her into offering a few words of advice for new advisers.

"You had better love what you are doing," she said. "Being a publications adviser is one of the toughest jobs on campus, but it is one of the most rewarding. You will have to be their teacher, counselor, parent and friend — all at the same time.

"Train the kids to do a professional job and support them in their endeavors. Don't let your students be tempted to do stories for shock value or just to impress the judges. Cover stories for the right reasons. Keep your community standards in mind. And have fun."

Fun. That's how she described her job for the past 32 years. "I've had the best job in the school," she said.

She's also been fortunate to work in a district that has given her such support. "My principal, Mr. Mike Chrietzberg, and superintendent, Dr. Kenneth English, are the best," she said.

And so, she begins another year, albeit half-time.

"I was so excited for school to start. The first week was wonderful. On Tuesday and Thursday, I met with the best kids in the school, and we started working on the 2007 *Panther Tale*. On Monday and Wednesday, I had 'Mary time,' and I haven't had that in a long, long time."

"Mary time" translates into countless hours spent with her four grandchildren.

"My grandsons, Alex and Aden, play sports (football, baseball, basketball and soccer), and they want us to attend their games," she said. "I am sure that (my granddaughter) Gracie will soon be joining them in playing sports, and I like nothing better than rocking Baby Maggie."

I am guessing that before they are 10, Alex and Aden, Gracie and Baby Maggie will have mastered the transition/quote formula and will know how to correctly punctuate a direct quote.

After all, Mary is a teacher. And whether she's in the classroom or not, she will always be teaching.

I know I'm still learning from her.



Mary Pulliam

# Activities Week set for October 15-21

The week of October 15-21 marks this year's celebration of National High School Activities Week. Now in its third decade, National High School Activities Week seeks to increase public awareness of the value of interscholastic activity programs. During this week, the UIL encourages its member schools to promote the values inherent in interscholastic athletics, fine arts and academic programs.

"We have fundamental, empirical evidence that interscholastic activities provide a successful way in which to create healthy and successful citizens," said Robert Kanaby, National Federation of State High School Associations Executive Director. "Through National High School Activities Week, we have an opportunity to reflect on our participation as well as the participation of our children. Our nation must continue to support these programs and the life skills they provide America's youth."

National High School Activities Week was created in 1980 as a means to promote the need for interscholastic activity programs across the country. In 1983, President Reagan and the U.S. Congress officially set aside one week to recognize the importance of these activities, and the UIL continues to support that designation.

Every UIL member school is encouraged to publicize and participate in National High School Activities Week. For more information about the

activities week and ways to promote it, please visit the UIL Web site at [www.uil.utexas.edu](http://www.uil.utexas.edu).

The specific days for this year's Activities Week celebration include:

- **Sunday, Oct. 15 — National Be A Sport Day:** to encourage awareness and discussion about the importance of sportsmanship, ethics, and integrity to the conduct of interscholastic programs.

- **Monday, Oct. 16 — National Fine Arts Activities Day:** to focus on the students, coaches, and sponsors involved in fine arts programs.

- **Tuesday, Oct. 17 — National Officials Day:** to salute the approximately 500,000 individuals who serve as contest officials and judges.

- **Wednesday, Oct. 18 — National Youth Health Awareness Day:** to promote education and prevention efforts that encourage healthy lifestyles.

- **Thursday, Oct. 19 — National Coaches/Sponsors/Advisors Day:** to recognize the contributions of high school coaches, sponsors and advisors.

- **Friday, Oct. 20 — National Fan Appreciation Day:** to thank the spectators who support activity programs throughout the year.

- **Saturday, Oct. 21 — National Community Service/Participation Day:** to give back to your community and show your appreciation for their support of your programs.

## Lone Star Cup winners announced

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 2005-2006 school year.

Now in its 10th 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 and TITUS Sports Marketing, which also served as the sales and marketing arm for the Texas High School Championships Corporate Partner Program.

This fall, the UIL and Texas Dodge Dealers will present the 2006 Lone Star Cup trophy, along

with a \$1,000 prize, to one high school in each of the five UIL classifications.

Among the winners this year, Dallas Highland Park High School finished first for the third consecutive year and sixth time overall.

Abilene Wylie High School, which also finished second in the 2006 H-E-B Pharmacy-UIL Community Service Award contest, was a first time Lone Star Cup Champion in Conference 3A.

The UIL and Texas Dodge Dealers remain committed to promoting overall excellence in high schools across the state and look forward to another competitive race for the 2007 Lone Star Cup.

The recipients of the 2006 Lone Star Cup include:

- 1A—Lindsay High School
- 2A—Argyle High School
- 3A—Abilene Wylie High School
- 4A—Dallas Highland Park High School
- 5A—Conroe The Woodlands High School

## Journalism All-State Staff announced

Thirty-nine students have been named to the 2005-06 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.

### 2005-2006 All-State Staff

Alyssa Rains, Big Spring High School  
Taylor Parks, Big Spring High School  
Michelle McMurtrey, Big Spring High School  
James Bowen, Big Spring High School  
Nathan Booth, Big Spring High School  
Mitchell Pate, Buffalo High School  
Ashley Stacy, Carthage High School  
Amelia Hudson, Carthage High School  
Kelsey Whipple, Clark High School  
Melissa Macaya, Clark High School  
Ahmed Mabruk, Connally High School  
Nathan Drolet, Cypress Falls High School  
James Tittle, Cypress Falls High School  
Marcelino Benito, Cypress Falls High School  
Melissa Taylor, Cypress Falls High School  
Cary Moore, Decatur High School  
Brooke Beacham, Grandview High School  
Rance Pringle, Grandview High School  
Anthony Villa, Groesbeck High School  
Caleb Hudgens, Haskell High School  
L.J. McCulloch, Haskell High School  
Jordan Roquemore, Lindale High School  
Bethany Johnsen, Lindale High School  
Rebekah Karrenbrock, Lindale High School  
Kayla Cecotti, Lindale High School  
Amanda Casanova, Lukin High School  
Megan Faver, Lufkin High School  
Nick Wade, Lufkin High School  
Mary Stanfield, Marcus High School  
Steven Jones, Marcus High School  
Michelle Ward, Marcus High School  
Megan Cowart, Mineola High School  
Brittany Norman, Rider High School  
Emily Anderson, Lee High School  
Carly Squyres, Lee High School  
Emily Carson, Rocksprings High School  
Hillary Kunz, Westlake High School  
Kira Cheek, Westwood High School  
Robert Rich, Westwood High School

# 1776: Period provides great opportunities for learning

continued from page 3

periodically the values of the men who declared independence from Great Britain and framed the Constitution.”

That Constitution has not only endured longer than any such document in the history of nations, it has also been the model for numerous other countries. It was written by 55 individuals over 200 years ago.

After teaching history more than 20 years, I have arrived at the conclusion that there is no topic that is more often studied and less understood than the years covered in the current contest year. While students in virtually all U.S. history and government courses are exposed to this time frame, individuals who participate in the UIL Social Studies contest will have the unique opportunity to evaluate information related to this period in far greater detail than they might have done so otherwise.

U.S. history is typically the focus of social studies curriculum in the eighth and 11th grades while 12th graders are studying U.S. government. The current topic has something to offer for students at any grade-level and should serve as an appropriate complement to all of the social studies classes. In addition to general applicability of the subject, the emergence of the American nation is a topic that should capture and hold the interest of potential contestants.

It is essential to remember that this topic is about a process. It is not a topic about the Revolutionary War or a particular event or even a specific document but instead about the manner in which all of these developments served as components of the total process that culminated with the framing of the Constitution.

While events during the year 1765 were not the first that ultimately caused this process to transpire, it was during that year that the situation in the American colonies reaches a critical point.

Furthermore, once the revolt was set in motion, the ultimate outcome was not clear to those involved. For example, the Stamp Act was, at least to some degree, the result of the British need for revenue following the wars of the previous two decades. The initial rebellion among colonists was more of a protest and an attempt to obtain more favorable political treatment by the monarch and not an all-out effort to create a new and independent nation.

Objectives would change, of course, ultimately leading to the Declaration of Independence in 1776. At the same time the very leaders who drafted that document began debate that lasted well over a year, culminating with the Articles of Confederation, drafted in late 1777 and ratified in 1781.

Following victory in the Revolutionary War, the new nation was, to say the least, experiencing major challenges related to the role of government. Significant weaknesses in the Articles prompted the nation's leaders to gather once again with the primary purpose of addressing those weaknesses.

When the Founding Fathers gathered in Philadelphia in 1787, however, the result was essentially the creation of a new government based on the new Constitution they drafted.

In conclusion, one of the most fundamental lessons that students can gain from social studies is the chance to review and hopefully understand the basics of cause and effect. Accordingly,

instead of exposing students to a series of isolated events, it is my intention to provide the chance to examine the relationship of those events and the proceedings that transpired as a result.

Finally, I believe the quality of resources from which questions will be drawn is exceptional. The primary reading source, *1776* by David McCullough, provides an amazing and insightful record of the key events of that year.

I remember when the movie *Apollo 13* was released years ago, a critic observed that, even though most people knew the ultimate outcome of the actual mission, the movie was so well done that there were times the audience was left wondering if the safe return of the spacecraft was really possible. Readers of *1776* are left with a similar feeling, wondering at times if there was any way that George Washington could possibly overcome all obstacles and lead his army to victory.

It offers a truly interesting comparison of the two opposing sides involved in the revolution while frequently providing descriptions of events through the eyes of individuals who are not commonly studied in the typical U.S. history class.

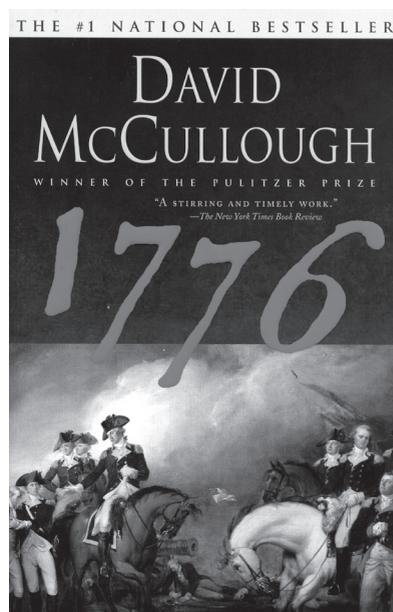
The secondary resources are equally relevant and each of them serves to compliment the basic theme of the topic. They were selected not only because of their individual historical significance, but also because they provide insight regarding the manner in which the events transpired and ultimately led to the formation of the new nation.

The topic appears to be broad in nature. In reality, this is a positive attribute, in that it allows students to deal with questions that will challenge their understanding of the topic itself as well as basic social studies principles. Moreover, the breadth of the topic allows for tests that deal with important concepts and fundamental elements of the timeframe, without necessitating the use of questions focused on obscure and trivial details.

Students should read the supplemental documents and the book carefully. The books-on-tape version of the work is narrated by the author himself and provides an excellent means of engaging student interest. There are also a number of other sources of information, including AP U.S. history and U.S. government textbooks and other non-fiction sources.

The History Channel series, “The American Revolution” is a well-done and interesting and should prove useful for students, but it is not listed as an essential resource. Any information from that series that might appear on a contest test is also available from other locations.

Success in competition will be determined by scores on contest tests but, more importantly, the scores on those tests will reflect the degree to which students read, study, evaluate and understand as many of the resources as possible.



## H-E-B Pharmacy continues community service award

For the fifth 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 H-E-B Pharmacy, will be awarded to one high school in each classification (1A-5A) whose projects most positively affect their communities.

As a result 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 winner of the health care service award receives a grand prize of \$5,000, and the second place school receives \$2,500.

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, and documentation must be provided to the UIL on the official H-E-B Pharmacy-UIL Community Service Award nomination form by June 15.

The winner of the 2006 Healthcare Community Service Award was Alvarado High School. Second place for the Healthcare Community Service Award was Crandall High School. Both schools were rewarded for their outstanding community-wide health fairs.

The recipients of the 2006 H-E-B Pharmacy-UIL Community Service Award include:

- 1A First Place - Happy High School
- 1A Second Place - New Home High School
- 2A First Place - Shallowater High School
- 2A Second Place - Tahoka High School
- 3A First Place - Sinton High School
- 3A Second Place - Abilene Wylie High School
- 4A First Place - Corpus Christi Tuloso-Midway High School
- 4A Second Place - Waco-Midway High School
- 5A First Place - Bastrop High School
- 5A Second Place - Hurst Bell High School

# A college bowl-like atmosphere

## Committee sets guidelines for new football 5A state championship games



Charles Breithaupt  
Athletic Director

the island on December 24, 1892. However, it was several years before a state champion was recognized in Texas.

In 1913 the University Interscholastic League attempted to crown its first state champion.

**This two-year experiment provides an opportunity for schools, coaches and fans to know the location of the games and provides an opportunity for live telecasts for both games.**

football championship game.

The game was played at the University of Texas' Clark Field, which served as a neutral site for the state title between the champions of the North and South Texas.

A torrential downpour fell throughout the game causing slippery footing and numerous fumbles. The following year UIL officials determined they would allow the two schools involved in the game to determine their own site for the state championship game each year.

Beginning this year, 5A schools will no longer have weather as a determining factor for their championship games.

For the first time since 1921, the UIL Legislative Council has authorized a designated site for the 5A Division I and II Championship Games. These games will be held on Dec. 23 at the Alamodome in San Antonio.

The Legislative Council, in its wisdom, established a Championship Football Games Committee to deal with the details of the game, including the time of games, pre- and post-game activities and financial considerations. The Committee was comprised of the following:

1. Curtis Culwell, Chair, Garland ISD, Legisla-

tive Council, 5A Region II  
2. Vernon Newsom, Mansfield ISD, Legislative Council, 5A Region I  
3. Mark Henry, Galena Park ISD, Legislative Council, 5A Region III  
4. John Folks, Northside ISD, Legislative Council, 5A Region IV  
5. Robert Nicks, Midland ISD, Legislative Council, 5A Region I  
6. Sylvester Perez, San Marcos ISD, Legislative Council, Region IV  
7. D.W. Rutledge, Executive Director, Texas High School Coaches Association  
8. Joe Martin, Assistant Director, THSCA  
9. Larry Hill, Smithson Valley High School, President-Elect THSCA  
10. Todd Dodge, Southlake Carroll High School, 2005 Division II State Champion  
11. Steve Lineweaver, Trinity High School, 2005 Division I State Champion  
12. Gary Joseph, Katy High School, 2005 Division II State Finalist  
13. Jim Rackley, Judson High School, 2005 Division I State Finalist  
14. Larry Peil, Cypress Fairbanks ISD, President, THSADA  
15. Joe Rodriguez, Brownsville ISD, Vice President THSADA  
16. Cliff Odenwald, Plano ISD, Past President THSADA  
17. Jerry Comalander, Northeast ISD, Past President THSADA  
18. Rusty Dowling, Katy ISD, Athletic Director

Following the 1920 season, on January 8, 1921, Houston Heights and Cleburne played to a scoreless tie in the first official state

tive Council, 5A Region II

2. Vernon Newsom, Mansfield ISD, Legislative Council, 5A Region I

3. Mark Henry, Galena Park ISD, Legislative Council, 5A Region III

4. John Folks, Northside ISD, Legislative Council, 5A Region IV

5. Robert Nicks, Midland ISD, Legislative Council, 5A Region I

6. Sylvester Perez, San Marcos ISD, Legislative Council, Region IV

7. D.W. Rutledge, Executive Director, Texas High School Coaches Association

8. Joe Martin, Assistant Director, THSCA

9. Larry Hill, Smithson Valley High School, President-Elect THSCA

10. Todd Dodge, Southlake Carroll High School, 2005 Division II State Champion

11. Steve Lineweaver, Trinity High School, 2005 Division I State Champion

12. Gary Joseph, Katy High School, 2005 Division II State Finalist

13. Jim Rackley, Judson High School, 2005 Division I State Finalist

14. Larry Peil, Cypress Fairbanks ISD, President, THSADA

15. Joe Rodriguez, Brownsville ISD, Vice President THSADA

16. Cliff Odenwald, Plano ISD, Past President THSADA

17. Jerry Comalander, Northeast ISD, Past President THSADA

18. Rusty Dowling, Katy ISD, Athletic Director

The Championship Committee made all decisions regarding the games. The following are the minutes of the meeting.

### Schedule Sub-Committee

#### Game Time

2006 — Division I — 7 p.m.

Division II — 2 p.m.

2007 — Division I — 2 p.m.

Division II — 7 p.m.

#### Pre-Game

- 90 minutes guaranteed for both games

- If overtime occurs in first game, the second game time will be adjusted to a later start if needed.

- It is understood that the second game will not start earlier than 7 p.m. even if the first game is over early.

- UIL staff will clear the field of people left from the first game as needed to provide the guaranteed pre-game warm-up.

- All pre-game television interviews and picture sessions will be completed at an earlier date as agreed to by the involved coaches and the TV

crew. No interference will occur on game day.

#### Post-Game Ceremony

- Trophy and medal presentation to the runner-up coach and team will be at the discretion of the head coach and UIL staff. It will be coordinated to avoid extensive time.

- Focus will be on the trophy and medal presentation to the winning coach and team. TV coverage of the presentation will be coordinated by the UIL staff. Discussion centered around moving to an area behind the end zone so that teams for the next game could take the field. Final game presentation will be on the field.

- UIL staff will contact all coaches on Monday of the game week to discuss the post-game ceremony. Consideration will be given to presenting medals individually or to the head coaches in a packet.

#### Post-Game Interviews with Media

- The runner-up coach will be available 30 minutes after the game unless the coach agrees to an earlier interview.

- The winning coach will be available 45 minutes after the game unless the coach agrees to an earlier interview.

- Second game interviews will depend on air-time available and availability of the coaches.

- The head coach of each team will choose 3-5 players to appear for interviews.

#### Practice and Walk Through at the Stadium

- There will be no practice in the championship stadium site for any of the teams in the championship games following the semifinal games except as described here.

- UIL staff will contact participating schools and arrange for a "walk-through" at the stadium.

- "Walk-throughs" will be any time Friday prior to the Saturday game.

- If extreme travel is involved for a team, Saturday morning will be used also; this will be worked out by UIL staff.

- If two teams want the same "walk-through" time, UIL staff will determine by a flip of the coin.

- "Walk-throughs" will be 75 minutes apart with an understood 60 minutes allowed on the field.

- If the stadium has a grass field and bad weather is an issue, UIL staff and stadium management will make arrangements for an alternate "walk-through" as needed. (At Reliant Stadium or other such similar stadium it is assumed the "practice bubble" would be used in bad weather if necessary.)

- Teams will be allowed to leave all equipment

**See Committee next page**

# Know before you start the season

## While the PAPF increases paperwork, it can also help identify ineligible players



Mark Cousins  
Athletic Coordinator

Things never seem to slow down anymore. It seems that it was just last week I was thinking about what I was going to do this summer. Well, guess what, summer is over and another school year is well under way for many of you. Football, volleyball, cross country and team tennis teams are all gearing up for another championship run.

But as we always do at the beginning of a school year and the beginning of a sport season, we need to spend a little time talking about the little things that coaches need to keep in mind; one of those is the Previous Athletic Participation Form.

Back in April of 2003, the following information appeared in this same space:

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

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

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

The PAPF will be required for any new student in grade 9-12 who participated in any practice or contest in any UIL activity in grades 8-12 during any previous school

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**Our staff has made a commitment that we will look at every PAPF that comes into the office to try to catch any 'red flags' that may appear.**

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year that wishes to participate in athletic activities at the new school. The PAPF will be sent to the last school of participation for students. Additionally, the PAPF will be required regardless of which state the student is coming from, if they participated in any activities in that state during the previous school year. The PAPF will not be required from foreign countries, with the exception of Mexico.

The PAPF will now be a two page form. The eligibility questionnaire page of the form will be required of all students who change school and wish to participate in UIL athletic activities. Based on the responses to the questions on that page, the student may or may not have to complete the other page the PAPF.

If it is necessary to complete page two of the new PAPF, the process will be the same as in the past. The form will be sent back to the last school of participation in grades 8-12 for their indication on the status of the student at the previous school.

As in the past, if the previous school indicates that the student in question is changing schools for athletic purposes, was recruited, or was removed from the athletic program, the student in question would be ineligible until the District Executive Committee (DEC) of the new school meets to address the situation.

I know (and have been reminded multiple times by certain coaches I have known for a long time) that this process/rule change has increased the amount of paperwork that coaches must do, but at the same time, I also know that the new process also has saved schools from allowing ineligible students to participate.

Since the implementation of the new process, our staff has made a commitment that we will look at every PAPF that comes into the office to try to catch any 'red flags' that may appear.

Since the implementation of the new PAPF requirements, schools have filed, and our staff has looked at, over 15,000 PAPFs. Just this year, over 400 PAPFs have already been filed with our office. In more than a few instances, our staff has been able to spot potential eligibility issues and notify the school of those prior to the student participating and possibly causing the school to forfeit games and contests.

In just the past week, I have called at least five schools to notify them of possible eligibility issues that arose from a PAPF that came across my desk.

Here is a tip that can help coaches, administrators and district executive committees catch potential issues on a PAPF.

On the eligibility questionnaire, all the questions are phrased so that all the answers to the questions should be 'no'. If any of them are answered 'yes', then further investigation and clarification might be necessary.

Even with the additional work, the UIL staff feels it is important to look at each PAPF that comes into our office. If we can stop one school from forfeiting a game or keep one ineligible player from participating, the extra work is worth the effort.

Best of luck to all on a successful school year.

## Committee strives to answer all questions for football 5A state championship

from page 12  
in the dressing rooms following the "walk-through" to include preparation of area for trainers as well.

### Other Discussion Issues in the Committee Meeting

- Committee recommends no games in the stadium on Friday prior to the championship games.

- Committee is very concerned that there be equal treatment of both schools by TV coverage regardless of where the schools are located. TV people must not interfere with the preparation of the team and must coordinate with the head coach to set up picture taking, interviews, etc.

- Committee discussed other revenue possibilities for the participating schools which was presented at a meeting in Waco. Such discussions centered around

the following:

- assistance with travel costs
- assistance with hotel costs
- assistance with meal costs
- a percentage of revenue generated by the game to be returned to participating schools

### Tickets and Revenue Committee

#### Pre-Sale to Schools

6 adult and 4 student tickets per person

Adult — \$10

Student — \$6

#### At the Game for Schools

Reserved \$12; General Admission \$8

#### Advance Sales to Public

Reserved \$15 — \$18 at gate, if available

#### Complimentary Passes

200 reserved passes plus 1 suite per

school

#### Souvenir Ticket

Request for teams

#### Coaches Passes

One ticket per THSCA member with membership card and photo identification

#### Parking Passes

250 passes (50 per school)

#### Sideline Passes

20 per school plus 5 All-Access passes

#### Team Passes (JV, etc.)

Reserved section (ID by school official)

#### Ticket Revenue (Split)

Split equally by all four schools

#### Travel

UIL staff will work with the THSADA to determine travel expenses for the teams.

This two-year experiment provides an

opportunity for schools, coaches and fans to know the location of the games and provides an opportunity for live telecasts for both games.

Hopefully, the games can be promoted in a way that will make this a bowl-type atmosphere experience for everyone involved.

Many coaches will agree that setting up this final game can be time-consuming. Having the games at a pre-determined site will have obvious advantages and disadvantages. Some will love the new scenario while others will have differing opinions.

But, on Dec. 23, four schools will meet in San Antonio for bragging rights. Those schools, their administrators, coaches, athletes and supporters will be key ingredients in determining whether this concept continues.

# Let boosters help, not hurt, your programs

## Coaches and administrators need to educate clubs on rules



Rachel Harrison  
Athletic Coordinator

from the team in early August for violating NCAA rules.

Apparently the players received payment from

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**Booster groups, parents or individuals may donate money or merchandise to the school with prior approval of the administration, but they cannot give anything directly to a student-athlete or team.**

---

edly “supports” an athletic program be the cause of such embarrassment and negative publicity for the school?

In all fairness to the University of Oklahoma, school officials took immediate action by dismissing the players from the team.

Bob Stoops, head football coach, said in a statement, “I firmly believe that our program is stronger than any individual player and that a championship program cannot compromise its values.”

He added, “Players know exactly what we expect from them. Ultimately they have to make right decisions.

The same holds true for our boosters. When they do not, the consequences are serious, and we will not tolerate this behavior.”

While the devastation of this news sent shockwaves throughout the country, and made for some very interesting conversation among sports radio talk show hosts, it also sent a valuable lesson about the importance of educating not only your athletes, but also your parent and booster groups.

**F**or those of you who follow college football, you’re probably familiar with the recent development and scandal involving the University of Oklahoma. Two players on Oklahoma’s football team, including starting quarterback Rhett Bomar, were dismissed

a car dealership over an extended period of time in excess of time actually worked. The dealership in question happens to be part of the Sooner Schooner Car Program, which means it *supports* the Oklahoma athletic program.

Doesn’t it seem ironic that a business that alleg-

As a coach, make sure your athletes know and understand the amateur rule. Talk to them at the beginning of the season and remind them that they cannot receive money or any other type of valuable consideration for participating in a League sponsored sport.

As for your booster clubs, it’s always a good idea to hold a pre-season meeting to provide information regarding UIL rules.

Booster clubs cannot give anything to students, including awards.

Booster groups, parents or individuals may donate money or merchandise to the school with prior approval of the administration, but they cannot give anything directly to a student-athlete or team.

With regard to meals for athletes, the following rules apply:

1. **Pre-season.** School athletic teams may be given no more than one pre-season meal, per sport, per school year such as a fish fry, ice cream supper, etc. provided it is approved by the school and given by a nonprofit organization, usually the booster club, before the team plays in its first contest. It may be given after a scrimmage.

2. **Post-season.** School athletic teams are limited to no more than one post-season meal or banquet, per sport, per school year, and it must be given by a nonprofit organization and approved by the school. Banquet favors or gifts are considered valuable consideration and are a violation if they are given to a student-athlete at any time.

3. **Other.** Except as specifically allowed by rule, at any time school athletic teams and athletes may be invited to and may attend functions where free admission is offered, or where refreshments and/or meals are served, provided all students from that high school are invited to attend for the same fee and on the same basis as the athletes or the athletic team. Athletes or athletic teams may be recognized at these functions, but may not accept anything that is not given to all other students.

Often, parents and booster groups want to provide meals or snacks for athletes after a practice or game.

This would be a violation of the amateur rule because it is deemed valuable consideration. Other items that are considered valuable consideration, and thus a violation of the amateur rule include, but are not limited to:

1. meals, snacks, or snack foods during or after practices;
2. parties given by parents or other students strictly for an athletic team;
3. anything that is not given, or offered, to the

entire student body on the same basis that it is given to or offered to an athlete.

Gatherings of school athletic teams at parents’ or patrons’ homes require each athlete to contribute equally to any food or refreshment. The burden of proof is on the athlete, their head coach and the school if these occasions are questioned. No overnight lodging or sports instruction or practice is permitted.

Unfortunately, when overzealous parents provide food, parties or gifts to athletes, it is the student and school who suffer.

The penalty to a student-athlete for violating the amateur rule, and accepting valuable consideration for participation in school athletics is forfeiture of athletic eligibility in the sport in which the violation occurred. Valuable consideration is defined as tangible or intangible property or service including anything that is usable, wearable, salable or consumable.

The exploitation of student-athletes is becoming an increasing problem at the high school level. In light of recent events surrounding Rhett Bomar and the University of Oklahoma, it’s easy to see just how out of hand a situation can quickly become.

The UIL amateur rule is a safeguard against the commercialization of high school students. It is imperative that this rule be in place not only to protect our athletes, but also to emphasize and enforce the educational goals of interscholastic athletics.

The best advice for parents and booster clubs is to maintain communication with the school coach and administration on all activities.

In addition, they should invite administrators to all booster club meetings, make sure the administration has a copy of all club publications, and finally, clear all activities through the administration.

The role of booster clubs should be to help enrich the school’s participation in extracurricular activities. The fund raising role of booster clubs is especially crucial with school budgets becoming increasingly tight.

Money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion.

The UIL staff certainly encourages the positive support of student-athletes and interscholastic activity programs. At the same time, we want to make sure that the support being given is in compliance with UIL rules.

## Answers to FAQ during summer coaching in-services



Darryl Beasley  
Athletic Coordinator

During the month of August, UIL staff was exceptionally busy providing in-services for school districts throughout the state. Below are some frequent topics of discussion that took

place during those in-services. Hopefully this will assist you in determining eligibility as school begins.

### Eligibility for Student Athletes for the First Six Weeks

Eligibility during the first six weeks of school is vastly different than any other time of the school year. It is based upon credits and not the last grading period of the previous school year. In addition, all schools are required to review grades at the end of the first six weeks.

In order to ensure eligibility during the first six weeks of school, you should consider reviewing athletes credits from the previous years.

Generally, the beginning of the school

year eligibility is done for UIL activities that start 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 accumulated five credits that count toward state graduation requirements. A student in their third year of high school must have accumulated 10 credits that count toward state graduation requirements or student must have earned at least five credits that count toward state graduation requirements within the last 12 months. In their fourth year of high school athletes must have accumulated 15 credits that count toward state graduation requirements or student must have earned at least five credits that count toward state graduation requirements within the last 12 months.

By reviewing credits in the spring, you can notify students of their situation. If a student doesn't have enough credits, they can make an informative decision to attend summer school in order to achieve the required number of credits for eligibility.

Students who do not have enough credits or are not promoted at the beginning of

the first six weeks grading period can gain academic eligibility by passing all classes at the end of the first six weeks grading period plus a 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 12 weeks in length.

At the end of any grading period (after the first six weeks of the school year), a student who receives a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks as defined in the TEA/UIL *Side by Side*.

### New and Transfer Students

If a new student or transfer in grades 9-12 enters your high school athletic program, you are required to ask questions to determine varsity eligibility. Do the parents of the student live in your attendance zone? If not, who does the student live with? These questions can help determine if the student meets the defined parent residence rule. The second question is required prior

to the new student's first varsity game to determine if he/she meets all the eligibility requirements in Section 400 in the *Constitution and Contest Rules*.

Did the student participate (practice, athletic period and game) in grades 8-12 at the previous school(s)? 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 of the 50 states, District of Columbia and Mexico.

### 15-Day Rule

A student needs to be in regular attendance as part of the varsity eligibility for UIL contests. A student is considered in regular attendance once they have been present at your school through the sixth class day of a school year. A student who does not enroll and attend school during the first six class days is ineligible to participate in a varsity contest until the 15th day after enrollment and attendance. Hence, we get the 15-day rule.

Hopefully, this information will help guide you through the beginning of the school year. A great resource tool is the *Constitution and Contest Rules* and the TEA/UIL *Side-by-Side* for No Pass, No Play.

## COPE classes mandatory again for all athletic coaches



Peter Contreras  
Athletic Coordinator

It really is not about numbers, but rather a belief.

Coaches and Officials Positives Expectations (COPE) is once again a requirement for all UIL coaches. If you coach a UIL sport, you are required to attend a COPE session each school year. Why? Not necessarily because there were 186 coaches ejected last year, but rather because of the simple fact that UIL coaches

must at all times be role models for our student-athletes.

COPE is simply another way to discuss sportsmanship. Sportsmanship is one of the two major issues facing extracurricular activities today. The health and safety of our participants is the other.

UIL first implemented the COPE program in 1996. Almost 200 coaches (196 to be exact) were ejected that year. After the implementation, every team sport coach had to attend a COPE session each year. The first six years of the COPE program saw the number of ejections reduced greatly — by more than half.

The success of the program convinced the UIL athletic

staff and Legislative Council to discontinue the program as a requirement for all coaches. The change required only first year coaches or a coach who had been ejected the previous year to attend COPE.

A funny thing started to happen after this change. The ejections started going up. Last year the number of ejections had reached 186 — not much of an improvement from the 196 ejections in 1996. Obviously, we can do better in the area of sportsmanship.

Texas continues to have the best public school athletic programs in the country because of you — coaches. It's not just the coaches that make our programs great. Our athletes and officials contribute to the success of our programs.

What should a coach expect of an official? What should an official expect from a coach? It is realistic for a coach to expect an official to be professional, respectful to coaches and players and on time. It is also realistic for a coach to expect an official to display a good attitude and work hard every time he/she shows up.

Officials also should expect coaches to be professional and respectful toward them. It should be demanded that the players are respectful to the official as well.

None of this is rocket science. None of this is unrealistic. More importantly, none of these expectations are

new to coaches and officials.

COPE is not about judgment calls or rule applications. Nor is it about coaching decisions during the course of the game or match. It is the belief that we must all buy into the idea that our athletic programs have to be educational in value or they have no place in our schools.

If a coach gets ejected this year, he or she will have to appear in front of a hearing officer of the UIL State Executive Committee. It will not be a pleasant experience, especially if the ejection is not overturned. A public reprimand and one-year probation will be the minimum penalty imposed.

The whole idea in the early 1990s when the UIL staff started talking about this was the simple notion that coaches and officials had to get along. Yes, officials are going to make some mistakes and miss some calls. Coaches also are going to make some decisions that they wish they could change. And yes, the athletes are going to make some mistakes, also.

Coaches and officials should not blame mistakes on each other. Accept the fact that they will occur and move on. If both parties can do that, both will be setting a good example for our student-athletes. And just maybe, the kids (and parents) will follow.

## EFFECTIVE AUGUST 1, 2006

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

### SOUTH GRAND PRAIRIE HS

The State Executive Committee issued a public reprimand to Coach Shawn Hoover with probation through Feb. 21, 2008 and suspended him through the first four invitational meets of the 2006-07 wrestling season.

### FRUITVALE ISD

The State Executive Committee issued the following penalties to Fruitvale ISD: public reprimand with probation through January 31, 2008, forfeiture of all varsity contests in which an ineligible student participated, and disqualification of district honors for the 2005-2006 boys basketball season. The State Executive Committee also issued a public reprimand to Coach Slade Young, probation through January 31, 2007, and suspended him from the first district game of the 2006-2007 boys basketball season.

### 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.

### IRVING HS

The State Executive Committee issued a public reprimand to Coach Steven Perry with probation through February 16, 2008.

### 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 alle-

gations involving misconduct by coach and players.

### 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 placed Coach Ted Knaszak on probation through December 10, 2006, for allowing students not listed on an eligibility list to participate in team tennis.

### UVALDE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Coach Michael Hernandez, and placed him on probation through January 9, 2008, for violation of Section 1208 (j) (3).

### MERTZON IRION COUNTY ISD

District 12-1A Executive Committee issued a public reprimand to Irion County ISD and placed the school district on probation through October 28, 2008.

### BUFFALO HS

The State Executive Committee suspended Coach Mike Anderson pending a hearing on allegations that he allowed an ineligible player to participate.

### NORTH ZULCH HS

The State Executive Committee issued a public reprimand with probation through October 5, 2006, to North Zulch High School for violation of violating the restriction on the number of games played during the school week in softball.

### DALLAS I AM THAT I AM ACADEMY

The State Executive Committee suspended Dallas I Am That I Am Academy from participation in football for the 2005-06 and 2006-07 school years and placed the school on probation in all activities through October 31, 2007 for numerous violations of UIL rules.

### 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.

### HOUSTON ALDINE HS

The State Executive Committee issued a public reprimand to Coach Joe LeCureux with probation through March 22, 2007, and suspended him through the first three games of the 2006-2007 soccer

season for violation of Section 1208 (j) (3), Ejection from Contest While on Probation.

### CORPUS CHRISTI MOODY HS

The State Executive Committee issued a public reprimand with probation through May 16, 2008 to Corpus Christi Moody High School. The State Executive Committee also issued a public reprimand to Coach Paula Salinas Rodriguez, with probation through May 16, 2008, and suspended her from the first two games of the 2006-2007 softball season.

### KENNEDALE HS

The State Executive Committee issued a public reprimand to Kennedale High School with probation through August 21, 2007, and as a condition of the probation directed Kennedale High School to give adequate UIL training to all sponsors, directors and coaches. The State Executive Committee also issued a public reprimand to Coach Kenni Patton, who is now employed at Mansfield High School, with probation through August 21, 2007, and suspended her from the first three athletic contests of the 2006-2007 season for violation of Section 441 (a), Amateur Rule.

### SAN ANTONIO BURBANK HS

The State Executive Committee suspended Coach Rudy Vera through August 21, 2009 for violation of Section 51 (8), Recruiting.

### CORPUS CHRISTI CALLEN HS

The State Executive Committee issued a public reprimand to Coach Steve Chapman with probation through March 3, 2009, and suspended him from the first five games of the 2006-2007 baseball season for violation of Section 1208 (j) (3), Ejection from Contest

While on Probation.

### IRVING MACARTHUR HS

The State Executive Committee issued a public reprimand to Michael DeSpain with probation through August 21, 2008 for violation of Section 1110 (c) (2), Eligibility, and Section 1110 (f), Organization Roster.

### RICHARDSON LAKE HIGHLANDS HS

The State Executive Committee issued a public reprimand to Richardson Lake Highlands High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### Kopperl HS

The State Executive Committee issued a public reprimand to Kopperl High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### Montgomery HS

The State Executive Committee issued a public reprimand to Montgomery High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### DENVER CITY HS

The State Executive Committee issued a public reprimand to Denver City High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### FREDERICKSBURG HS

The State Executive Committee issued a public reprimand to Fredericksburg High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### LOMETA HS

The State Executive Committee issued a public reprimand to Lometa High School with probation through May 16, 2007 for violation of Section

1033 (b) (4) (D), Late Entry.

### NOCONA HS

The State Executive Committee issued a public reprimand to Nocona High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### TILDEN MCMULLEN COUNTY HS

The State Executive Committee issued a public reprimand to Tilden McMullen County High School with probation through May 16, 2007 for violation of Section 1033 (b) (4) (D), Late Entry.

### BLOOMINGTON HS

The State Executive Committee issued a public reprimand to Bloomington High School for violation of One Act Play Contest Rules, Failure to Participate.

### COMSTOCK HS

The State Executive Committee issued a public reprimand to Comstock High School for violation of One Act Play Contest Rules, Failure to Participate.

### SANDERSON HS

The State Executive Committee issued a public reprimand to Sanderson High School for violation of One Act Play Contest Rules, Failure to Participate.

### TERLINGUA BIG BEND HS

The State Executive Committee issued a public reprimand to Terlingua Big Bend High School for violation of One Act Play Contest Rules, Failure to Participate.

### CALVERT HS

The State Executive Committee issued a public reprimand to Calvert High School for violation of One Act Play Contest Rules, Failure to Participate.

## 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:

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