

Leaguer



**BRIEFS
AND NOTES**

**CALENDAR OF
UPCOMING EVENTS**

- April 1 1st day to submit TILF scholarship applications
- April 2-3 soccer regional playoff deadline
- April 5-10 One-act play area meets; 1st week for golf/tennis district meets/1st week for track district meets for 2-5A
- April 9 state soccer tournament
- April 10 track district certification for 1A
- April 12-17 last week for golf/tennis district meets/ last week for track district meets for 2-5A
- April 17-18 ILPC State Convention
- April 17 track area certification for 1A
- April 19-24 one-act play regional meets
- April 23-24 Academic Regional Meets
- April 26-May 1 golf/tennis/ track regional meets
- April 27 softball district certification deadline for all conferences
- May 1 softball bi-district certification deadline for all conferences
- May 4 baseball district certification deadline for 2A-5A
- May 6-8 State Academic Meet
- May 8 baseball district certification for 1A; bi-district deadline for 2A-5A/ softball bi-district deadline for 1A; area deadline for 2A-5A/State Wind Ensemble Festival

ACADEMICS NOTES

The state journalism competition has been moved from Friday, May 7 to Thursday, May 6. All journalism activities will be held in Thompson Conference Center (TCC). The general meeting will be held at 12:15 followed by Feature Writing at 1 p.m.; News Writing at 3 p.m.; Editorial Writing at 4 p.m.; Headline Writing at 5 p.m., and the Awards Ceremony at 8 p.m. in the LBJ Auditorium.

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

Top of the Class

15 recognized for serving as sponsors, coaches

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

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

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

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

worth separate from their success or failure in competition.

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

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

Each of the 15 recipients will receive a \$1,000 check and a symbolic

This is the second of a series about the 15 Sponsor Excellence Award recipients, recognized by the UIL this fall. Joan Clark and Bill Dugan were recognized in the last issue. The rest of the recipients will be recognized in this issue.



photo courtesy of Crosby High School journalism department

Following Directions

Getting directions from yearbook adviser Ramona Merrill, one of her student editors asked about a sports template for the yearbook. Merrill, one of 15 Sponsor Excellence Award recipients, has led students to create award-winning yearbooks at Crosby High School, including a Crown award for her yearbook from the Columbia Scholastic Press Association. The book has also won state awards from the Interscholastic League Press Conference.

memento from UIL for their outstanding contribution to the success of students in Texas.

The UIL Sponsor Excellence Award recipients for 2003 include:

**Kelly Gazaway,
Elkhart High School,
Elkhart**

Gazaway has served as academic coordinator for four years, and under his

guidance, the program has progressed to the point where the "trophy case is full of awards in all academic areas and a bevy of successful students," according to his principal, DeWayne Wallace.

"Many are the times that Mr. Gazaway and his students are still practicing when I leave my of-

fice in the early evening hours," he said. "The efforts on behalf of his teams have paid off as seen by the number of district, regional and state honors his teams have received."

Under Gazaway's guidance, the school has earned State Champion

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'Hey kid, your paper didn't place, but don't give up!'

Academic judges, athletic officials sacrifice time, talents for little monetary pay, but big dividends

By Charlena Vargas-Prada
guest columnist

To hear me tell it, no one has ever labored so hard for so little.

During the spring months, I have once again been working my fingers to the bone judging UIL journalism meets. The hours are long, there are too many papers to read in too short a time, I'm too tired to do this again, and so on . . .

It's a rough life. Woe is me.

One of my listeners finally had enough and asked a most logical question.

"Then why do you do it?"

I've been mulling things over and decided that this query deserved a decent reply.

For the thousands of adults who spend their time judging and directing and coaching students in literary meets and band contests and one-act plays and refereeing football games and keeping the books at track and tennis meets and all the others events designed for adolescent minds and bodies, when surely there must be more entertaining activities on Friday nights and Saturday afternoons, I'm going to repeat the question.

Why do you do it?

At this point, a reader might logically mention monetary recompense, but that theory is up the creek without a paddle. If you do some simple math with salary and hours worked, you're not talking about great wealth or, for that matter, wealth at all.

At the average journalism meet, here's a picture of how an afternoon goes. You sit in a secluded room and read papers and then you write on those papers, things like "review inverted pyramid" and "no first person singular in editorial writing" and "see Criteria Number Four in feature writing" and "use only active verbs in headlines" and lots of other stuffy little comments on entry after entry, and then you have to sort through some 20-30 attempts per contest and choose the three that will advance to the regional or state meet, the three that will be named alternate, and the rest that will be sent back to remind the student that his work didn't measure up.

Wait a minute. Here's what I'd really like to write on those papers.

"Hey kid, your paper didn't make it, but I'm proud of you for putting forth the effort. It's hard to compete; it's easier to do nothing. But you're a winner because you tried. And that takes courage. Don't give up."

"Hey kid, your paper didn't make it, but I'm proud of you for putting forth the effort. It's hard to compete; it's easier to do nothing. But you're a winner because you tried. And that takes courage. Don't give up."

Let's turn the question around now.

Why do they do it?

Why do kids work at the whole business of University Interscholastic League activities? Admittedly, getting out of Sterling City or Rankin or Wink for a few hours sounds mighty good, but that good? I doubt it. Getting up at dawn, riding a school bus for miles, eating a stale sandwich at the concession stand, having judges criticize your speaking, reading, writing, spelling, science, math. Doesn't sound like much fun to me.

I'm going to shift gears a bit now, into reverse.

A long time ago, I was one of those kids.

My motives are hazy. I entered UIL competition in journalism without the slightest idea of what I was doing or why I was doing it.

Consequently after some futile efforts in my sophomore and junior years in high school, I found myself in Austin on a bright day in May 1956, standing in front of a big board that said I was the state champion in journalism.

I had won first place in news writing and placed in the top six in editorial writing, feature writing and proof reading, making my total score the highest in the state.

Dumbstruck, my sponsor, Nancy Jerome, and I stood there, waiting for someone to announce there had been an error in computation. The most we had hoped for was a nice trip to Austin and a stay at the Driskill Hotel (we went first class back in those days).

To put the icing on the cake, my best friend, Gayla Cauthen, won the gold medal in declamation, making our school the overall state winner. The headline in the Austin paper the next morning read, "Iraan named state champion in Class B."

We were pretty full of ourselves, as only 17-year-olds can be. We hadn't yet learned that it's the journey, not the destination, or that the world is full of winners who don't get medals.

And, now, many years later, I'm back to the question that prompted this column.

From both ends of the spectrum, why?

Because at some contest, somewhere in a small school in rural West Texas at some forgotten meet, a judge wrote on one of my attempts.

"Hey, kid, your paper didn't place, but don't give up..."

Charlena Vargas-Prada of Dryden is a retired Iraan schoolteacher

Capital Conference set for July 9-10

Are you a UIL campus academic coordinator?
Do you coach speech or debate?

Do you want your UIL academic teams to be more competitive?

Then, you should attend the UIL's annual Capital Conference, July 9-10 at The University of Texas at Austin.

The conference will begin at 8 a.m. Friday, July 9. Sessions will begin at 9 a.m. and will go until 4:50 that afternoon.

Coaches will return Saturday for sessions from 9 a.m. - 1:30 p.m.

Among the topics planned for this year's program include:

- Tips for beginning academic coordinators;
- The UIL on-line spring meet entry system;
- UIL policy and state law;
- Resources for the new prose and poetry categories;

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Computer Apps. to eliminate 'Works' in '04-'05

By Linda Tarrant
Computer Applications Director

As the Computer Applications contest has evolved and started coming into maturity, many changes have occurred. We have attempted to make the instructions more graphic and the grading more succinct. More emphasis has been put on students' ability to use features, functions and integration, and less emphasis has been given for simple formatting and typing.

Starting with five possible application packages in which students could work, the possibilities were honed down to two for contests: Microsoft Works and Microsoft Office.

With practicality in mind, the contests for 2004-2005 will be restricted to use of only Microsoft Office. This will greatly benefit students who will become skilled in the broader capabilities available with Access, Excel, and Word, rather than limiting the contest to only the most basic facilities of these applications because Works is so limited.

Explaining the change

Microsoft Office is the software used by most businesses, universities, colleges and schools, including the University of Texas. It is taught in most high schools.

Microsoft Works is an entry-level application package that has limitations in the business environment and is not frequently used in the workplace. Limiting the Computer Applications Contest to the restrictions innate in Works seems a disservice to the students who are going above and beyond the classroom level to participate in this extracurricular activity.

Some of these limitations include the following:

- Works has a greatly reduced number of available functions (about 70 compared to nearly 300 in Office).
- Works is limited to fewer options in charts and graphs, with no availability of pivot tables.
- Works allows only single-sheet spreadsheets.
- Works does not have capability of using relational databases.

All of these features are easily done in Microsoft Office and are common in the business workplace as well as in colleges and universities. Practically speak-

ing, most high schools are teaching Microsoft Office in the curriculums. Schools are only purchasing Microsoft Works to use for this one contest.

With the contest availing students to use either Microsoft Office or Works, experience has shown that competitors in the contest veer away from using the powerful, but difficult-to-master, database capabilities in Office's Access.

Instead, students complete tests, even those identified as database applications in a spreadsheet environment because this medium is user-friendly and easier to master.

Works database actually operates like a spreadsheet that allows variability between columns (as if having an automatic "fill-down" capability) rather than having variability between cells. Works does have report writing capability, which is atypical of most spreadsheets.

Those who learn to use the database capability in Microsoft Works seem to have difficulty transitioning to Access. The terminology learned in Works doesn't

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"Because of UIL academics, I know that hard work pays off – no matter what the placings are when the competition is over. Winning isn't just about medals but about getting something out of everything you do, and I have."

Kelley
Wilson
Caddo
Mills HS

2004-05 Literary Criticism materials now available

Listed below are the materials needed to prepare for the 2004-05 Literary Criticism contest:

Novel

A Passage to India by E. M. Forster

1989 paperback. List price, \$13. Harcourt Harvest Books. ISBN 0-15-67114270.

Harcourt Publishing, 6277 Sea Harbor Drive, Orlando, FL 32887. Toll free 1-800-78204479.

Also available in Everyman Library edition from Knopf Publishing Co.,

ISBN0679-40549-1. Toll free 1-800-733-3000.

Price through Texas Educational Paperbacks: \$8.45.

Any unabridged edition is appropriate for the competition.

Forster's highly ironic 1924 novel is set in India during the era of British rule. It depicts the cultural and social gaps and clash of ideas between the ruling English and the subjected Indians. Forster exposes prejudice and human frailty in a specific setting but with universal applications. His challenging style is subtle, intellectual, and enthralling.

Poetry

Selected poems by Cleatus Rattan in *The Border*

2002 paperback. List price, \$12. ISBN 1-881515-47-8.

Texas Review Press, Department of English, Sam Houston State University, Huntsville, TX 77341-2146. Telephone 936-294-1992.

The Border price through Texas Educational Paperbacks: \$8.40.

Of the 65 poems in *The Border*, 36 have been selected for UIL competition:

1. Reading Hometown Obituaries
2. A Popular Play
3. Big Words, Pastries
4. The Making of One More Lawyer
5. The Price of Perfection

6. Grace
7. Can These Flowers Live?
8. Forecast
9. Traces
10. Theories of Child Rearing
11. Elegy for a Former Teacher
12. *Veritas Liberat Vos*
13. Couchant Bryan, Headmaster
14. Whispers
15. The Ring of Kappa Alpha Order
16. The Perfect Mate
17. Burning
18. Honor
19. In Cisco, Texas
20. The Mayor
21. Making the Grade
22. Longevity
23. The Middle
24. A Farewell Party
25. Who Will Stop Him?
26. December
27. Revisited
28. Childish
29. Friday Afternoon
30. Consecrated
31. *In pace requiescat*
32. Entranced
33. Too Much Death
34. What Comes of Home Burial
35. Tender Mercy
36. The Border

Dr. Rattan, poet laureate of Texas for 2004 and recipient of the 2002 Texas Review Poetry Prize, is an English instructor at Cisco Community College. His poems employ a variety of forms including the English sonnet, the Italian sonnet, and the villanelle, as well as free verse. His subjects are family life, ranching,

teaching English, human nature, and a broad range of interests.

Drama

Citizen Kane by Herman J. Mankiewicz and Orson Wells (shooting script of movie)

Available at <http://www.godamongdirectors.com/scripts/citizenkane.shtml>.

The script is also available in several out-of-print books available in libraries and in used book stores or on-line through dealers such as Amazon. These books include:

The Citizen Kane Book by Pauline Kael (Little, Brown), *Citizen Kane: the Fiftieth-Anniversary Album* by Harlan Lebo (Doubleday), and *Best American screenplays 2: Complete Screenplays* by Sam Thomas (Crown Publishers). Any unabridged edition of the shooting script is appropriate for the competition.

Citizen Kane, released in 1940, was recently selected by an American Film Institute panel of jurors as the best American film of all time. The shooting script contains many of the entries included in *A Handbook to Literature* as critical terms. Because more Americans today experience drama through motion pictures than through stage plays, it seems appropriate to examine the script of an important American film. Co-written and directed by Orson Welles, the film introduced many innovative cinematic techniques and stirred controversy as drama suggested by the life of William Randolph Hearst, American newspaper tycoon and art collector.

Handbook

Authority for Part I of contest: Literary History and Literary Terms: *A Handbook to Literature*, eds. C. Hugh Holman and William Harmon, 7th, 8th, or 9th edition. ISBN-0-13-234782-2. The book is available only from Prentice-Hall. Toll free: 1-800-3350-3693.

On-line system gives coaches, participants chance to see results, get information for state competition

On-line! Chat Room! E-mail! Power Point!"

From classrooms to offices, home or the cinema, technology infuses our world. Likewise, the League is engaging the use of computers in all areas of competition: tournament registration, results reporting, judging forms, and disseminating of information.

So, if your students advance to the State Meet in May, be alerted that the UIL web-site is the place to visit.

Winner's packets are posted on-line and we've linked them from all major areas: speech, academics,



Jana Riggins
Assistant Academic Director

drama, as well as the home page. Regional contest directors will no longer pass out winner's packets.

In the past many of you left prior to your regional contest awards assembly to get students home for prom, spring athletic events, banquets, or work, never receiving your state information. The web-site is the most efficient way to ensure everyone has access to important information concerning State Meet. You'll find details about the state tournament schedule, hotel availability, parking and a campus map, sample press release, and answers to common questions.

LD debate coaches should request a coach's packet from their regional meet officials if they qualify students in Lincoln-Douglas debate. Schools must provide a judge for each state-advancing debater.

More than one state-qualifier means more than one judge. Judging forms must be submitted by each judge no later than Tuesday following the regional

contest, April 27. Look for these forms on the speech page of the UIL web-site.

First-time regional or state-qualifying coaches may have additional questions. If so, I advise you to contact a member of your regional advisory committee. These veteran coaches were selected by the State Office to be your liaison to the regional director and mentors who can share with you the specifics of your regional meet. Their contact information is posted on-line at www.uil.texas.edu/aca/speech/rac.html on the speech page under the heading of "tournaments."

These individuals also can offer some great tips on how to make the most out of your trip to state. It's an experience you and your students will never forget.

Honor Crew

Many of you will have wonderful speakers or oral interpretation performers who do not advance out of the district or regional meet. What better way to recognize their efforts than to nominate them for the State Meet Speech Honor Crew? This program was initiated over 10 years ago when the State Office invited outstanding speech students to serve on the speech contest staff for state meet. Students selected will be trained for their contest responsibilities by state meet officials.

Students nominated by their coach must be academically capable and eligible. Every effort will be made to select members from all regions and all conferences. It will be necessary for those selected to be in Austin from late afternoon Thursday, May 6, through Saturday afternoon, May 8 since honor crew is needed to complete not only the preliminary rounds of speech/debate, but the final rounds as well. Students who cannot fully participate should not be recommended.

If Honor Crew members are able to remain for the Speech Awards Assembly scheduled for 3 p.m. in the LBJ Library Auditorium, we traditionally open our ceremony with recognition of these students.

A mandatory hour-long orientation and training session for honor crew will begin at 7 p.m. Thursday, May 6 in the Thompson Conference Center, University of Texas campus, Room 2.102. Members will be trained as chairpersons, timekeepers, runners, and monitors.

Coaches will locate nomination forms at www.uil.texas.edu/aca/speech/honor.html.

Honor crew not only serves a vital role in administering the speaking contests, but individually allows crew members to see the very best performers, speakers, and debaters competing at UIL State. The experience is exciting and beneficial, especially for students who have another year or two of UIL competition in store for them. Seeing firsthand what it takes to succeed at state is invaluable. I hope you'll consider nominating your best and brightest to this honor.

Best of luck as your students compete for a chance to come to the "Big Dance." My staff and I work hard to be accessible to each of you via phone and e-mail during the year. I hope to see you face-to-face in Austin this May.

2004 Student Activity Conference Schedule

Sept. 11 —
Tyler Jr. College

Sept. 18 —
West Texas
A&M, Canyon

Oct. 9 —
The University
of Texas at
Austin

Nov. 6 —
Texas A&M-
Kingsville

Computer Applications to only use 'Works' beginning next year

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easily transfer to Office.

For instance, Works considers a database to be a single set of related records. In fact, a *database* is much more: *it is a collection of objects*. One such object is a *table*, which is defined as, not a database as Works considers it, but simply *one set of related records*.

Most "real world" database applications constitute the use of several such objects or related tables. A typical database for a business application would have a Name and Address table with a related table con-

Capital Conference set to help academic coordinators

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- The UIL math strand: coaching number sense, calculator applications and mathematics;
- Speech and one-act play contests;
- Analysis of the new C-X debate resolution;
- Roundtable for beginning and veteran academic coordinators;
- Creating a strong elementary/junior high program;
- The Internet and UIL contests;
- The Legislature, State Board of Education and Legislative Council and their relationship to UIL;
- Tips on hosting invitational and district meets;
- Working with the athletic department, booster clubs and other groups; and
- Training speech and debate judges.

For more information, visit the UIL web-site at www.uil.texas.edu or contact Bobby Hawthorne at Box 8028, Austin, TX 78713; bhawthorne@mail.utexas.edu.

taining customer orders and another related containing invoices, another related table containing tax information, etc. Works simply can't handle this type of environment with its limited database capability.

Limiting the Computer Application Contest to the level of Microsoft Works is effectively requiring that students forfeit their opportunity to raise their level of expertise in Access, Excel and even in Word.

The *Constitution* presents the Computer Application Contest as one that *focuses on word processing speed and accuracy, computer skills in database and spreadsheet, and integration of applications*.

In reality, the contest is being operated by students as simply a spreadsheet and word processing contest with skills related to these two applications. Surveys at State in 2003 showed that five percent of the participants were using Works, which amounts to approximately three of the 60 participants.

Repercussions

With this change, new avenues will be open to students to learn multi-level spreadsheets, relational databases, and many of the more advanced capabilities of the word processor, all of which are unavailable in Works. This will certainly prepare them for higher level positions in the workplace.

This will also bring the requirement for using a database application package to do database projects into this contest. Heretofore, students avoided using Access — a powerful database — because they knew the tests were limited to the restricted environment imposed by Works.

Now, the database portion of tests will be only acceptable if completed in Access. This will benefit the students but will certainly cause the traumas experienced along a steep learning curve. On the spreadsheet and the word processing sides of the contests new facets will be available for contests, and

Studies show journalism curriculum helps overall learning environment

It's that time of the year — the TAKS tests have been given and results announced, and class schedules for the 2004-05 school year are being determined.

In several districts around the nation (hopefully not so many in Texas) administrators are determining the need to have a journalism curriculum in the school.

Texas is lucky to have many administrators who see the importance of a solid journalism curriculum.

There are some, though, that don't see the need to require much from that department.

I'm afraid a lot of times administrators expect to see a newspaper come out "every so often" or they don't care what the yearbook looks like, "as long as we have one each year" and "it comes out on time."

Much of that opinion comes from the desire not to tax the journalism adviser and drive that person from their job. Good journalism teachers, much like teachers in general, come few and far between.



Randy Vonderheid
Assistant Academic Director

In too many schools there is less emphasis on journalism and more emphasis on passing the TAKS. Why should administrators strive for a strong journalism program?

Several studies in the past 20 years have linked newspaper reading, journalistic study and other media use with widely accepted educational objectives found in the language arts curricula.

Jack Dvorak of Indiana completed an eight year study in 1998 on how journalism students succeeded in the AP (Advanced Placement) English Language and Composition exam. In the study, he analyzed student performance on the AP English Language and Composition Examinations in the 1990s. Specifically, his study analyzed students who had taken an intensive journalistic writing course as preparation for the AP exam and compared their performance with those who prepared for the same test by just taking the AP English composition or similar class.

He found that from 1991 through 1997, journalism students passed at a rate higher than that of the AP English Composition students.

In another study, J. R. Blinn, in his doctoral study, analyzed students in 12 Ohio schools. He found that journalism writers made fewer errors in most of the writing skill criteria than did non-journalism stu-

dents, and those students scored significantly higher than non-journalism student in four criteria selected as measures of information presentation and selection judgement. Those measures include information omission, opening sentence, editorializing and errors in fact. Blinn also found journalism students made significantly fewer errors in word context, spelling, redundancy, punctuation and agreement.

A 1988 study by the ACT (American College Testing) organization, as reported by Dvorak, found that those students with high school newspaper or yearbook experience had higher writing scores than did non-publications students in 13 of 15 test comparisons. In this study English professors under the guidance of ACT personnel graded the essays.

In another study, the ACT organization compared students who had completed one year of college and who had been on the staff of a high school yearbook or newspaper with those who had not participated with their student publications. In 10 of 12 statistical academic comparisons, journalism students earned significantly higher scores than their non-publications counterparts; cumulative freshman college grade point average; first collegiate English course; ACT Composite score; ACT English score; ACT Social Studies score; mean score of the final four high school courses taken prior to the ACT Assessments in English, social studies mathematics and natural science; final high school English grade; final high school social studies grade; final high school math grade; and final high school natural science grade.

In a separate part of the ACT study, attitudes about general high school language arts experiences were gathered from first-semester college freshmen who had taken journalism as part of their language arts program. They rated journalism as number one in 16 of 29 general language arts competencies. They selected journalism courses as having fulfilled the general language arts competencies better than either standard (required) English or other English elective courses; they selected journalism courses as better fulfilling the following competencies than did either required English or other elective English courses: writing, editing, gathering/use of sources, and affective domain (Dvorak, 1990).

I could go on with other research, but I think the point has been made. A good journalism program does more than just provide the school with another elective — one they can use to help create the school "annual" or the school newspaper, one without much substance. As a former journalism teacher, I know the difficulties of finding a person who is willing to provide a good journalistic curriculum to a school.

But with cooperation from both the educator and administration, and an understanding from an already overworked administration as to the advantages of a good journalism program, Texas journalism can continue to be considered the best in the nation as it is now.

It's still not too late to make plans to come to the ILPC convention, April 17-18. Over 100 sessions will be offered to help students improve their student publications as well as their student broadcasts.

Registration packets for ILPC Summer Workshop have also been mailed. Please contact the ILPC office at (512) 471-5883 or e-mail Director Randy Vonderheid at rvonderheid@mail.utexas.edu for more information.

Publications earn honors from national organizations

Publication staffs from around the state visited New York City and San Diego, California, in March and early April for national conventions.

At the Columbia Scholastic Press Association convention, held in New York City, several schools were named as Gold or Silver Crown recipients, which place them in the top 10 percent of publications nationwide.

Those include: (newspaper) Gold Crown recipients *Eagle Eye*, DeSoto High School, DeSoto; *Panther Prints*, Duncanville High School, Duncanville. Silver Crown recipients include: *Hoofbeat*, Richard King High School, Corpus Christi; *The Liberator*, LBJ High School, Austin; *The Marquee*, Marcus High School, Flower Mound; *The Raider Echo*, North Garland High School, Garland.

Silver Crown yearbook recipients include: *Carillon*, Bellaire High School, Bellaire; *El Paisano*, Westlake High School, Austin; *Panther*, Spring Hill High School, Longview; *Panther Tale*, Duncanville High School, Duncanville; *The Hawk*, Pleasant Grove High School, Texarkana; *The Lion*, McKinney High School, McKinney; *Legend*, North Crowley High School, Fort Worth.

At the National Scholastic Press Association

convention, held in San Diego, the following schools were recognized as Pacemaker recipients: *Panther Tale*, Duncanville High School, Duncanville; *The Lion*, McKinney High School, McKinney; *Highlander*, The Woodlands High School McCullough Campus, The Woodlands; *Roughneck*, White Oak High School, White Oak.

Results of the state's convention will be announced at the ILPC convention, scheduled for April 17-18. In addition, over \$11,000 in scholarship money will be handed out to Texas students at the state convention.

All-state journalism staff apps available on-line

Applications for the All-State journalism staff are available on-line at the UIL web-site. Students are encouraged to apply for the staff as soon as they meet eligibility requirements.

"This is a way for students to be recognized for their work on their student publications as well as participation in UIL and ILPC competition," UIL journalism director Randy Vonderheid said.

Applications are due by July 1 and will be processed immediately.

Is a rule a requirement — or a request?

It's Wednesday night and we are finishing the second week of district and zone contests. It has been a roller coaster ride that rivals anything Six Flags could conjure up.

Over the last 10 days we have dealt with many topics at our office. The bulk of which were questions regarding "on-line" registration. The system is new and developer Larry Woods (now known as Dr. Frankenstein) has worked hard to provide you with a system for enrolling and advancing students in over 20 contests.

There were bugs. Bugs as big as the ones in *Tarantula*, *The Black Scorpion*, *The Deadly Mantis* or some other 1950's big bug drive-in movie! Alright, I'm exaggerating!

With each report came refinement of the system, and as we enter the higher levels of competition and the summer we see light and convenience at the end of the tunnel.

You should have noticed this year the OAP on-line registration was merely a roster of participants

You should have noticed this year the OAP on-line registration was merely a roster of participants and did not provide us with play titles, running times, authors, directors, etc. This summer we will be looking at creating on-line versions of the enrollment card, title card and eligibility notice.



Luis Muñoz
Director of Theatre

and did not provide us with play titles, running times, authors, directors, etc. This summer we will be looking at creating on-line versions of the enrollment card, title card and eligibility notice. With these digital forms we hope you will be able to fill them out, send us the data electronically and then print them out, when needed for signature and set drawings.

Please give us your feedback.

The C&CR, Handbook and The Leaguer

Several years ago the League introduced the "Professional Acknowledgment Form." This is the form you should have signed at the beginning of your employment as a One-Act Play director, and that should be on file in your superintendent's office. In it, OAP directors acknowledge they are responsible for doing several things. These responsibilities include reading the *Leaguer*, each year's edition of the *UIL Constitution and Contest Rules*, and the current *Handbook for One-Act Play*.

This is not the lightest of reading and does not provide info about the latest goings on between J Lo and Ben, or the latest in alien abductions. However, it is *your* responsibility as a paid employee of your school district, and as a teacher, sponsor and caretaker of the students you work with, to be informed and up-to-date on changes and interpretations. It is hard to accept "ignorance of the rules" as an excuse from adults.

16th Edition of the Handbook

and Contest Managers Guide

Be aware that a new edition of the *Handbook for One-Act Play* will be available in August. The 16th edition will go to print in July and will contain all the latest updates. The new edition will contain new Unit Set drawing and those will be available as PDF files on the web-site. We will also be updating and correcting the new *Guide to Contest Managers*. We have had positive responses from the field. This year we will try to mail them out to each district prior to the Aug. 15.

Pseudo-Rules

During the last few weeks the staff has been deluged with questions about UIL rules. There are a few that are reoccurring and deserve mention and explanation.

Pseudo-Rule 1: If you do not finish your play you may not advance. It is perfectly within the rules for you NOT to finish the performance in order to avoid a time disqualification. It is the responsibility of the cast, crew and director to have a plan in place to cut the lights, sound, lines and provide a clear indication that the play has ended to the timekeepers. Judges are asked to evaluate what has been seen on stage.

Pseudo-Rule 2: Knives may not be used in contest. Knives and swords are allowed for UIL competition. The restriction under 1033(c)(2)(H) prohibits the use of a "real gun, rifle, pellet gun, air gun, starter pistol or pistol — regardless of whether or not the firing pin is removed."

I must stress that any director choosing to use blades and other weapons should be well-versed in the principles of stage combat and safety. Blades with sharp edges should be dulled and covered in a thick tape. Foils and sabers should have safety tips on them. Remember that "make-believe" fighting can be dangerous.

Pseudo-Rule 3: You may use two ladders, but you may not stand or sit on them. You may stand and sit on the ladders allowed. Keep the ladders at 6 feet or under. There is no limit on ladders.

Pseudo-Rule 4: You may use all the "portable" lighting fixtures you want but only four at any one time. 1033(c)(2)(F)(i) allows the use of a TOTAL of four portable single source, two strip lights or two portable single source and one strip light. There is a misconception that this means four at any one moment and you may have instruments ad infinitum as long as you only use four at a time. This is not only wrong, it is VERY wrong.

Pseudo-Rule 5: The director from the host school may not sit on the other schools rehearsals. The director from my host school may be in the house while you rehearse. Nothing in the rules prohibits this, and at many sites this is the only person that can trouble-shoot technical problems. There is no harm in this. What can happen? They prepare a defense against your play. Let's pull out a zone defense against Hamlet?

Pseudo-Rule 6: Furniture may not be placed in front of the curtain or proscenium line. Read the definition of the various types of properties found on page 112 of the 15th edition of the *Handbook*. Properties, as defined, are permissible within UIL rules.

Some of them have size limitations found in the *Handbook* on pages 10 and 112. Properties or unit set elements used as properties may be set in front of the proscenium line or act curtain.

Pseudo-Rule 7: Plastic, wire, fencing cardboard and paper are soft goods and may be used under 1033(c)(2)(F)(ii). Plastic, wire, metal fencing cardboard and paper are not soft-goods even if bought at a fabric store. These items tend to damage the unit set.

Pseudo-Rule 8: Shrubs larger than 3 feet may be used as trees. A 4 foot Chinese Evergreen is not a tree. Seek clarification when in doubt.

Pseudo-Rule 9: The judge should never know the director or school presenting a play. You do not have to make sure the judge is unaware of the identity of the directors, schools, etc. State Meet company meetings begin with introductions by directors of their school and the title of their play.

Pseudo-Rule 10: You have 45 minutes to set, perform and strike. This a dangerous one that we heard several times this year. You do not have 45 or 40 minutes to set, strike and perform. You have seven minutes to set, one minute to start, 40 minutes to perform and seven minutes to strike. There is no grace period.

Pseudo-Rule 11: Your official rehearsal is limited to no more than 40 minutes. The only restriction on rehearsal time is for a "minimum" of 40 minutes. As long as every school in the contest, excluding the host school, is provided an equal amount of time, under the same conditions (lights working, unit set in place, etc.), it will be permissible under the rules.

Pseudo-Rule 12: Storage is restricted to a 10X10 space. Storage is not restricted to a particular size. The contest manager shall find available space and assign it in an equitable fashion.

Pseudo-Rule 13: Everyone has to set up with an open curtain. When a space is declared eligible for an architectural necessity waiver it is not required that everyone has to set up or start their show with an open curtain. Each company has the option to use the space as they wish.

Questionnaires

By the time this Leaguer gets to you the first three levels of competition are history and 120 lucky casts are preparing for regional competition. This is an important time to objectively evaluate your experience.

As always, I can't begin to stress the importance of returning critic judge questionnaires. We need to reinforce strengths and bring to light weaknesses of each of our judges. As I said last year at this time, "feel free to vent your feelings, but make sure you support your contentions with valid and constructive criticism. Our judges are there to do their best to evaluate your work objectively. The judge should approach this task with a thorough knowledge of theatre, UIL rules and your script. You need to evaluate their work the same way. You should have a thorough knowledge of criticism, UIL rules and judging standards."

Encore for an educator

Great-grandmother still teaches, directs plays after 48 years

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©By Ray Glass
Lubbock Avalanche-Journal

WOLFFORTH — Kathryn Hamilton never saw the snake in her desk drawer or the virus in her classroom computer.

Blame for the snake rested squarely with her students, who 'fessed up' to the 1942 prank. It was more difficult to assign blame for the recent computer problems, although Frenship High School technology experts suspected a virus.

"They said, 'You probably have taught school long enough that you're getting kids who are getting even with you. They're putting a virus in your computer,'" she said with a laugh. "I guess they could."

Teaching has changed for Hamilton, who has gone from small-town schoolhouse to booming suburban high school during a 48-year career teaching English and theater arts and directing school plays.

Hamilton wasn't even the oldest person in the classroom in 1940 when she began teaching in her hometown of Jayton. Now the 83-year-old great-grandmother is certainly among the oldest educators on the South Plains and in Texas.

She has taught two generations of many Frenship Independent School District families. Her students have gone on to a variety of professions, including lawyers, teachers, doctors, bankers, law enforcement officers, nurses, security guards, administrators, mechanics, chefs, beauticians, university professors and chief executive officers.

Hamilton has directed students in University Interscholastic League One-Act Play competition for 40 years. UIL officials consider that among the longest streaks — likely the longest — in the state.

"Retire? I don't know if that word is in her vocabulary," said Mike Wright, a Frenship ISD school board member. "She has a love and a passion for education. You see it in a lot of people, but her love and passion for education and young people, to me, is almost unmatched today."

Hamilton's commitment is resolute amid the flurry of educational changes she has witnessed while teaching during part or all of the past seven decades:

Steam radiators and open windows replaced by heating and air conditioning units; blackboards and chalk replaced by white boards and markers; school bells operated by rope replaced by bells run on a computer program; junior-senior banquets replaced by proms.

Block scheduling. State-mandated exit tests. Computers. Staff development meetings. Less homework. Attending school for 13 or 14 years, instead of 11.

"Things have changed, but they've changed for the best," she said. Students certainly no longer put snakes in her desk drawer like they did one lunch period when Mary Kathryn Jay, daughter of one of the four Jay brothers who founded Jayton, was a 19-year-old, single,



Photo courtesy of Robin O'Shaughnessy / Lubbock Avalanche-Journal

A Living Legend

Kathryn Hamilton has directed UIL one-act plays for 40 years, a streak that ranks among the longest — and possibly tops the list — in the state.

first-year teacher.

"They were sitting down and all looking at me, waiting," she said. "I didn't know what they were doing, but they kept very attentive. I thought, 'There's something going on.' So I opened my desk drawer, but the snake had gotten out and crawled someplace else."

Hamilton laughed at the story.

"They were just very disappointed," she said. "I don't think they ever found the snake, and they finally had to tell me the truth."

Hamilton said her first classroom had windows across one wall, two steam radiators, blackboards and desks that were "chairs with curved out arms on them."

School was closed for two weeks each year so youngsters could help harvest the cotton crop, she said. Class periods lasted 45 minutes apiece, and dancing was not allowed during the annual junior-senior banquet.

"We didn't dance, not in Jayton, Texas, at that time. You didn't dare," she said.

Instead, after the banquet students were taken to the movie house and a cafe in nearby Spur.

Hamilton also recalled when students lifted a cow to the roof of the two-story schoolhouse, up there alongside the bell that was used to signal the beginning of each school day by pulling a rope.

"They got that cow up there some way or another," she said. "They like to never get it down."

The young woman taught at Jayton for two years. She married Thomas B. Hamilton in 1942 and soon left teaching when her husband, who had joined the U.S. Army Air Corps, was transferred to bases in Wisconsin and Illinois.

She returned to teaching in 1958 in Paducah and, after stops at Olton and Post, joined the Frenship ISD faculty in 1970. Along the way she has taught English at every level from seventh through 12th grade.

"I guess the good Lord has been good to me and given me my health," Hamilton said. "I just really and truly enjoy teaching, and I like the kids."

The students haven't always liked her. Hamilton, who teaches senior English and has 112 students in six classes this semester, has the reputation as a hard

teacher.

Larry Allen, one of Hamilton's students in 1978-79, recalls both blackboards in her classroom routinely covered with questions students were required to copy and then answer.

"She expected you to work because you were there to learn," said Allen, now a local banker and Frenship ISD school board member. "She made no bones about that."

"She was very demanding, very challenging, but very fair. I guess to this day I can probably still recite Chaucer's 'Canterbury Tales.' That is still etched in my mind."

Board member Wright also is a local banker and former student of Hamilton. He and his wife, Tina, took Wright's senior English class in 1972-73. Their children had her as a teacher, as well.

"Everybody thought she was hard, but she taught us what to expect in college," he said.

Among Hamilton's students have been her sons Richard, David and Kent and daughter Kathy.

"You have to be harder on them than another kid because you have to grade them so strict," Wright said. David and Kent earned valedictorian honors, which didn't make it easier on their mother.

"You talk about getting in a hot seat. I was there," she said. "But the lowest grade on their transcript was (in) English."

Hamilton's reputation extends beyond Frenship

High School. Robert Rodgers, one of her eight grandchildren and a Coronado High School honor student, has heard about his grandmother from friends she has taught.

"She has the reputation that she's really hard, but mostly she's worth it," Rodgers said. "Most of my really good friends have liked her. They liked the way she teaches."

Hamilton prefers the label of challenging teacher. She never spanked a student when that was permitted, and she strives to give students the benefit of the doubt and work with them to solve problems.

"I like to work it out with the kid first, if I possibly can," she said. "I say, 'Mama didn't make that mistake. It's your mistake.'"

The woman who has worn frog pins for good luck and bumblebee pins for success said she has become a less strict teacher during her career.

"I want to challenge their little minds to the point that I make them think," she said.

Hamilton continues to push students to read books,

"She was very demanding, very challenging, but very fair. I guess to this day I can probably still recite Chaucer's 'Canterbury Tales.' That is still etched in my mind," said Larry Allen, one of Hamilton's students in 1978-79

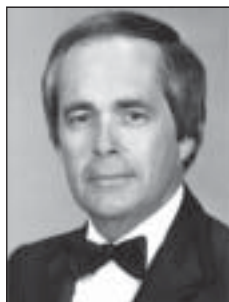
Christopher Columbus, Senate Bill 815 and you

Learning from journey more important than the destination

Some thoughts are worth sharing more than once. The following was first published in the Texas Music Educators Association Southwestern Musician. Since its content is closely aligned with the UIL contest experience I thought it appropriate to feature these comments in this issue of The Leaguer.

Not long ago in a Sunday morning discourse our minister made the remark that when Christopher Columbus set sail on his historical voyage, he did not know where he was going. When he arrived he did not know where he was and when he returned he did not know where he had been.

To be honest I don't recall the relevance of the comment or the point this distinguished clergyman was making, but the reality of this observation lin-



Richard Floyd
Music Director

gered with me long after the service came to a close.

Finally I began to understand why the irony of this explorer's monumental voyage kept nagging me. I began to reflect on the reality that it is all too easy for our band, choir and orchestra students to find themselves in the same predicament as Christopher Columbus.

Think about it. As teachers we present them a piece of music and immediately begin to address the technical elements of preparing for a performance. The objective elements of music that are judged on the contest stage become the paramount focus of each rehearsal. We pull out all of the motivational and pedagogical stops to make sure that every technical consideration is addressed to the most exacting degree possible. The day we go to contest we are focused on the primary goal of making the highest rating possible. We return home, read the comment sheets, listen to the recordings, hopefully put a trophy in the trophy case and move on to the next performance or project on our agenda. Mission accomplished!

But is it? What did the students actually learn about the music they had just performed? What do

they know about the composer? Was there an awareness of the historical context of the music. What about form? Source? Text? Harmonic language? The list goes on and on.

In other words did the students simply take a collection of meaningless symbols and convert them into a sonic representation of the score, or did the students actually have a deeply meaningful learning experience that transcended notes and rhythms and become a profound artistic and educational learning experience?

There is yet another reason for us to ponder this question. Senate Bill 815 mandates that the TEKS must drive the curriculum. Therefore in addition to performance excellence we must address the strands of perception, cultural/historical, creativity and evaluation as well. We can't

simply teach performance skills, strive for a superior contest performance or glowing reviews of our spring concerts and satisfy these expectations. Our preparation for performances and contests must embrace the full range of learning objectives as defined by the TEKS. Even without this mandate there are compelling reasons to do so.

A number of years ago, I was visiting with a high school music student who had the good fortune of being in a recognized, award-winning high school band. In the course of our conversation I asked her what music she was working on as she prepared for the upcoming series of contests and festival performances. She could not recall the name of the piece or the name of the composer and admitted the director had not discussed any of those issues.

She did know the piece was in four movements and was really hard. She also said her director had given band members the assurance that, if they really learned to play the notes and rhythms, they had a very good chance of being very successful in several competitive events that were on the calendar. Through a series of more specific questions I was finally able to determine the "mystery music" these students were so carefully preparing was the *Symphonic Metamorphosis* by Paul Hindemith.

Later I learned that this ensemble had indeed been successful in competition and had enhanced its reputation as an "award winning band." Perhaps those students were indeed just like Christopher Columbus. They had no idea where they were going while learning the piece, as they performed it they had no awareness of the greatness of the work, and when it was over they had no apparent appreciation or understanding of the depth and quality of the music they had just experienced.

I know we would all want to believe this is the exception rather than the norm, and I prefer to subscribe to that belief. There is some great teaching out there. But this particular drama should challenge all of us to reexamine the educational priorities we envision for our bands, choirs and orchestras.

The incident occurred several years ago. We all can agree that times have certainly changed. We are indeed fortunate today. There are countless sources of information about virtually any worthwhile instrumental or choral work we choose to program. Curriculum guides, reference texts, Internet resources and an abundance of other learning tools allow us to take students deeply into the fabric of the music — not just technically, but historically, artistically and intellectually.

Today we have at our disposal the potential to address the learning of the music we perform not just as a technical display of performance skills learned but rather as the academic discipline we claim the study of

SINFONIETTA

Preparation

Here it is,
Abstract, beautiful-beyond comprehension.
Listen, play, try to understand.
Understanding is most important.
Work, concentrate, strain, think, cry.
Emptiness, hopelessness.
Suddenly-a glimpse.
Small,
significant.
An instant of beauty . . .
then another.
Instants turn into seconds-
Understanding in bits and pieces
merge to form parts-parts to form a whole.
Next-confidence.
Believe in yourself
totally, constantly.
Work, strain
every moment counts.
Strive for beauty-for understanding.
For courage to express what you feel.

Performance

Here you are.
Anticipation, alertness.
Frightened-yet confident.
Knowing the beauty is there . . .
Waiting-wanting to share it.
Applause-someone cares.

They anticipate . . .
but do they understand?
We begin.
God give us strength.
Confidence flows through every soul.
Beauty created-yet wasn't it always there . . .
waiting to be released?
Everyone-Lost in its completeness.
An escape-yet a wonderful reality.
Problems disappear-engulfed in total joy.
He is near-thank Him.
Concentrate, pray, play.
Appreciation of understanding,
love of music.

Afterglow

It's over
Relief, joy, sadness-
tears, smiles.
Applause, compliments
do they really matter?
Personal satisfaction-all important.
Love binding all . . . together.
Later-remembrances.
The toil, the slow comprehension-
the awakening to total understanding.
The escape from reality-to beauty.
The experience-shared
yet with a small, special part
for just you-to remember . . .and smile.

Sandi Mohler, 1973

Students should understand 'why' of music competition, not just end result of activity

continued from page 8

music to be.

American composer Alfred Reed referred to this expectation of our programs as "musical growth." He said, "It is this pure musical growth, the stretching of the growing mind and enlargement of its vision where we find the ultimate justification for the music educational program in the sense of value received for time, money and effort invested."

He went on to remind each of us that, "No one can possibly believe that the cost of building a first-rate music program can be justified solely or even largely by the number of sixteenth notes or other technical expectations the performer can play or sing clearly, cleanly and with good tone and intonation."

I would argue that musical growth should be the primary focus of all our endeavors, and I am sure we all have our success stories in this regard. I know I do.

One of my most prized possessions is a poem a student wrote for me many years ago while I was still band director at Pearce High School. I share it with you today. We had prepared and performed the Sinfonietta by Ingolf Dahl as one of our project pieces. At the conclusion of that unit of study, I discovered a poem on my desk that was a summation of Sandi Mohler's experience with that work.

The poem was entitled "Sinfonietta." The three verses were subtitled "Preparation," "Performance" and "After-glow." To me Sandi's words beautifully summarize the kinds of experiences we should all seek for each of our students. Enjoy.

Are my comments intended to diminish our quest

for performance excellence? No. Am I suggesting we compromise our expectations for the performance skills we impart to our students? Absolutely not! These qualities are the hallmark of our Texas music programs and should remain an important part of our proud tradition.

I only ask that we accept the challenge of making sure the learning that takes place in our rehearsal halls

goes beyond technical mastery and embraces the broader world of musical knowledge that our students deserve. Let's make sure our students know where they are going, where they are and where they have been when the curtain drops and the concert hall is dark. And, that we seek every opportunity to give each one of our students "a small special part 'to remember' and smile."

Hamilton prepares for another year of one-act

continued from page 7

yet acknowledges she is losing that battle to the Internet. She would like to see more recognition of academic achievement by students.

She finds time outside the classroom to sell tickets for football and basketball games, serve as senior class sponsor and coordinate the graduation program.

"They get a lot of work out of me," she said.

Hamilton said rumors of her retirement are started every year by students. She would like to teach at least two more years, giving her 50 overall, before joining her husband, who retired after 44 years in teaching.

"All I've ever done is teach school, go home and tend to my family, do the washing, ironing and cleaning and then go back to teach school," Hamilton said. "I've just dedicated my life to kids."

Prepare to attend state one-act competition

continued from page 6

Advancing School Info

Please do not call the League office to find who advanced out of other districts. All of that information, along with area and regional meet sites, can be found on the UIL web-site. The staff is extremely busy at this time taking calls from participants and preparing for State Meet.

State Meet

Join us in Austin for the State Meet One-Act Play Contests. The three-day event, scheduled for May 6-8, provides the opportunity to see some of the finest theatrical work in the country. Bring some of your students. If you are interested in working with us, contact us. If you plan to come, make room reservations now.



"UIL academic competitions gave me the motivation to work hard and a major self-esteem boost. To succeed at such a challenging level as State, UIL can really make a student feel confident in his or her abilities. UIL teaches the important lesson that hard work and persistence can and will pay off."

Jennifer
Mull
Hale
Center HS

TILF scholarship applications available

UIL Academic Regional Meet winners should check the UIL web-site for **scholarship information** from the Texas Interscholastic League Foundation (TILF). Graduating high school seniors who competed (or will compete) in the UIL Academic State Meet this year or in previous years may apply for TILF scholarships between April 1- May 11, 2004.

Since the inception of TILF in 1958, \$18 million has been disbursed through colleges in Texas to more than 14,000 academically talented students.

Brochures and applications were mailed to all high school principals and counselors in March and can be viewed on the UIL web-site at www.uil.utexas.edu.

All TILF scholarship applicants must meet five requirements:

1. Compete in one of the UIL Academic State Meet Contests (applicants must have competed on the state level of competition), including: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* and Lincoln-Douglas), Journalism (Editorial Writing, Feature Writing, Headline Writing and News Writing), Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writ-

ing, Science, Social Studies, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking and Persuasive Speaking) and Spelling & Vocabulary.

***Only Cross-Examination Debate State Meet competitors advancing to the second day elimination rounds as one of the top 16 teams may apply. Do not list first day CX competition on page one of the application.**

2. Submit high school transcript including verified ACT and/or SAT scores, verified rank in graduating class and size of graduating class. Transcript should be complete through mid-year of the senior year and include the seven-semester high school grade point average converted to a 0-100 scale with decimals, (i.e., 93.45.) Additional six weeks grade reports are appreciated. School may place materials in a sealed envelope, if desired.

3. Submit a completed application and parents' IRS 1040 forms, pages one and two, to the League office between April 1 - May 11, 2004

4. Graduate from high school during the current year and begin college or university in Texas by the following fall semester.

5. Attend an accredited college or university in Texas, take a 12-hour per term minimum course load,

and maintain a minimum 2.5 GPA. **Some donors require a higher GPA and more hours per term.**

Scholars' grades impressive

During the 2003 fall semester, grades for 524 scholarship recipients attending 53 colleges and universities in Texas compiled some impressive GPA statistics. Approximately 33 percent of the students made a 4.0 GPA, 64 percent made a 3.5 or better GPA, and 85 percent made a 3.0 or better GPA.

"Though not everyone that applies can receive a TILF scholarship, those who are eligible should apply," said Bailey Marshall, TILF Executive Director.

Students who have participated in the UIL Academic State Meet during any year in high school are eligible to apply to TILF during their senior year. Qualified students may write for **2004-2005 Scholarship Opportunities** and an application by enclosing a self-addressed, stamped (two first class stamps) envelope to: TILF, Box 8028, Austin, Texas 78713-8028.

Recipients must begin school by the fall following graduation from high school and must attend school at a college or university in Texas. Applications must be postmarked by May 11, 2004. Announcements will be mailed to all applicants on June 18, 2004.

Recipients credit students for success

continued from page 1

Sweepstakes runner-up in both 2002 and 2003 and has state team championships in math, Calculator and Number Sense. His teams have won district championships the past three years.

"I believe that competition is an excellent form of motivation," Gazaway said. "Students who set goals for themselves and strive to reach them quickly are much more inclined to surpass other's expectations than are those who strive only to meet the district's requirements for receiving a passing grade.

"Competition in academics stimulates thinking and encourages students to reach beyond what they think they can accomplish into the realm of what might be possible. Students who are involved in academic competition are also more likely to have parents who actively participate in their education and celebrate their victories."

Janet Gordon
Itasca High School, Itasca

It took just three years for Gordon to create a winning academic team at Itasca after moving from Abbott where she had already won the academic district championship 10 times. She has served as academic coordinator at Itasca seven years. In her years of teaching, she has sponsored CX and LD debate, ready writing, Literary Criticism, Poetry, Prose, Current Events, News, Feature, Editorial, Headlines, Informative, Persuasive and One-Act play. Her CX Debate team has been district champs the past three years and placed third in state in CX in 2002.

"One of Janet's greatest attributes is her ability to work with students of all nationalities, races and socioeconomic backgrounds," principal Don Rinehart said. "Participation in UIL literary has increased from 12 students in 1997 to 55 in 2003. Janet has also continued to coach three events while serving as coordinator. Janet is also responsible for more of our students taking the SAT/ACT and raising our mean scores to above state average."

As with most good teachers, Gordon started coaching UIL literary events 20 years ago because students asked her to do so.

"From that point on of seeing their excitement and also seeing their confidence grow, I knew I was hooked," she said. "Some of these same students are now lawyers, doctors, dentists and scientists, and they are true leaders. Being the best you can be knows no color or certain nationality. It is our mission to realize that the high school years are the years in which the seeds of the students' minds can grow. UIL literary extends that growth and gives many students direction going into their college years."

Sherri Hankins,
Coppell High School, Coppell

As head of several sports and presently serving additional duties of girls athletic director, Hankins has had the opportunity to see many successes in

her teaching career. As the volleyball coach for 21 years, her teams have advanced to all parts of the successful ranks, earning a state runner-up crown, a state semi-finalist crown, multiple appearances at the regional tournament, in addition to having over 100

students earn their way onto the Academic All-District team, as well as 19 on the TGCA Academic All-State team. She, too, has led her golf teams to two state appearances. Hankins herself has earned several accolades, including being named District Coach of the Year 10 times, the Dallas Morning News Coach of the Year in 1997 and serving on several committees that mentors students to avoid drugs and alcohol in schools.

"She is a tremendous motivator and uses this ability to get the most out of her players," principal Jimmy Spann said. "Her caring attitude and her superior knowledge of the game make her effective in the development of her program. She gives generously of her time and demonstrates the highest level of professional commitment."

Hankins got into coaching because, as many others, she liked to win.

"Little did I know, 20 years ago, winning is actually not the reward," she said. "Coaching high school athletes has allowed me to shape lives on a daily basis. The reward is to see student athletes develop into first class citizens who are prepared for the challenges life will offer.

"Student athletes learn to reach within to find courage to take risks. My game plan is to provide an environment where fears are overcome through determination, perseverance and the pursuit of excellence. This cannot be accomplished without self-respect and respect of others. Winning will always be fun; however, shaping lives will always make a difference."

Rhonda Howard,
Early High School, Early

When someone notes that a student has been driven to succeed, they are probably talking about Howard, who has spent many of her 15 years in Early driving students to the different invitational and UIL district, regional and state meets.

Howard has been known to meet her students as early as 5 a.m. at the driver's seat of a school bus ready to embark to another tournament.

"She motivates (her students) to go beyond their expectations and encourages each and every student to work to their fullest potential," principal Wes Beck said. "I have watched her put in numerous hours before and after school and still does not hesitate to volunteer to do more when asked."

That 'drive' has shown more than the Sponsor Excellence Award. She has sponsored or directed 19 different events in her 22 years of education including: 22 years in Prose and Poetry, 17 years as one-act play director, 12 years as

ready writing sponsor, seven years as literary criticism director, six years as persuasive and informative director, five years as journalism director and two years as debate (both CX and LD) and spelling. She believes her greatest accomplishment comes from one of her former students, who was named as Best Actor at state and went on to become a teacher and one-act play director himself and advance his play to state.

"What part (does) education play in the educational mission?" she said. "It's everything that happens from the moment you walk into that contest room until you walk out. Our mission in education —

to give the students the skills and knowledge they need to succeed after graduation. If they can approach life with all their vital signs telling them that the decisions they make and the actions they take are important, if they can face something that is challenging and sometimes a little bit fearsome, and if they go in prepared and complete the job with control whether they feel that way in the inside or not, then we have given them the skills."

Evelyn Jones,
Monahans High School, Monahans

Serving as one-act play director in West Texas Monahans 21 years, Jones has seen the biggest obstacle is the lack of contact with cultural experiences in the performing arts. So when her students, in their research on a difficult script, *An Uncertain Hour*, led them to communicate with the playwright, the result was a personal visit from that playwright at their banquet at the end of the year. This is only one area where Jones has pushed her students to achieve.

Of course, many have achieved in many areas, but she mentions those who have gone on to be a successful professional actress and another as an assistant costumer for Radio City Music Hall. She, too, can brag on the 22 regional qualifiers in Prose, Poetry and extemporaneous speaking.

"Ms. Jones incorporates elements of fine arts and humanities in her teaching of theatre and English in her classroom," principal Kellye Riley said. "She provides her students with experiences in responsibilities, as well as character acting on the stage.

"This past year, Ms. Jones provided an opportunity for our students that have special needs to perform in a Christmas production. Through this cooperative endeavor (she) produced a very successful Christmas performance."

Jones herself knows what motivates students. "In one-act and other academic activities I have coached, I find the 'process' more important than the product, which is winning," she said. "This 'process' of preparing for competitions reinforces life skills the students can depend on long after the high school competition ends, for as we all know, competition is everywhere in our society. UIL helps in a real way to prepare our youth for the real world, giving them self-esteem and confidence that will carry into all aspects of their future lives."

Russell Kirkscey,
Blanco High School, Blanco

Kirkscey, the speech and debate coach at Blanco High School, has led over 70 students to regionals and numbers several state medalists in his portfolio — admirable for most. But the most admirable thing the community of Blanco knows is that Kirkscey involves 20 percent of the student body in UIL academics in the different contests. He hosts an invitational tournament with over 350 participants from 50 schools, and uses these activities to get and maintain middle school students.

Kirkscey has become a leader in speech and debate not only



"My four years of academic UIL competition have left me with lots of great memories. At times, I felt like I lived, ate, and breathed UIL, but it was worth it once I got to State! UIL was one of my favorite parts of high school."

Patrick Leech
Jim Ned HS

Special sponsors show successful side

continued from previous page

statewide, but nationwide. He has served on the UIL Speech Advisory Committee nine years and has been the UIL delegate to the CX National Federation of High Schools Topic Committee Selection meeting. He, too, authored a study paper on one of the five topics on the national ballot for the 2003-04 CX topic.

"Not only has Mr. Kirkscey's expertise in these areas received recognition, so have the efforts of his students," principal Tommy Bibb said. "They are state contenders year after year and have also participated as presenters to the UIL Student Activities

Conference in the areas of speech and debate. His students return year after year to either visit him or assist in helping other students. He is willing to do whatever it takes to help his students be successful and is above all a loyal, responsible teacher."

Kirkscey doesn't see himself as a coach.

"I help to create good judges," he said. "As adults, we make many important, subjective decisions in our daily lives. UIL academic contests compel my students to examine their own decisions frequently. They learn to think about what they could have done differently in the contest to change the outcome, and they learn to realize when they have done everything possible to compete to their full capabilities."

Joe Lombard, Canyon High School, Canyon

Principal Gene Suttle said it best: "Class. That is the only way to describe Joe Lombard."

And Lombard has shown class, both on and off the court. On the court, Lombard has accumulated more state titles than most coaches have ever dreamed of. As head basketball coach for the past 25 years, he has accumulated 10 state champion trophies and as the girls head cross-country coach, he has accumulated seven state championships. As the boys basketball coach, he earned two trips to state. This past year his girls basketball team won the mythical USA Today national champion title and Lombard was named the TABC and TGCA high school coach of the year as well as USA Today's National Coach of the Year.

Many of his players have advanced to college earning honors on the college level and now many are themselves coaching in public schools and universities across the state.

"He is never too busy to help a fellow coach or share his knowledge as a speaker or clinician," Suttle said. "Coach Lombard is the persona of excellence. He knows he could apply for and get any high school and many college jobs. Yet every morning he comes through the office, speaks to each individual he passes, helps lead prayer group each week, takes time to help anyone that needs assistance, and right after he and his team were crowned national champions he had a week of hall duty and did not miss a day. To go through life and know you have helped one person would be a great feeling of accomplishment. The impact Joe has had on lives over the last quarter of a century will still be felt for generations to come."

Lombard himself works on developing the player's character.

"My expectations center around five steps of character," he said. "We much respect other's time and opinions. I believe in cooperating with others in order to move forward and learn. We must be responsible to excel in our area and be reliable, dependable and focused. We must be caring. Celebrate the journey. We must be trustworthy and model honesty in our endeavors. We must show fairness and consider the need of the student first. Last we must exemplify good citizenship that leads in life-long learning."

Ramona Merrill, Crosby High School, Crosby

For the past 16 years, Merrill, who has coached the four journalism contests, has been with her students every step of the way — literally.

"I noticed several things about Mrs. Merrill on those UIL trips as I watched her interact with students," principal Deborah Frank said. "She always went with her students to the competition and remained with them until the events were completed and the scores were posted."

In addition to coaching the journalism events, Merrill has served as the journalism teacher and newspaper and yearbook adviser.

"Mrs. Merrill has introduced numerous changes in the journalism program such as extensive copy writing, desktop publishing and creative theme development," Frank said. "The yearbook has consistently received high ratings and has been used as an example of outstanding journalism in numerous educational journals, books and videos over the years."

Because journalism students are some of the most active in school, Merrill has to find other times to train her students. She recruits students not enrolled in journalism by keeping in touch with English teachers who spot potential writers. She gives plenty of encouragement and praise to UIL participants and they work hard to live up to her expectations, according to her principal.

"Competition raises the level of individual achievement by making students aware of the higher standards that exist in the world outside their own classroom," Merrill said. "UIL competition is one of the most rewarding parts of my job because it leads to real student growth and allows me to share my knowledge and love of writing in a highly motivated setting."

David Rubac, Flour Bluff High School, Corpus Christi

"Practice makes perfect" normally does not equal "have fun," but to those students under the tutelage of Rubac, that is just what is accomplished. Rubac, who has coached the math contests for 30 years, has a specified time and for to practice each of those contests — Number Sense, Calculator, Mathematics and Computer Science.

During those 30 years, Rubac has brought home numerous trophies, including the district and regional champion Number Sense team from 1996 through 2003 and earned state championship honors in 2001 and 2002; regional and state champion Mathematics team in 2000 and 2003; and TMSCA team championships from 1999 to 2003 as well as Academic Decathlon state champion Super Quiz winners in 2003.



photo courtesy of Candace Dill, Waldron St. Journal, Flour Bluff HS

"David Rubac definitely believes in 'practice makes perfect'," principal Joe Kelley said. "(He) definitely, without a doubt, makes maximum use of existing resources available to him. He is also able to get the students to always do their best in competition along with exhibiting good sportsmanship and positive attitude."

Rubac knows that success is not easy.

"The one thing I want students to realize is that success is going to take a lot of hard work, and the students must have a never-giving-up attitude when trying to achieve a goal," he said. "I tell my students to meet students from other schools and discuss the problems that were on the tests and share ideas and ways to solve the problems along with their solutions. The one thing I teach my students to do is to 'have fun' because having fun is what it's all about. If it is fun we will work harder to achieve success."

Jimmy Smith, Princeton High School, Princeton

Smith doesn't much talk about having students qualify for state in 24 of the 26 years he's been teaching, or the two state champions he has produced, or the 15 students in the finals at the state tournament. He doesn't brag about being a Two Diamond Key in the National Forensic League or even 10 trips to the national competition. He does brag, though, about the 15 or more students that have followed in his footsteps and are now teachings leading students of their own to the UIL competition.

Smith has served as academic coordinator on his campus 15 years, has served a speech and debate sponsor 26 years, directed the one-act play 20 years, served as journalism sponsor and current events sponsor six years and spelling sponsor five years.

"Mr. Smith has taken out UIL program in all new directions," principal Bob Lovelady said. "Last year the UIL team raised nearly \$24,000 and not once did they go and 'sell' something to the community. We now are the team that when the bus drives up everyone else says 'oh no, I guess we will be fighting for second today.'"

Top Math Guy

Mr. David Rubac, math teacher at Flour Bluff High School in Corpus Christi, is teaching Linear Relations and Functions to his 4th period Pre-calculus class. Rubac is one of 15 coaches and sponsors who are recipients of the UIL Sponsor Excellence Award.

continued on next page

League recognizes exceptional sponsors, coaches

continued from previous page

"While the success of the program is a great thing to celebrate, I am more excited by the character change I see in students and the number of students who participate in UIL that are not going to college and getting scholarships. Mr. Smith has always put an emphasis on education and character over competition."

Smith sees a way of using UIL academic competition as a draw for the classroom.

"What other program allows us to push the students to work a little harder in their studies by showing them that they are just as good if not better than students from the entire state," he said. "How many times have you seen math or science students getting excited about doing a test? Not only does this program give students knowledge; it also shows them how to continue life-long learning on their own. What UIL academics does is to encourage and enhance the desire to gain knowledge and knowledge is the key to being successful in life."

Mike Ware,

The Woodlands High School, Spring

As his principal puts it, "Students in his class become musicians with voice as their instruments. They learn to read music, appreciate music and develop a love of choir that they often carry on to college and in some cases to professional careers."

Ware, who has taught music for 25 years, shows that in his profession. He has served his region and the state as an adjudicator for the past several years, has served on the TMEA executive board and worked with UIL to redraw region and area alignment. He, too, has hosted all the different contests a music department can host, including vocal and ensemble, concert and sight-reading and serving as a clinician throughout the state. His students have won literally thousands of medals, have earned 52 UIL award in concert and sight-reading and 40 UIL Sweepstakes awards in the different choir competitions. His, choirs, too, have performed in areas of the nation, including Carnegie Hall.

"The sounds of their voices bring chills to the listener," principal Gregg Colschen said. "The music they choose is difficult and challenging, but they are prepared to meet the challenge. The students become proud of their program and work very hard to reach perfection. They do not sing, they become students of music and voice."

Ware works to give his students varied interests in their music background.

"I instill a love for choral music in my students so they will continue in a college choir, community choir or church choir after graduation," he said. "I have 15 former students teaching choral music in our public schools. UIL has served as a tremendous asset for choral music in our state. The standard set by UIL is one of the reasons Texas music programs are the envy of the nation."

Marion West,

Lake Highlands High School, Richardson

West was the first female director to be awarded the Sudler Flag and Sudler Cup from the John Philip

Sousa foundation in 2003, and her band was showcased in the U. S. Department of Education Blue Ribbon Award, granted to Lake Highlands High School in 2002.

In her 30 years as an educator, West has earned semi-finals twice at the state marching band contest, earned the CCC Honor Band for junior highs twice and has served as a chairperson for the Texas UIL Music Selection Committee. She has presented seminars for school districts, universities, Arkansas Band Masters Association, Texas Band Masters Association and the TMEA.

"She possesses all the quality traits that characterize the most outstanding UIL sponsors—passion, enthusiasm, humor, creativity, caring, excellent communication skills and an unwavering commitment to her students," principal Robert Iden said. "She is a major reason why our band program is known for its tradition of excellence."

West recognizes the need for change in education. "My philosophy of teaching has evolved over the decades to accommodate the educational needs in our continually changing society," she said. "I feel responsible to make an impact on my students through the comprehensive musical instruction that I provide each and every one of them. The musical experience reaches out to touch the musicians and listeners in a way that promotes a sense of accomplishment, confidence, awareness and optimism."

Defining ethics not always easy

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than the activity itself. As long as we have competition we will have conflict and controversy. Let's not judge, lest we be judged. Until coaches coach a perfect game and players play a perfect game there will never be a perfectly officiated game.

As Sports Illustrated would say, "The apocalypse is upon us." Here is more evidence...

A regional director in basketball chose to change the dates and times of the previously scheduled tournament, causing teams an additional night's expense. Additionally, this created a furor among coaches who were used to the traditional Tuesday-Friday format.

A separate regional director determined to pay herself an exorbitant amount to coordinate the regional basketball tournament. This tournament consisted of three games. The director made more money than the participating schools in the tournament and all six of the officials combined.

A parent e-mailed our office complaining about a regional track and field meet last year. It seems his son was assigned 666 for his entry number. The parent was offended the student was assigned this "mark of the devil". He wanted to make sure his son was not assigned the same number if he qualified for the regional meet this year.

Two coaches were alleged to have sold creatine to students. These alleged violations of state law become

Jeanie Wilson,

Springtown High School, Springtown

Wilson has coached UIL academics 21 years, including CX debate, LD debate, informative and persuasive speaking, prose and poetry, current issues and events, spelling, literary criticism and one-act play. She, too, has served as the academic coordinator 13 years.

She has been a part of the Regional Advisory Committee for speech and has served on the national CX Topic Selection committee and on the state LD committee. She also makes presentations at UIL Student Activity Conferences as well as the summer Capital Conference.

"Jeanie can take any student and turn them into a debater or speaker," principal Todd Farmer said. "Her success with students shows her desire to help them achieve success. She is a superb role model for Springtown's staff and students."

Wilson recognizes the role a teacher plays in the education of students.

"I understand that our most valuable resources are our students," she said. "All students should be provided with the opportunity to compete in a positive environment. The road to success should be fun and full of good experiences. It is my job to mold, mentor, tutor and support my students and fellow teachers. I value honesty, intelligence and the desire to learn new things. Someone once told me that children aren't in schools for us—we are in schools for them. I believe that says it all."

items for the State Executive Committee to consider.

A debate coach paid a non-school person to take his debate team to a tournament so he could circumvent UIL rules for Sunday participation.

A school board member wrote to our office expressing his displeasure with student fans behavior. He could not understand why school officials from the opposing school at the playoff game he attended would allow their students to yell "You suck" each time the board member's team shot a free throw.

Baseball players in a recent high school game got into a bench-clearing brawl. Not surprising, considering the tolerance for bench jockeying and taunting that often begins while the two teams take infield. The language and appropriateness of comments directed toward opposing players and umpires is reprehensible. It should not be allowed in educational arenas.

Finally self-celebration has become a huge topic for the National Football League. The league is taking steps to limit these choreographed routines. The NCAA and the UIL have taken proactive steps in the past few years to limit the "look at me" attitudes perpetuated at the professional level. The game is not about individual achievement. Rather it is about the accomplishments of the team.

We can all make a difference. We need to remind ourselves that character does count. For more information on character education and the Josephson Institute of Ethics contact them at charactercounts.org.



"UIL was the reason I went to school. I lived for the spring when the One-Act Play season began. OAP opened my eyes to a beauty and majesty I had never seen before. I will never forget or regret the hours with my OAP cast, crew, and directors."

**Katrina
Jordan
Channing
HS**

Calendar changes should help in contest preparation

It's hard to believe that I've been back at UIL for more than six months, and we are now working diligently to meet deadlines for revising handbooks and creating contest materials for next year.

With so many important things that must be completed for the current year, it's difficult to find enough hours in the day for routine department work, long-term planning and creative thought, much less planting a flower bed, building a new home or enjoying our beautiful spring weather.

But you veterans of the classroom and administration know that spring always moves both a little too fast for the 'to do list' and much too slow for the



Treva Dayton
Assistant Academic Director

backlog that always occurs in September. It will also reduce printing and mailing costs as we will send registration reminders only to those schools that are not pre-registered by August.

And it will mean we can prepackage your *A+ Handbook* and related materials, and have them to your campus much earlier than in the past.

Deadlines for ordering contest materials, either for district or invitational materials, have also changed because contest dates are different. The dates allowed for invitational contests have been extended and will begin Nov. 1 and end March 31. Fall/winter district materials will now be available Dec. 1 through Jan. 31, and must be ordered by Sept. 15. Diana Cardona, our spring meet materials coordinator, tries hard to accommodate all school and district orders, but with a growing number of campuses participating, it is crucial you order on time to guarantee materials will be printed and available.

Spring districts may be hosted from Feb. 1 through May 16, and contest materials can be returned May 16. We have moved the date forward from May 31 to allow all contestants to receive their contest papers before school is out. Deadline for ordering spring district materials is Oct. 15.

We believe the revised calendar will maintain flexibility in scheduling UIL activities that campuses and districts desire, while protecting the educational value of those activities.

Our current calendar created situations in which countless students selected to participate in spelling (or any of the other elementary and junior high academic events) received the spelling list or practice materials just days before the competition. We heard from concerned parents and teachers who legitimately believe that participation in UIL should be both challenging and rewarding, not simply frustrating.

UIL elementary and junior high academic programs are curriculum-based and designed to be used to encourage as many students as possible to stretch their academic skills before the district competitors are finally selected. It doesn't matter that only a few students can enter district competition if many are exposed to the academic challenge of the practice materials, whether that is incorporated into classroom activities, provided as an enrichment activity outside the classroom or through individual practice at home.

The educational benefits of the activities for all students are far more important than any ribbons, medals or certificates that might be won by a few individuals.

Working to develop the knowledge base and skills needed to be successful in UIL competition doesn't have to occur in a contest situation or format. Practice materials and activities can be used to supplement other curriculum-based materials, provide challenging classroom activities and improve skills of students of all learning levels, not just the most gifted and talented.

TEKS addressed by various UIL contests have been included in previous *Leaguer* columns. We will continue to provide these for additional contests, and will post them on our web-site for your reference. The

various contests offer challenges for students in writing, language arts, mathematics, science, social studies, speaking and listening and fine arts, all basic elements of a well-rounded curriculum, and most covered by mandated standardized tests.

It will never be easy to provide all you want for your students, to adequately prepare them to be successful in meeting mandated standards, to create learning environments that provide both challenges and chances for success, and to help them develop the

Calendar of Upcoming Activities

- Spring/Summer Register online to participate. Registration information is sent to all non-registered public elementary and junior high schools in Texas.**
- Early Sept. Hold district organizational meeting for Fall/Winter (Dec. 1 - Jan. 31) district meets**
- Sept. 15 Deadline for returning District Organization Form for Fall/Winter (Dec. 1 - Jan. 31) district meets**
- Deadline for the district director to return the District Meet Requisition Form for Fall/Winter (Dec. 1 - Jan. 31) district meets**
- Deadline to submit orders for materials for elementary and junior high school invitational contests (hosting school only)**
- Oct. 1 Deadline for Participation Registration**
- Before Oct. 15 Hold district organizational meeting for Spring district meets**
- Oct. 15 Deadline for returning District Organization Form for Spring (Feb. 1 - May 16) district meets**
- Deadline for the district director to return the District Meet Requisition Form for Spring (Feb. 1 - May 16) district meets**
- Nov. 1 First day to hold elementary and junior high school invitational meets**
- Dec. 1 First day elementary and junior high school Fall/Winter (Dec. 1 - Jan. 31) district materials will be available**
- Jan. 31 First day to return elementary and junior high school Fall/Winter district contest materials to participating schools**
- Feb. 1 First day elementary and junior high school Spring (Feb. 1 - May 16) district materials will be available**
- March 31 First day to return elementary and junior high school invitational contest materials**
- May 16 First day to return elementary and junior high school Spring district contest materials to participating schools**
- May 31 Last day to return Academic District Participation Survey**

Help Students Discover the Benefits of UIL Academic Activities

A variety of academic contests have been developed for elementary and junior high students because the UIL believes that children:

- Deserve opportunities to accept academic challenges,**
- Improve with encouragement,**
- Soar when their talents are recognized and appreciated,**
- Climb to greater heights when given positive reinforcement,**
- Operate better from a supportive environment,**
- Visualize themselves as successful,**
- Energize teachers, administrators and each other,**
- Reach a greater level of achievement with praise, and**
- Yearn for opportunities to feel successful.**

anticipated end of the school year and a well-deserved break. Those of you new to teaching or UIL coordination may still be trying to figure out just where — and how — the year went, but are no doubt also looking forward to the end of school and at least some time to relax, reflect and rejuvenate.

To facilitate advance planning for UIL activities for 2004-05, we've included the elementary and junior high academic activities calendar in this issue. There are changes in several important dates, so clip the calendar or print it from our web-site so you are aware of the deadlines and available contest dates.

The first change is that we will take early on-line participation registration for next year beginning May 1. This will allow us to deal with a huge number of registrations during the summer, and reduce the

skills they need to be successful in academics and in life. But we believe UIL activities can be useful in achieving these goals, and look forward to working with you as we continue to serve the students of Texas.

Please review the calendar carefully as you plan for the coming year, and check our web page at <http://www.uil.utexas.edu/aca/ejh/ejhindex.html> for additional information.

Participation may be key — not winning

PUBLIC REPRIMANDS

BASKETBALL

Curtis Hayes,
Bowie JHS (Odessa)
Tommy Aldridge,
Longview HS
Danny Ferrell,
White Deer HS
Kane Swetnam,
Allen HS

SOCCER

Chris Woodard,
Tyler Lee HS
Thomas Wait,
Pine Tree HS

SOFTBALL

Jennifer Fox,
Boerne HS

BASEBALL

George Velten,
Wylie HS
Robert Shiflett,
Anderson Shiro HS
Robert Wisnoski,
Anderson Shiro HS

Remember the kid that went to school just so he or she could participate in athletics? Forget about classes — that student lived and breathed sports.

Growing up, that kid was probably a friend, or maybe it was you.

In your classroom this morning, you may have that student, or students.

On your team this afternoon, you might have that kid, or those kids.

Those students do exist.

House Bill 72 nearly destroyed those kinds of kids. No-Pass, No-Play, passed and approved in the mid-80's, made sure students could no longer coast through school like they did pre-Ross Perot (the creator of no-pass, no-play).

Before this law passed, students only had to pass three out of five classes, and did I mention that back in those old days that passing was a grade of 60 or better?

Which brings us back to those kids who live, breath, eat and survive solely for sports.

Junior high/middle schools seem to cultivate those students. There are so many in that age group that come out for school athletics that players on the "B" team outnumber players on the "A" team two to one. There are so many middle school athletes that it seems the coach's biggest decision is not who to play, but who can fit into how many uniforms you have to dress all the kids out.

What happens to those kids after the eighth grade?



Peter Contreras
Athletic Coordinator

It seems there is a major drop-off of athletes when students move from middle school to high school. Did they have a bad experience with a coach, bad experience with grades, bad experience with their parents, or decided it was just too hard to pass all their classes?

Many seem not to want to compete on the high school level so they don't participate and wish they were back in Little League where a pat on the back followed a good play AND bad play?

Middle school coaches are usually the ones fresh out of college. These are the professionals that schools put in charge of the 13- and 14-year olds fresh out of their parent's backyard where they were all-stars in every sport their parents signed them up for. These coaches want to advance and want to make a name for themselves — much like anyone starting out in a profession and wanting to move up. Donald Trump would be proud! But you mix the enthusiasm and drive these young coaches have with the mystique of middle school or freshman ball and somewhere enthusiasm and desire is lost.

It is possible that a lot of those students lose interest in athletics because the UIL limits junior high athletic programs to a small dose of games compared to high school programs, or even to Little League, Little Dribblers or Pop Warner seasons where they can play and play and parents are responsible for their well-being rather than an overworked teacher trying to coach possibly hundreds of children.

Even more importantly, these pre-teens always got to play on their Little League baseball or softball team, and there never seemed to be a shortage of playing time in the Saturday Parks and Recreation Department basketball league on Saturdays.

How are coaches able to compete against those out-of-school programs when the "B" team football game is played after the 4:30 p.m. "A" game that

finished at 5:45 p.m. and the "B" game has to be completed before sunset at 6:45 p.m. because the field has no lights. And to include in this equation the fact that the "B" team has twice as many players. The school ends up playing six-minute running quarters in football in hopes of finishing the game. This is not too conducive to a positive, successful program.

Then the school plays a basketball season that allows 12 games and two tournaments, but you never play your full allotment of those games because "we don't want those players getting too interested in a sport other than football."

Track and field season comes next and those six meets resemble more an after-school social party than an athletic contest because there is one coach for every 50 kids on the team.

This doesn't even include the problem of kids getting back to school between 11 p.m. and midnight after a meet, and an angry parent waiting in the parking lot to pick them up. Because of this it's sad that some kids stop playing because the parents don't want to mess with picking them up after practice every day.

Don't lay the blame on the coach about the UIL game limits. There are good and sound educational reasons for the limits, but nonetheless, at times it seems that you drew a BB gun for a gun fight.

A large number of the kids on your middle school/junior high athletic period roll sheet will not be on next year's high school athletic roll sheet. Why? You've just seen a lot of reasons on why they may have lost interest — and many of those not the fault of the school or coach.

With just under two months left in this school year, maybe the last thing you are thinking about now is NEXT school year. But remember the kid that seemingly only comes to school because of athletics? Maybe you can convince them to come back next year.

Rally scoring gets through first year with few penalties, several problems

With a full year of rally scoring behind us, it's safe to say that it's here to stay. At its January meeting in Indianapolis, the National Federation Volleyball Rules Committee reaffirmed the switch to the rally scoring format for the 2004-05 season.

Based on input from many coaches across the state, very few changes will go into effect next fall. In fact, the only change will take place at the sub-varsity level.

Freshmen and junior varsity teams will be required to play 2 out of 3 to 25 (cap at 30), with the third game being played to 25 (cap at 30) if necessary. By mutual consent, however, sub-varsity teams may play 3 out of 5 to 25 (cap at 30), with the fifth game being played to



Rachel Seewald
Assistant Athletic Director

15 (cap at 20).

Listed below is a breakdown of rules for each level of play:

VARSITY

- 3 out of 5 to 25 (no cap)
- 5th game to 15 (no cap)
- The let serve shall be allowed
- Each team allowed two time-outs per game

SUB-VARSITY

- 2 out of 3 to 25 (cap at 30)
- 3rd game to 25 (cap at 30)
- The let serve shall be allowed
- Each team allowed two time-outs per game
- By mutual consent, sub-varsity teams may play 3 out of 5 to 25 (cap at 30), with the 5th game being played to 15 (cap at 20). If one school wants to play 2 out of 3, then the sub-varsity guidelines for 2 out of 3 will be used.

JUNIOR HIGH

- 2 out of 3 to 25 (cap at 30)
- 3rd game to 25 (cap at 30)
- The let serve shall be allowed
- Each team allowed two time-outs per game
- By mutual consent, 7th and 8th grade teams may play the third game of a match even if the same team has won the first two games. Any student who has not played in the first two games must be allowed to participate in the entire third game.

In tournament play, there will continue to be flexibility at the high school level with regard to match format. It is permissible to use either the 2 out of 3 or 3 out of 5 format during tournament play.

Pool play "mini games" must consist of two rally scored games to 15 (cap at 20), with games starting at 0-0. Keep in mind that during pool play, regulation

Ethical Behavior

Conduct does not always include forfeiting proper play for proper call

In a recent playoff game in soccer, one team started the game with 12 players. This is one more player than rules allow. The two teams continued playing for approximately two minutes culminating with the offending team scoring. The coach of the team realized the offense, removed the extra player and allegedly notified an official and the game resumed.



Charles Breithaupt
Athletic Director

For unknown reasons the officials chose not to enforce National Federation rules that could have revoked the goal. The offending team eventually won the game 5-4. What ensued was inevitable.

Protests from the losing school were expected. School officials understood that protesting the results of the game was prohibited by UIL rules. Of course this did not prevent an avalanche of protests from parents and fans of the team that lost.

What followed was two days of discussion and debate. The parents took the case to court seeking a temporary restraining order to prevent their team from being left out of the playoffs. Thankfully the judge saw no merit to the claim of the plaintiffs and the playoffs moved forward.

Continued discussion with parents and lawyer for the plaintiffs eclipsed the issue of ethics. They felt the winning coach, upon realizing he had 12 players on the field, should have requested the goal be nullified.

This brought to mind a college football game in the early 90's between Colorado and Missouri. At the end of that game Colorado was inadvertently given a fifth down. They used the fifth down to score the game winning touchdown. Critics of the Colorado coach argued he should have refused the touchdown. Or, at the very least, after reviewing the game film and validating the officiating error, ask the score to be taken away, giving the win to Missouri.

This debate has gone on for several years. The head coach at Colorado, Bill McCartney, helped establish Promise Keepers, a Christ-centered organization. McCartney has been soundly criticized because, as leader of this organization and an avowed man of integrity, he failed to take what many would call the high road in this controversial game and give the victory to Missouri.

This issue of ethics and integrity often leave us on a limb. We can spin our rhetoric of fair play and level playing field all we want as a state association. But when the rubber meets the road are we guilty of turning our head and allowing coaches and athletes to escape with less than virtuous intent?

I think not. I believe that in both of the games described, officials were agreed upon prior to the game. Everyone involved knew the officials in the game would adjudicate the game according to the appropriate playing rules. Coaches on each sideline

had the opportunity to protest calls DURING the game in a professional manner. If we want to play purely by the honor system and have players and coaches make all of the calls we can surely eliminate the angst we have with the shortage of officials.

It is unreasonable to single out one play or circumstance in a game as determining the outcome. To ask a coach to give back a point or a touchdown credited to them in error is unfair. I am sure every coach could find several calls in a game they would like reversed. To claim a coach is unethical because he or she failed to ask an official to reverse a poor call is a stretch.

There have been circumstances in games in which coaches have done just what is being asked. While I applaud and celebrate those who do, it does not mean that those who do not are unethical. Could they have taken the bold step and refused to accept the win? Certainly, but they also have a responsibility to play by the rules set forth at the beginning of the game. How often do we hear from the losing coach — one play doesn't make a difference?

Adults make mistakes. It is one of the unfortunate things that often comes out of competition. What appears to be most unfair is often a human error that

Volley scoring set to continue for all

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

The UIL will continue to recommend that schools use the 15-minute warm-up procedure used at the state tournament. Each team has the court for six minutes, and both teams share the court for the last three minutes for serves.

Several coaches have already called asking whether or not varsity tri-matches can be played using the 2 out of 3 format. The answer is NO! Like last year, all varsity matches, with the exception of tournament games, must be played using the 3 out of 5 format. There are absolutely no exceptions to this rule.

For the most part, the transition to rally scoring has been a smooth one. Coaches and student-athletes seemed to embrace the changes once last season got underway. Scheduling should be a much easier task this year now that coaches have a better idea of how long matches typically last.

The volleyball alignment is complete and can be found on the UIL web-site, along with all pertinent information regarding volleyball rule changes for next year. Before we know it, August will be here and practices will begin.

NOTE: The official volleyball beginning with the 2004 season will be the Spalding TF4000 leather ball. This is the ball that will be used in the regional and state tournaments.

possibly could have been corrected. If protests were allowed after the conclusion of any game we essentially would never see the end of a contest.

Certainly in the educational arena we espouse fair play, sportsmanship and ethics. Those are not hollow words. If a coach is proven to have orchestrated a strategy giving them an unfair advantage, penalties exist to punish those offenders. Otherwise, as we go about our daily tasks, we should not be so sanctimonious and claim that "if it had been me I would have given back the victory and those that don't are crooks."

I know that my friend Michael Josephson, who heads the Josephson Institute for Ethics, may take issue with me. I highly respect his program and his stance on ethical behavior and the importance of modeling this behavior. A perfect world certainly should start with each of us doing just that. The problem I have is selecting a coach who has just won an important game and unfairly claim he is unethical because he didn't give back a point that may have been undeserved.

On the balance scale with ethics is also the issue of trust and valuing those involved in the activity more

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2004-05 National Federation Volleyball Rule Changes

1-2-1 A match shall consist of the best three-out-of-five games. The first team to win three games shall be the winner of the match. The fourth and fifth games shall not be played unless it is necessary to determine the winner of the match.

Rationale: Incorporates rally format for varsity competition.

1-2-2 A match shall include the let serve.

1-2-3 A match shall include two time-outs per game.

1-2 Note NOTE 1: By state high school association adoption, teams may play a best two-of-three game match in which a team is considered the winner of the match when it wins two games. All games shall be 25 points (no cap). The third game shall not be played unless it is necessary to determine the winner of the match. If a third game is necessary, a coin toss shall be conducted prior to that game.

Rationale: This adoption would allow an alternate format that may, by state association adoption, serve the schools within a state association.

1-6-2 A conference shall be conducted with head coach... (4 Note; 12 Note) (1-6-3; 12-2-3)

Rationale: To agree with Note: page 16 (Rule 4 – first Note at bottom) which specifies head coach.

2-4-1b Delete – Officials shall stop play when a player breaks the plane of a non-playable area.

2-4-2 (New) Players may play a ball over a non-playable area if they have a body part in contact with a playable area at the time the ball is contacted. During the follow through, the player may enter a non-playable area after playing the ball. (9-3-3a; 9-3-3j; 9-5-7)

Rationale: This change would allow play to continue when a player has made a great save or play on a ball while she was in a playable area.

3-1-3 ...and any attachments used for anchoring the standards to the floor, walls or ceiling.

Rationale: Nets may be suspended from the ceiling, not just attached to floor poles.

3-2-1 The ball shall be spherical with a laceless molded cover of 12 or more pieces all of which shall be white genuine or simulated smooth...

Rationale: Clarifies the ball shall be all-white, rather than just 12 pieces. This provides clarity for state associations and manufacturers.

5-2-1 The official's uniform shall be:

a. An all-white, short-sleeved, collared polo shirt

b. Black slacks

c. Solid black athletic shoes and black socks.

Rationale: Consistency of NFHS volleyball official's uniform. Delete note allowing state high school associations to modify the official's uniform rule. (Effective 05-06).

5-3-14 Delete – If games become tied at 14-14, notify coach that he/she has additional time-out.

Rationale: NFHS rules do not allow additional time-outs during extended games.

5-4-3b12 Signal at the completion of a charged time-out, how many time-outs each team has used.

Rationale: A signal at the beginning of a time-out is cumbersome.

5-7-2c (New) During timeouts, line judges stand at the intersection of the attack line and the sideline on their respective side of the court nearest the referee. The line judge on the serving team's side of the net shall hold the game ball.

Rationale: The positioning of the line judges near the referee provides opportunities during time-outs for the referee to communicate with the line judges and gives an appearance that they are a part of the officiating team.

10-3-6-3 An exceptional substitution shall count as a team substitution if the team has not exhausted its 18 team substitutions.

Rationale: Clarifies the exceptional substitution is counted as a team substitution.

11-2-5 Delete – An additional time-out...

* Point/side-out is now recorded as point/loss of rally.

HIGH SCHOOL

HIGH SCHOOL SPELLING & VOCABULARY

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

CALCULATOR APPLICATIONS

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

ONE-ACT PLAY CONTEST c. CONTEST PLAY SELECTION AND ELIGIBILITY.

Section 1033:
F. Additions to the Basic Set Not Requiring Approval. The following (i) through (v) shall be used upstage of the house curtain/proscenium unless architectural necessity dictates otherwise. If architectural necessity dictates using downstage of the house curtain/proscenium for unit set or any other scenic device, except hand held flags/banners, an addition to the basic set shall be required.

According to Subchapter H, Rules and Amendments Section 305, OAP director Luis Muñoz is authorized to issue the following interpretation, which constitutes binding action until SEC issues an official interpretation.

Conclusion:

A Contest Manager may submit a request to the State Theatre Director for permission to use the area downstage of the house curtain/proscenium for unit set or any other scenic device due to architectural necessity. This request shall serve as a blanket approval for all schools competing at that site.

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2002-03 school year: **DALLAS SPRUCE HS** - Suspension for the 2003-04 school year;

HOUSTON JORDAN HS - Public reprimand and probation through May 27, 2004;

LA MARQUE HS - Public reprimand and probation through May 27, 2004.

SOCIAL STUDIES

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

ACCOUNTING

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

ARLINGTON MARTIN HS

The State Executive Committee issued a public reprimand to Mr. Terry King and placed him on probation through January 16, 2005, for violation of Sections 441, 481, 1201, 1202 and Booster Club Guidelines.

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee suspended Prepared Table Charter School from all UIL activities until a school administrator appears before the Committee to answer allegations involving misconduct by coach and players.

BIG SANDY HARMONY HS

The State Executive Committee issued a public reprimand to Coach Joe Koesel, Big Sandy Harmony High School, with probation through September 3, 2004, for violation of the Athletic Code and state law (selling dietary supplements to athletes).

LIBERTY HS

The State Executive Committee issued a public reprimand to Coach Robert Munson and Coach Richard Hale, Liberty High School, with probation through September 3, 2005, for violation of the Athletic Code and state law (providing dietary supplements to athletes).

GALVESTON BALL HS

The District 24-5A Executive Committee issued a public reprimand to Galveston Ball High School and placed the school on probation for the 2002-03 and 2003-04 school years for violation of Section 1202, Employment of Coaches. In addition, The State Executive Committee issued a public reprimand, with probation through March 24, 2005 to Galveston Ball High School and Wayne Paulus, Debate Coach, for violation of Section 900 (b) (2), Sunday Participation.

EL PASO PARKLAND HS

The State Executive Committee suspended Coach Humberto Ornelas, El Paso Parkland High School, from coaching any UIL activities until he appears before the State Executive Committee for a hearing on allegations that he allowed ineligible students to participate.

HOUSTON REAGAN HS

The State Executive Committee issued a public reprimand to Coach Roland Treviño with probation through April 22, 2004, for inappropriate interaction with game officials. In addition, Coach Treviño and a student representative were suspended from the first home soccer game of the 2003-04 school.

HOUSTON WESTBURY HS

The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through April 22, 2004 and suspended him from one

game for verbal and physical abuse of a game official.

ARLINGTON HOUSTON HS

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

COMO-PICKTON HS

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

GRANBURY HS

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

LAMPASAS HS

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

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

(i) SITE AND DAY OF GAME.

(3) *Playoff Games.* Unless mutually agreeable otherwise, the place for playing a playoff game shall be determined on a "home and home" basis for the past two football seasons (2001-2002). The team that was the visiting team the last time the two teams met on a home field in a post-district playoff game may require the game be played at its home

field. In case of disagreement between two teams who have not played a post-district playoff game during the past two football seasons, the game site shall be decided by a coin toss.

DALLAS KIMBALL HS

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

SPRING BRANCH SMITHSON VALLEY HS

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

INTRA-DISTRICT TRANSFERS Section 440 (b) (3)

This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD's vocational high school, magnet school, or optional attendance area school as long as they exercise that option at their first opportunity. If the student leaves the vocational high school, magnet school, or optional attendance area school and returns to the school of the parents' residence, the student is not eligible for varsity athletic competition for at least one year from the date of enrollment in the school of the parents' residence. Additionally, if the student fails to exercise their

first opportunity to attend that ISD's vocational high school, magnet school, or optional attendance area school, they would not be eligible according to the Section 440 (b), Residence Rule, for varsity athletics at the new school until they had been enrolled and consecutively attending the new school for one calendar year.

SAN ANTONIO EAST CENTRAL HS

The State Executive Committee suspended Coach Ted Knaszak from coaching any UIL activities (including practices and games) through December 10, 2004, with probation through December 10, 2006, for allowing students not listed on an eligibility list to participate in team tennis.

ARLINGTON BOWIE HS

The State Executive Committee issued a public reprimand to Coach Kevin Joyner and suspended him from coaching any UIL activities (including practices and games) through March 24, 2005, for violation of the Athletic Code.

WAXAHACHIE HS

The State Executive Committee issued a public reprimand, to Coach Jim Miller and placed him on probation through the 2004-05 school year for violation of off-season regulations.

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.

WICHITA FALLS RIDER HS

The State Executive Committee issued a public reprimand to Wichita Falls Rider High School, with probation through March 30, 2005, for failure to comply with UIL rules.

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