

Leaguer



Briefs and Notes

Calendar of upcoming events

- Dec. 10** Academics:
Deadline to submit orders for Invitational Set A materials
- Dec. 21** OAP: Dead-
line to request set additions and to submit plays not on Approved List for consideration as contest entries
- Jan. 2** CX Debate:
First day for district competition
- Jan. 2** Soccer:
First day for scrimmages
- Jan. 10** Academics:
Deadline to submit orders for Invitational B Set materials
- Jan. 11** Soccer:
First day for games
- Jan. 12** Academics:
First day for invitational meets using Set A materials
- Jan. 15** Athletics:
Deadline to accept plans for next school year (except football)
- Jan. 15** OAP: Title
entry cards mailed to schools
- Jan. 22** Softball:
First day for practice
- Jan. 27** Swimming
and Diving: District certifica-
tion deadline
- Jan. 29** Softball:
First day for scrimmages
- Jan. 29** Baseball:
First day for practice
- Jan. 31** EJH: Last
day to hold fall/winter meets
and first day to return materi-
als to contestants

LifeSaver

Legislative Council requires high schools to have an AED on campus

Upon recommendation by the UIL Medical Advisory Committee, the UIL Legislative Council passed a rule change to require at least one Automated External Defibrillator (AED) on each UIL member high school campus. This measure takes effect August 1, 2007. At that time, each UIL high school should have at least one AED on campus.

Also, each school should have a plan for the implementation, coordination and maintenance of the AED.

"We're pleased that the Legislative Council approved this measure on AEDs to further protect the health and safety of our students," said UIL Assistant Director and Director of Athletics Dr. Charles Breithaupt. "Since its inception in September of 2001, the UIL Medical Advisory Committee has encouraged our member schools to have at least AED on hand and this new rule change takes that one step further in requiring just that. We are proud to be the only state high school association that has state-wide AED requirements, and know that when implemented and maintained properly, AEDs save lives."

The UIL has created a special AED section on its Web site geared toward helping member schools answer questions about AEDs, emergency response plans, implementation guides and where to find AEDs.

Also included in this special section are the key requirements for AED use and ownership, which include the following:

- **Training** – Acquirer must provide appropriate training to each user. Training in CPR and AED use must be given or approved by the Texas Department of Health and meet American Heart Association or Red Cross standards.
- **Prescription** – Must be provided by a licensed practitioner who is then exempt from liability.



Marcia Hilsabeck presents at a Student Activities Conference. Photo by Bobby Hawthorne



- **Medical Oversight** – A licensed physician must ensure compliance of the training program.

- **Device Maintenance/Testing** – Per manufacturer's guidelines, must be maintained and tested.

- **Event Tracking/Reporting** – Upon use the EMS system must be notified promptly.

- **Notification Requirements** – Location and type of device must be reported to local EMS.

- **Good Samaritan Protection** – An unpaid person who in good faith administers emergency care, including using an AED, at the scene of an emergency is not liable in civil damages unless the act is willfully or wantonly negligent. Protection extends to acquirer, trainer and managing entity.

Information regarding AEDs can be found on the UIL Web site at the following link: http://www.uil.utexas.edu/athletics/health/ev-ery_school_aed.html.

Q&A: Spelling contest director shares her philosophy, stories

By Andrea Negri

UIL Intern

(The following is the third in a series of question and answer profiles of the Academic state contest directors.)

Marcia Hilsabeck
Spelling State Director

Q: How did you become involved in UIL?

A: My first contact with UIL was in seventh grade, when I was selected by my English teacher to compete in the *Spelling and Plain Writing* contest. I was a great speller, but my handwriting was not up to standard, so that didn't last. In eighth

grade, I competed in *Declamation* and memorized a poem that is still in my head, but another student performed the same poem better. The next year, the new Social Studies teacher started a debate team. I debated all through high school.

This is my 40th year teaching at Round Rock High School. I have been involved with UIL that entire time as coach, UIL coordinator, one-act play director or contest manager. One year, many years ago, the host school for the Spring Meet did not take it seriously, so I wrote a letter to that principal about honoring academic competition and sent a

See *Spelling*, page 9



2006-07 updates to the OAP critic judges list

Additions/Deletions
2006-2007 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges Eligible critic judges as of November 15, 2006

The 2006-2007 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current Constitution and Contest Rules.]

The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i).]

* = TETAAO recommended Area/Region Judge

() = Institution affiliation

(1) = Independent

(2) = College/University Employee

(3) = Public School Employee

(4) = Private School Employee

blue clickable link = e-mail

N = new judge

F = Full, already has 6 assignments

Available to judge: M-F = Monday to Friday only, F/S = weekends only, Any = all

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

[] = Year Recertification Required

The Following Judges were not listed in the last issue and are now eligible to judge.

(*2) David R Allen, Midland College, 3600 N Garfield, Midland TX 79705 432/686-4205-wk/432/697-3186-hm, FAX 432/685-4769, drallen@midland.edu Any, - I [08]

(*3) R. Scott Allen (Jenkins Elementary), 5611 Pinstar Pointe Lane, Spring TX 77379 281/376-3502-hm 281/355-3180-wk 832/249-2305-FAX scotta@springisd.org or R4ScottA@sbcglobal.net Any, - III [09]

(3) Danyah Arafat-Johnson, Carroll ISD, 400 South Kimball, Southlake 76092 817/949-5556-wk, arafatd@cisdmil.com - I [09]

(2) Martha Buchanan, San Antonio College, PO Box 90502, San Antonio, TX 78209 210/273-8122 mbuchana@accd.edu - IV [10]

(*2) Scott Crew, (Denton Community Theatre), 213 Pear Tree Place, Denton TX 76207 940/565-6576-hm, 940/382-7014-wk, scott.crew@campustheatre.com Any - I [11]

(*1) Eleanor Dryden, 3298 Gary Brewer Rd., Snyder TX 79549-0814, 325/573-9739 ellied@nwol.net Any - I [09]

(*2) Michael Kim Frederick, Del Mar College, 101 Baldwin, Corpus Christi TX 78404 361/698-1507/1509-wk 853-6350-hm, FAX 361/698-1511, kfeder@delmar.edu - IV [09]

(4) Eric Geyer, (Saint Marys Hall), 327 W Ridgewood, San Antonio 78212 210/828-0257-hm egeyer@smhall.org - IV [09]

(3) David Grantham (Deer Park HS), 9623 Pagewood, Houston TX 77063 832.668-7300wk 281.804-1598 cell dgrantham@dpisd.org - III [08]

(1) Kadharrn J. Hallmark, PO Box 1386, Brady, TX 76825 325/597-4123 hallmarkkj@yahoo.com - I [11]

(3) Jeanne E. Hamilton, (McKinney ISD), 4112 Merriam Dr., Plano, TX 75074 972/422-4583 ruhs70@aol.com - III [11]

(2) Vincent Hardy, St. Philips College, 1801 E. ML King Drive, San Antonio 78203 210/531-4838 - wk vhardy@mail.accd.edu - IV [09]

(*2) Mark B Holtorf, (Tarleton State Univ), 1501 Oakwood Drive, Stephenville TX 76401 254/965-2712-hm holtorf@tarleton.edu Any, CM, - I [09]

(*2) Jami Hughes, Lon Morris College, 800 College Ave., Jacksonville TX 77384 903/589-4087-wk, 903/658-1183-hm, FAX 903/586-8562 jhughes@lonmorris.edu Any - III [09]

(4) Jason Kruger, St. Andrews School, 1112 W 31st., Austin, TX 78705. 512/299-9867 jkruger@sasaustin.org - IV [11]

(2) Carrie Lee, (Tx A&M - Commerce), 2804 Bois D'arc, Commerce, TX 75428 903/886-6326 cklee3@earthlink.net - III [10]

(1) Rachel Mattox, 10823 Pepper Lane, Houston, TX 77079 713/468-2208 rachelmattox@houston.rr.com - III [11]

(*2) Michael McKelvey (St. Edwards University) 9209 Quail Field Dr, Austin, TX 78758 512/296-3994 mikeem@stedwards.edu Any, - IV [09]

(3) Mariana (Jones) Meaders, 7406 Williams, Houston TX 77040 713/466-0777 hm mariana_jones@hotmail.com IV [11]

(*1) Katy Meaker Menges, 11234 Shelterwood Cir, Dallas TX 75229-2450 214/987-3778-hm, FAX 214/987-4911, jkmenges@prodigy.net Any, - II [08]

(2) Graham Northrup, (Baylor University), 3320 Windsor Ave., Waco, TX 76708 254/754-2778 graham_northrup@baylor.edu - II [11]

(3) Martha Patino (Marble Falls Middle School) 1208 Sage Street, Burnet TX 78611 512/756-8452-hm mpatino@marblefalls.txed.net - IV [08]

(2) Alex Peevy, (Paris Junior College) 1703 Neathery, Paris, TX 75460 903/366-1019 apeevy@parisjc.edu - II [11]

(2) Kary Raine, (Angelina College), 422 Townsend Ave, Nacogdoches, TX 75964 936/715-9355 kraine@angelina.edu - III [10]

(2) Elizabeth C Ramirez, (Edgewood Academy) 435 W. Woodlawn Ave, San Antonio TX 78212 210/ 316-5954-hm ecamirez@eisd.net Any, - IV [09]

(1) Nicki R Roberson, 254 Cicero Dr, San Antonio TX 78218-2531 210/654-0745-wk skroop@earthlink.com Any, - IV [08]

(2) Rick Roemer, Southwestern University, 1001 E University Ave, Georgetown TX 78626 512/863-1548-wk roemerr@southwestern.edu Any, - IV [11]

(1) Mike Schraeder, 7150 E. Grand Ave. #1618, Dallas, TX 75223 214/679-2692 mike@secondthoughttheatre.com - II [11]

(2) Jacque Shackelford, (Tyler Junior College), 14638 NW Rd., Whitehouse, TX 75791 903/510-2207 jsha1@tjc.edu - III [10]

(*2) Victor L Siller, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2203-wk 566-2176-hm, 800/687-5680 x.2203 m-f-8-5, FAX 903/510-2800, vsil@tjc.edu Any, CM, - II [08]

(*1) Lawrence Ray Smith (Theatre Consultant), 522 East Ln, Kerrville TX 78028 830/895-5936, FAX 830/895-5936, asnglft@kctc.com - IV [09]

(*2) Cynthia M SoRelle, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8101-wk csorelle@mcclennan.edu Any - II [08]

(*1) George Sorensen, 2 Brentwood Circle, Lubbock TX 79407 806/797-5502 I [08]

(2) Franklin Speed, (Panola College), PO Box 1297, Tatum, TX 75691 903/236-5323 C-903/445-6929 speedondo@hotmail.com - III [10]

(2) Brad Vincent, McLennan Community College, 1400 College Dr, Waco, TX 76708 917/622-7403 bradvincent@yahoo.com - II [10]

(*2) T.J. Walsh, (Texas Christian Univ.), 4328 Kenwood Dr., Grapevine 76129 817/442-9560 - hm t.walsh@tcu.edu - II [09]

(2) Shawn Watson, UT- Permian Basin, 4901 East University Ave., Odessa, TX 79762 432/570-1418 watson_s@utpb.edu - I [11]

The following judges have been removed from the judge's list because they have chosen not to continue to judge or have not paid their annual dues or late fees: Mildred Austin, Royal Brantley, Greta Brasgalla, Nathan Cole, Sean Patrick Cooper, Marc Culver, Mike Fernandez, James Henderson, Armando Hinojosa, Cathy Huey, Daniel Inouye, J.P. Kyle, Curt Meyer, Kay Newberry, Margaret Rodgers, Dona Roman, Marisol Sandoval, Whitney Smith, Kenneth Tate, Jeffrey Wells, Tisa Whitfill, Steve Wood.

For the full list, the most current contact information or bio's please consult the UIL Web site www.uil.utexas.edu.

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Leaguer

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Rest this holiday break because ...

Academic district competition is right around the corner



Treva Dayton
Academic Director

Right now, many of you are no doubt looking forward to a well-deserved break from your school responsibilities and the chance to spend some time with family and friends. Or the chance to spend quiet time all by yourself. Or to catch up on sleep, read a good book, actually see a new movie in a real theatre, tackle an outside project, or some other splendid way to spend time that you truly enjoy.

Whatever it is, I hope that despite sometimes frantic and stressful holiday activities you find a little time to do something that's good for yourself. If you don't, no one else can do it for you. And when you come back to campus after New Year's, you won't have another chance for a long, long time. Been there, done that.

You'll be continuing to work with students to get ready for academic competition, but on an accelerated pace, since only a few months will remain before district meets.

And if you haven't yet started serious work with your competitors, you'll be doing double time if they want a reasonable chance of success. But I do hope that you're finding ways to do a significant portion of that preparation within your classrooms, and that practice is not just limited to after school or early morning gatherings of a very few selected students.

Every UIL academic contest is based on state-adopted curriculum.

Test questions from various study packets, or a discussion of contest essay questions or extemporaneous speaking topics can be great additions to classroom activities, and many students can be challenged to extend their knowledge.

You'd be amazed at the students who can be successful in events like ready writing, current issues or social studies, if they are just given the opportunity to show what they already know and the skills they have and can build upon. Someone in an English or social studies class, or the quiet kid in the back of the math class, might just be the person to push your academic team to a higher level because they have a natural talent or love for a subject area that gives them a head start on everyone else.

In reviewing last year's district entries from the online system, it's clear that not every member school had anything close to full entries, and that's unfortunate.

Perhaps understandable in accounting or computer science if you don't offer classes in those subjects (although some very successful competitors are self-taught or learned those skills from parents or others in the community), but not so with many other events.

With a little encouragement and some direction, kids can do amazing things. Maybe they won't place their first try, but they can gain a great deal from the experience, and have that novice attempt behind them. Success in UIL academics does take practice and effort, but once they learn the ropes – and the rules – students in many contests can accomplish a great deal practicing on their own. If you're a coordinator without coaches for some academic events, start talking to your colleagues about the bright and motivated students in their classes.

If you're from a small school, you already know who they are. In that case, check their calendars, as they are probably also participating in everything they possibly can at your high school. And if coordinators didn't check with administrators, athletic and music directors and community organizations before setting calendar dates for UIL district and other academic competitions, expect to deal with conflicts.

There are simply not enough weekends in the spring to hold the myriad academic, athletic, music and community events without some students having to make tough choices, especially when you factor in outside sponsored competitions, proms, family vacations, scholarship interviews and college entrance exams.

UIL music contests may not be scheduled in conflict with academic district meets, but many music events were scheduled before district dates were selected, limiting the conflict-free dates within the two-week district window for academic meets.

Then a UIL calendar change necessitated by new TAKS test dates created even more schedule problems.

Because spring breaks occur at various times, even for schools within the same Spring Meet district, some coaches and students will be competing during their break. In all the years I taught, coached and directed the one-act play, I never did have an uninterrupted spring break. Hope you have a better track record.

But remember that the UIL Spring Meet Code also states that UIL coaches and administrators must "at all times, insure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful

adulthood." Coming to fisticuffs with a colleague over a student's participation is not the way to do that.

It's inappropriate, unprofessional, not in the best interest of the student, and almost without fail – ineffective.

As you juggle calendar dates and struggle with limitations due to time, other professional responsibilities and your need to remain a healthy and sane person, remember that we're all in this for the kids. That means setting high standards so they increase their chances for success, but also realizing that they have many interests and limits on their time and energy, as well. And it means working together as professional educators to serve their best interests, year after year.

I hope the year 2006 has been a good one, and that your spring semester goes well, both in and out of the classroom.

ODDS & ENDS

Coordinators, have you heard from us? The academic department sent an email on Nov. 15 to all the coordinators' email addresses we have in the data bank.

If you didn't receive it, either you haven't registered online to provide that information, you did register but somehow we got the email entered wrong, you've moved to other school or your entire school district email address system has changed and you forgot to let us know, or your district's firewall considers mail from UIL spam.

Regardless, if you didn't receive the message, which was intended to test the accuracy of our data, please register again or email me with your name, school, city and email address.

We will be compiling emails of coordinators only, as we simply don't have the resources to keep the system updated with academic coaches, as well.

The message included the following updates:

- UIL coordinators may now enter their school and contact information in the Academic Spring Meet Online Entry System. (You will not be able to enter contestants until the meet has been set up by your district director. The deadline for them to do so is Feb. 1.) See: <http://utdirect.utexas.edu/uil/>
- New sample questions for the Current Issues & Events contest are posted. See: http://www.uil.utexas.edu/academics/current_events/sample_questions.html.
- Instructions for clearing calculators for the Science contest are available as a PDF from the UIL academic Web page under the heading "Contests."

Counting my blessings

Teachers, like Rick Rike, are the true heroes in our lives



Jana Riggins
Speech Director

As I write this column, it is Thanksgiving week. A time of reflection. A time of counting blessings. A time of giving thanks.

In the hurried lives we lead, we often fail to stop and express a word of thanks with those who've made such a difference in our lives or in the lives of others. We assume people know we are grateful. So permit me to use my column this month to count my blessings.

I am grateful for teachers who give of themselves to students in a powerful way. They are called UIL coaches: speech and theatre directors, athletic coaches, music directors, and academic event sponsors.

They are the teachers who make a world of difference. Those who work long after the 3:30 bell rings, giving time and energy and encouragement to young people. Giving dedication that transforms lives.

For my son Mark, it was Bob Vercher, athletic coach and amazing World History teacher. For Matthew, it was Mrs. Hitchcock in elementary school, Jim and Lorraine Leach who sculpted his character during his K-8 years and later, Ms. Moore, his high school Latin teacher who taught him to laugh at life. Josh's strong mentors were English teacher and great listener, Mrs. Kohler; Coach Reiland who fashioned Josh's outlook on life through the discipline of high school athletics; and Jim Mendl, AP History teacher who charted his course for the future.

And then there was Cindi Miller, who truly changed the life of our youngest son, Caleb. As his second grade teacher, she nurtured him back from a devastating school experience in first grade into believing that he could climb mountains and reach the stars. That self-confidence is still intact today because she assured him *she* believed in him and because teachers like Mrs. Culpepper, Mrs. Lee, Ms. Neff and his current hero "Coach"

Painter, theatre director extraordinaire, took the time to convince him of his abilities.

If you are reading this column, I'm certain your name could also be scribbled at the top of a student's list of "believers" — teachers who have given a part of their heart to every child they have encountered and encouragement to all the students they have coached. For you, I am grateful.

Grateful you were willing to invest your soul in the teaching profession. Grateful you gave extra time so a child could discover their talent through an extra-curricular activity. Grateful you

became an invincible hero for a teenager who had no other role model in his or her life.

I count each of you as a true blessing.

Rick Rike was one incredible blessing. Rick served as UIL Coordinator, Speech, Debate, and Current Issues & Events coach at Canton High School. Prior to that, he built a powerhouse UIL program at Aubrey High.

Coach of state and national champions, one would never know he had achieved such success in the competitive arena. He didn't command or expect attention as some who've coached champions do. He never counted trophies as the ultimate prize. It was all about "the kids." And how they loved him!

As a coach, he never thought he knew enough. He was continually seeking to learn from others, asking to sit in their classrooms and observe as they masterfully taught a debate concept or adeptly coached extemporaneous speaking, his first love.

He didn't expect to only receive from the activity of forensics; rather, he made it a point to give back. He donated his time and expertise, serving on the UIL State Advisory Committees for Lincoln-Douglas Debate and Extemporaneous Speaking, writing practice Current Events tests, and teaching workshops at Capital Conference and SuperConferences.

He was a true gentleman — always smiling,

NFL adopts UIL rules

Recently, the National Forensic League announced the adoption of the UIL Guidelines for Using Computers in Debate. UIL crafted rules for computer use following the Legislative Council's approval of laptop use in Cross-Examination and Lincoln-Douglas Debate, beginning with the 2006-2007 season.

An article in the November issue of *The Rostrum*, NFL's official publication, indicates that NFL will allow the use of laptop computers in policy debate at the National Tournament for a trial period of one year. NFL District committees will determine if their districts will allow the use of laptops in CX Debate.

The UIL Guidelines are printed in the UIL CX and LD Debate Handbooks and may be downloaded from the League's official Web site. Included online is a document of "Frequently Asked Questions Concerning Computer Use" that assists in clarifying the implementation of the guidelines. A helpful PowerPoint is also available. The PowerPoint provides coaches with the rationale for computer use, criteria for determining whether your squad should use computers, and advice on software for flowing, timing, and other useful details concerning delivery skills.

always gracious. Not a state meet ended that he didn't write a thank-you message to the UIL State Office.

UIL was important to him. After all, he met his wife Abby, a speech coach as well, at a UIL State Meet.

The speech community was deeply saddened to learn of the tragic car accident that took the life of Rick, his 5 year-old daughter and 2 ½ week old son. Rick touched many lives in his brief 33 years. The footprints he left behind have left an undeniable mark on countless lives.

Thanks for all you gave, Rick. You were a blessing, indeed. You will be missed, my friend....

Additional Blessings

Kudos to the 34 educators who presented 75 workshops at our regional student activities conferences this fall, and to the 43 students who delivered demonstrations of our events. Hats off to super organizers Connie McKee (West Texas A&M), Kelly Russell (TAMU-Corpus Christi), and M'Liss Hindman (Tyler Junior College) who hosted SuperConferences on their campus.

Finally, some of my greatest blessings are the staff I work with at the League.

Thank you Ramona, Ashley, and Jeff for working tirelessly throughout the year to serve our schools in speech and debate. You are truly champions!

What I'm thankful for ...

Holiday season prompts me to remember the past, present and future



Jeanne Acton
Journalism Director

You know the scene. It's Thanksgiving. The turkey is on the table, and everyone is eagerly waiting for the carving to begin. But before anyone can eat, you must give thanks.

Yeah, I know. It's kind of corny, but families do it all of the time.

Usually I don't think about this tradition much. I just say whatever comes to mind, "family, food, friends, etc."

But this year, I actually thought about what I wanted to say before the turkey ever made it to the table.

A few weeks ago, I had an unfortunate meeting. I was robbed while I was breastfeeding my new son, Joey, in my car. No one was hurt, and the woman is behind bars today.

But since the incident (what I like to call it), I've been thinking about how lucky I am — how much I have to be thankful for.

I have two healthy, wonderful sons (most of the time — after all, *Charlie is two*). My best friend is my husband. My job is fun and challenging, and I work with some of the best people I've ever known. This is my present and my future. And I am thankful.

But, I am also thankful for my past — for my years as a journalism teacher. After I left teaching, I didn't think about those years much. I was just in the present — living the moment.

Now, though, when I take the time to remem-

ber, I realize I never had so much fun in my life than I did with my kids. The late nights. The stressful deadlines. The incredible workload. The excuses. The darkroom smells. The malfunctioning computers. And the list goes on.

I know you understand. From all the madness came great joy.

It was not always easy to feel the joy, though. In fact, I am not sure how much joy any journalism adviser can feel at this point in the year.

This fall, I've received many calls and emails from advisers who are having tough years. Some are struggling with their principals. Not all principals believe students should write anything other than public relation pieces for the schools. Some are struggling with their students. It's amazing how many excuses a student can have for missing deadlines. Some are struggling with the workload.

We have many advisers in Texas who advise the newspaper, yearbook, broadcast program and teach an English class or two. (Sure, I think they are a little crazy, but the crazy ones usually are the best ones.) Some are dealing with overbearing, helicopter parents. Somehow, parents don't understand why their child isn't in the yearbook, even though they never took them for senior pictures.

I remember those struggles. And as crazy as it seems, I miss them a little. I miss the chaos. I miss the madness. I miss the joy.

I remember the day the computers crashed and we lost an entire newspaper and two sections of the yearbook. I am pretty sure I threw a few things and uttered a few not-so-nice words. We pulled a few late nighters, worked a few weekends and recreated everything — probably a little bit better the second time around.

But as much as I complained about the long hours and high stress, I loved those times. I loved my kids.

And I am thankful for every one of them.

Okay, I know what you are saying. I can be thankful now. I am no longer there. Was I thankful back then? Some, but not enough. I think I was too busy to realize how much fun I was having.

So now, I have a little more time on my hands. I have time to think about the past, the present, the future. When I was in the schools, I only had enough time to think about the moment.

And now, I am thankful. I am thankful for my time with kids. I am no longer in the classroom every day, and my exposure to students is limited to a few times a year. That makes me a little sad. My office is definitely not as exciting as your classroom.

Sure, there are some definite benefits to being out of the schools. I certainly work fewer hours than most journalism teachers. Most of my co-workers make deadline for the Leaguer, but even when they don't, I don't have to call their parents. And I pretty much never have to attend useless professional development or spend hours scoring benchmark TAKS tests.

I don't have the madness, and subsequently, I don't have the joy. Don't get me wrong. I have a great job. I do.

But in my heart I know, the greatest job I ever had was being a Texas high school journalism teacher.

So this year, when it was my turn to say what I was thankful for, I wasn't quick and I wasn't flippant. I also wasn't popular.

But I was thankful ... for the past, the present and the future.



The Boys Update

Joseph Douglas Shanks was born Sept. 27, 2006. I actually was finishing the last Leaguer when I went into labor. Joey is doing great — two months already. He's a big boy — almost 14 pounds now. Whew! Charlie loves being a big brother. He runs in every morning to see little Joey. Charlie also loves being two. He got a few favorite phrases "don't want it" and "don't like it." I am sure every parent can relate. :> The boys look forward to seeing everyone at ILPC in April.

Coaches and contestants need to know calculator rules for Science Contest

Cliff McCurdy
Argyle High School

The UIL rule for the use of calculators in the science contest, on page 90 of the *Constitution and Contest Rules*, states that the calculator "cannot have built-in or stored functionality that provides scientific information, and cannot have wireless communication capability. If the calculator has memory, it must be cleared."

The use of graphing calculators is not prohibited. The requirement is that the memory must be totally cleared. For many graphing calculators, this means that you must select "all" when choosing which memory to clear.

Several people have asked for clarification about specific calculators, but there is no longer

a single approved list of calculators.

Coaches and contestants should be careful that the calculators they select do not violate the restrictions of the rules.

Dr. Denis Kohl, UIL state contest director, believes that a calculator such as the HP 33s, which provides a short list of physics constants, is allowable because a list of physics constants is included on the test, so no additional scientific information is provided that would benefit any contestant.

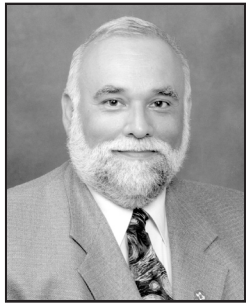
However, he will not allow a student to use a calculator that will accept memory cards or memory sticks, as these could be reloaded after calculators were cleared at the beginning of the contest.

Instructions for clearing the most commonly used calculators can be found on the UIL Web site from the link "Instructions for Clearing Calculators," courtesy of Tony David Potter of Texas Competitive Mathematics.

Competitors may bring a spare calculator into the contest room, but if both calculators were disallowed, the student would have to take the test without any calculator.

Science coaches, not contestants, should be prepared to assist contest directors in seeing that all calculators are completely cleared prior to the beginning of the contest at the district, regional and state contests if needed, just as coaches should be available to assist in grading.

Enrollment reaches new high for OAP



Luis Muñoz
One Act Play Director

Enrollment of OAP reached a new milestone this year. For the first time in the League's history, enrollment has topped the 1200 mark. Spring of 2007 should see 1204 schools in-

involved in this activity. The 1204 represent approximately 95 percent of our member schools. We wish old and new a wonderful experience.

Those of you who enrolled should receive an enrollment packet from our office this month. The enrollment packet is sent to directors and principals at each school. There are many important forms and announcements that should be read carefully. Sometimes they look like the same form letters you've received year after year but the content may change.

New Rules!

The League's Legislative Council has passed a new rule that goes into effect in the fall of 2007. The rule requires that regional judges be selected by the TETAAO and approved and assigned by the State Theatre Director. The summer appointment of region and state judges will help districts know who is judging regional and state contests by the time they have their planning meetings.

Play/Set Deadline

The deadline for submitting plays "not on the approved lists" and making requests for "set additions" is fast approaching. We have seen an increased number of submissions between August and early November. We're not sure if directors are submitting earlier or this is the beginning of a winter avalanche.

Play selection is one of the most important and critical functions of a theatre arts teacher. Every discipline demands that students be exposed to the very best. English teachers spend countless hours making sure that the textbook they are adopting or the reading lists they are preparing contain only the best demonstrative literature available. The chemistry teacher wants to use the best laboratory exercises to demonstrate principles and law. The history teacher wants to use the latest discoveries and known facts about events that took place in our world,

country and state. Why should theatre arts be any different when dealing with choices about world drama?

Play production is the place where your students finally get to apply everything they should have learned in the classroom. This is their lab. Do we want to give them literature or experiments that are second-rate? Do we want to challenge the student with great literature or have them share the limited stage time they get with simplistic and sometimes mediocre literature?

The *Handbook for One-Act Play* includes the League's *Suggested Criteria for Play Selection*. Every teacher-director out there should take time to read these every year.

Suggested Criteria for Play Selection

Secondary school theatre teachers should consider the following criteria when selecting plays for production. This criteria is aimed for the selection of plays to be presented to the public; however, it is also applicable for selecting plays to be studied or produced within the curriculum. As all the points are important, they are listed in random order rather than in order of preference or priority. Rarely will any play, no matter how worthwhile or suitable it may be, incorporate all points in these criteria.

1. To make the best possible choice of play, each title proposed should be evaluated with the following considerations in mind:

a. Characters worth doing – challenging to the performers.

b. Theme worth expressing – of lasting value to the audience, cast and production staff.

c. Lines worth learning – good literary quality.

d. Potential for interesting technical production – challenging the interests and abilities of the production staff.

e. Suitable cast size – suited to the number, experience and ability of those who may be expected to audition for roles.

f. Sufficiently different from other recent plays appearing locally – adding variety to the long-range program.

g. Helpful in expanding this secondary school's theatre program – capable of extending and enriching interest in theatre.

h. Audience appeal – capable of inspiring a lively publicity campaign and of bringing a suitable audience to the theatre.

i. Capable of production within the budget and with the facilities –

1) time element (rehearsal period);

2) physical plant (size of stage, fly space and wings, lighting and sound facilities);

3) set, costume, makeup and properties requirements; and

4) business aspects (box office, tickets, programs, publicity).

j. Performable with language and action suited to the educational theatre – suitable for performance with little revision.

2. In order to strive for a theatre arts program of the highest quality and provide students with a comprehensive and wide-ranging exposure to outstanding dramaturgy, plays for production should be considered which would fulfill the following criteria:

a. Enrich and support curriculum.

b. Be appropriate for the varied interests, abilities and maturity levels of the cast, production staff and audience.

c. Stimulate growth in factual knowledge, literary and dramatic appreciation, aesthetic values and ethical standards of the cast, production staff and audience.

d. Provide opposing viewpoints on important issues in order that the cast, production staff and audience may develop critical standards for making judgments.

e. Provide information reflective of the many and various religious, ethnic and cultural groups.

3. When selecting a play for production on the secondary school level, principle and reason will be placed over personal opinion and prejudice. Isolated lines or words taken out of context are not adequate reason for rejection of a play. Consideration will be given to:

a. Truth and art.

b. Factual accuracy, authoritativeness, balance and integrity.

c. Quality of presentation, imagination, vision, creativeness and style appropriate to the idea.

During a discussion with Theatre Ed students at Texas State University, a "teacher-to-be" asked me how I would pick a play for my group. I responded by telling him that I find it analogous to dressing someone. You have to know your group and you have to know what they wear well. To do this, I told him, you have to know what's in your wardrobe. This is accomplished by reading, reading and reading. You have to know as much world dramatic literature as you possibly can.

Then, I told another student, you must never set them up for failure. Make sure

that they are capable of or within striking distance of taking on the challenges you are asking them to undertake.

With the reading deadline fast approaching, UIL OAP directors need to start making choices now and getting scripts to the League ASAP.

Make sure that you follow the procedures outlined in the 2006-2007 C&CR. They are different and if you want to avoid having to resubmit, you need to follow the prescribed procedure.

A very special thank you to Dr. Coleman Jennings, UT-Austin, for providing copies of his new children's theatre anthology for teachers attending the UT-Austin and Texas A&M- Corpus Christi Student Activities Conferences. *Theatre for Children: Fifteen Classic Plays* has been published by St. Martin's Press and includes some wonderful original scripts and adaptations from other literature. The anthology includes *Country Mouse and the Missing Lunch Mystery* by Sandra Fenichel Asher, *Ernie's Incredible Illusions* by Alan Ayckbourn, *Two Donuts* by Jose Cruz Gonzales, *Dr. Seuss' How the Grinch Stole Christmas* by Timothy Mason and Mel Marvin, *A Laura Ingalls Wilder Christmas* by Laurie Brooks, *Braille: the Early Life of Louis Braille* by Lola H. and Coleman A. Jennings, *Bless Cricket, Crest Toothpaste and Tommy Tune* by Linda Daugherty, *The Great Gilly Hopkins* by David Paterson and Steve Liebman, *The Witches* by David Wood, *Mississippi Pinocchio* by Mary Hall Surface and David Maddox, *The Wolf and Its Shadows* by Sandra Fenichel Asher, *Exigbo: The Spirit Child* by Max Bush and Adaora Nzelibe Schmeidl, *Inuk and the Sun* by Henry Beissel, *A Village Fable* by James Still and *The Witch of Blackbird Pond* by Y York. Don't neglect scripts for young audiences. There is a treasure of excellent literature designed for the younger audience that is on the approved lists or can be submitted for approval. These are well-written and challenging plays that provide you with the kind of teaching instruments you need.

TETAAO Contracts

Jenny Nichols needs for you to return a copy of any and all judging contracts for 2007. It is extremely important that we have this information. If you've ever had to replace a judge the day of the contest, you will know why we have to have the information on file. If you haven't contracted a judge by now, you need to. The judge's list

See Theatre, next page

Social confusion

EJH, high school Social Studies contests not one and the same



David Trussell
Elem/JH Director

One of the growing pains of any new contest is working through the initial confusion after its implementation, when everyone is trying to understand what the contest is all about and how to approach it. The elementary/junior high Social Studies contest is no different in this regard, but there has been one additional wrinkle that we didn't expect.

This is the first year for EJH Social Studies to be an official event, after two successful years as a pilot contest. Participation in the pilot was very strong, but the move to official status has resulted in even more districts choosing to offer Social Studies, and thus many schools are working with the contest for the first time this year. Most questions I've received deal with content of the tests or where to acquire study materials, but the unexpected wrinkle is that many people have confused EJH Social Studies with the high school version of the contest. Some have ordered study materials that are geared toward high school Social Studies and even attended sessions about the high school contest at Student Activities Conferences, only to be disappointed to learn that the information they were getting had no relation to the EJH contest.

So to clarify, the EJH and high school Social Studies contests are two different events that cover very different material. Of course there will be some inherent overlap due simply to the fact that both are contests in the Social Studies area. And we'll try to have a little bit of synergy

between the two when it makes sense to do so — for example, this year's primary source documents for the grade 5/6 contest are also on the source list for the high school contest. But the key point is this: there is no formal relationship between the EJH and high school Social Studies contests, so be very sure that any study materials you order or information sessions you attend deal with the correct grade level. If you're not sure, contact us. (Or if your question deals with third party study materials, contact the vendor.)

A description of the content and format of the EJH contest is available on the UIL Web site; go to the elementary/junior high page and click the Social Studies link under EJH Events. The EJH contest is designed to correlate with the TEKS curriculum for Social Studies, which has proven to be something of a double-edged sword. On the one hand, it's a very positive thing that the contest so closely parallels what students are learning in the classroom. But on the other hand, the fact that the questions on any given test come from three different grade levels of curriculum makes preparation for the contest extremely difficult.

Primary source documents were added in an effort to address the problem of overly broad test content — approximately 20 percent of the questions on each test are based on the primary sources. However, this addition didn't go far enough in narrowing the focus of the contest. I know that event coaches and students are still struggling with how best to prepare for this contest, and I think there are some possible solutions for the future.

One consideration is to follow the same format as the high school contest and designate one specific topic area each year. While this option is appealing on some levels,

it also presents a major problem — how to deal with the differences in grade levels and curriculum? Do we specify a topic each year for Texas, United States and World, or do we just pick one? With different tests for grades 5/6 and 7/8, would the same topic work for both, or would we need different topics? And in the process would we end up losing much of that valuable correlation with the TEKS?

Another option would be the publication of a study guide that would specify which topics will be covered each year. It would offer separate guides for the 5/6 and 7/8 divisions, and within those would break down topics for Texas, U.S. and World. Topics would change year-to-year, and we would continue to include primary source documents. It's important to note that a study guide would provide only an outline and some sample questions. Students could not simply memorize the study guide and ace the test; they would still have to do their own research. But having that specific outline would provide valuable starting points, and it would avoid that feeling of despair that comes from staring at three years worth of TEKS curriculum and trying to figure out what to study.

You can probably tell that the study guide option is the one I'm leaning towards at this point, though a decision has not been made. Watch the UIL Web site and future *Leaguers* for updates. And if you have strong feelings one way or the other, please feel free to drop me an e-mail.

Finally, thank you to everyone who responded to my column in last month's issue. Some people agreed with the sentiments I expressed, while others felt there were other issues that I failed to consider. There is no easy answer to the question of how to manage the overloaded academic calendar. We'll continue looking for solutions that best serve all UIL participants, and we always appreciate your feedback.

Theatre: TheatreFest 2007, set for January, will offer hundreds of great workshops

from previous page
should grow after the January TETA TheatreFest. New judges will be certified that week. Those names will be added to the list on the UIL web site shortly after that.

Make sure that judges you have contracted are on the TETA AO list. There are a few who have not paid dues and are no longer eligible to judge.

TETA TheatreFest 2007

Make plans to attend this year's TheatreFest. The conference is scheduled for Jan. 17-20 at the Hyatt Regency Downtown in Houston. Hundreds of workshops on every topic you can think of are scheduled for those three days. There's no better place to get focused and ready to go. It really doesn't matter if you're there for the first or fiftieth time, there are always sessions to inspire you. Check the TETA Web site at www.tetatx.com

for the tentative schedule. Try out the "Make Your Own Schedule" tool.

The TETA AO has scheduled numerous workshops throughout Thursday and Friday for adjudicator certification. The orientation will begin Thursday at 8 a.m. Workshops on ethics, methods of adjudicating, and critiquing non-advancing plays have been scheduled. The demonstration performances by Houston Bellaire High School and Industrial High School in Vanderbilt and critiques are scheduled for Thursday. The UIL Open Forum is scheduled on Friday.

Contest Manager Workshop

Troy Tinney (Waco ISD) and Clint Cottom (Tomball HS) will be in charge of the UIL/AO Contest Manager Workshop on Saturday from 9 a.m. to noon. The workshop is free to any and all who want

to attend. It is extremely important that Contest Managers with little or no experience with the OAP and its rules attend this workshop. The success of the contest hinges on this person and directors should take it upon themselves to contact their local managers-to-be and talk them into coming to Houston that weekend. Their exposure to the realities of management will only help you. After all, "in a well-planned One-Act Play Contest, there are no losers." Information on this workshop was included in the packets sent to directors and principals. There'll be lots of handouts, advice, discussion of procedure and clarification of rules that will help in preparation and planning. Contest managers will receive copies of the new *Guide to Contest Management*.

One-Act Play A-Z Workshop

If you've been assigned One-Act Play

"duty," just moved in from out of state or have never had a theatre course in your life, this workshop is for you. This workshop, scheduled for the entire day on Saturday, will focus on the basics of directing the OAP. Workshops on early stumbling blocks, telling the story, creating the character, training the voice and painting pictures are scheduled throughout the day. Workshop presenters include Maggie Mizell (Athens HS), Mandy Muniz (San Antonio Warren High School), Melissa Grogan (Texas State University), Travis Poe (Barbers Hill High School), Carol Hargreave (McMullen County: Tilden), Victoria Perry (Nacogdoches High School), Janie Breor (Anna High School) and yours truly. A "Sack Lunch" discussion on the role of the critic judge is scheduled for noon and will include the five State Meet judges.

Committee allows for 'grass roots input'



Richard Floyd
Director of Music

OK, I admit it. I read the "Yellow Board" from time to time. For the uninitiated this is an Internet chat board that is frequented primarily by Texas band directors. At times the commentary takes on the qualities of a "bull session" similar to what might occur at TMEA or TBA, only in this

case, the participants are faceless and nameless. There is a bountiful exchange of information and opinion, many times well said. I even have a quote from "H2" (remember most participants don't use their real name) that I reference in one of my clinic presentations on the importance of quality repertoire. I have no idea who "H2" might be, but this director has his/her act together when it comes to repertoire.

And, as you might guess, there are ample gripes and complaints that address every nook and cranny of our music education world. Recently there were several threads that spoke passionately about UIL issues, policies and procedures. Can you say the words, "marching band contest?" These threads then went on to bemoan the fact that there was no way to initiate change and that the rank and file have no voice in the ongoing proceedings of the UIL music contest programs. In actuality, the UIL music program has the most extensive process for "grass roots input" of any sector of UIL

competition. Here is how it works.

In 1985 the UIL/TMEA Music Advisory Committee (MAC) was formed to afford music educators across the state an efficient process to recommend and review proposed rule changes and policy revisions pertaining to the UIL Music Program. This committee is unique among all UIL activities since no other component of the UIL has a similar advisory body. For the past 16 years the MAC has acted to initiate change, make recommendations to the UIL Legislative Council and serve as a forum committed to actions perceived to be in the best interest of music programs across the state of Texas.

The Music Advisory Committee convenes each summer traditionally on the Monday between the Texas Bandmasters Convention and the Texas Orchestra Directors-Texas Choral Directors Convention in San Antonio. Each region in the state elects a band, choir and orchestra representative to attend this annual meeting. There is truly representation from all regions and all music disciplines across the state.

The agenda for this meeting comes from three sources. (1) Proposals presented by individual regions, (2) issues submitted by the State Director of Music and (3) action and discussion items from other sources.

This assembly is our town meeting. It is a time for us to investigate areas of concern, debate pertinent issues related to music education and make recommendations to the governing bodies of the UIL.

How does an individual bring an issue before

the MAC? The process is simple. A school and/or individual can present a proposal at any region meeting. The issue can be discussed and a vote reflecting the preferences of the region taken. If it is the will of the region that the item be placed on the MAC Agenda, it is submitted to the state office. All such items are then circulated to every region in the state with an explanation and rationale. Every region in the state then has the opportunity to debate the issues and formulate a position on all proposals. At the summer MAC meeting, the cumulative results of these discussions are then forged into a final recommendation representing the will of the majority of the regions. These recommendations are submitted to the UIL Legislative Council for its consideration and action.

It is important to remember that the MAC serves in an advisory capacity only. This body can not change rules, but it can make recommendations and otherwise influence the actions of the UIL Standing Committee on Music and the UIL Legislative Council. Historically, the Legislative Council has assigned great credibility to the input of the MAC and has tended to respond positively to most recommendations from this body.

The MAC plays a vital role in the rules and policymaking process of the UIL. Consequently, all music educators should take an active interest in the actions of this body and the processes that allow each one of us to have a voice in the evolution and refinement of UIL programs intended to serve the needs of music students across the state of Texas.

UIL adjudication critiques: Are they ready for publication?

By Sharon Paul

Vocal Division Vice President

Recently, a colleague informed me that his UIL adjudication comments were published in a local newspaper. In fact, the event was part of the headline. Imagine his surprise to learn his critiques were given prominence in the article. Also, it was gratifying for him to know his comments were well-written and a valued critique.

That scenario is a gentle reminder to carefully consider the impact the written word has for students, directors, administrators and the public. Many directors read or post their UIL sheets. We, as adjudicators, have the opportunity to affirm, inspire, motivate and challenge. While promoting musical excellence and a student-centered, interactive learning assessment, the directors and the students should leave the experience with new resolve to continue growing as musicians.

We are fortunate to have experienced and new judges in TMAA who deliver well-written critiques of our performances. I've read many eloquently stated critiques that instruct as well

as challenge.

At this time of assessment tools, accountability, credibility and evaluation, I thought it appropriate to stress the importance of continuing to maintain the integrity and utmost professional standard in our comments as we judge.

At our TMAA workshops, we write critiques, discuss critiques and suggest comments. Several new judges asked for examples of well-written critiques. What a marvelous item to add for our next workshop. And special thanks to those who have contributed. We can all benefit from each other's expertise.

As we prepare to enter the UIL contest season, please consider your own style and comments. Here are a few words for thought. Are the comments and rating in sync with each other? Are the comments within the evaluation instructive and encouraging? The rating will speak for your evaluation of the performance, and the comments should justify the rating. Honest critique for areas of needed improvement, coupled with instruction and suggestion, are always a motivator. Please

state your comments without sounding harsh, or negative. Strive to begin and end with words of encouragement.

- The following items are stressed each year:

Only the contest chair may disqualify a group. In some regions the contest chair and UIL executive secretary may make the decision. If irregularities are observed, note it on your comment sheet or attach a note. Do not delay or halt the contest. Infractions should be relayed to the contest chair discreetly and professionally.

- All groups should be given comments and ratings. There is a chance that a group recommended for DQ might not be disqualified.

Professionally, keep abreast of the contest rule changes. Review the *Constitution and Contest Rules* online regarding the type of UIL contest you may be judging. Clarification of rules and new rules are posted each year.

Finally, enjoy your judging experience and have a wonderful, enriching contest season. And who knows, your comments may be next for syndication. See you at TMEA!

TMAA
Constructive
Comments
Texas Music
Adjudicators Association

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(see article page 9)

Changes to basketball rules take effect this year



Darryl Beasley
Athletic Coordinator

Although basketball season for boys and girls is in full swing, it is never too late to talk about the new basketball rule changes and the new state championship format.

If you do not keep up with the new rule changes you may be put into an awkward situation when you question a call this season.

Last year in the waning seconds of the Boys' State Basketball Championship finals between Plano and Kingwood, the officials called a double personal foul. More than 10,000 fans were in attendance, and many more watching on television. In all likelihood coaches, spectators and television viewers questioned the call.

The officials made the call according

to the rules in the National Federation of High Schools Basketball rulebook which changed for the 2005-06 school year, and many were unaware. The old rule penalty for a double personal foul would have gone to the alternating possession. The new rule changed the penalty for double personal foul to a throw-in and resume play from the point of interruption. The officials got it right.

To be prepared for each season, the different officials chapters throughout the state have meetings to go over rule changes with the members and area coaches. This gives a coach an opportunity to ask questions and get clarification of the rules.

Then, coaches can pass information about rule changes to the parents. If more coaches, parents and spectators are informed about rule changes, then there will be a better understanding of game.

Below is a summary of new rules for this basketball season.

2006-07 NFHS Basketball Rules Changes

1. Changed the guidelines for headbands

and sweatbands.

2. Added that a school logo/mascot is also permitted on the pants, compression shorts, sweatbands and headbands.

3. The exact time observed by the official may be placed on the clock when a timer's mistake has occurred.

4. New: A fourth warning for delay was added for failure to have the court ready to play following any time-out.

5. Changed the procedure for delay warnings to only one warning for any of four delay situations (previously three).

6. Signal Chart: Established a new signal for a team-control foul. The arm is extended and the fist is punched.

2006-07 Major Editorial Changes

1. Clarified that a player who has any amount of blood on his/her uniform shall be directed to leave the game until the situation is corrected.

2. Clarified that a closely guarded count is terminated when an offensive player in control of the ball gets his/her head and shoulders past a defensive player.

3. Clarified that an unsporting foul can be a non-contact technical foul, which involves behavior not in accordance with the spirit of fair play.

4. Clarified that a player is one of five team members who are legally in the game at any given time except intermission and that during an intermission, all team members are bench personnel.

5. Clarified that during a 30-second time-out, no on-court entertainment should occur.

Points of Emphasis:

1) Concussions, 2) Uniforms, 3) Time-outs, 4) Intentional Fouls, 5) Rule Enforcement/Proper Signal Use

Changes also were made to the state basketball tournament format. Last year there were 14 games. This year both tournaments will be extended by four games to accommodate for the 1A Division I & II semifinal games. The new format will feature six games on each of the three days covered by the state championships.

See page 11 for the schedule.

Spelling: State contest director talks about the development of the tests

continued from page 1
copy to the UIL State office. Next thing I knew, I was asked to assist with the Spelling and Vocabulary contest, then a few years later, was asked to be director.

Q: What do you do in your time away from UIL?

A: I teach Advanced Placement English Literature and a Virtual High School course called "Hearts of Darkness: Meeting Ourselves in Literature." I mentor new teachers for Virtual High School. I chair the English Department and serve on the Site-Base Committee for the school. In the fall, my husband and I attend all the UT home football games and some away games. I organize, secure staff and schedule the Advanced Placement English Summer Institute for teachers at TCU.

We have four children and seven grandchildren, five of whom are in college, and they all live close enough that from time to time I get to cook for them all. I enjoy that time together.

Q: What's your favorite part of being involved with UIL?

A: My favorite part is the people – the kids, mainly. I love seeing coaches and kids who make it to the State Meet year after year, who work hard trying to win and who

persist even when they don't win. I love to see the kids who make it to State for the first time suddenly realize how big a deal it really is.

Q: What is the process of putting together a typical test like?

A: Putting together a test is time-consuming. Preparing the pronounced list is easier than preparing the proofreading section, and preparing the vocabulary section is hardest. Kay McClellan has done an outstanding job of creating the proofreading and vocabulary sections for the last few years. I prepare the pronounced lists and do the layout and prepare the tests for printing. Both of us proofread – we are a really good team.

Preparing each section of the test begins with selecting the words to be tested, then creating the test items. Creating vocabulary test items requires that in addition to using the definition or etymology of the selected vocabulary list word, each of the distractor items – the wrong answers – also be considered not just for denotation, but also for connotation and usage in context. The proofreading and pronounced parts of the test may contain up to 20 percent of words that are not on the published list, so those words must be selected, too.

Q: How are the words for the contest selected?

A: In the past, when Ellen Harrison was director, words had to be hand-selected from the approved dictionary. Now, we have available computer technology that enables us to apply selection rules and draw words from *The American Heritage Dictionary of the English Language*, both third and fourth edition (a word must appear in both editions) in such a way that the lists from year to year are unique and are comparable in level of difficulty.

"Outside" words are selected from school text glossaries, test preparation vocabulary lists, news magazines, daily newspapers, editorial and commentary, anywhere I see a "juicy" word.

I think the most challenging part is spelling the outside words. By the time we get to State Meet, almost no competitor misses a word that appears on the list in WordPower, the official test list for the year. The words that distinguish between spellers at the State Meet are outside words.

Q: How do the spelling and vocabulary tests help students outside UIL?

A: The most obvious and immediate impact is in SAT preparation; knowing the etymology of words is the best way to build

vocabulary fairly painlessly. Vocabulary expansion and a sense of the English language and its development is an excellent foundation for many studies. The vocabulary and word lists include words from many disciplines, so preparing for this contest can prepare a student for many other fields of study, as well.

In addition, the process of preparing for spelling competition remedies the negative result of the move away from phonic-based reading instruction that robbed students of the ability to "hear" their native language.

Q: Why is it important for students to participate?

A: Self-esteem is an important quality for people, and true self-esteem comes only from achievement. Achievement in this competition is not just from winning; preparing for the competition is a series of achievements that build on each other as the students study and practice.

When people work as part of a team, they build another set of skills in working with other people – skills that can be acquired no other way. The nature of this competition is such that students work together in preparation and practice so that they all succeed.

Breaking in line

We must remember to keep integrity and ethics in all our competitions



Charles Breithaupt
Athletic Director

PlayStation 3 has just been released. Retail stores were given a limited supply and announced the date when shoppers could queue up for purchase. On opening day of this release, the true nature of mankind was unleashed.

You may have heard the reports or seen the graphic pictures on television. Grown men and women, breaking in line, pushing and shoving their way past store clerks and policemen.

Several injuries occurred, including one shooting. All to be first in line to get a toy.

Yes, for all of you video game enthusiasts, PlayStation 3 might be the greatest gizmo on the planet, guaranteed to satisfy the trigger fingers of America.

But, the zeal to purchase one of these objects has once again brought attention to the fact that in our basest nature we possess a very selfish nature. We want what we want. And we want it now.

This debacle was witnessed across the country as seemingly good citizens climbed pillar and post to pay hundreds of dollars for a moderm of entertainment.

It takes only a moment for selfish behavior to

rear its ugly head. We experience this phenomenon from time to time in our own activities.

Can one conceivably compare this to situations that transpire within the UIL structure? I think so.

One such example is the creative way some teams attempt to sabotage the playoff structure. In other words, if I can't beat you on the court, I will beat you off the court.

Some schools have been guilty of withholding evidence about ineligible players on an opposing team until that opponent has completed their district schedule.

Thus, the opponents have to forfeit all games played with an ineligible player, while the school that withheld evidence advances to the playoffs.

It is the responsibility of every school to play eligible participants and it is also the responsibility of member schools to report any knowledge of violations. This is a severe case of "breaking in line" and the stakes are much higher than a PlayStation.

What about a different type of case – say officiating. While players, coaches and fans may feel they have been given a raw deal by an officiating crew, there is appropriate, ethical behavior that should be followed.

We constantly receive reports about ejected coaches, abused officials, inappropriate behavior by players and fans, and in some cases, school administrators. Certainly, officials are not always

right, but isn't there a more appropriate measure than violating the spirit of ethics and sportsmanship?

Take the case of parents who have no patience with a coach who does not select their daughter on the varsity squad. Or, the school that did not properly check the eligibility of a student and had to forfeit several games.

You may have heard the case of the disgruntled player who took an adverse call from a game official to a physical level. You may have even heard of the fan who, while angered at the coach over the playing time of his son, sent venomous e-mails, filled with falsehoods, throughout the community.

There are certainly other instances of "line breakers" that we hear about on a daily basis.

Often times we get the license number and a description.

However, many times we are left with a "broken PlayStation" which is symbolic of the attitudes and behaviors of some human beings.

I have always believed in the good in people. We have outstanding athletes, coaches, administrators, officials and fans in this state. It is unfortunate that a small percentage of people see no problem with breaking in line.

They view rules and ethics only for their own benefit. Hopefully these few will not destroy the integrity of our competitions. Let's continue to work to keep these line breakers in their proper places.

PUBLIC REPRIMANDS

VOLLEYBALL
Eureka Purcell, Fort Worth Kirkpatrick Middle School

Construction forces changes in state golf tournament



Peter Contreras
Athletic Coordinator

Information in your 2006-2007 UIL Spring Meet Coaches Manual suggested two options on sites and dates for the upcoming state golf tournament in May. We finally have an answer for you.

Scheduled construction work on the Jimmy Clay Golf Course has forced the City of Austin Parks and Recreation Department and the UIL to change golf course layouts used in recent years.

The playing dates will not change, but Lions Golf Course is back in the mix for at least one year.

The schedule for the 2007 State Golf Championships will be:

Monday & Tuesday, May 7-8

- 1A Boys and Girls – Lions Golf Course

- 2A Boys and Girls – Morris Williams Golf Course

- 4A Boys and Girls – Roy Kizer Golf Course

Thursday & Friday, May 10-11

- 3A Boys and Girls – Morris Williams Golf Course

- 5A Boys and Girls – Roy Kizer Golf Course

Fees (regardless of the course and day) are \$385 per team and \$92 per individual. The fee includes all green fees, practice balls and coaches cart during tournament rounds only.

Teams may play their practice round anytime between the regional tournament and state tournament and utilize this fee.

Checks may be paid during the week of the state tournament. Make checks payable to the City of Austin.

Please call the phone number listed in your

coach's manual for state tournament practice rounds if you desire a practice round the day prior to the state tournament.

If you choose to play on any other day, call the golf course pro shop to set up that practice round.

The times for the coaches' meetings for the state tournament will be posted on the UIL Web page under "state golf tournament information" prior to the start of regional tournaments.

Also, there is no admission fee for the state golf tournament, but there will be a \$5 parking fee. Schools will receive one parking pass per team or individual.

On another golf note, one of the UIL survey items this fall to school superintendents was the issue of changing the coaching rule.

The survey totals were non-binding. Of those who responded, 490 voted yes for a change and 480 voted no.

With the difference of only 10 votes, the committee did not suggest a change in the rule.

Wrestling with change

Questions continue to arise around Minimum Weight Certification Program



Mark Cousins
Athletic Coordinator

It seems that I have been spending most of my time (and my *Leaguer* columns for that matter!) dealing with issues surrounding wrestling and the new Minimum Weight Certifi-

cation Program. This column will not be an exception to that rule, but I promise I also will discuss some other issues with the sports for which I am responsible.

First, an update on where we are with the Weight Certification Program. Many questions and concerns have been brought to me from coaches. One of the first was in reference to how the National Wrestling Coaches Association Optimal Performance Calculator listed weight. Coaches have inquired about looking at weights for participation daily rather than weekly.

This will be allowed and the system is now set up to provide the individual weight loss plan for daily weights where the athletes can be. Weights still will only be tracked weekly (you are required to weigh in only once a week); you are not required to weigh athletes daily. As the system is set now to show daily weights, when doing an individual weight loss plan, it is better to utilize the date filter on the NWCA system and only do 1-2 weeks at a time. By shortening the date window for the weight loss plan, the system is able to provide that much more quickly. If you do not use the date filter, the system may time out and not provide the data. Utilizing the date filter with the individual weight loss plan for athletes is recommended.

Weekly weights can be kept on paper

or they can be tracked online with the system. At this time, the only option to enter weights is through the Competition Entry – Season Record Link on the site. The instructions for those are on the page when you enter that link. The NWCA is currently working on an easier way of entering and tracking weights that does not involve the Competition Entry – Season Record Form. Once we get updated information in that regard I will forward that information.

If you are not aware, there is a question and answer document on the Wrestling Page on the UIL Web site (www.uil.utexas.edu/athletics/wrestling/). Included in that information are answers to specific questions in reference to the program. Two of those questions and answers appear below. Tournaments and dual matches are not the place to challenge or question a student's compliance with weight certification guidelines. If questions arise at those events, they should be handled as directed below.

Tournament officials and referees should not be asked nor forced to make rulings on compliance with the UIL Minimum Weight Certification Program.

How will protests of eligibility based on the UIL Wrestling Minimum Weight Certification Program be handled?

Protests of eligibility based on the UIL Wrestling Minimum Weight Certification Program will be handled just as any other eligibility situation. Should an eligibility question arise, the District Executive Committee of the school of the student whose eligibility has been questioned will address it. It will be the responsibility of the school of the student whose eligibility has been questioned to verify compliance with the UIL Wrestling Minimum Weight Certification Program by providing the Alpha Master Report and the Individual

Weight Loss Plan, including the weekly weights, for the wrestler in question.

What is the penalty if a student wrestles in violation of the UIL Wrestling Minimum Weight Certification Program guidelines?

A student who is not in compliance with the UIL Wrestling Minimum Weight Certification Program guidelines is considered to be an ineligible participant. According to UIL rules, the minimum penalty for utilizing an ineligible participant is forfeiture of the contest in question.

For wrestling that would mean forfeiting any individual match in which the student in question participated, subtraction of any points earned by that wrestler and the returning of any awards earned based on the participation of the student found to be ineligible. Additionally, the school and coach could be subject to the range of penalties found in Section 29 of the UIL Constitution and Contest Rules.

Also, questions concerning Rule 1-3 of the NFHS Wrestling Rule Book have arisen. A portion of rule 1-3 states:

The state's weight-control program shall require each wrestler to establish a certified minimum weight and prohibit recertification at a lower weight during the season. After certification, a wrestler shall not weigh-in more than one weight class above the weight of certification without recertifying at a higher weight.

In discussion with the NFHS on this issue, the UIL was informed that as long as the student is in compliance with state association guidelines for weight certification, that the above language should not cause any issues for students who are following their established descent plan to their Minimum Weight Class.

For those who have students who have not been able to make it to a regional as-

essment opportunity, or have students coming out late, there will be a list of regional contacts added to the UIL wrestling Web site in the coming weeks. These contacts should be able to assist you in locating an assessor to complete certification for your athletes.

And for information purposes only, here are some numbers to consider for our first year:

As of November 22:
Approximate number of students assessed — 7000
Approximate Hydration assessment passing rate — over 90%
Percent of assessments appealed — 2.3%
Number of trained assessors — 225

Soccer practice has recently started and as coaches get started on their season, I want to make coaches aware of a new rule change in relation to scrimmages. Schools are no longer limited to two total scrimmages. Schools are allowed to participate in two scrimmages per calendar week now (the school week limit still applies). Scrimmages can begin January 2, and games can begin January 11.

I would like to say a big thank you to those who responded to the UIL Medical Advisory Committee Survey. This was our first sojourn into the world of electronic surveys and the response rate was over 84 percent. As electronic surveys are less time consuming and much easier for busy school administrators to complete, look forward to seeing future UIL surveys also conducted electronically.

And lastly, as this is the final issue prior to the holidays, I want to take this time to wish everyone a safe and happy holiday season. Rest up, and get ready for another Spring semester full of activities and championships.

New State Basketball Tournament Schedule

Session 1 8:30 a.m. Semi-final Conference 1A - Division I 10 a.m. Semi-final Conference 1A - Division I	Session 4 8:30 a.m. Semi-final Conference 2A 10:00 a.m. Semi-final Conference 2A	Session 7 8:30 a.m. Finals Conference 1A - Division I 10:00 a.m. Finals Conference 3A
Session 2 2:00 p.m. Semi-final Conference 3A 3:30 p.m. Semi-final Conference 3A	Session 5 2:00 p.m. Semi-final Conference 1A - Division II 3:30 p.m. Semi-final Conference 5A	Session 8 2:00 p.m. Finals Conference 2A 3:30 p.m. Finals Conference 4A
Session 3 7:00 p.m. Semi-final Conference 4A 8:30 p.m. Semi-final Conference 4A	Session 6 7:00 p.m. Semi-final Conference 1A - Division II 8:30 p.m. Semi-final Conference 5A	Session 9 7:00 p.m. Finals Conference 1A - Division II 8:30 p.m. Finals Conference 5A

EFFECTIVE AUGUST 1, 2006

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

S. GRAND PRAIRIE HS

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

FRUITVALE ISD

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

SPRINGTOWN HS

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

IRVING HS

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Com-

mittee 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.

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.

UVALDE HIGH SCHOOL

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

MERTZON IRION COUNTY ISD

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

DALLAS I AM THAT I AM ACADEMY

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

EMPLOYMENT OF COACHES

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

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

HOUSTON ALDINE HS

The State Executive Committee issued a public reprimand to Coach Joe LeCureux with probation through March 22, 2007, and suspended him through the first three games of the 2006-2007 soccer season for violation of Section 1208 (j) (3), Ejection from Contest While on Probation.

CORPUS CHRISTI MOODY HS

The State Executive Committee issued a public reprimand with probation through May 16, 2008 to Corpus Christi Moody High School. The State Executive Committee

also issued a public reprimand to Coach Paula Salinas Rodriguez, with probation through May 16, 2008, and suspended her from the first two games of the 2006-2007 softball season.

SAN ANTONIO BURBANK HS

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

CORPUS CHRISTI CALALLEN HS

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

IRVING MACARTHUR HS

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

RICHARDSON LAKE HIGHLANDS HS

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

KOPPERL HS

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

MONTGOMERY HS

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

DENVER CITY HS

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

FREDERICKSBURG HS

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

LOMETA HS

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

NOCONA HS

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

TILDEN MCMULLEN COUNTY HS

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

MANSFIELD HS

The State Executive Committee issued a public reprimand

to Coach Kenni Patton with probation through August 21, 2007, and suspended her from the first three athletic contests of the 2006-2007 season for violation of Section 441 (a), Amateur Rule, while employed at Kennedale High School.

HUMBLE HS

The State Executive Committee issued a public reprimand to Humble High School with probation through September 11, 2007 for violation of Section 1034: One-Act Play Ethics Code, Failure to Attend Critique. The State Executive Committee also issued a public reprimand to Brandy Barfield and Jim Jackubek with probation through September 11, 2007 for violation of Section 1034: One-Act Play Ethics Code, Failure to Attend Critique.

DENTON MCMATH MS

The State Executive Committee issued a public reprimand to Coach Priest Johnson with probation through October 23, 2009 for violation of Section 51 (a) (8).

SAN ANTONIO SOUTHWEST HS

The State Executive Committee issued a public reprimand to San Antonio Southwest High School with probation for their volleyball team through October 23, 2007, in lieu of forfeiture of contest.

COLLINSVILLE ISD

The District 11-1A Executive Committee issued a public reprimand to Collinsville ISD with probation through the 2007-2008 football season, for violation of Section 1478 (h) (2).

Distribution rights

The UIL mails 15 copies of each issue of the *Leaguer* to every public high school in Texas as well as copies to elementary and junior high schools that have returned their Participation Cards. The *Leaguer* contains vital information regarding UIL activities. Please distribute these to coaches and sponsors of all UIL activities, and ask them to share their copy. Also, visit our web site (<http://www.uil.texas.edu>). We recommend you distribute copies of the *Leaguer* to the following:

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Athletic Director	
Band Director	
Head Coaches	
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