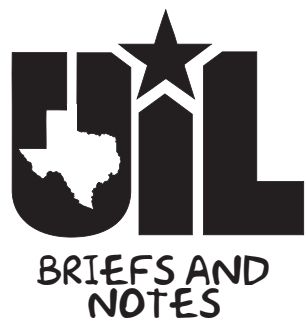


Leaguer



Round two:

Academics gears up for second year of on-line registration system

By Alyssa Armentrout

UIL Intern

It's been a year since academics implemented an on-line registration system and Academic Director Bobby Hawthorne says the department has spent the past year working out all the bugs.

"Dick Floyd told me the first year of the on-line system would be difficult," he said. "That was a generous understatement."

Hawthorne said all the bugs have been fixed and he expects this spring's registration process to be far less stressful.

"For example, we had problems last year with negative numbers," he said. "We've solved that. We had problems with essay scores in Current Issues and Events and Social Studies. We've solved those, too. We failed to automatically advance first place biology, chemistry and physics individuals. Fixed."

The department knew the first year would be a learning process and that they'd never catch all the bugs until the actual competition, Hawthorne said.

Assistant Academic Director Jana Riggins said using the on-line system will probably take some getting used to for most schools.

"The biggest issue with the new system was that people had to get used to letting go of paper," she said. "One of the most challenging things was convincing people to record their access codes so the system remains secure."

While the bugs have been worked out, Hawthorne and the rest of the academic directors have some advice for coaches and coordinators to make this year go more smoothly.

"First and foremost, read the instructions," he said. "Everything you need to know is posted on-line, but it's essential that coordinators and meet directors read carefully and follow the instructions. Most pages on the web site have "help" windows. If you need help, click on them and read them."

For example, on the "Update Meet Information" page a link says "Read This First." Directors should follow this link and read it first.

"The biggest issue with the new system was that people had to get used to letting go of paper."

-Jana Riggins,
assistant academic director

STATE MARCHING CONTEST



On the first weekend in November, 51 high school bands travelled to San Antonio to the Alamodome to compete in the 3A and 5A State High School Marching Band Contest. The Woodlands HS (above) was named a 5A finalist, and Port Isabel HS (middle) was named a 3A finalist. Cedar Park HS (left) placed second in the 5A competition.

"It will save everyone a lot of time and grief if you'll use the help links," Hawthorne said.

The system also will be more user-friendly for 2005. Last year, meet directors had to add each contest. This year, all contests will be added automatically. Contest directors need only to update information such as time, date and site of the contest.

Hawthorne said one of the major benefits of an on-line system is all

See Academics, page 11

CALENDAR OF UPCOMING EVENTS

- Dec. 11 Division I and 6-man football finals
- Dec. 18 Division II football finals
- Dec. 21 One Act Play Deadline to request set additions and to submit plays not on approved list
- Jan. 3 First day for CX debate district competition
- Jan. 3 First day for soccer scrimmages
- Jan. 7 First day invitational meets using set A materials
- Jan. 10 Deadline to submit orders for Invitational Set B materials
- Jan. 13 First day for soccer games
- Jan. 15 One Act Play: Title entry cards mailed to schools
- Jan. 24 First day of softball practice
- Jan. 29 District certification deadline for swimming and diving
- Jan. 31 Last day to hold fall/winter district meets for Elementary and JH
- Jan. 31 First day of practice for baseball
- Jan. 31 First day for interschool softball scrimmages
- Feb. 1 Deadline to complete district meet organization and submit requisition forms
- Feb. 1 Deadline to set up district academic meet on-line
- Feb. 1 First day for spring district meets for Elementary and JH



Equity in Competition

Rules and standards attempt to 'level the playing field'

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UIL Director
MANAGING EDITOR
Jeanne Acton,
assistant academic
director

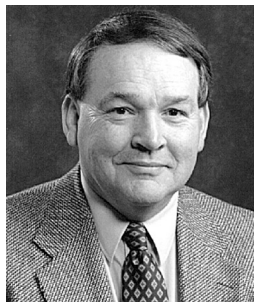
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director of athletics
Richard Floyd,
director of music
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Bobby Hawthorne,
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athletic coordinator
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Sandra Deel,
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Sam Harper,
waiver office
Rachel Harrison,
athletic coordinator

Luis Muñoz,
one-act play director
Bonnie Northcutt,
director of policy
Jana Riggins,
assistant academic
director
Kim Rogers,
public information
director
Ed Stidham,
compliance director
David Trussell,
computer technology
director



Bill Farney
UIL Director

The foundations of extracurricular competition from early years sought to create "a level playing field." Early on it was an established fact that in group or team activities larger schools – more often than not – had an advantage over smaller schools. Good athletes came from small and large schools, but larger schools usually had more good athletes.

So "conferences" were created to arrange schools in groups of similar size that fell into enrollment ranges where the smallest schools in a conference knew their potential opponents for state playoffs would not have a significant numbers advantage. Still, some schools perceived a disadvantage, particularly in football, if their opponents had twice the enrollment.

Football over the years seemed to provide the best example of numbers being an advantage. In a study of 5A schools in the mid 1980s, it was determined that schools with over 2500 students had a two-to-one advantage when playing schools under 2000 enrollments. As a school reached 3000 students, the advantage over a below 2000 enrollment high school seemed more significant.

Other team sports did not prove size as a significant difference. For example, it was not uncommon for a smaller school to advance to state and even win the championship over a much larger school in other sports. In the 1950s, Milan High School, a small Indiana high school, won the state championship over some of the larg-

est metropolitan schools in the state. In Texas, Buna, Snook and Nazareth could compete with the biggest and best.

Factors other than size of student body were at play. Community interest, tradition, focus, self-expectations and quality of coaching are unseen factors that broke boundaries and overcame the numbers disadvantage. Yet, from only one conference in 1913, the League has now grown to five conferences. Ten football state champions are crowned each year and six basketball. And people are wanting more. The perception of the size advantage has not disappeared.

There is a large enough range of enrollment within each conference to keep alive the sense of disadvantage. Smaller schools often feel discouraged because they are not able to field junior varsity squads and are sometimes outnumbered in varsity sports. When participation numbers fall off in a school, a smaller school is affected more. Some years even the number of athletes in large schools is down.

The Legislative Council realizes that more conferences would narrow the range of enrollment, but also would create severe travel problems. Another factor is that some larger schools do not seem to have a competitive advantage, for whatever reason.

A puzzling facet of large vs. small schools lies in the reality that some larger enrollment schools are strong in some activities, but not all. Small schools are sometimes strong in some sports, but not all. What is the missing equation? It has to lie in the realm of what the school and community value or emphasize. There is no way to quantify local aspirations or align schools based on non-objective criteria.

Since 1995, when school team athletes began playing together on non-school teams, the skill

level and team performance have improved dramatically. Players are better skilled, better drilled and realize their athletic ability to a greater degree than before. The time, money and parental involvement are not equal from school to school. Summer leagues and private instruction cannot offer the same opportunity to every student athlete.

Let us not confuse the concepts of "equity" and "equality." Beyond the game lie individual factors, which cannot create "equality." In every student body there are different levels of participation. Some schools have 10 to 15 percent participation. Others have 50 to 60 percent of the student body involved in extracurricular activities. These schools cannot be stereotyped, for within the poorest, most economically deprived areas is found high-percentage participation. Some of the upwardly mobile suburban districts have low rates of student involvement.

It is even more difficult to gauge the athletes and academic participants by their residential or economic status. For the most part I have found low-income youngsters fight their hearts out and never give up. On the other hand, students from wealthier families, who already have a car, spending money and clothes, would seem to be non-competitive because they have so much. Wrong! These youngsters have been in a competitive arena all their lives: youth sports, ballet, voice lessons, sports camps, high parent expectations and community interest. They also are in a school in which A's for their four years of high school do not automatically qualify them for the top 10 percent. They realize that their economic advantage doesn't transfer to the playing field. For it is on that field that the poor and rich compete without the limitations or advantages of their

See Equity, page 10

Leaguer

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Survival tips:

Even with this guide, there are no guarantees for a problem-free spring meet



Bobby Hawthorne
Academic Director

Little joke, there.

In all seriousness, we field many real questions at this special time of the year, most of which concern speech and debate or one-act play. Why is this, you ask? Because the directors of those programs, Jana Riggins and Luis Muñoz, are weak and indecisive. Sad but true. We're working with them, but don't expect any holiday miracles.

Be that as it may, I feel it necessary to discuss what you can expect in the weeks and months ahead as a UIL academic coach and/or coordinator. I do so now to provide you ample time to ponder the significance prior to the spring district meets or, as the case may be, to find other work.

- First, expect to be notified in sufficient time to wolf down your lunch that you've been volunteered to direct the district journalism or literary criticism or accounting contests (or, worse case scenario: all three), which begin in 20 minutes on another campus. When this happens, scan the cafeteria or faculty lounge for at least three judges and/or graders.

According to state law, students are not allowed to miss a regularly scheduled class for the purpose of judging a UIL academic contest. So, scratch that. Find an adult.

Good news: you can summon the other coaches to grade the "objective" contests: math, number sense, accounting, all those contests that come with an answer key. Actually, you couldn't keep them out of the grading room with razor wire. Your typical guy-type math coach would rather grade a number sense or calculator applications contest than share a hot tub with Salma Hayek.

But for the "subjective" contests, you'll need to hire highly-qualified judges. "Define highly-qualified," you ask. Well, in the case of journalism, they should be able to recognize a newspaper if swatted with one. Working or retired newspaper reporters or editors will do. University journalism professors too. Area high school newspaper advisers? Sure. Tom Brokaw? Fine. Dan Rather? No.

Be warned: They should be impartial, objective and utterly unbiased, like Fox News. So choose

As unlikely as it may seem, questions arise this time of the year regarding the UIL academic district meet, such as "Can we move Easter?"

The answer is, of course, "as long as it doesn't conflict with track and field or golf."

your judges carefully. The other coaches in your district will want and deserve to know who wrote those nasty comments on their students' entries. A reminder to visiting coaches: that your student failed to win doesn't prove that the judges were incompetent. That he or she won doesn't prove they were competent either.

Just hire the best people available.

- And pay them something. Not the graders. Provide them Fritos and orange soda. They'll be thrilled. But your journalism, ready writing, speech/debate and one-act judges: pay them something. Anything. Prevailing wages, if possible. I suppose you could outsource some of this and save a few bucks, but if the results come back from Bangalore two days past deadline, you're in big trouble. The UIL is not known for its benevolence.

- Follow the conflict pattern. I know. I know. You have a student who wants to compete in Lit Crit and Spelling and Persuasive and Science. Too bad. They conflict. And even if your district gerrymanders its schedule so she could compete in each of these contests, we'd take special delight in forcing her to drop three at region. That's the kind of people we are (except for Jana and Luis, who tend to be, as I've already noted, weak and indecisive).

So, mandate the conflict pattern, even though at least one student will find major, life-altering problems with whatever schedule your district adopts. I've heard all the excuses:

"I'm getting married that day."

"I'm interviewing for a \$80,000 scholarship to Yale."

"I have to meet with my parole officer."

The list goes on and on. Look and act sympathetic, then go about your business. If you alter the conflict pattern for one, you'll have to do it for everyone. And then, you'll have chaos, and the terrorists will have won.

- Make certain your students are eligible by state law and UIL regulations. Given that almost all eligibility rules for academic competitors have been eliminated over the years (I joined the League in 1977, when it was illegal for ready writing contestants to read books, and accounting students were only eligible two hours per year, and that was based largely on the autumn equinox), this should be pretty easy. Citing an above case, know that being on parole does not threaten eligibility unless:

- (1) the student committed the crime three years after graduating from high school;

- (2) the student has not been in regular attendance at your school since the first Bush administration.

- (3) the student was recruited specifically for the purpose of competing in a UIL contest, and the recruiter was dumb enough to put it all in writing;

- (4) the student initially enrolled in the ninth grade in 1998; and

- (5) the student violated any of the other rules on page 39 of the C&CR or flunked one or both of his or her courses.

Exception: the UIL has a waiver process that allows some students to get around any and all of these rules and will even get a 10-year involuntary manslaughter conviction knocked down to assault and battery. It involves lawyers, tears and boxes of Kleenex. For details, contact Dr. Mark Cousins at the UIL office. Don't tell him I told you to call.

- It is a myth that adequate planning will insure a successful meet. As myths go, this one ranks way up there with "I know I shouldn't pay \$50 for these pants because they're too tight, but they're hugely discounted and I really like them, and besides, after my diet, they'll fit perfectly!"

Remember: you are working with teenagers. Anything goes. The defending state feature writing champ won't make it out of district the next year. Your best speller will have a "can't miss" dental appointment, so you'll yank in some pimply geek you hardly know to fill her space, and he'll win district. But he won't show up for regional because it interferes with the local premiere of *Napoleon Dynamite*, which he's seen 200 times.

And the alternate to region will be the obnoxious Reese Witherspoon look-a-like from your biggest rival, and she'll win the state title and a \$10,000 scholarship from the UIL, and her coach will lord it over you for the next 365 days.

Take heart. She's a junior. She doesn't have a prayer next year.

- The League has a 10-day deadline for academic contests. The rule states that students' names must be submitted online at least 10 days prior to the district meet. I know what you're thinking: "Surely, this doesn't mean that students names be submitted online at least 10 days prior to the district meet." It does.

We launched this way cool on-line entry system last year, and even though it nearly killed us, we're going to use it again, come hell or high water. So, get used to it. Go to the UIL Web site. Click on "Academics," then "Spring Meet Entry System"

See *Survival tips*, page 10

So, mandate the conflict pattern, even though at least one student will find major, life-altering problems with whatever schedule your district adopts.

Question & Answer:

Q: Who identifies and notifies the wildcard winners?

A. The Spring Meet Online Entry System will identify the wild cards. The League will post wild card qualifiers on its Web site. Schools are responsible for checking the site and determining if they are eligible to advance as a wild card.

The pride of being a part of the team

Sometimes traditions to promote school spirit don't bode well with moms



Jana Riggins
Speech Director

Why is so magical about being part of a team? I asked myself this question over and over for days after I came home one night to experience the shock of my life.

It was dark. I had stayed late at the office to complete an important project. When I arrived home, my 16-year-old was sitting in a friend's car parked in front of the house. I glanced over casually, waved to both of them, and walked on up to the front door, relieved to have mastered my way one more time through the maze that is Austin traffic.

I began to chat with my husband and younger son, oblivious to the fact that both of them were rather quiet and acting a bit strange. What I didn't know then was that they were waiting ... waiting for Mom's reaction.

A knock came at the door. It was a friend from the boys' Scout troop, a boisterous young fellow dropping by to offer my son a ride to a scouting event. His eyes were big and he loudly exclaimed, "Mrs. Riggins,

why did Josh shave his head?

After picking my jaw up from the floor, I rushed outside to the curb and demanded a little sharply, "Joshua Logan Riggins, what is this all about?" Josh had anticipated my reaction; he was ready with a quick defense: "The team captains did it."

Here was my beautiful blonde-haired child with not a trace of hair on his head, the one who has never even had a burr haircut for summertime baseball season, whose mother poured over theatre makeup books to learn how to apply a skullcap so that when his brother played the role of Daddy Warbucks in the musical *Annie* he wouldn't have to go bald for the show, from the family whose older brother once asked to bleach his hair blonde like the other kids for a church mission trip and who received a resounding "NO!"

I demanded to know why he let them do it. He sheepishly replied, "Aw, Mom, it's a tradition. I'm part of the team!" You see, Josh had been bumped up to the varsity football team and our Pflugerville Panthers had advanced to the state play-offs. It was a "team thing." It was then that I questioned: "Boys will be boys!"

As the days passed and my initial anger subsided, I pondered what makes being part of a team so important to us all.

Perhaps it's pride. Pride in knowing you've done something well so it's OK

to be different, to stand out in the crowd. Maybe it's achievement. There's an element of self-confidence that comes from accomplishment: setting a goal and reaching it. Or maybe it's simply a need to belong.

Whatever the unexplainable may be, being part of a team is a strong desire found deep inside each one of us. How does school spirit grow? It builds as the student body joins teams, and even as faculty and staff participate in activities that bring them together in one accord, one purpose, one goal.

UIL provides an opportunity for students to belong, whether it's marching band, volleyball team, the debate squad or the math whizzes. Being part of a team makes us push ourselves harder and increases our motivation to do well. Sometimes it's easy to let yourself down, but awfully hard to disappoint others who are depending on you.

Being part of a team helps us grow and learn about life. For although the world may often seem "I-centered", in reality there are always multiple people behind any great achievement. There is no "I" in team.

Thank you, coaches, for sponsoring UIL teams. You're giving students an avenue in which to develop a sense of worth, confidence, pride in who they are and the belief they can be even more. I'm proud to be a part of the UIL team. I hope you are, too.

So much for our holiday family picture.

My friends remind me, "It's only hair. It will grow back." I can only hope it grows out before you see Josh at CX State. Otherwise, you'll wonder who that kid selling patches at the back of the auditorium belongs to, and I just might not claim him this year.

The second and final ballot to vote on next year's cross-examination debate resolution has been mailed to your school. The choice is civil liberties or federal elections. Please take the time to send us your vote before you leave for winter break. Your vote can also be submitted online.

Remember: all CX district meets must be set up online by your district contest official no later than Dec. 1. All schools must register contestants online at least 10 calendar days prior to the meet. Results must be entered within 10 calendar days of the contest to advance teams to state. We will be completely paperless this season so access the online registration system soon and set up your UT EID and password. If you have an EID from last spring, continue to use it this year. No authorizations were retained.

The Leaguer is featuring articles on each of the new prose and poetry categories. Last edition, Category A of poetry, "American Reflections" was discussed. Be sure to read the guest article in this edition expanding on Category B of Prose, "Contemporary Reflections."

Category B of Prose "Contemporary Reflections" explored

By Phyllis Tucker

Aubrey ISD

New words enter the UIL realm. Words such as young adult literature, best books, American Librarian Association have become buzzwords in coaches' lounges at practice meets. Acronyms such as BBYA, ALA, YA have also been batted around. What are all of these about? Best Books for WHAT???

Being invited to serve on the UIL State Oral Interpretation Advisory Board was such an honor. As the board gathered in Austin last spring to determine the new prose and poetry categories, it was an exciting time. Ideas were shared, bounced around and finally when the dust settled, four categories were on paper. The legwork began and Category B became my specialty. As a librarian on the panel, I listened intently when the suggestion of *The American Library Association's Best Books for Young Adult* lists 1996 to the present was made. The more the panel talked, the more excited I became. When some of the panel members were sent out on the mission to research how easy or

difficult it would be for students to find books in all four categories, these members came back with, "Everywhere we turned, books from the ALA BBYA were there!" This BBYA list was a go.

The *Best Books For Young Adults* list is a challenge for all. I have attended a number of SuperConferences and invitational meets this fall. I have heard both positive and negative feedback. The most frequent comment made is that most coaches do not have cuttings from the books on the BBYA list already in their files. Good.

That means we'll hear new material. Students complain they do not have the time to read an entire book or do not know how to cut the literature. But reading and cutting are essential, fundamental skills to be acquired from oral interpretation. Others ask: "How do I find these books? Do I have to purchase all these books? Why are these books juvenile?" Question after question has arisen. As a librarian and coach, let me give you a few pointers to help you in finding material for Category B.

Go to the UIL website and click on the Prose Category

B link <http://www.ala.org/yalsa/booklists/bbya>. This link leads to the BBYA lists from 1996 to present. Be aware there is poetry on the BBYA lists and there are short stories on these lists.

You may not use poetry in the prose contest. If you select a short story, not only bring the BBYA list with your anthology title highlighted for the contest director, but be sure to have either the original source or a copy of the table of contents and a photocopy of the first page of the story from its book to prove this short story comes from a book title included on the BBYA list.

As you peruse the list, you will notice you have over 500 books from which to choose. To find these books, take a look in your school and public libraries. Many of these books will be easily accessible in your community. If your library does not have current books on this list, let your librarian know what you need. More than likely, they will welcome ordering books recommended by ALA because of the broad-based appeal to your school's student body.

See Prose and Poetry, page 9

The value of journalism

Class teaches students more than just the inverted pyramid



Jeanne Acton
Journalism Director

On Oct. 29, 2004, my son, Charles William Shanks, popped into this world. It was an incredible day, and it has been an incredible month watching this little boy grow and develop. I am extremely tired and extremely overwhelmed.

And so, as the deadline for this column approached, it was hard to think about anything other than diapers and burp rags. I must confess: yearbook ratings and ILPC membership haven't been my first priority this month.

Then a co-worker, John Trowbridge, told me a story.

John and I were chatting about kids. I do that a lot lately. In particular, we were talking about his oldest daughter, Sarah. He was sharing a story about how quickly kids grow up, how Sarah is graduating from Rice University this year. She was just offered her first job – at some big company, making a nice salary.

What connects this story to journalism is that Sarah was a newspaper student of mine from back at LBJ High School. She was a magnet student — science and math — but she also was one of the best writers I ever had on staff.

Quiet and unassuming, she would be the one working diligently in the back — not one of my usual obnoxious, attention-seeking writers. You could easily miss her in a room.

She worked independently, and rarely did I know where she was going with a story until a day or two after deadline (when she usually chose to turn in her stories).

It never failed, though. She always found her story, found her subject. She wrote about people,

and she told their stories eloquently.

While I taught at LBJ, I knew most of my journalism students would never pursue a career in journalism regardless of how talented a writer, photographer or designer they were. Many were magnet students, and they were drawn to math and the sciences. Others knew the reality of a career in journalism – little pay and long hours. I knew Sarah would never become a journalist. She was a wiz in math. At the same time, I knew Sarah and my other journalism students were obtaining skills and knowledge that would serve them, no matter where they eventually landed.

Students were learning how to communicate, to solve problems, to question the status quo and those in authority, to write critically and thoughtfully and to seek knowledge rather than have it crammed down their throats. This is what I learned when I took journalism a long time ago, and this is what I tried to teach my students at LBJ.

When Sarah went off to college, she did not major in journalism. Instead, she majored in math at Rice University, and she did quite well.

Last week she was offered a job at some prestigious accounting firm, making a nice salary in a nice town. So what does this all have to do with journalism? I am positive journalism did little to help Sarah with her math classes.

But journalism did help her in another crucial area – interviewing and communicating. Sarah told her father that she did well in the numerous job interviews because of journalism. She knew how to communicate, how to engage other people. This she learned from journalism, not math.

Why tell this story? Because I fear that in 15 years, my son won't have the opportunity to share the same experiences as Sarah. I am afraid that if the state continues to expand graduation requirements and that if school budgets continue to shrink, newspaper classes may become a thing of the past.

I want educators, legislators, parents, students and community members to understand that jour-

nalism does much more than prepare a student to be reporter. Journalism changes lives. It teaches students how to think deeply and analytically, how to write with style and grace, and how to communicate clearly and precisely.

More importantly, these skills transfer to every course, every discipline, every field. I agree that students probably can go through life without ever knowing about Hazelwood or the inverted pyramid, but going through life unable to think clearly, to write with verve, to communicate thoughts and feelings with power or subtlety is difficult, almost impossible.

To ensure that my son and all of the students who follow Sarah have a chance to experience journalism, I am asking that your students take the time to share their thoughts on the impact school journalism has had on their lives. Send the writings to me, and I will collect and publish their comments. Nobody can tell a story better than the students themselves.

We must get the word out about how crucial journalism is in the lives of students.

I don't want journalism to end up on the chopping block because the powers that be misguidedly believe it's a frill, a Mickey Mouse course, a cute elective easily sacrificed during hard economic times.

I want my son to have the same opportunities as Sarah. As I gaze into his eyes, I wonder where he'll go, what he'll do. Children are funny. They have a way of cutting their own paths, much to the surprise, alarm, dismay of their parents.

I just hope schools will provide him and all the other babies like him a chance to stalk his own course when his time comes.

Journalism changes lives. It teaches students how to think deeply and analytically, how to write with style and grace, and how to communicate clearly and precisely.

ILPC winter mailing should arrive around the holiday break

This school year is going by so fast. It seems like just yesterday we mailed out the membership packets to schools.

Currently, we are preparing for the winter ILPC mail out. The packet should arrive at your school either right before the holiday break or right after the holiday break.

If you do not have your packet by Jan. 10, you should call Jeanne Acton or Jack Miles at (512) 471-5883.

In the packet, you will find all of the

information for the newspaper and broadcast competitions. The due date for those contests is Feb. 7, 2005.

Also, we are sending scholarship information for your students and nomination forms for the Max Haddick and Edith Fox King awards.

I encourage you to have your students apply for the scholarships, and I encourage teachers to nominate their peers for the teaching awards.

As in years past, we are asking that teachers showcase their talents at the the spring conventions. Teachers and staffs can volunteer to present at the ILPC spring convention in April.

The deadline to join ILPC was Nov. 1, but if you missed the deadline, we are still accepting members.

If you need the membership forms, you can download them from uil.utexas.edu or call the office. We can mail a membership

packet to your school.

Mark your calendars for April 16-17 for the ILPC Spring Convention. I am both excited and nervous about my first convention as director.

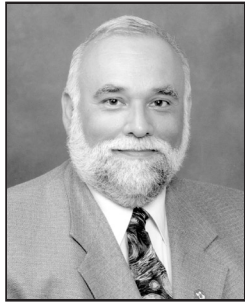
I hope to make the convention both educational and entertaining for you and your staffs. If you have suggestions, please let me know. I am just a phone call away.

Have a great holiday season.

— Jeanne Acton

New contest created for next year

Theatrical Design competition to focus on scenic, costume and publicity design



Luis Muñoz
One Act Play Director



Participating in UIL has inspired me to work for what I believe in and has better prepared me for college by giving me a deeper understanding of my interests and my strengths.

**Jordanna
Leigh
Copeland
Sterling
City HS**

It's not often we get to announce the addition of a new theatre contest for UIL. The Legislative Council has approved a pilot contest beginning in 2005-2006 in Theatrical Design. Since the 80's TEA and our schools have

offered courses in technical theatre and technical components in the Theatre Arts 1-4 curriculum. There are approximately 4000 students that serve as crew members in the UIL OAP contest each year. Many of these students are brilliant at creative analysis and problem-solving. Many are also artistically gifted visual artists. Get them involved in this Fall contest.

The contest will focus on scenic, costume and publicity design. The League will announce the contest title in August, and a Handbook will be made available. Each school will be able to enter one team and one individual entry. The portfolios will be sent to the League by Dec. 1 and will be evaluated, rated, critiqued and returned. The structure is similar to that used by ILPC for yearbook entries.

Those portfolios and individual entries deemed exceptional through the evaluation process will be displayed as part of a design exhibit at the OAP State Meet. At that point the pieces will be judged and ranked first through third. An oral critique of the work will be presented by a guest adjudicator.

Many of the details are still being worked out and we will be very interested in hearing your thoughts. A workshop/discussion has been scheduled at Theatrefest 2005 at 1:30 p.m. on Friday.

December 21 Deadline

The deadline for requesting plays not on the approved lists and for requesting additions to the basic set is right around the corner. The scripts are coming in at a steady pace but it will be a deluge after Thanksgiving. Please make sure you follow the exact procedures for submission found in the *Handbook for One-Act Play 16th Edition*. It would be a pity to have a submission returned without time to resubmit because of a procedural error or omission. Make sure you clearly mark what is being kept and what is not. Make sure you check the approved play lists online before committing to a title that was found in the 15th edition or in some actual cases, the 12th edition. The amount of work you and your students will

put into a show between now and the title entry deadline will be significant. To find out in late February that the play is not eligible for contest will be tragic. Take a few minutes to play it safe. Check the website.

UIL at Theatrefest 2005

I'm sure all of you have mailed in your registrations and reserved your rooms for Theatrefest 2005. The programming looks dynamite and should provide for some wonderful learning opportunities. Paula Rodriguez, San Antonio College and Kelly Russell, Texas A&M Corpus Christi, had done a wonderful job.

It's important to walk into the Theatrefest with the right goals in mind. There are some who are in search of the mysterious winning formula for OAP. Like Ponce de Leon or Cabeza de Vaca, who searched for "fountains of youth" or "cities of gold," those directors will be disappointed.

Many of TETA's guests who are not "UIL savvy" are confused by questions that are League specific. Someone from out-of-state who has come to Texas to do a workshop on acting or movement probably knows nothing about rules relating to scenery or cuttings.

The magic formula is no secret. Dorothy Gale from Kansas took the long road to discover that "if I ever go looking for my heart's desire again, I won't look any further than my own backyard." The "formula" is found on page 63 of the *Handbook for One-Act Play 16th Edition*. 6SA+4SD=AGP
6 PARTS STRONG ACTING + 4 PARTS STRONG DIRECTING = A GOOD PLAY

Instead of trying to learn the formula to winning, learn the formula for successful directing. You can do this by asking the right questions. Instead of asking "How can I win?" ask "What constitutes good vocal work?" Instead of asking "What kind of play does my judge like?" ask "If that is the standard for good vocal work, how can I train my students?"

Don't be a wallflower during workshops that involve participation. Get up there and be a part of it. Vicarious experience is not as effective as experiencing what your students will experience. It will give you a point of reference to better communicate with your students.

In short, try to be a good director, not necessarily a "winning" one.

Adjudicator Workshops

The TETAAO has scheduled numerous workshops throughout Thursday and Friday for adjudicator certification. The orientation will begin at 9 a.m. on Thursday. Workshops on ethics, methods of adjudicating, and critiquing non-advancing plays have been scheduled. The demonstration performances by New Diana High

School and Granbury High School and critiques are scheduled for Thursday. Paula Rodriguez and Perry Crafton will serve as guest adjudicators. The UIL Open Forum is scheduled for 3 p.m. on Friday.

Contest Manager Workshop

John Woods, retired, and Kevin Hurst, Alief ISD, will serve as presenters for the UIL/AO Contest Manager Workshop on Saturday, Jan. 29, 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 Austin for a 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 last week.

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*.

OAP A-Z Workshop

If you've been assigned OAP "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 play selection and cutting, casting, blocking, using sets and lights and working with the actor are scheduled throughout the day. Workshop presenters include Jenny Nichols, UIL administrative assistant; Craig Hertel, Lindsay High School; Luanne Slaughter, Whiteface High School; Sterline Marcum, Post High School; Frank Davis, Channing High School; Pam Friday, Hill Country Middle School; Mary Nancarrow, Austin Crockett High School; Larry and Sue Wisdom, Van High School; Tal Lostracco, Trinity Valley College; Kathy Powdrell, Friendswood High School; and Perry Crafton, West Texas A&M University. A "Sack Lunch" discussion on the role of the critic judge is scheduled for noon and will include the five state judges with Lou Ida Marsh serving as moderator.

Dramatists Play Service

Craig Pospisil at Dramatists Play Service alerts us to their new addition to their website. Craig said this will "be an enormous boon" to our participating schools. They have introduced

See theater contracts, page 10

Spring meet preparations underway

Contest materials provide teachers with excellent classroom resources



Treva Dayton
Elementary/JH Director

I don't know about your part of the state, but here in Austin, we're more than a little ready for sunshine. Even my cat is suffering from environmentally induced depression since it has been wet and gray so long. But since my husband and I are at the foundation

stage of trying to get a

new home built, I'm fairly sure it will continue to rain until Christmas, at least. Here's hoping all the rest of you enjoy the upcoming holiday season!

Elementary and junior high districts holding Fall/Winter academic meets are well into preparation for competition, so we're receiving plenty of phone calls and questions from meet hosts, contest directors, coaches and often parents about rules, materials and other contest details.

We realize it's sometimes hard to reach us by phone, and we recommend you check the Web site and the *A+ Handbook* for information.

If you have several questions, can't find the information you're looking for or need to discuss an issue, please include in your message the best time to try to return your call, and maybe we can reduce the time spent playing 'phone tag.'

Other campuses are planning for spring meets, and some are having to adjust to the traditions and personnel of different districts.

While the UIL Spring Meet alignment for high schools is just one way to form an EJH district, it is often the easiest for our smaller A and AA districts. Remember, though, you can create a district among the campuses of your own ISD. It only takes three schools and an agreement among them to form a district.

The 2004-05 list of schools registered to participate will be posted on our Web site in December. If you are looking for schools in your area that want to compete, the list is a good place to start. We often get requests for information about invitational meets, but at this time we have no complete record of who is hosting one or whether or not they could accept more schools' entries. If you do plan to host an invitational (practice) meet and would like to let other schools know about it, please send the information to our office and we'll work on developing a list. A practice meet is a great way for young students to become familiar with the UIL contest format, so when they compete in district they are ready to concentrate on their event, and not worry about other things.

UIL invitational materials can be purchased for a nominal cost and can be used from Nov. 1 through March 31. They cannot be purchased to use for practice material.

Regardless of when your UIL competition occurs, we hope you'll recognize the value and usefulness of UIL practice and study materials and continue to utilize them throughout the year.

Many districts scheduled earlier contests so UIL activities would be finished and they could concentrate on preparing students for the TAKS tests, but, in fact, much of the UIL material is itself excellent preparation not only for those tests, but for developing a multitude of academic skills. Anyone who can ace the junior high number sense test will have no problem with any grade

Both Storytelling and Creative Writing address curriculum-based objectives for listening, writing and speaking in a fun way.

level standardized math exam!

And the same is true for students who develop good writing skills, who learn to use maps, graphs and charts, or who prepare for the UIL junior high science competition or other contests.

We also recommend that campus UIL coordinators review the material available in the Academic Study Materials Booklets and other resources needed for UIL events, and look for ways these can be used by teachers other than the academic coach of any specific event.

For example, listening scripts can be great classroom resources for science, social studies or language arts classes, depending on the topic.

I'm confident that students in those classes need to improve listening skills as much if not more than their peers who will compete. Why not provide the appropriate grade-level spelling list to all teachers, and let them select the words that pertain to their curriculum for classroom use? The *Art Smart Bulletin* and pictures for the Art Contest can provide excellent writing and listening activities for a number of classes.

With just a little effort, you'll be able to find all kinds of ways to get the most out of UIL materials and provide teachers on your campus with excellent classroom activities. I've outlined below just a few of the curriculum-based content and skills covered by selected UIL events, which

might be useful for your academic coaches — or for recruiting additional ones!

EJH contests are curriculum-based

Both **Storytelling** and **Creative Writing** address curriculum-based objectives for listening, writing and speaking in a fun way. Younger students get practice identifying simple story structures, re-telling stories, and relating their own experiences to what they hear in the stories. Students learn how to develop a story through a main problem or a plot, to create characterizations, to make setting part of the story, and to use vivid language to make stories more interesting.

The **Listening Contest** covers specific curriculum objectives not just in listening but also in reading, speaking, and writing. The event provides opportunities for instruction and practice in identifying main ideas and supporting details, distinguishing fact from opinion, summarizing, using organizational clues to locate and recall information, and drawing inferences and conclusions.

Listening scripts provide opportunities to pursue curriculum-based objectives not only in language arts, but also in history, geography, culture, science and technology, and social studies.

The **Dictionary Skills Contest** is not simply a vocabulary test. This event addresses not only word-identification and vocabulary-building, but also many other grade-appropriate reading, speaking, and writing curriculum objectives.

Students can study and practice using word roots, prefixes and suffixes, parts of speech, plural forms, syllabification, and pronunciation.

Test questions are drawn not only from language arts, but also from social studies, science, math, and fine arts. This activity demands that students truly learn how to effectively use all parts of an essential resource.

The **Maps, Graphs & Charts Contest** addresses curriculum objectives in social studies, science, and math. Using examples from the students' world, tests and practice materials include grid systems, legends, symbols, and other geographic tools students are expected to master for collecting, presenting, analyzing, and interpreting data.

Students learn how to use their mathematical skills to interpret information and get practice using different ways to organize and present scientific, historical, and cultural data. Increasingly more complicated tests at higher grade levels teach them skills to analyze political and geographic patterns by comparing different maps of the same regions.

The **Calculator Contest** includes calculations

See *Elementary/JH*, page 11

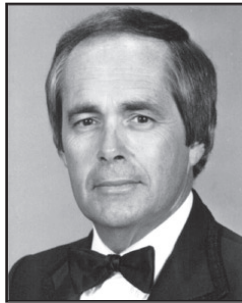


I actually loved nearly every minute of the four years I spent competing in UIL Academics. It gave me an outlet for my creativity and wit. I had a chance to do something I was good at and win honors in the process. And probably the best part of my UIL Academic experience was the opportunity to spend countless hours with schoolmates and teachers who became good friends and mentors.

**Kristen
Gibbs
White
Oak HS**

We judge what we value

Competitions now focus on specific criteria for both marching and playing



Richard Floyd
Director of Music

Recently I was asked to give an overview of the state of marching band competition in Texas to a group of state music directors and music association officers from across the nation.

As I began to organize my thoughts for this presentation I

came to the realization that in virtually all music competitions, we adjudicate what we value. Think about it.

A scoring system can be developed to measure any number of musical and educational priorities. If we value a specific element, we can make sure that it "counts" in the scoring system.

At one time, for example, we had an inspection contest prior to going on the field to march. A single judge carefully "reviewed the troops" and noted inconsistencies in uniform appearance, instrument maintenance, grooming and other visual elements of "good housekeeping."

Why? Because collectively at that time in the evolution of our programs the majority of directors felt it critical to have these rudimental factors evaluated.

There was also a time when the UIL marching contest format included required maneuvers. Specific fundamentals had to be woven into the presentation of every band's performance. These requirements included such basics as flanks, countermarches, step-offs and to-the-rears, to name a few.

Failure to present these rudiments resulted in a less-than-desirable rating. Apparently it seemed like a good idea at the time to make bands accountable for all marching rudiments regardless of the show design or marching style.

Let's look at one more example.

A few years ago, there was a growing concern that the importance of woodwinds was being devalued as bands placed more and more emphasis on brass, percussion and color guard.

In the name of competitive success, woodwind players were given flags, placed in the "pit" or taught to play a brass instrument well enough to add to the overall volume of the ensemble.

With the help of band leadership across the state, our scoring sheets were modified to include a specific caption intended to address the role woodwinds were expected to play in a well-balanced, musically-focused band program.

Quickly directors rethought their show design

and created obvious opportunities for woodwinds to be featured and properly represented on the marching field. Few if any would question the wisdom or significance of this change.

The list goes on but what does this brief history lesson have to do with the state of marching band competition in Texas today and, more importantly, the priorities our contests foster? A great deal, I think, since the evolution continues. Inspection is gone. Required maneuvers are no more. Woodwinds have been restored to their rightful place as an integral part of the marching band equation.

We now focus on very specific criteria for both marching and playing. Most directors would assert that the emphasis in our UIL marching contest is on execution. We expect our marching bands

The Gold, Silver and Bronze medal winners at the 2004 State Marching Band Contest demonstrated exemplary execution of drill while achieving a high level of musical maturity and musicianship.

to play well and display a solid grasp of the performance values that we profess for our concert bands.

At the same time bands must execute drill, regardless of the level of difficulty, with extreme accuracy and consistency.

We currently place minimal scoring emphasis on visual elements such as flags, rifles or props. Such embellishments are certainly not discouraged but it is clearly possible to be successful (even at the state level) without an elaborate display of visual enhancement.

As a result, the gold, silver and bronze medal winners at the 2004 State Marching Band Contest demonstrated exemplary execution of drill while achieving a high level of musical maturity and musicianship.

While present, there was little emphasis on visual non-musical elements. These results indicate our current scoring system supports the prevailing attitude that quality execution of music and marching are and should be the highest priorities for Texas bands. In short, we adjudicate what we value.

At the same time, external influences continue to suggest that content, visual elements, choreography and general effect should weigh more

heavily in the scoring rubric for UIL marching competition.

Some Texas bands are following a national trend of investing more and more time, effort and dollars in this ever-expanding dimension of marching band.

They have every right to do so; however, much of this influence stems from and is driven by contests and parallel activities that tend to place a higher value on visual content and other factors that, while both pleasing and stimulating, plant their roots outside the fertile field of music education that remains the cornerstone of band programs in Texas.

Those who support this notion make the case that these "artistic" but non-musical elements are the future of marching band and the new frontier in terms of "creativity."

This argument is not without credibility and is supported by contest scoring systems that reward bands with a strong visual package. However, the fact remains that at present the UIL system as developed by Texas music educators does not place a high point value on these visual, non-musical components.

So, who is right?

Let's agree that being right or wrong is not the issue. Let's also agree that it is healthy for our profession to debate such issues.

Hopefully we can also agree that the only "right" is the reality that the UIL scoring system should reward and thus reinforce those elements of marching band that are revered by the majority of directors, music educators and administrators in Texas.

When and if these standards change, then the scoring system can once again be modified to create accountability for what we collectively value.

As the debate continues, the bright spot for all remains the fact that we as Texas music educators are to a large degree in charge of our own fate. Through grass root input and the committee structure we enjoy, we have the potential to forge our destiny and to react to change in a positive way.

In addition, history clearly demonstrates that our other great strength is our unity. Music remains strong in Texas because we stand united for what we believe to be best for our students and our programs.

As we discuss the influences of national trends or forces that sometimes run counter to the core beliefs of many educators in our state, we must remain unified in our vision of what is best for the future of music education in Texas and the balanced role that marching band will play in that vision.



Texas Music
Adjudicators Association

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(see article page 9)

Marching band changes create positive influences on judging

By George Strickland

UIL Music Staff

Since joining the UIL Music Office staff three years ago, I have been given the opportunity to sit on many judging panels across our state. Adjudicating marching, concert, and sightreading events for bands from El Paso to Longview, Corpus Christi to Amarillo, and various points in between has provided new insight to our contests and a wonderful personal experience.

Prior to retiring from the classroom, I looked forward to judging invitations and the chance to get away from daily rehearsals to perk up my ears and eyes. Like many of you, listening to a concert contest performance helped “tweak” the listening skills that would carry over into my own daily rehearsals. Observing sightreading explanation periods gave me new methods to try with my own group. Watching and listening to many excellent marching performances enhanced the knowledge of the “little details” to which my group needed to give attention.

Instead of working with daily rehearsals I now work daily with the guidelines that we follow to assist our music education through competitive evaluation. This is not my only duty with the UIL, but it is the duty that relates most to TMAA. During the past three years we have seen

a large amount of change in our marching band adjudication. Descriptors, six-hour workshops, electronic guidelines, parent/student acknowledgement form, and a new area marching contest format have all been initiated this past marching season.

As a fellow adjudicator, I see these changes as having a positive influence on judging and/or on performances. While judging marching bands during October, I became comfortable using the descriptors; not once did I see or hear a violation of the electronic guidelines; and the area marching contest format received a positive review.

Another associated aspect of my job in the UIL Music Office involves responding to concerns about judging, and this has given me new insights and sensitivity to this portion of our profession.

While visiting a band hall recently, I noticed the 2004 region marching adjudication forms posted on the bulletin board. Two of the three sheets did not have any of the “+” and “-” indicators circled. One of the sheets contained a positive summary written from the top to the bottom of the

page but did not address the tone production, ensemble blend, or marching execution of the performance.

We should all remember that a director wants and needs to know both the positive and negative specifics about the group’s performance.

As a fellow adjudicator, I see these changes as having a positive influence on judging and/or on performances.

How did we do as adjudicators? The answer depends on whom you ask. Ask yourself: (1) Did I offer comments that were balanced between positive and

negative? (2) Were my negative comments reinforced with positive constructive suggestions? (3) Did I remember to use the “+” and “-” indicators on the form? (4) Through my comments, did I justify the rating I gave? As a director, each of us wants to know why a judge said or wrote what he/she did and how to improve any deficiencies.

Now, with rehearsals turning toward concert performances, I encourage you to review the indicators on forms 4 and 5 and apply them in your daily rehearsals. This will certainly improve our judging performance during spring contests.

When judging instrumental sightreading I now listen to more than just the director’s explanation and the group’s performance. I listen to feedback from the directors and fellow judges about each composition. As this article is being written, the 2005 sightreading music is on my desk, but the 2005 sightreading project actually began in September 2003. (Our office has already contracted composers that are working on the 2006 sightreading music.)

Each current selection has been reviewed by the Band Sightreading Committee, and The University of Texas Symphonic Band will proofread the music for us in December before it goes to print.

Using a student group such as this will allow the music to sound musical, but will also show us areas that we might need to consider editing. Sightreading music is getting better and better, but we will always strive to improve.

As you judge sightreading in the spring, feel free to contact our office with your comments and suggestions.

Please remember that our opportunity to adjudicate the various musical performances is simply one element of music education. We have an obligation to be a positive and constructive part of the process.

Have a happy and restful holiday season.

Poetry and prose: New categories offer exciting challenges

Continued from page 4

What comes next is to read, read, read. You’ll be pleasantly surprised to discover that many high school students already have read books from the list.

To provide assistance with the BBYA list, I have created a database I will be glad to share. Email me at ptucker@aubreyisd.net if you are interested. This database includes author, title, point of view, whether the persona is male or female, and if the book addresses a specific ethnic group.

Please note it is a database reflective of my personal opinions after reading the books, not necessarily endorsed by the University Interscholastic League.

A valuable web site that gives book talks for a number of books on the BBYA list can be found at <http://nancykeane.com/booktalks/authlist.htm>. I suggest you divide up your interp students and have each squad member research 10 to 20 books to make the book lists manageable.

This is an exciting category for me, not only as a librarian but also as a UIL sponsor.

It is a fresh and innovative category that promises to introduce new prose material into our contest rounds.

This category promises to bring performance pieces that deal with teen social issues. Many times in the past,

students have chosen adult fiction/non-fiction and either had to make major cuts for content and language or they have received ballots with comments such as, “This selection is too mature for a high school student. A person your age couldn’t possibly understand the experiences of the main character.”

A criteria on the UIL ballot asks judges to evaluate: Was the material appropriate for the performer?

Certainly, because books from the *ALA Best Books For Young Adults* lists are contemporary literature and as with any list, not all of the books will contain material appropriate for contest.

UIL does not endorse any book. The C&CR contains directives that “selections used by contestants should not offend the moral standards of the community nor be in bad taste.”

It is the coach’s role to reject all selections that in any way fail to meet these qualifications.

This category encourages reading as well as stretches the UIL community to hone skills in cutting literature for performance, bridging the gap between high school and collegiate forensics where competitors are expected to independently cut their own material.

Chapter 2 of the *UIL Prose and Poetry Interpretation Handbook* provides instruction if you need assistance in

the art of cutting.

Documentation is simple.

Print the *ALA Best Books For Young Adults* list from the year that contains your book title (must be one of the years from 1996 to the present) and highlight the title of your book to show the contest director. No other ALA list will do.

If you are reading a selection from an anthology, follow the additional steps I described earlier. Requirement for proof of publication will be met if the selection is on one of the *ALA Best Books for Young Adults* lists, 1996 to the present.

The C&CR instructs coaches to thoroughly read the 2004-05 *UIL Prose and Poetry Handbook*, where each of the performance categories are discussed in greater detail, including appropriate documentation for competition.

With change comes adjustment; the first year is the learning curve. Category B pushes us all to the cutting edge of newly published young adult material. Embrace these *Contemporary Reflections*.

(Submitted by Phyllis Tucker, member of the UIL State Advisory Committee for Prose and Poetry Interpretation; UIL coach, librarian for Aubrey ISD in collaboration with Jana Riggins, UIL Speech Director)

Survival tips: Following this guide carries no guarantees for success

Continued from page 3

then read and follow instructions.

In particular, take special precaution to correctly spell your students' names. Last name first. First name last. No all caps. No nicknames. You may refer to James as "Booger," but we'd rather not list him that way in the State Meet program. I'm sure Booger's parents would agree.

I realize asking teachers to read and follow instructions is akin to asking teenagers to embrace Bing Crosby, but it will make your job and my job so much easier.

• Okay, say you have a student who has a motor skills issue. He needs to write his CI&E essay on a special computer. Is that permitted?

Absolutely! Provisions can be made for special needs students — those with hearing, vision and motor skills disabilities.

Again, go to the UIL Web site. Click on "Academics." Scroll down to "Requests for Special Needs Modifications."

Neither poor penmanship nor the inability to speak English are considered "special needs" situations.

• Okay, it's the day of the district meet. You're in charge of the calculator applications contest. At exactly one minute prior to the beginning of the contest (and not one minute before), open the test packet and survey its contents. Everything should be there. If not (fat chance), see your district meet director. He or she has an "emergency" packet that contains one copy of each test, one test key and a sedative.

• If your contest contains an answer key, do not distribute it to students prior to the contest. In the great pantheon of legendary UIL bonehead

mistakes, this ranks way up there.

• If your contest calls for a verification period, conduct one and provide students and coaches with sufficient information that allows them to actually verify something. It's not enough to scrawl first through sixth on the blackboard. You must include individual and team scores.

I recommend you crunch scores through the on-line spring meet entry system prior to verification and official results. The system is built to chew the numbers and spit out accurate results. Let it. Don't go through verification and official results, hand out medals and trophies only to find that you've overlooked a school or added 33 + 32 + 31 and got 86, which was good enough for fourth, behind first place 94, second place 92 and third place 89.

• Be a good sport. The Spring Meet Code states that contestants and coaches should not whine like Tonya Harding if they lose or think they're not going to win. Whether you win or lose, accept the results with dignity and aplomb, at least during the awards assembly. On the way home, you can toss a temper tantrum, but if you make a spectacle of yourself on-site, you may be asked to monitor poll booths in the next presidential election.

• If, after the long bus ride home, you're still upset that your contestant didn't win, call or e-mail the UIL office. Direct your concerns to Luis or Jana. Expect a weak and indecisive answer.

• Finally, if you recall that this column is a revision of a 1994 column titled, "Strong and decisive tips carry no guarantees," then you've been at this way, way too long.

Happy holidays.

Equity: Rules help 'level the playing field'

Continued from page 2

respective separate societies.

Where is the equity? It is in the limitations of games. Everyone can play the same number. Equity is in the officiating and judging by standards and defined rules. It is in the integrity of the contest structure where the rules apply equally to all.

The advantage of talent will often prevail, but the quality of persistence cannot be ignored. So often we see that the race doesn't always go to the "strongest and fastest," but rather often goes to those who persevere and truly believe that they can prevail.

Life is not fair. Sometimes the bad guy wins. People are not equal. There are major differences in opportunity. Prejudice and discrimination still live. Bad things happen to good people. The actions of others sometimes punish the innocent.

Theater contracts due to UIL office

Continued from page 6

an automated licensing system to their site. According to Craig, the on-line server is now able to evaluate online applications for performance rights and in many cases is able to advise theater groups whether the rights to a play are available or not. If the rights are available, it emails them a license within minutes.

For those of you competing in UIL, if a play is available, you can receive a near-instantaneous license to perform a play. It also means you can request additional licenses as you advance in competition and if you misplace your license, you can simply go back to your email inbox and print out a new copy to present to your contest manager.

Total Enrollment

More than 1170 schools have enrolled to participate in this year's One-Act Play Contest. Those of you who enrolled should have received an enrollment packet from our office.

The enrollment packet is sent to directors and principals at each school. There are many important forms and announcements that should be read carefully.

Contest Managers Guide

Last year's Guide for UIL One-Act Play Contest Managers has been adapted to reflect the new *Handbook for One-Act Play 16th Edition*. The guide helps the contest manager prepare to run an OAP contest. The publication tries to clarify rules and provides the contest manager with sample forms and several to-do lists. Make sure you are using the 2nd Edition.

Student Activities Conferences

Like the enrollment deadline, the last Student Activities Conference has come and gone. We want to thank everyone in Tyler, Canyon, Austin and Kingsville who contributed their time and talents to provide our students with an educational experience.

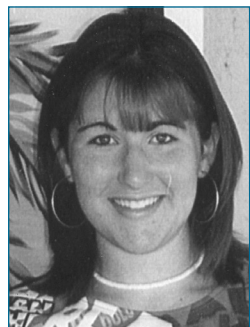
More than 2000 students attended the OAP sessions. We are studying the evaluation forms you returned as we make plans for next year's road trips. If you have any suggestions, we'd love to hear from you.

TETAAO Contracts

Jenny Nichols, Administrative Assistant, needs for you to return a copy of any and all judging contracts for 2005.

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 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.



My experience was priceless. I had the chance to challenge myself and others, represent my school, and strain my brain. I learned different teaching techniques from a phenomenal coach. I had the opportunity to develop lasting relationships with teammates who are as passionate about literature as I am.

**Jolynn
Sedrone
Harwell
Stephenville
HS**

Contestants now responsible for clearing calculators

By Dr. David L. Bourell

Calculator Applications Contest Director

As most coaches and contestants affiliated with the contest know, this year's high school Calculator Applications Contest has undergone major changes. We have tried to make the contest more interesting, more up to date and fairer. One of the changes involves the calculator clearing procedure.

In the past, it was the responsibility of coaches to clear calculators of all program memory prior to the start of the contest. This burden on coaches conceptually allowed a contestant to load an arsenal of programs in sundry locations of calculator memory and to challenge the person clearing the calculator to find them all and to erase them. Whatever was not located and cleared would then be available to the contestant once the contest began.

This did not seem appropriate or fair. Therefore, after consultation with coaches and representatives from the TMSCA, it was decided to make contestants present cleared calculators to coaches/verifiers and to penalize the contestant for not doing so. This approach has been embodied by changes to the UIL Contest Rules that are described here.

This statement has been added at the end of the first rule in the Summary of Rules read by the Contest Director prior to the start of the contest (CCR Section 924.g.1):

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

The last paragraph of Section 924.g has been amended to start with:

"Prior to the contest, verifiers present shall verify that calculators are adequately cleared by contestants. Calculators with clearable programs shall be disqualified. Contestants with no qualified calculators will be disqualified. After forewarning the contestants..."

These rules, like others in this and other contests, engender a set of procedures to assist in their application at meets. Please see the new verification procedure that captures the intent.

As is usually the case with most new rules, there will certainly be some mid-course corrections as time goes on, to make the rules and their enforcement coincident with the goals and aims of the contest and its participants. I appreciate your help and patience as we make these important changes to the contest.

VERIFICATION PROCEDURE

Verifiers are to follow this procedure for checking calculators prior to the start of the high school contest.

1. If the calculator is found to be completely clear of all program and (non-zero) numbers in storage, then the verifier simply returns the calculator and moves on.

2. If the calculator is found to be completely clear of all program but there are non-zero numbers in storage, then the verifier is instructed to show this to the contestant and to make them clear these numbers and to demonstrate such to the verifier. The verifier may assist the contestant if desired.

3. If the calculator is found to have clearable program information in memory, then:

a. The verifier will inform the contestant that clearable program information was found and where and in what form it sits on the calculator.

b. The verifier will retain the calculator, summon the Contest Director and in the presence of the contestant show the Contest Director the violating information.

c. The Contest Director will judge whether the calculator in fact has clearable information and will declare the calculator eligible or ineligible to the verifier and the contestant. Of significance is whether the information identified (i) represents a capability that reduces keystrokes, provides an automated procedure or increases the calculator's utility and (ii) can be erased or cleared by the user. The utility

of the feature as an asset to the contest and whether the feature was user or factory installed are not of significance.

d. The calculator will be returned to the contestant. If the calculator is judged to be ineligible, the contestant may neither use the calculator nor replace it. Violation of this rule will result in contestant disqualification at the end of the contest. If both calculators are judged to be ineligible, then the contestant shall be disqualified.

Emphasized is that the utility of the clearable program information is not a factor in judging calculator eligibility. Non-exclusive examples that would result in a calculator becoming ineligible are:

- All functions and equations stored in the "eqn" part of hp calculators, even though they do not relate to the contest.

- Games downloaded onto ti calculators.

- The "RP patch" for ti calculators.

- Anything stored in ti archives that can be cleared.

- Any downloaded patches for ti calculators

The rationale for this utility consideration is twofold. It is not appropriate in a contest setting to burden verifiers with the task of trying to judge whether clearable program information has value on the contest. Second, it is possible with the ti calculators to program useful information and to "disguise" it as something harmless and non-useful.

Elementary/JH: Contests linked to curriculum

Continued from page 7

that involve addition, subtraction, multiplication, division, roots, and powers. Contestants also use calculators to solve simple geometric and stated problems similar to those found in adopted textbooks.

In **Mathematics**, contests problems include arithmetic operations involving whole numbers, integers, fractions, decimals, exponents, probability, statistics, measurements and conversions, simple interest, and number theory.

Although they may use scratch paper to work out problems, students must work without a calculator.

And in **Number Sense**, students in grades 4 through 8 work a variety of math problems within the 10-minute contest, but all work must be done mentally and only the answers recorded. These three events provide a variety of ways to practice and

master math skills.

Although the **Art Contest** is specific to 40 paintings in each two-year cycle, the event is designed to incorporate curriculum-based knowledge and skills objectives in fine arts and social studies.

Students will learn to use the vocabulary of art elements, to interpret ideas and moods in original artwork, and to understand history and culture by comparing paintings from a variety of historical and cultural settings.

It's easy to see from these selected events that UIL contests are designed to improve students' academic skills and to build on curriculum requirements.

We hope that many of your students will benefit from using the practice materials, because their improved skills are certainly as important as any award that will be won in competition.

Academics: On-line system ready to go

Continued from page 1

the information that is available regarding when and where contests will be held.

If a school wants to find out when and where the Region II, Conference 2A accounting contest will be held, it just needs to click onto the information page. That information will be posted.

If a coach wants to find out who won the District 16-3A team mathematics championship and its score, the school can access that information through the system.

The system was built to crunch numbers and identify wild card qualifiers.

"So long as the data going into the system in correct, the results going out will be correct," Hawthorne said.

Riggins added that if schools will store their electronic identification code and password in a safe place so it can be referenced, the process will be easier.

Don't wait till the last minute.

"The system will be good for schools in the future," she said. "Schools should approach the system with a positive attitude. We're in a technological age."

Though it's not perfect yet, Hawthorne said the added technology will become a tremendous benefit to schools.

"In two years," he said, "people will wonder how we ever ran a UIL academic contest without this system."

It's the little things that matter

'Game slippage' in sportsmanship should not be tolerated



Charles Breithraup
Athletic Director

Former NFL quarterback John Brodie was once asked why he held for PATs. After all he was on his way to the Hall of Fame. He was one of the highest paid players in the league. He was the franchise player for the San Francisco 49ers. Why would a player of his stature, especially the

quarterback hold, for PATs?

Brodie answered as reporter scurried to write down his reply, "If I don't, the ball will fall over."

This simple statement captures the obvious but is often overlooked. Many times we do the mundane. Often we find ourselves taking care of things that others see to be of little or no value.

But, John Brodie was correct through his wry sense of humor. He was willing to do whatever was necessary to help his team win. He felt it important, that after leading his team to a touchdown that his deep snapper and kicker would have the best chance to succeed with their star quarterback holding. It might also be true that Brodie may not have trusted anyone else to do the job. Nevertheless he felt it was an important task.

Small things unattended grow into big things. I have expounded before on my own philosophy of "game slippage." This occurs when a coach tolerates a mistake in practice. One mistake becomes two and this toleration finds its way into games. As coaches review game tapes they can't believe

their team has failed in the basic fundamentals that they believed had been taught. But, because the focus became offensive and defensive schemes, the little things escaped and surfaced in a negative way during critical times during the game.

This "game slippage" appears in all areas of UIL work. It begins with the foremost tenet of the UIL code – sportsmanship. Sportsmanship begins with each individual doing his or her best to be a worthy opponent. This worthiness is described as someone to be respected, someone who will play hard but fair. An opponent who fails to yield in the court or field, yet honors those who do the same.

An unworthy opponent is one who has more mouth than action. Those who bully their way through other facets of life generally do very little in competition. Their false bravado is easily exposed, yet they make a mockery of the contest because of their behavior.

"Game slippage" occurs when coaches tolerate this behavior in athletes. Even more disturbing is when coaches model inappropriate behavior. Coaches are role models and should make every word and action educational. These teachable moments provide more than any essay in sportsmanship or citizenship.

Administrators can be guilty of "game slippage" as well. When the student body takes great pleasure in ridiculing the opponents both lose in the long run. Allowing the student body to organize to make fun of individuals or teams has no place in high school sports.

Problems occur when the football team is recruited by the basketball coach to sit behind the opponents bench. Generally the sole purpose is

to razz the opponents coach and players. This is totally unacceptable behavior.

Administrators must never allow students to take part in activities that demean any students. Winking at the cleverness of signs or cheers that might be funny, yet may send the wrong message. Tolerating racial slurs and crude and vulgar language must never be allowed. Left unattended, this behavior becomes destructive to the purpose of the contest.

We need look no further than the recent brawl that took place in Detroit. When the Pacers and Pistons took their fight from the NBA court into the stands, everyone who participated became a loser. Fans who are allowed to jeer and taunt throughout a game will eventually find an athlete who has had enough.

The NBA model is a horrible depiction for our purposes. Yet, it does remind us that we too are one step from the streets. Unless we curtail our fans, especially the students who get actively involved in negative behavior, our games can quickly escalate out of control.

Adult fan behavior can be even worse than students. In the first week of girls basketball, the UIL processed five incident reports. These ranged from a fan throwing a dirty diaper at a referee to an adult who saw fit to enter the playing court to confront an official.

Administrators and coaches are jointly held accountable for the behavior of all parties involved in the game. Treating visiting teams and game officials with respect is paramount. Extinguishing any and all behavior of the contrary is a must if we are to preserve the integrity of educational competition.

PUBLIC REPRIMANDS

FOOTBALL

Brian Justice, Goose Creek Highlands Junior High
Garrett Gates, Baytown Sterling High School

VOLLEYBALL

Rafael Garcia, Laredo Cigarroa High School

Questions arise about individual sports



Peter Contreras
Athletic Coordinator

Unattached, scrimmages and district certification dates.

Those words don't make a whole lot of sense by themselves. Let me try to explain better. Unattached participation in individual sports such as cross-country, track and field or golf. Scrimmages in individual sports such as swimming and diving or golf and changing the district certification dates in swimming.

Dealing with three individual sports like I do (cross country, swimming and diving and golf),

unattached participation and scrimmage questions can make for a very interesting day at the office. Moving the district certification in swimming and diving from one week out of the regional meet instead of the published two weeks prior is a request that is being asked more and more.

Unattached Participation

Whether to allow unattached participation has stirred some good debate over the course of the years in the UIL athletic department, and the staff agreed to disagree. The staff drafted a proposal last month and presented it to the UIL Legislative Council. The proposal will eliminate the rule that now allows such participation.

The desired change in the rule goes much deeper than the philosophy: should a student-athlete be allowed to compete in a school meet

or tournament while not representing a school. Granted school approval was needed for a student to participate unattached. The compelling factor for the staff to ask for the rule to be abolished is that students (and schools at times) were using the rule as a way for that student to exceed the meet or tournament limits.

A student-athlete is limited to eight meets or tournaments during the school year in an individual sport at the high school level. If that is the only sport that a student plays all year, it is easy to find more than eight meets to run or play in.

Awaiting Commissioner of Education approval, the new rule now would not allow unattached participation in any form or fashion and would come with a penalty for the student-athlete. The

See **Individual sports, page 14**

Reclassification and realignment

Effects of opening new schools vary from situation to situation



Mark Cousins
Athletic Coordinator

It is often stated around the UIL office that rarely a day goes by that the topic of reclassification and realignment (R&R) is not discussed. R&R, which occurs every two years, is the one thing that UIL does that affects every UIL member school.

Many school districts face the opening of a new school and what impact R&R policies might have on the current schools in that ISD and the new

school that will open.

The effects of opening new schools vary from situation to situation depending on a number of factors including: how many grades will the new school open with and will the new school open in the first year or the second year of the alignment period?

Decisions such as when to open and with how many grades are made by school districts for various reasons, many of which have nothing to do with UIL activities.

Even so, those decisions have direct impact on the schools UIL program and participation in UIL competitions. Schools that open with less than four grades are subject to current UIL policy utilizing multipliers.

If the school will open with two grades, R&R policies dictate that the number of students in those two grades be doubled to determine enrollment for placement into an UIL conference.

Schools that open with three grades will have the number of students enrolled in grades ninth through eleventh multiplied by 1.33 to determine conference placement.

The use of multipliers for new schools can raise issues. For example, if a school opens in the first year of the align-

ment with only two grades, their enrollment is doubled as if they had four grades to determine an enrollment for alignment purposes.

Some would say that makes sense as all other schools are aligned based on enrollment in four grades. Others would note that even in the second year of the alignment, that school would only have three grades, but would be placed in a conference as if they had four grades.

New schools opening in the first year of an alignment may also have an impact on the existing schools in that ISD. For example, an ISD plans on opening a new school for the 2006-2007 school year, which will be the first year of the new alignment.

UIL will collect enrollment figures for all schools for that alignment in October of 2005 and release the alignment in February of 2006.

Since the new school will not exist in October of 2005, the UIL must use projected enrollment figures for that new school and actual enrollment figures for the existing schools in that same ISD. The concern with that scenario is that the existing schools are counting students who will be attending the new school when it opens.

In actuality, it turns out that some of those students are being counted twice — once as projected students at the new school and once as actual students at their current school. Projected enrollment for new schools also is a controversial topic for school districts and for UIL, although for different reasons.

School districts face many local issues in setting attendance boundaries, enrollment deadlines and deciding on transfer policies and grandfather clauses.

For UIL, the projected enrollment number is the key.

Hard and fast deadlines on transfers are needed to determine the projected enrollment of the school so that they can be properly placed in a conference for participation.

For purposes of reclassification and realignment, it is a necessity for the school district to set a firm deadline for transfers to establish a projected enrollment figure for the new school. Any alterations to that deadline or additional opportunities for students to transfer or change their minds after the deadline could lead to problems in the assignment of that new school to a conference and district.

Questions also arise on the ability of new schools to participate on the varsity level in athletics.

The school district chooses the varsity activities in which the new school will participate. A new school that opens in the first year of an alignment can choose to participate in as many or as few varsity activities as they see fit.

New schools that open in the second year of the alignment can choose to participate in all varsity activities, with the exception of football.

If a school is not in the alignment for football in the first year of the alignment, the UIL will not place them in a district for football in the second year of that alignment.

All other sports can be placed in a district in the second year of an alignment period.

The staff continues to strive to ensure that the policies of R&R are fair and equitable to all member schools, new and existing. Being placed in a conference based on four grades of enrollment when a school will not have four grades during that alignment period is an issue to address.

Counting students multiple times (as projected students at a new school and current students at an existing school) is an issue to address. The continuing change in the demographics of a state as large as Texas is an issue to address.

And I have not even mentioned the continuing discussion of more conferences, more playoff teams, and lower enrollment ratios between the largest and smallest schools in a conference ... but that is a whole other column!

Winners: 2004-2005 Sponsor Excellence awards announced

Continued from page 15

Her students have received numerous acting awards at all levels since 1988. Three students were selected state All-Star cast in 2000. She also has coached Literary Criticism, Spelling & Vocabulary, Ready Writing, Poetry Interpretation and Current Issues & Events.

"I do not believe that winning is most important, although it is nice when it happens," she said.

"However, students usually realize that what they learned and how they grew during the journey of preparation is the real prize. The edge that competing with others brings to the process helps drive them, but the best memories come from the awareness that they really did accomplish something of which to be proud. All of them walk away from the competitions with greater self-awareness and a resolve to do even better the next time. What more can we ask from the future of our nation than that they strive for excellence and learn from mistakes?"

■ Janet Melton

Janet Melton of Lampasas High School has coached all speech and debate contests and served as UIL campus academic coordinator for 27 years.

She also directed the One-Act Play for 14 years and served as assistant director for nine, as well as coaching Current Issues & Events for 10 years and Number Sense for four. She's brought students to State virtually every year, even though she coaches at one of the smallest and poorest 4A schools in the state.

"My philosophy can best be stated, 'It's not the destination but the journey.' When you look at the number of students we touch each year, not many find themselves at the State Meet," she said.

"If it were the destination that was important, are those who make it to the State Meet the only successful students? No. I believe the student who goes through the season without a trophy but who keeps trying is successful."

■ Grace Friesenhahn-Soliz

Grace Friesenhahn-Soliz of Karnes City High School has coached CX debate for 22 years and LD and Informative Speaking for 17. She also coached Ready Writing, Literary Criticism and Current Issues & Events and served as campus academic coordinator for 16 years. She coached 25 CX debate teams to the State Meet, three of which won gold medals and four bronze or silver. She also coached numerous State qualifiers in Informative and Persuasive Speaking, including two state champions,

"Numerous coaches and directors in our region seek her advice and expertise. Her willingness to help others and her genuine desire to see students in our region succeed at the State level is reflected in the increasing numbers of students competing and the higher caliber of their performance." — Harold Steele, Karnes City HS

■ Peggy Charlton

Peggy Charlton of Palacios High School

has coached UIL Journalism for 20 years and Prose/Poetry and Informative/Persuasive for 16 years. She's also coached Ready Writing, Current Issues & Events and Literary Criticism, as well as directed the One-Act Play for 11 years. She served as UIL academic coordinator for two years. She's coached 15 state qualifiers, and at the district 2004 meet, her journalism students scored 106 points alone. She also advises the high school yearbook.

"My most rewarding experience in teaching is seeing a student with low self-esteem and poor self-confidence blossom by competing in this remarkable program," she said.

"I have consistently gone into a school and upgraded the UIL program. In smaller schools, I sometimes coached as many as nine UIL events, in addition to directing the One-Act Play. I did this because I believe strongly in the program, care about kids and have observed what UIL can do to enhance a child's education and self-worth."

Making the best decision

Knowledge is the key to understanding college recruiting process



Darryl Beasley
Asst. Athletic Director

Since we just finished the fall signing period for colleges, this is a good time to talk about recruiting high school student-athletes.

I want to make this disclaimer: the UIL is not in the business of college recruiting.

We just want you to know the reality of sports and recruiting today.

In our day-to-day contact with the public, we have individuals who have a valued interest in the student-athlete and their education. However, on certain occasions we have individuals who claim the high school coach is limiting their son or daughters' ability to get a scholarship.

Parents want to believe that "little Johnny" and "little Susie" will be recruited because a relative, friend, or camp director acknowledged they're good enough to play at the college level. If a parent wants to know if "little Johnny" or "little Susie" is good enough to play at the college level, they need to ask a college or high school coach.

Parents, students and schools need to be knowledgeable about the recruiting process in order to help the student-athlete make the best decision and be comfortable with the choice of institution. Recruiting is a continuous process. The end of one recruiting season kicks off another, and some prospects are identified in the four-year recruiting window.

Some laymen believe student-athletes who make the varsity team will automatically be recruited, and the high school coach can take away the opportunity for a student-athlete to be recruited, based on one game or season. More times than not, prospects are identified over an extended period of time.

The National Collegiate Athletic Association (NCAA) defines recruiting as when college coaches try to get prospects to come to their college.

Examples of this is when a coach calls a prospect or

sends written materials, comes to watch a prospect practice or play, or contacts a prospect in person.

The truth to the matter is prospects are sometimes identified by reputable recruiting services as early as sixth grade in some sports.

I say reputable because some college programs have been using these services for decades. These recruiting services are paid by colleges and universities to identify talented kids.

Colleges and universities do not have enough time and resources to evaluate each kid, so a recruiting service can provide valuable information that cuts down on time,

The truth to the matter is, prospects are sometimes identified by reputable recruiting services as early as sixth grade in some sports.

travel and money.

This does not mean if an athlete is not identified by the sixth grade, he or she will not be on a recruiting list. A lot of things can change by the time athletes become seniors, and there is always a diamond in the rough.

Schools can be of enormous assistance in the recruiting process by having identified those athletes who will be recruited. This saves time for counselors and registrars because they get requests on a normal basis from various colleges and universities, student-athletes, and parents.

If you have one of the top prospects in the country at your school, the counselors and registrars will be working overtime.

I recommend the school counselors and registrars have the student's academic courses, grade point average on a four-point scale, and SAT/ACT scores available.

Student-athletes who are being recruited can help

themselves by taking the SAT/ACT early in their junior year to give more opportunities to increase their scores and meet requirements.

Student-athletes take the risk of not getting into the college of their choice if they wait to take the test the spring of their senior year, which decreases the number of chances to make the score.

Student-athletes should have a list of questions to ask a college coach. The questions should pertain to athletics, academics, college life, and financial aid in order to make informed decisions.

Some examples of questions to ask are:

- How many athletes do you have at my position and how many are you currently recruiting?
- How many are you recruiting in the four-year window?
- What is your graduation rate and where are your graduates now?
- Will the scholarship be a full, a half, or a quarter?
- Will I be able to receive financial aid only or a combination of both?

The NCAA has on its Website, www2.ncaa.org/index_students_parents.php, an invaluable resource called "The Guide for College Bound Student-Athlete," which has additional sample questions and information on academics (high school and college), clearinghouse registration, a recruiting calendar and recruiting rules.

The reality of sports in America is there are thousands and thousands of senior student-athletes playing sports and a small percentage of those will go on to the college level. There are even a smaller percentage of college seniors getting to the professional level. Those who make it at the professional level have even a smaller percentage of having a long-term career.

Unfortunately, not all student-athletes will be recruited or have the opportunity to go the next level, but for those who are recruited, it is important to plan for the process. Making informed decisions based on research and questions will help all who are recruited to make quality decisions.

Individual sports: Clarifications needed about scrimmages, district certification for swimming

Continued from page 12

high school sponsoring the meet would be assessed a penalty as well.

Scrimmages In Individual Sports Can't happen!

Scrimmages exist in team sports (football, volleyball, basketball, soccer, softball and baseball) only.

Coaches of individual sports have caught wind that ineligible students can participate in a scrimmage because the UIL has given the opinion for several years now that a scrimmage is an extension of a practice and ineligible athletes can continue to practice

with their school team.

The debate on this one could last a long time with no real consensus, but while all sports that the UIL offers, team and individual, have game or meet limits; individual sports can practice all year long. Team sports are bound to a starting and ending date for their season and after school practices.

Call the meet what you want, a dual meet or a tri-meet. What you cannot call it is a scrimmage and allow an ineligible student-athlete to participate in that meet.

Swimming District Certification

For the last two years a swim and dive

district was allowed to move the district certification date to only one week out of the scheduled regional meet. This was done because the state meet had to be changed AFTER being confirmed and published in all the UIL material and information.

Not your fault (or mine) that the state meet was moved one week earlier because of a conflict with the University of Texas facility. Rather than forcing a domino effect, staff decided to leave the regional and district certification dates alone as published.

Swim coaches in particular enjoy this

option of only one week out because they felt it was easier in some cases to prepare their athletes for the regional meet. In the past, the UIL has granted an exception also to the district certification date, but that allowance started again with local facility issues and also securing meet officials.

There are other positives to this possible change – securing a better facility for the district meet and a larger pool of swimming officials for the district meet.

This change would not require Legislative Council approval. It is a decision that the athletic staff can suggest and make.

2004-2005 Sponsor Excellence Awards

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

Each year the principal and superintendent can nominate one UIL sponsor for the Sponsor Excellence Award. Fifteen sponsors are honored each year. In addition to the award and presentation, each winning sponsor receives \$1,000.

Listed here are the 2004-2005 winners.

24 of 25 years. She has hosted UIL Concert and Sight-reading contests for 10 years and the district marching contest for four years. More than 40 of her students have been in Texas All-State ensembles, and at least that many have gone on to play in the UT Longhorn Band.

"The goal of music education is to awaken in students a love for music that inspires them to participate in music as an art form," she said. "Competition fosters greatness in all who are willing to work toward their own maximum potential. Effective music educators instill in their students a healthy respect for competition and empower them with the discipline and self-respect necessary to excel in all areas of life."

■ Paula Jay

Paula Jay of Sugar Land Elkins has coached Ready Writing for 19 years, Literary Criticism for 17, Current Issues & Events for 13, Spelling & Vocabulary for 11 and Journalism for five. She's led Elkins High School to two overall state academic championships. In 12 years, her students have won 15 district team titles, nine regional team titles and two State team titles. She has had students at State Meet every year that Elkins High has existed.

"UIL academic events both complement and extend classroom goals and objectives by encouraging students to master and apply content at higher levels of competencies," she said. "Because academic excellence rarely receives the encouragement or recognition it deserves, UIL and other competitions are vital components encouraging students to achieve their maximum potentials. UIL events build self-confidence, establish team spirit, encourage risk taking, emphasize self-development and reward academic enthusiasm."

■ George Harris

George Harris has coached football and track in South Texas for 45 years. He was head track coach at Gregory Portland from 1964 to 1982, where he is now head football coach and athletic director, winning 12 district and seven regional track champions at GP and compiling a 30-9 record in football that includes a state semifinalist and a regional semifinalist.

He coached football and track at Refugio HS from 1983-2001, winning 12 district, eight regional and six state track championships. In football, his teams compiled a 106-17-1 record.

"I think the single most important thing that athletes benefit

from sports is discipline," he said. "I realize that athletics also helps young people physically, psychologically and socially. An athlete who works hard prepares both mentally and physically, has confidence and perseveres will have the edge to win."

■ Deena Kolafa

Deena Kolafa of Brazos High School has coached volleyball for 20 years, compiling a 480-139 records and reaching the playoffs 18 of 20 years, including six state finalists and state champions in 1998 and 2003.

She also has coached seven regional tennis finalists and two state qualifiers, including a bronze medalist in 2004. In addition, she coached UIL computer applications for 23 years (six regional qualifiers, one state qualifier) and accounting for 17 years (eight state qualifiers, 14 regional qualifiers).

"There are never 'losers' where UIL competition is involved," she said. "Competition creates energy and enthusiasm which I have found is an excellent environment to learn and to teach in. My deepest belief is that all of my students and athletes can do something, and they can do it well. It is my job to search out their strengths, teach them what hard work is all about, and then find a place for them to shine."

■ Dawn Richardson

Dawn Richardson of Royal HS has coached track and field and cross country for 19 years, winning seven consecutive district track (16 overall) championships and one regional title in 2004. Her cross country team has won 14 district titles and qualified eight teams to State. She also has coached volleyball, tennis and basketball, taking teams to the basketball playoffs eight years.

"Competition drives us all to be better people and to never settle for yesterday's performance," she said. "It gives us purpose and a better quality of life. It's the thrill of preparing and competing that gives us lasting joy."

■ Kandi King

Kandi King of San Antonio Churchill has coached CX and LD debate as well as informative/persuasive speaking for 24 years. She coached prose & poetry for 17 years and Current Issues & Events since its inception. She has served as campus UIL academic coordinator for 10 years and has been a member of the Regional Speech Advisory Committee. She also served as the 4A/5A representative to the Debate Topic Selection Committee.

In addition, she has served as Region 4 4A and 5A academic meet director, the only full-time high school teacher to hold such a post.

"A positive work ethic, professional dress, attention to detail, participation in professional organizations, a willingness to share one's talents with peers, and the professional interaction and treatment of students are just a few of the qualities I expect from effective educators. Kandi exhibits strength in each of these areas. In addition, the record of excellence her teams have established under her leadership is most impressive. I realize there are times when sponsors and coaches in the fine arts feel like they labor in anonymity. However, Kandi is one of those individuals who thrives on the challenge of promoting the growth of competitive speech and debate. She has devoted her life's work to that end."— Joseph Reasons, Principal, Churchill HS

■ Katy Stockstill

In her 30 years as a teacher, Katy Stockstill of Poth High School has directed the One-Act Play for 25 years as well as coaching Prose and Poetry Interpretation, Informative and Persuasive Speaking, CX Debate, Current Issues & Events, Literary Criticism, Number Sense, LD Debate and Social Studies. She also is the UIL campus academic coordinator. Her OAP troupes have won 20 district titles, and she's taken numerous students to the State Meet.

"It is wonderful to see smiles and confidence that comes with a win, especially when it happens to a student who exceeds his or her own expectations," she said. "As a teacher, I also want to be there so students can learn from failure as well. I love competition, but I know it is a tool and not an end all. It is a tool to help us discover what all we can do. Competition motivates individuals and teams to strive for excellence."

■ Paula Meller

Paula Meller of Higgins High School started the program at Higgins in 1987 and has coached One-Act Play for 18 years. She also served as campus UIL academic coordinator for 15 years.

■ Eulin Cain

Eulin Cain of Avery High School has coached junior high athletics for 25 years and high school cross country for 15 years. In addition, he has coached UIL Science, Number Sense and Mathematics for 30 years, and Calculator Applications for 15 years. He's coached qualifiers to the State Meet every year between 1983 and 2004. He was named Texas Math/Science Coaches Association Science Coach of the Year in 2003 and 2004.

"The awards that his students have received are countless; and it is a statistic that he does not keep up with. The one statistic that he does count is the number of former students who have finished college and are actively pursuing a career of their own, many in the field of education."— Robert Kelsie, Principal, Avery HS

■ Janice Caldwell

Janice Caldwell of Lindale High School has coached CX Debate and informative/persuasive speaking for 26 years, as well as Lincoln-Douglas debate for 20 years. She served as UIL campus academic coordinator for 26 years while coaching prose/poetry for 17 years and Current Issues & Events for four years.

A former National Federation of High School Associations National Speech Teacher of the year, Caldwell coached the 2004 3A state championship speech team and led the school to the overall 3A state academic championship. She's coached five LD state champions, one informative state champion and one CX state champion.

"Janet Caldwell is successful. It is not because she has the best resources, smartest students or the largest budgets. She is successful because she builds positive relationships with students. When students enter her class their freshman year, they can't help but absorb the positive environment. Their lives become her life."— Jamie Holder, Principal, Lindale HS

■ Cliff McCurdy

Cliff McCurdy of Argyle High School has coached Calculator Applications for 20 years, Mathematics for 10 years, Science for nine years and Number Sense for six years. In that time, McCurdy has coached 11 first place state team, 12 first place individual state awards, and three first place state teams for overall academics. Though he coaches in a small, 1A school, his students score higher than their 4A and 5A counterparts.

"Cliff encourages all students to participate and find the event best for them. He does not limit recruitment to only those who are academic superstars. He sincerely tries to reach as many students as possible. He creates an atmosphere of camaraderie and teamwork.

"Students eagerly stay after school to experience the practice session for the teams that Cliff coaches. They go and recruit other students. It is considered very prestigious and desirable to be a member of the UIL teams. Cliff has been a primary force in creating this belief in the culture of the high school."— Jeff Henry, Principal, Argyle HS

■ Carolyn Whitmire

Carolyn Whitmire of Moulton High School has coached on the high school and elementary/junior high level: high school Number Sense for 18 years, and elementary/junior high number sense for 22 years. She's also coached high school Calculator Applications for 17 years, Computer Science for 14 years and Computer Applications for 11 years. In that time, she's coached 34 students to the State Meet, filling 65 State Meet slots.

"As members of my academic teams, students learn to respect the worth of others," she said. "They must offer suggestions and solutions and be receptive to the ideas of others. Additionally, they encourage each other as they look beyond personal glory to try to promote the success of the team as a whole.

"As a UIL academic coach, I serve as a mentor not only by guiding academic investigation, but also conveying my enthusiasm for learning. Our level of knowledge keeps evolving, and we must be receptive to change. I must teach my students to be proficient problem-solvers and confident risk-takers. UIL competitive activities promote a stimulating venue that assures that my students will be prepared to meet the challenges that await them in the future."

■ Carolyn Ann Nelson

Carolyn Ann Nelson is in her 25th year as Director of Bands at Austin McCallum High School. During her tenure, her bands have earned first division ranking and Sweepstakes trophies in

HIGH SCHOOL ACCOUNTING CONTEST

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

ONE-ACT PLAY

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

(C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

SUNDAY PARTICIPATION

Section 900 (b)
Students are not prohibited from participating in non-school-sponsored competitions and activities. Parents may take their children to meets provided that the school does not pay entry fees or other related expenses and the coaches do not attend the competition. The fact that a tournament entry contains information as to which high school a student attends or information about the high school itself (address, coach, telephone, FAX, etc.) does not in and of itself constitute a violation. It may initiate an investigation into whether a violation occurred.

The following constitute sponsorship:

- The school pays entry fees for contestants or uses activity funds to pay for any or all student expenses.
- Student uses school fundraiser dollars to pay for fees, transportation and/or housing expenses.
- Student is accompanied by school

personnel.
d. Student is accompanied, directed, or transported by a person or persons on behalf of school personnel.
e. Student wears or uses school equipment.

School district personnel includes any person hired or appointed by the school or its employees who is involved in preparing or assisting the contestant for a contest that is part of the UIL academic program.

The Sunday Participation Rule applies only to contests which are part of the UIL Spring Meet Plan. It is not a violation of the Sunday Participation Rule for school district personnel to assist a student in preparation for or participation in a contest which is not part of the UIL Spring Meet Plan. For example, it is not a violation for a high school student to participate in four or more Sunday modern oratory or duet acting competitions.

Students found to be in violation of the Sunday Participation Rule may be penalized for the current academic year in “germane” academic contests. For example, a student found in violation of the Sunday Participation Rule in Lincoln-Douglas Debate would be penalized in debate only (Lincoln-Douglas and Cross-Examination), not in all speech events, nor in any other UIL academic events.

HIGH SCHOOL SPELLING & VOCABULARY

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

CALCULATOR APPLICATIONS

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

Section 924.g.1: (addition) It is the responsibility of contestants to present to verifiers calculators cleared of all programmable memory and numerical storage registers. Failure to clear programs will result in disqualification of that violating calculator which may not be replaced. Clearable programs include but are not limited to program steps, equations, functions

that can be cleared, applications, programs and executable items stored in archived locations. Contestants with no qualified calculators after verification will be disqualified.

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

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.

SOCIAL STUDIES

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

SPRINGTOWN HS

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

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.

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2003-04 school year:

BROADDUS HS

Public reprimand and suspension for the 2004-05 school year;

BYERS HS

Public reprimand and probation through August 17, 2005;

DALLAS TOWNVIEW SCHOOL OF BUSINESS

Public reprimand and probation through August 17, 2005;

HOUSTON MADISON HS

Public reprimand and suspension for the 2004-05 school year;

NORTH HOUSTON HS FOR BUSINESS

Public reprimand and probation through August 17, 2005;

WOLFE CITY HS

Public reprimand and suspension for the 2004-05 school year.

RED OAK HS

The State Executive Committee issued a public reprimand with probation through August 17, 2005 to Coach Brent Stapleton for violation of the Athletic Code and state law (distributing, selling or marketing dietary supplements to athletes).

PLEASANT GROVE HS

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

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.

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 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.

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.

DALLAS KIMBALL HS

The State Executive Committee issued a public reprimand to Coach Royce Johnson, suspended him from the first three games of the 2003-04 basketball season, and placed him on probation through September 23, 2005, for providing transportation to student athletes in violation of the Amateur Athletic Rule.

SPRING BRANCH**SMITHSON VALLEY HS**

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

INTRA-DISTRICT TRANSFERS

Section 440 (b) (3)

This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD’s vocational high school, magnet school, or optional attendance area school as long as they exercise that option at their first opportunity. If the student leaves

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

SAN ANTONIO**EAST CENTRAL HS**

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

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.

IOLA HS

The State Executive Committee suspended Coach Randy McDougald from one non-district football game during the 2005-06 school year for improper interaction with a game official.

MARLIN HS

The State Executive Committee suspended Marlin High School from participating in soccer for the 2004-05 school year for failure to complete the 2003-04 season.

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