

Leaguer



Briefs and Notes

Calendar of upcoming events

- Dec. 1** Deadline to set up CX debate meet online
- Dec. 1** Deadline to submit theatrical design entries
- Dec. 1** Deadline to submit Yearbook IAAs for ILPC
- Dec. 10** Deadline to submit orders for Invitational Set A materials
- Dec. 10** Football finals for 6-man & Division I conferences
- Dec. 17** Football finals for 1A and Division II conferences
- Dec. 21** OAP deadline to request set additions and to submit plays not on approved list
- Jan. 2** First day for district CX debate
- Jan. 10** Deadline to submit orders for Invitational Set B materials
- Jan. 13** First day for invitational meets using Set A material
- Jan. 15** OAP title entry cards mailed to schools
- Jan. 31** Last day to hold Elem/JH fall/winter district meets
- Feb. 1** Deadline to set up Academic and OAP district meets online
- Feb. 1** First day for Elem/JH spring district meets

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



Academic contest directors share their philosophies, stories

By Andrea Negri

UIL Staff

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

**Dr. David Bourell,
Calculator Applications State Director**

How did you become involved with UIL?

I worked with the guy who was the director of the contest before me. We were really good friends at the University of Texas at Austin.

Were you aware of UIL before you became involved with it?

I actually did UIL in high school. I don't know if I ever competed in Slide Rule [the Calculator Applications contest's predecessor]. I did all the band, music, Solo & Ensemble, that stuff.

What do you do in your spare time?

I still enjoy music. I play bass guitar in a church band on a weekly basis. Other than that, I've done a whole series of Habitat for Humanity-style projects. I'll typically do two to three weeks a year of service project-type stuff.

What skills do students take away from this contest that are important?

The main one would be reasoning skills. Certainly that, and problem solving.

Where do the questions from the test come from?

We just think them up. These days, I do them all by myself. It's just part of a creative process. Sometimes, there's research involved, and the questions — the geometry and the stated problems — have some guidelines on what types of questions I put together. Other than that, it's just sitting and thinking up interesting problems and casting them into a form a contestant can work with.

How long does it take you to make the basic test?

It's really hard to say because we've always written the tests at the same time. I do nine tests a year, and I write them altogether, rather than just doing A, then B, then C. There's sort of a long-standing tradition going all the way back to the beginning to write them during the summer. For example, for this year I started writing them in the middle of June and had them pretty much ready to go by the end



Dr. David Bourell presents at the Student Activities Conference in Huntsville. Photo by Bobby Hawthorne

See Q & A, page 11



Dr. Larry Faulkner speaks to the UIL staff and the Legislative Council during the October meeting at the Red Lion hotel.

UT president honored with TILF scholarship

Dr. Larry Faulkner, outgoing University of Texas at Austin president, will be honored with an endowed scholarship presented by the Texas Interscholastic League Foundation.

Each year, one student in the UT College of Natural Sciences will receive the award, reflecting Faulkner's academic background in chemistry. The first recipient will be announced in June 2006.

"I initiated the scholarship with TILF because Dr. Faulkner has given considerable support to UIL during his tenure as president of the University," UIL Director Dr. Bill Farney said. "He graciously accepted the honor. I don't think anyone else has honored him to this extent to date."

The scholarship was announced at the UIL Legislative Council meeting in October.

High school students who participate in the UIL Academic State Meet Contest are eligible to apply for TILF scholarships.



Forfeitures and disqualifications

Rules, while at times painful, ensure fair competition

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Bill Farney
UIL Director

One of the most traumatic events for a school is forfeiture of games that result in a team being taken out of the state playoffs. The public outcry is for the players on the disqualified team who are eligible and have

worked hard all year for a shot at post-season play. They have done nothing wrong, yet must terminate their season.

Through the years a number of schools have dealt with this disappointment. My senior year, our football team was disqualified after our last game because it was discovered we had an ineligible player on our second team who had spent two years in the eighth grade at another school before he moved to our school as a ninth grader.

When the original school sent his records to our school, they just sent the second eighth grade records, showing he had been promoted to the ninth grade. Our administrators had no way of knowing about his earlier records.

The school he had attended was our district rival six miles away down Highway 77. We had played and defeated them in our last regular season game to win the district championship.

The next morning they turned us in, and the resulting meeting of the district committee ruled us out of the playoffs and elevated them to district champion. In those days, only the district champion made the playoffs.

We were confused, mad and hurt because our lives revolved around sports. We felt cheated because the ineligible player only got to play in

games where we had big leads. He was not a key player.

We groused around for several days, turned our football equipment in on Monday, and most of us practiced basketball that afternoon. Except for a bitter taste left by the occurrences, we went on with our lives.

But the adults in our town festered on. They maintained an active hatred for the school that turned us in, and some had shouting matches with fans from "the other school" for several years after. At least one fist fight involving adults erupted at the game the following year.

This was a time when courts of law did not get involved in extracurricular disputes. This was long before the UIL changed rules to permit a school to drop the ineligible player and move on to the playoffs, "if they (the school) had shown sufficient diligence in determining eligibility."

Surely, my alma mater would not be expected to know that an average-to-good high school student had spent two years in the eighth grade, especially since that fact was not recorded in the school records received after his entry in our school.

Teams still are disqualified. However, a number of mechanisms are in place to prevent automatic forfeiture.

A retroactive waiver process exists that permits students who could have received a waiver before the season for circumstances beyond their control to receive a waiver after the season.

As mentioned earlier, the State Executive Committee now can declare a player ineligible, but allow the rest of the team to move forward in the playoffs. This occurs when the SEC has determined that a school used diligence in determining initial eligibility but were deceived by a parent or given false information.

A larger question remains. Would it be pos-

sible in all eligibility cases resulting in entire teams being punished because of ONE ineligible player to simply remove the player and let the team go forward? Does the punishment fit the crime? Could something else be done? A fine? Suspension of a coach? Disqualification the next year? A warning to the school and probation for one or more years?

Perhaps, judging the value of the contribution (star or substitute)? So far there has not been an alternative penalty other than automatic forfeiture for playing an ineligible player. It is a tribute to coaches and school administrators that out of thousands of UIL games, very few (in fact) ever play an ineligible player.

And in those rare occasions, the school often self-reports the infraction.

If a hefty fine were levied instead of disqualification, parents could pressure schools to pay the fine so the team could go on. Likewise, to suspend the coach would not require a second thought — if by doing so, the team could advance.

One option for the team to continue play could be to disqualify next year's team. This option serves no rational purposes in punishing a future team with different players and probably different coaches. That team would begin its season with no hope of being in the playoffs — even if it was undefeated.

A warning and probation, instead of forfeiture, would mean that every school in similar circumstances would get a warning and probation for their first infraction. This could make a farce of the rules structure, not to mention a lack of proper enforcement.

One suggested alternative is to judge the "relative contribution" to the team by the player ruled ineligible.

See Forfeitures, page 10

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The spirit of giving

Academic coaches deserve praise for all that they do for students



Treva Dayton
Academic Director

It's hard to believe that the holiday season is already upon us, but you can tell from the bulk of ads in the daily paper that retailers are determined that we know it is so.

Although I do as little shopping as possible (and recycle my newspapers), I love the

time with family and friends, the great food, the holiday spirit and the little bit of fall we get in central Texas. Over the Thanksgiving weekend, I watched the various trees around our house go from green to gold to brown, all in 48 hours.

Soon I'll have to brave that stairwell closet full of boxes and see if any of our Christmas things survived through five moves across the country in the past few years.

Amid the bustle, I've had two opportunities to attend national meetings and discuss what's happening across the country in academic competition, and especially what we offer students in Texas through UIL.

People from other states are constantly amazed at the wide array of events we offer, and astounded that contests range from second-grade storytelling to accounting, including the largest high school journalism and theatre programs in the nation.

Texans are well known for claiming to have the biggest and best of lots of things, but in UIL we truly do have the largest academic competitive program of its kind anywhere in the world.

And it couldn't possibly have grown to what it has become without folks in the field who make it all work.

Sure, sometimes it takes longer than we'd like to implement changes, and some requested additions are impossible simply because the program is already so large.

Given the thousands of kids who participate every year, it's hardly surprising that some coaches or contestants will be unhappy with the outcome of any given contest.

It is, after all, competition, which means not everybody can win first place – or any place. But depending on how you define 'success' – no one who participates will 'lose'.

You give students a place to belong, a chance to make friends and meet people, an academic arena in which they not only have fun, but learn teamwork, dedication, perseverance and good sportsmanship. Chances are that some weeks your academic competitors spend more time with you than with their own parents.

In this season of giving, I hope you'll take the time to give yourself a pat on the back for all that you do for the students you serve.

You give students opportunities to develop their talents, and in many cases to discover talents and interests they didn't even know they had.

Some of our most successful competitors got started in an event because they were already on the bus, and someone else entered didn't show.

Others were encouraged by an academic coach to attend an invitational meet, just to see what it was like, and that's all it took to create a dedicated contestant.

Some participated in elementary or middle school events and looked forward to new contests to try.

A 'winning' program is one that provides as many students as possible with experiences that stretch their imaginations, stimulate critical thinking and reading, enhance their problem-solving skills and make them feel good about the efforts they make.

You give students a place to belong, a chance to make friends and meet people, an academic arena in which they not only have fun, but learn teamwork, dedication, perseverance and good sportsmanship.

Chances are that some weeks your academic competitors spend more time with you than with their own parents.

In addition to teaching contest 'tricks of the trade', or countless rehearsals or writing critiques, or discussions of literature or current events, you give them support, encouragement, confidence and the motivation to become much

better than they ever imagined they could be.

You may also give them lessons in etiquette and appropriate public behavior, fashion tips and lunch money.

All of it counts – and matters.

As classroom teachers or administrators, it's not likely you became an academic coach because you didn't have enough to do.

And I'm willing to bet that a huge stipend wasn't what brought you into coaching or coordinating UIL events.

Since you can't get the equivalent of 'frequent flier' miles for all those many miles in school buses, it probably wasn't that, either. Or the gourmet food you enjoy on the tournament circuit.

If you chose to become an academic coach, you probably did so because you are an educator, and know that much of what it is vital for young people to learn isn't written into the curricula and can't be measured on a standardized test. It's true that all UIL events are an extension of curricula, but the experience of participating offers far more than that.

You give participants extraordinary opportunities to learn and grow.

Studies of successful people reveal certain characteristics they have in common: they work well with others, are dedicated to their work, set goals, persevere when others quit, exercise self-discipline and display a positive attitude.

That's a pretty good description of so many of the colleagues I have worked with over the years in UIL activities; those who were mentors as I was learning how to survive, those who have become life-long friends and those of you I'm just now getting the chance to meet at Student Activities Conferences and other workshops.

These people have successful programs and not just in terms of medals won. Their students are successful because they have learned that such attributes really do matter, that hard work really does pay off, and that you never really lose unless you quit trying.

So if you sometimes feel like the Energizer bunny that must keep on going and going and going as the academic year zips by, hopefully you'll have the consolation of knowing that what you're doing really does make a difference and that you are not alone.

Yours is the kind of gift that keeps on giving and giving and giving. Thanks, and happy holidays!

CORRECTION: The following correction should be made on page 37 of the Academic Coordinator's Manual and page 145 of the Spring Meet Manual: The last paragraph in column two describing the conflict pattern should read: "Computer Science and Mathematics do not conflict and therefore may NOT be held at the same time."

There is no change in the conflict pattern from last year. The correct conflict pattern is posted on the UIL Web site.

Moving forward

Laptops optional in LD and CX debate for 2006-07 school year



Jana Riggins
Speech Director

“It’s time to move our debaters into the 21st century,” asserted Bruce Woods, academic committee member of the UIL Legislative Council. The Superintendent from Kaufman ISD representing Conference 3A-Region II motioned to refer the proposal allowing computers in Cross-Examination and Lincoln-Douglas debate to the full council for a vote.

His motion came following a lengthy committee discussion and review of survey responses from superintendents and speech coaches. When the proposal reached the full council, it passed unanimously.

What does this mean?

It means that laptop computers are a choice, not mandatory. Guidelines are being drafted concerning the use of computers in debate rounds and will be available to schools by Aug. 1, 2006. The rule change takes effect in the 2006—2007 school year; so this season’s League-standing tournaments will still prohibit the use of computers during CX and LD Debate competition.

How do coaches prepare their students for the change?

First of all, embrace it.

Recognize that your students probably will be more comfortable with the change than you are. Computer technology is not intimidating to them.

Plan your budget accordingly, if you decide your squad will use computers. Shift money normally spent on evidence handbooks, photocopying, and evidence storage to equipment.

If you host an invitational meet this season, consider allowing participants to use computers so you’ll learn firsthand what technology issues arise.

If your squad currently has access to laptops, schedule your debaters to compete with them, and then together analyze advantages and disadvantages they provided.

Send me your feedback. It will be important as guidelines are being written for next year’s rulebook.

The Council took no action on a request for modification of the Sunday rule that would allow an exemption for participation at speech

Send me your feedback. It will be important as guidelines are being written for next year’s rulebook.

tournaments sponsored by Texas colleges and universities.

Cross-examination debate deadlines are here. District officials are required to set up the district meet online no later than Dec. 1.

The link, Spring Meet Entry For District Directors, can be found on the academic page of our Web site.

Once you have registered your meet, be sure to change the status of the meet.

The system defaults to “This meet is closed to schools and public” and locks schools out in order to allow contest directors to input all necessary information.

When you are ready for schools to enter contestants, you must change the closed status by clicking on the pull-down bar and designating “Schools may enter contestants in the meet.”

Schools received a second ballot to register preference for Assistance to Africa or National Service as next year’s CX Debate topic. The ballot must be received in the State Office no later than Jan. 3. I suggest you mail or send it before the holidays.

If you aren’t sure where your ballot is, we’ve posted one you can download from the speech page of the Web site.

Another significant deadline is your state debate judging forms. If you qualify a team for CX Debate State, you are required to provide a qualified judge.

Your paperwork is due within 10 calendar days after your district meet is conducted.

For those districts scheduled near the end of the competition window in February, your paperwork must be in the State Office no later than Thursday, Feb. 16.

Judges should have a substantial number of rounds on the current topic. We prefer coaches to assume the judging obligation. However, if you must hire a judge, plan ahead and tentatively secure your school judge now so that if you qualify a team, your representative can meet the deadline to avoid a \$100 late fee.

If you qualify two teams, you have judging obligations for two judges. To avoid the late fee, both judges must register by the deadline.

The paradigm form provides a comment box where critics are asked to provide details of their judging philosophy.

Too often, individuals devote the entire space to comments concerning style and delivery when the intent is for judges to talk about their specific paradigm.

This year’s coach survey asked your opinion about moving the dates of CX Debate district and state, traditionally held during the University of Texas’ spring break so we can utilize space for our huge tournament.

In 2008, the UT break falls when District I is typically scheduled; so we were surveying our options.

If schools favored having a season for policy debate in the fall and climaxing the season in late January, there would be no problem.

However, the survey was inconclusive. Tentatively, we will schedule District I a week earlier than normal, then CX State, followed by District II week rather than CX State, District I, District II.

Practice extemporaneous speaking topics were posted online in October, with another set being prepared for November/December.

Use them as a guide to building files, following the development of current issues, and for practice rounds.

It’s been a quiet month for oral interpretation questions. I am sure that won’t remain true once the holidays are over.

Perhaps you are all still searching for competition pieces. I’ll just reiterate this important advice. Look somewhere other than the Chicken Soup series.

Too many students are disqualified as a result of using selections from this source. Invariably, documentation is incomplete.

See our Web site for further discussion on this subject.

The speech world lost a valued colleague and revered mentor this fall.

Cecil Jordan, coach of multiple UIL state winners, died tragically in a car accident. Our deepest sympathy goes out to his wife Neesa and son Travis.

Trinity Valley Community College will be hosting a fitting tribute to Cecil’s memory—the Cecil R. Jordan Forensics Tournament in December. Farewell, my friend.

A tough lesson in competition

Not making choir helped me understand the need to celebrate — win or lose



Jeanne Acton
Journalism Director

When I was in third grade, I tried out for choir at my elementary school. For three years, I had watched the fourth/fifth grade choir perform at school events, my church and even the mall (this was really big time in my hometown).

I loved the choir. They were always dressed in fancy, matching clothes and seemed more important than anyone else. I wanted to be a part of that group.

So I practiced. I sang "America the Beautiful" over and over again for my sister. Why this song? Beats me. I can't remember why I picked it. Apparently, I thought I could gain a few extra points by showing how patriotic I was. Loud and proud. That was me. In fact, I thought the louder I sang, the better I sounded.

My sister, who is 10 years older than me, failed to tell me I had no talent. She just endured my monotone yelling every day. And each day, she told me I sounded great.

When I went to try-outs at Central Elementary, I thought I was a shoo-in. I sang my little heart out. When I was finished, my teacher asked me to sing that Do, Re, Mi song. I guess she was looking for some talent somewhere.

She didn't find it.

When the list was posted, I was not on it. All my friends made it, but not me. I remember crying all night to my sister. I just couldn't believe it.

The next day, I was so embarrassed. All of my friends had choir practice after school. Not me. I was going home.

This competition was my first real taste of losing. It was the first time I really wanted something and didn't get it. It certainly would not be the last, but I think it hurt the most.

Over the years as a teacher, coach and administrator, I've watched many of my kids lose a competition. And I always hated it. I wanted every kid to feel great, to go home a winner.

As a softball coach of a not-so-strong team, I witnessed that look often — most Friday nights in the spring. As a journalism teacher, I saw it when my kids went to ILPC in the spring or participated in UIL contests.

As years passed and I grew a little wiser, I would tell the kids, "Let's celebrate the attempt. Let's celebrate the participation. Let's celebrate the improvement." And that usually worked.

Often spectators had no idea if my girls won or lost the softball game because we celebrated at the end of every game. We could always celebrate something — usually, it was not the final score.

I wanted them to know we didn't do it for the win.

To this day, I am wary of competition. As an employee of UIL, this sounds a little strange. UIL is competition. But I worry about the team that loses. I worry about the yearbook staff that doesn't get a star. I worry about the kids who don't place at district. I guess it's the teacher in me, but I don't want kids to ever feel like failures.

A few weeks ago I watched the Baylor v. UT football game, and as much of a UT fan as I am, I still rooted for the Bears to score at least one touchdown. I didn't want those boys to feel like failures.

I admit, though, I did celebrate at the end of the game. And I do celebrate when I win, and it feels good. And I know we need competition. Kids need to have that feeling. They need to feel that rush of excitement well up in their chest. They

need to jump and yell and hug everyone around when they win.

At the State UIL Meet, I love standing on that stage and announcing the winners of the four journalism contests. I love seeing the kids jump up in their seats and hug their peers, their teachers, their parents. It's a thrill to witness.

At the end of the awards ceremony, though, I can look out into the crowd and see a few heads hung low. A few kids who lost.

I want to tell them it's okay. Losing is a part of life. We have to learn how to lose with dignity, with grace. We have to make sure the loss doesn't define who we are or who we become.

After I didn't make choir, my mother told me, "you have to feel pain, in order to know what joy feels like." As a third grader, that made no sense to me. I just thought my mom didn't care. Now, as an adult, I understand her words.

Loss helps us feel the joy.

In a few months, we will begin competition season for journalism. Not every kid will win. Not every staff will take home a gold star.

If your kids do, celebrate. Yell and jump and hug. Let them enjoy that thrill.

If your kids don't, celebrate. Yell and jump and hug.

As educators, we need to teach them to find joy in the journey. We need to help every kid feel like a winner even if they don't bring home the trophy.

I had a parent once who scoffed at her child winning sixth at state. She told her daughter, "maybe next year, you can really place." Then the parent scowled at me as I hooted and hollered and hugged her child. I wanted the student to get the right message. It's easy to let competition consume you. I've done that, but our life is so much more than what we win.

Make sure you students know that.

Coming Attractions

We're going online and saving trees. For the ILPC Spring Convention, all registration will be completed online. Instructions and details will be in the December mailing. It should make registration easier for everyone. The only thing you will mail to us will be the invoice you print and the money for your school.

Updates:

1) In December, we will mail the newspaper rating and IAA forms. The forms also will be online. Because the convention is April 8-9, it is imperative that every school meet the Feb. 1 deadline. We just don't have much time to get everything judged.

2) I am sad to say, my little guy, Charlie, has already been introduced to the world of time-outs. He seems to think it's funny to turn on the TV and climb the stairs by himself. He's one stubborn boy. He gets that from daddy, not me.

ILPC assistant wins Friend of Journalism award

By Ryan Miller

UIL intern

His boss calls him Jack-O-Matic because he's so efficient. From the ILPC office, he fields phone calls from journalism teachers throughout the state and plans all of the details for conferences, contests and awards.

Now he has an award of his own to hang on the wall.

The Texas Association of Journalism Educators named ILPC assistant Jack Miles a Friend of Journalism. He accepted the award at TAJE's fall convention in San Antonio in October.

"It's amazing to me that I was given an award for what I'm supposed to do everyday," Miles said. "It's nice to be recognized for something that I didn't expect. I really was

surprised."

Jeanne Acton, ILPC director, credits Miles for keeping the organization flowing smoothly.

"I don't think people realize that I have the title of director, but he does all the work here," Acton said. "ILPC would be lost without him. He's always at least three steps ahead of me."

Miles, who has worked at ILPC for six years, said the award is a good reminder to him to continue helping others.

"People call with questions, and that's what I'm here for," Miles said. "I'm here to help, not hinder. It's nice to have the award on the wall to reinforce that you're here to help."



Jack Miles accepts his award from Susan Duncan.

Shock is not a winning strategy

Use common sense when determining what should be in your One-Act Play



Luis Muñoz
One Act Play Director

One of the toughest things any arts administrator is faced with is dealing with issues of censorship.

Since the early 1960s the League has had some variation on a rule that requires the elimination of profanity and obscenity from One-Act Play Contest entries.

The rule was introduced while F. Loren Winship was still League Drama Director.

The rule didn't really change until the Hazelwood v. Kuhlmeier decision made the local administrator and not the state drama director the guardian of community standards.

At the time that the ruling was announced, the League quickly adapted and modified the standards rule and office policy to meet the dictates of the Supreme Court.

What does the rule really say? Some of our directors seem to think that the rule allows anything the administrator

thinks is appropriate to be said or performed on stage. This is a common and potentially dangerous misconception. 1033(c)(1)(H) is clear and to the point. The operative verb is "shall" and not should or may. It clearly directs the director to eliminate profane references to the deity and obscene language or scenes from the approved production. Ultimately, per Hazelwood, it is the administrator of the producing school who must make sure that the play and the production do not offend the moral standards of the community.

I cannot begin to stress the importance of making sure that your administrator has actually read and seen your production. Their signature on the eligibility notice is an affirmation that they have done so and can become an issue when complaints are filed.

In the last year, I have seen things submitted and in a few cases performed, that by no stretch of the imagination could be considered appropriate.

At what point does language that is inappropriate in the classroom, hallways and streets of your community become appropriate on the stage? Under what conditions does an administrator feel that simulated sexual activity or violence does not "offend the moral standards of the community?"

At what point is "profanity" no longer "profanity?"

Make sure that you discuss the theme, language and questionable business with your administrators and that you have their SOLID support.

There are times when this office requests letters from administrators telling us that they understand what you are doing and that the community you represent would also approve.

Why? We want to make sure everyone concerned knows what they are doing and has carefully considered the potential legal, social and political ramifications of their actions.

"Shock and awe" is not a strategy for winning in OAP. Good theatre is.

You and your administrator need to ask yourselves if this is the play that best represents you, your students, your program, your school and your community.

Don't put your program and theatre in Texas in harm's way by not making careful and educationally sound choices.

I repeat what I said two years ago: Use common sense.

See OAP, page 10

Additions/Deletions/Corrections to approved TETA OAP critic judges

ADD:

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See Additions, page 7

Gearing up for district meets

Just a few clarifications and reminders before the competition starts



David Trussell
Elem/JH Director

As this *Leaguer* goes to press, the Thanksgiving holiday will be just behind us. This can only mean one thing: we've all eaten about as much turkey as we can stand for the foreseeable future. Or at least until Christmas.

But the end of November also means

that elementary/junior high district meets are just getting underway so; with that in mind, there are a few important items to remember for this year's meets.

First, my most recent column prompted a few phone calls from folks who needed clarification on the requirements of the Art contest.

So to provide that clarification for everyone: all UIL district meets MUST conduct both parts A and B. Part B has been included in the contest for quite some time and has never been classified as optional.

The Art contest is not the old Picture Memory contest, and it is not acceptable for districts to opt out of doing Part B.

We will add language to next year's contest rules to emphasize this point.

One of this year's rule changes also affects the Art contest, as well as Music Memory. These two contests are no longer "team only."

They are now individual contests with an optional team component, just like many of our other elementary/junior high contests.

A school may have up to five entries per division in Art and Music Memory, but may still participate with only one or two entries.

A school with fewer than three entries in a division would not be eligible for team competition, but those students can still compete for

individual honors.

While we're on the subject of Music Memory, remember that the scoring system has been revised for this year.

Each element of an answer is worth two points, with a one-point deduction for misspelling. This means that there is not a uniform total number of possible points since some answers require a major work and others do not, and this will vary from year to year.

On the third and fourth grade test, the matching portion will have 64 possible points, with two points for matching each selection to its composer and another two points for identifying each selection during the audio portion.

The third and fourth grade tiebreaker portion could be worth as few as eight points or as many as 16, depending on how many of the tiebreakers require a major work.

The one-point deductions for misspelling would apply on the tiebreakers. However, note that contestants can simply refer to the list provided in the matching portion for the correct spelling of each selection.

For the fifth and sixth grade test, the total number of points is governed by the number of selections that require a major work. (For this year's list that's 11 selections, so there are 86 possible points.)

The tiebreakers could be worth as few as 16 points or as many as 24.

When grading Music Memory, use the official list provided in the *A+ Handbook* and on the UIL Web site as a guide for correct spelling.

However, try not to be nit picky on punctuation, particularly on quotation marks. Some materials include quotation marks when listing selections while others do not. It would be unfortunate to penalize a student on that basis.

But most importantly, be consistent. Graders should meet prior to or during the contest and define standards for grading so that everyone

is on the same page before the test papers even arrive.

A final note on Music Memory — this year's contest recordings will again be provided on CD. The sound quality on the discs is first-rate. Contest directors just need to ensure that they have a playback device that provides adequate volume for the number of contestants entered.

The CD is the same for the 3/4 and 5/6 tests, so all contestants may be in the same room.

A couple of final thoughts on district meets. We do not recommend allowing alternates to participate in contests due to the risk of mixing test papers and other potential problems.

Alternates must never be allowed to participate in speaking events (Oral Reading, Impromptu, etc.).

Also, we want UIL competition to be open to as many students as possible and toward that end we can provide modifications for students with special needs on a case-by-case basis.

There are several criteria involved in determining whether particular modifications will be allowed.

Please contact me at least two weeks prior to your meet if you wish to inquire about special needs modifications.

The Social Studies contest will continue in pilot status for this year but is set to become an official contest beginning in 2006-07. Its adoption was approved unanimously by the UIL Legislative Council in October. But we still want your feedback as this contest continues to grow and develop.

An evaluation form will be included with each Social Studies contest packet — please be sure to return that form after your meet. Also, be sure to watch the UIL Web site for additional updates.

A final note on Music Memory — this year's contest recordings will again be provided on CD.

Additions/Deletions/Corrections to approved OAP judges

continued from page 6

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Inspiration from above (31,000 ft. to be exact)

Judges should be motivational, but must be honest to the standards



Richard Floyd
Director of Music

As I begin to write this column, I am cruising at 31,000 feet happily returning home from Indianapolis where I attended a blend of activities including the Bands of America Grand National Marching Band Championships and a conference of music

educators from across the nation who hold positions such as mine in numerous other states. The BOA Marching Band Championships are an imposing affair by any measure as they showcase a broad array of marching bands from across the nation.

While I find the creative visual packages most of these bands exhibit to be fascinating, I also come away from this event with an even greater appreciation for the musical focus we place on our marching competitions in Texas. I hope we never lose sight of this treasured Texas tradition, and we continue to recognize and reward our great bands for the exceptional musical and marching priorities so ably exhibited through a diversity of performance styles.

But, regardless of one's philosophical stance regarding marching band priorities, it is nevertheless exciting to see so many people devoted to and passionate about a music-related activity of this magnitude.

As one might guess, there was some overlap between the BOA event and the meeting of music educators from some 20 states that "wear hats" similar to mine. For me, perhaps, the most thought-provoking session of the weekend had to do with systems of adjudication. Judging standards were central to the discussion.

And, yes, there was concern about "rating inflation" and the prevailing attitude that the only acceptable rating is a Division One. Now, please read on before you say, "Sure, sure, here goes Dick one more time on his soap box about judging standards."

Some in attendance felt that we have lost sight of the criteria or rubric that should guide the assignment of ratings. Others felt that there has been a gradual evolution in the perceived purpose of music festivals or contests.

While most would argue that the function of these events is to define and measure performance standards and musical competencies while offering pedagogical commentary, there is the notion that, perhaps, we have strayed from that premise. In some circles (including certain areas of our own state) the contest experience is often viewed as an avenue for encouragement and a means to make students "feel good" about their band, choir or orchestra experience. Nothing evil here. We are all about positive commentary and challenging students in a positive way.

But the "bottom line" must reflect a performance standard that is commensurate with the high expectations we profess to embrace.

The focus of this discussion was not so much

on standards or "rating inflation" but rather on the importance of being "honest". In our desire to "encourage," are we doing students (and directors, for that matter) a disservice when we tell them they are superior when we are very much aware of the fact that deficiencies exist? Are we being honest as adjudicators when we send nearly everyone home with a trophy?

I am not asking these questions in an attempt to impose my bias or redirect the status quo of our programs but rather to challenge everyone who is a part of our UIL music contest system to be ever mindful of the priorities that should guide these enterprises. In short, students and directors are entitled to "know the truth" about where they are on the road to musical excellence.

There is no "right" or "wrong" intended in the nature of my comments. I only wish to challenge each of us to constantly monitor and re-evaluate our attitudes about and approach to contest participation and adjudication.

We all know the importance of standards, and we all profess to know the purpose of these events. But, let us not lose sight of the true merits of our contest system. Yes, the system should be educational, motivational and hopefully, even inspirational, but above all else, it must be honest.

Now, what is going on in Austin? Marching season is now history and the focus in the UIL state music office has turned to the organization of our new music regions, the revision of the Prescribed Music List and the contracting of judges for the 2006 Texas State Solo and Ensemble Contest. See State, page 9



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Teachers, join TMAA while your contest scores are current

By Sharon F. Paul

Vocal Division Vice-President for TMAA

A heartbreaking experience has occurred my first year on the TMAA board. A retired, veteran teacher with 30 years of successful teaching applied for TMAA membership. The applicant's career had been a success, but he had not applied while currently teaching. Therefore, he was unable to meet the required criteria for membership.

A few considerations should be given to this situation. First and foremost, during a successful career applicants need to become active in this enriching and rewarding professional opportunity. Not only is adjudicating an opportunity to share professional wisdom, but it is a wonderful, inspiring and motivational encounter. I have been enlivened by observing the exciting music programs in this great state. I can't begin to thank the Texas musical legends who have inspired me.

Secondly, during a 30-year career, it is important

to smell the roses, enjoy our work, and expand our horizons. Adjudicating provides just such a venue for career growth. Professionally sharing knowledge between mentors or peers can be one of the most beneficial aspects for our own music programs. It is advantageous to hear new repertoire, observe another master teacher's interpretation of literature, or watch a young program soar.

Contemplate the conversation I had this past spring while adjudicating. I visited at length with a retired TMAA adjudicator and found that the retiree had judged more than 54 times just this past year. As a retiree, your schedule may be more flexible than a director whose choir is attending UIL in a few days. With TAKS, school calendars, 28 region alignments and contests being held simultaneously across the state, retired UIL judges will soon be in greater demand than ever before.

If you are thinking of retiring in the next five to 10 years or you are a new teacher with five

years of successful teaching, I urge you to apply for TMAA membership now. Waiting to apply after retiring is not a plausible option. You must have five successful years of teaching in the state, currently be employed in music education, have attended a TMAA division workshop, earned Division 1 ratings three of the five years, and completed the adjudicator/or clinician component. You may apply for provisional status if you have completed all items except the adjudicator/clinician component.

Finally, completing the requirements for membership is a small commitment compared to the benefits one will receive for a lifetime of musical cultivation. It is also a professional responsibility to our choirs, colleagues and the legacy of music education in the state. However, more than the benefits, it is a joy to serve music education in this capacity. The TMAA division workshops will be offered at TMEA 2006. See you there!

Accounting calculator rule tough to interpret

By LaVerne Funderburk
Accounting Contest Director

This is the second year that accounting contestants are allowed to use only basic four-function calculators. This should be a simple rule to interpret and enforce. Right? Wrong.

Section 920 (h) (2) states "If a calculator has a minimal number of keys and would be otherwise considered a basic four-function calculator but includes a function (such as markup, average, etc.) that would not be used for contest purposes, the contest director may allow the calculator."

If a basic four-function calculator has only two extra keys and they are used for currency exchange, we can all agree that the calculator should be allowed because the accounting concepts do NOT include currency exchange.

However, the rule goes on to say that if the calculator has any "other functions considered to be standard functions," the contest director may allow the calculator. Here is where differences in interpretation occurred last year.

Whether we are contest directors or accounting coaches, we should all advocate that accounting students learn 10-key by touch. This is a skill needed by accountants that is just as important as computer and communication skills. However, it is difficult to find basic four-function calculators with a keypad that is large enough for "touch use" that doesn't also include the sales tax function. The problem is sales tax IS included among the accounting concepts.

Last year at state meet I allowed calculators with a sales tax function for two reasons: 1) use of the sales tax function on a calculator would not give a contestant a huge advantage (even if the students actually learned how to USE those keys) because sales tax is a minor part of the entire body of accounting concepts, and 2) all the calculators I allowed with a sales tax function had a large keypad that would allow the contestant to use the 10-key by touch skill.

Let's remember why we changed the rule about calculators in the first place. Prior

to this rule change contest directors (especially myself) had difficulty determining if a calculator was programmable or not. My thinking went something like this ... Does the calculator have a lot of buttons? ... Yes ... Is it listed on the approved calculator list ... Yes ... Then the calculator is allowed. It is probable that calculators on the old approved list of calculators actually included functions for sales tax.

The rule was changed to allow only basic four-function calculators to simplify and expedite the calculator approval process. Now my thinking goes like this ... Does the calculator have a lot of buttons? ... Yes ... Then it is NOT allowed.

If a calculator is clearly intended to be a basic four-function calculator with a large keypad that allows for 10-key by touch, I'm going to allow that calculator at State Contest. (I reserve the right to make an exception until I see for myself any extra functions it has. But if the only questionable function keys are sales tax, I will allow the calculator.)

Next year I plan to clarify the rules to

allow the sales tax function. Other functions may materialize as well. We'll address those when they do. But what about this year? Your district and regional contest directors still have the authority to approve or disapprove a calculator at their respective levels of competition.

We plan to include a memo in the contest materials for district and regional directors of accounting. This memo would communicate the interpretation of the rules about calculators that would allow the sales tax function IF that is the only function in question on a calculator.

Let's remember our focus.

We want students to have the opportunity to embrace the incredible double-entry system of accounting.

We want them to learn all the skills that go along with this career choice.

We want them to be prepared for the UIL Accounting contest and have good memories of the experience when the school year is over.

Let's give them the tools they need to accomplish these worthy goals.

State: Focus turns to new music regions, prescribed music list, contracting judges

continued from page 8

Plans are moving forward as follows.

Region Executive Committees (comprised of school superintendents) have been appointed in Regions 25, 26, 27 and 28.

Interim chairs have been identified and these committees have begun the process of seeking applications for the Executive Secretary Positions. Details can be found on the UIL Web site music page.

Each committee indicates its plan to have the interview and hiring process complete sometime in January. Anyone having an interest in these positions should contact the appropriate committee chairperson immediately.

The current edition of the *Prescribed Music List* will continue to serve as our repertoire guide through the 2006-2007 school term. The revision process has begun and a new PML will be released in the summer of 2007. It will become the official music list for the next four years.

Primary committees in band, choir and orchestra are currently being appointed in consultation with the leadership of the Texas Music Educators Association. These blue ribbon committees will guide this process over the next 18 months.

Plans call for a meeting of these committees on

Jan. 16, 2006, to set agendas, organize calendars and begin the process of reviewing the thousands of titles that will be submitted for consideration. In coming months, there will be a call for recommendations of music for inclusion on the list. You are encouraged to be a part of the process and submit the titles of works you feel are worthy for inclusion in the PML.

Judges also are being hired for the Texas State Solo and Ensemble Contest. This exercise involves contracting more than 100 outstanding studio professors and recognized music educators to serve as judges for the May 26-29, 2006, event.

While the UIL has an extensive pool of qualified adjudicators whose credentials are commensurate with the level of adjudication that is expected for this event, the recommendation of new judges is always welcome.

All directors are encouraged to submit names of anyone they would like to see serve as a judge for our culminating solo and ensemble event.

In the midst of these projects the state office remains ready, willing and eager to be of service to music programs and directors across the state. To that end, you are urged to contact this office if we can assist you with any UIL or music-related issues.

Breakfast of champions



During the Legislative Council meeting, Dr. Bill Farney, UIL director, speaks to the superintendents and the staff. The council met in October at the Red Lion Hotel in Austin.

OAP: Theatrefest 2006 set for January

Continued from page 6

New Children's Anthology

Dr. Coleman Jennings, UT-Austin, has just published another anthology of plays for children.

Theatre for Children: Fifteen Classic Plays has been published by St. Martin's Press and includes some wonderful original scripts and adaptations from other literature.

The anthology includes *Country Mouse and the Missing Lunch Mystery* by Sandra Fenichel Asher, *Ernie's Incredible Illucinations* by Alan Ayckbourn, *Two Donuts* by Jose Cruz Gonzales, *Dr. Seuss' How the Grinch Stole Christmas* by Timothy Mason and Mel Marvin, *A Laura Ingalls Wilder Christmas* by Laurie Brooks, *Braille: the Early Life of Louis Braille* by Lola H. and Coleman A. Jennings, *Bless Cricket, Crest Toothpaste and Tommy Tune* by Linda Daugherty, *The Great Gilly Hopkins* by David Paterson and Steve Liebman, *The Witches* by David Wood, *Mississippi Pinocchio* by Mary Hall Surface and David Maddox, *The Wolf and Its Shadows* by Sandra Fenichel Asher, *Ezigbo: The Spirit Child* by Max Bush and Adaora Nzelibe Schmeidl, *Inuk* by Henry Beisel, *A Village Fable* by James Still, *The Witch of Blackbird Pond* by Y. York.

Don't neglect scripts for young audiences. There is a treasure of excellent literature designed for the younger audience that is on the approved lists or can be submitted for approval.

Total Enrollment

Oct. 1 has come and gone and those that will enroll in this year's OAP contest have done so. 1180 schools have enrolled to participate this year.

Those of you who enrolled should receive 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. Sometimes they look like the same form letters you've received year after year but the content may change.

Student Activities Conferences

Like the October deadline, the last Student Activities Conference has come and gone. We want to thank everyone in Lubbock, Huntsville, Austin and Denton who contributed time and talent to provide our students with

Those of you who enrolled should receive 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. .

an educational experience.

More than 2500 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 associate, needs for you to return a copy of any and all judging contracts for 2006. 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. Make sure that judges you have contracted are on the TETAAO list.

There are a few who have not paid dues and are no longer eligible to judge.

Theatrefest 2006

Make plans to attend Austin for this year's Theatrefest, Jan. 18-21. Hundreds of workshops on every topic you can think of are scheduled for those days. There's no better place to get focused and ready to go.

It really doesn't matter if you're there for the first or 15th time, there are always sessions to inspire you. Check the TETA Web site at www.tetatx.com.

The TETAAO has scheduled numerous workshops throughout Thursday and Friday for adjudicator certifi-

cation.

The orientation will begin Thursday morning. Workshops on ethics, methods of adjudicating, and critiquing non-advancing plays have been scheduled. The demonstration performances by Milano High School and San Antonio Reagan High School and critiques are scheduled for Thursday. The UIL Open Forum is scheduled for 3 p.m. Friday.

Contest Manager Workshop

Jerry Ivins will be in charge of the UIL/AO Contest Manager Workshop on Saturday from 9 a.m. to noon.

The workshop is free to any and all who want to attend. It is extremely important that contest managers with little or no experience with the OAP and its rules attend this workshop.

The success of the contest hinges on this person and directors should take it upon themselves to contact their local managers-to-be and talk them into coming to 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.

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 will be Travia Steward, Beryl Knifton, Kelly Russell, Craig Hertel and yours truly. A "sack lunch" discussion on the role of the critic judge is scheduled for noon and will include the five State Meet judges.

Forfeitures: Disqualifying a team for the playoffs is painful for everyone

continued from page 2

For example, if a player gets in for one play in football, or one point in volleyball, would it be appropriate to judge that player as not making a "significant" contribution to the winning team? If later, that student were found to be ineligible, the school would not have to forfeit that game.

Interesting that only one school has ever suggested this procedure. They had a substitute who got in on two kickoffs in a blowout victory.

If approved as a criterion, a lengthy

list in each team sport would have to be compiled as to what constituted "significant participation." If a player plays one play, but makes a touchdown-saving tackle or catches a first-down pass, is that insignificant? The star basketball player fouls out, the sub goes in and makes a game-winning free throw, is that important?

You probably see by now, I am making a case that this is not a foolproof method. I guess I am saying that an attorney could go to court over what a committee believes is significant and the legal mind does not.

One sure truth I will convey to you—the UIL grieves when schools are disqualified. We feel the sadness and frustration of the school, coaches, students, fans and community.

We hear the anger and understand the hurt. We listen professionally and take the verbal abuse.

We appreciate those coaches and schools who through their own disappointment respond maturely because they know the value of rules and the importance of everyone abiding by a uniform code. These

same individuals offer a buffer to parents responding with bitterness. They are good parents who have worked hard to be strong boosters.

One unidentified caller once told me how stupid and unfair it was to punish the whole team in these situations. I asked him, "What if there were no forfeitures under any circumstances? Let the team go on in the playoffs? Would this work and would it make competition better?"

After a long pause, he replied, "Probably not."

continued from page 1
of September.

Is there a different procedure for the State Meet test?

As a matter of fact, one of the features of the contest is that Test A and Test I are very interchangeable. Any of the tests can be switched around, from the invitational to district, regional; the level of difficulty on all those tests, from test-to-test, is very uniform.

Do you frequently interact with any of the competitors?

It's really more of the coaches. The only students I see are at the State Meet, and they're typically more interested in doing their test routine, getting the tests back and interacting with their peers. But the coaches, I see from year-to-year and run into at the Student Activities Conferences.

Do you come across former contestants at UT?

We run across them. In Mechanical Engineering we have a mentoring procedure where freshmen are randomly assigned to faculty, and we talk about early non-academic issues. One of my mentees is actually a state competitor in Calculator; that's the most recent case. For the State Meet, I rely on students at the university who have competed to help with the administration of the contest.

Larry White,

Number Sense/Mathematics State Director

How did you become involved with UIL?

I started coaching students in Number Sense and Slide Rule around 1978 in Eden. When Slide Rule was replaced by the Calculator Applications contest, I started coaching it. I coached Number Sense, Calculator Applications, Mathematics, Science and Computer Science at Sterling City. Eden and Sterling City are small class 1A schools. I worked mainly with the high school. However, I worked with the elementary and junior high kids as well. A good coach knows the importance of building a program from the lower grades, regardless of whether it is athletics or academics. I coached the math teams at Sterling City from 1983 to 1999 when I retired from public schools.

I became the state Number Sense contest director and the Mathematics contest director in 2002. Filling the shoes of the past director, Don Skow, was not an easy chore. He did such a great job for many years with UIL. I am fortunate that he is still involved by proofing my tests and assisting me with possible questions and ideas.

After retirement, I taught part-time for seven years at Angelo State University in the mathematics department. I helped develop and taught mathematics classes for elementary and middle school pre-service teachers.

Currently, I am the Angelo State University MELL (Mathematics for English Language Learners) Initiative Director. ASU and the four other Texas State University Systems Institutions (Sam Houston, Lamar, Sul Ross, and Texas State) are involved in this initiative to try to find ways to improve teaching and learning mathematics for the limited English speaking students in Texas.

What do you do in your spare time?

I am retired and do enjoy it.

I run my own computer business, building new systems, repairing systems, maintaining systems and troubleshoot-



Larry White presents at the Student Activities Conference.
Photo by Bobby Hawthorne.

Q&A

With two academic state directors

ing all computer needs. I have my work with Angelo State and the MELL Initiative. I write math software to improve students' number sense skills and assist in math learning. I golf, fish and hunt. I love to travel (especially to Las Vegas where I can test my theories on probability).

I enjoy spending time visiting my boys. I enjoy spending time working on my four-acre Pecan Plantation (not too hard or too long), and I love spending time with my wonderful wife of 39 years.

In my spare time, I enjoy sitting under one of my pecan trees watching the sun go down, the moon and stars go up and the liquid in my glass going away.

What sort of preparation do you do for the Spring Meets? How long does it take you to make the tests for each meet and from where do the questions come?

I don't do anything special for district and regional except write the tests for them. For the State Meet, I prepare seating arrangements, create lists of coaches for proofing and grading the contest. I plan what neat places I am going to eat while I'm in Austin. I do love Serrano's and the Brick Oven. Ummmm! Good!

A number sense test takes about 15 hours to complete. I write seven of them for UIL and three for TMSCA. A

mathematics test takes about 72 hours to complete. I write seven of them for UIL and two for TMSCA.

Number sense questions come from numerous sources. I make up some, steal some from the old days and get others where ever I find them.

The main source for the mathematics questions is the high school math curriculum. The test questions come from general math, algebra, geometry, analysis, trigonometry, probability, calculus, and (my favorite) miscellaneous. I use the misc. section to introduce students to some concepts that they may not get to see in their classroom. I introduce these topics in the early practice tests. This way students can do research on the problems and prepare themselves for the Spring Meets. Tests for both contests are written in such a way that the students who work and practice should progress in scores and knowledge from early tests up to the final test at state. The state tests are an accumulation of the knowledge and skills achieved from the practice tests, the district tests and the regional test.

Speaking of the State Meet, are there any aspects of it that you enjoy?

I enjoy all aspects of the State Meet, the great food, the great accommodations, the normally beautiful weather, the ... oops, I guess you meant the actual meet itself.

Seriously, what is there not to enjoy? I get the chance to work with and visit with some of the finest young math minds in the country. I get to work with the great coaches, who are my stress relievers. They proof the tests and grade the tests and do it as the professionals they are. Of course, I've known most of them for a lot of years and we have a jolly good time together at the State Meet.

Heck, the coaches and kids are stressed. I'm just having a ball. I get to see and visit with all of the good UIL folks and the other contest directors.

The only negative I have is the traffic and parking in Austin. You have to understand, there aren't many more than 25 or 30 cars total in downtown Millersview where I live, and most of them are in the country. A traffic jam only occurs when a car has to stop for a group of turkeys crossing the street or mama cat taking her young-un's out for the daily hunt. We only have one stop sign, and when we collect enough money, we are going to paint it red.

What do you like the most about your involvement with UIL?

The thing I like most about my involvement with UIL is that I am able to contribute to the growth and knowledge of the students across the state of Texas. I have the opportunity to help their minds expand, give them the opportunity to compete in their areas of interest and help to provide an academic means of gaining scholarship money for their future studies.

Why do you think it's important for students to be involved with UIL?

When you think about the assets that students gain from UIL, it is easy to see why it is important: improve their knowledge and skills, experience new adventures and various cultures, experience teamwork, meet new people, gain lifelong learning and experiences, understand the amount of work it takes to be successful, learn the value of sacrifice, hard work, dedication, helping others, etc. A student does not have to become a state champion to gain these assets. They only have to be involved in some way, and they will gain these invaluable assets.

Pattern of success

UT freshman takes home medals for four consecutive years at State Academic Meet

By Jennifer Carter

UIL Intern

Most students pour over history books and current events for class quizzes, but some study in pursuit of a gold medal.

For Kayla Lyssy, 19, it paid off. For four consecutive years, Kayla brought home medals from the UIL Academic State Meet.

"I've always been somewhat competitive and have enjoyed learning new things so UIL seemed to be the perfect way to combine competing with learning," said Kayla, now a freshman at The University of Texas at Austin.

Her UIL academic interest began in seventh grade, when Kayla won first place in Spelling and placed second in Math. In eighth grade, she won Spelling again and placed second in Calculator Skills. Becoming a high school freshman at Abilene Wylie High School opened more doors, including the road to state competition.

In ninth grade, Kayla made the trip to Austin and placed second in the Spelling and Vocabulary event. This early success fueled her desire to return to state the following year.

"I proved to myself that I was capable of reaching that level," Kayla said. "My goal thereafter was to reach that level again."

"I worked very hard for four years, and my finish at State was the perfect way to end senior year."

-Kayla Lyssy

To attain her goal each year, Kayla had to discipline herself in preparing for each event.

"It's all about studying," she said. "For Current Events, I diligently read the newspaper (sometimes even taking notes), watched the news and followed news magazines."

For Spelling, Kayla mostly absorbed the materials provided by UIL. For Social Studies, she also researched and read everything available about the time period covered in the contest.

Studying worked. As a sophomore, Kayla placed second in Spelling and Vocabulary and in Current Issues and Events. Her junior year, she won the Spelling and Vocabulary event and placed second in Current Issues and Events as well as in Social Studies.

"Every year I achieved and surpassed my goal because I had established what I was able to do and knew how hard

I had to work to achieve it," Kayla said.

Senior year was her triumph. In individual competition, she won the Spelling and Vocabulary event and Current Issues and Events, and Social Studies. She also competed with a team in Austin last May. She found that working as a team included members' sharing knowledge with each other; however, the competition was in some ways similar to individual contest.

"They're both all about working hard and doing your best," Kayla said. "Team competition is definitely more interactive. You have an opportunity to learn from the people on your team."

With their combined knowledge, Kayla's team won Current Issues and Events and Social Studies which made her last appearance at UIL state "exciting and fulfilling."

"I worked very hard for four years, and my finish at State was the perfect way to end senior year," she said.

Kayla is now majoring in Architecture and Architectural Engineering and thinks that UIL has given her life lessons that will help her succeed in the future.

"I'm realizing now that I learned some very valuable study skills through UIL," she said. "UIL taught me dedication and discipline that is helping me now, and I am sure will continue to help me even after I am through with school."

Cross Country State

(Right) Merideth Blocker of Mineola High School sprints towards the finish line at the Cross Country State Meet. She finished fifth in the 3A competition with a time of 11:50.80. Decatur High School won first place team for both girls' and boys' 3A competition.

(Far right) Blake Marable of Canyon High School finishes his three-mile race with a 17:38 time. Canyon placed third for team. The meet was held Nov. 12 in Round Rock. Photos by Jeanne Acton



Be the role model for your athletes

Legislative Council revives COPE classes for all coaches in 2006-07 season



Darryl Beasley
Asst. Athletic Director

Coaches chasing officials to the dressing room or out into the parking lot. A parent throwing a soiled diaper in the direction of an official. Having to clear the gym completely to finish a regulation game. These are just a few of the incidents that occurred during the 2004-2005 school

year. why certain sports have more ejections than others.

During the 2004-2005 school year, the number of ejections in sports were as follows: football – 7, volleyball – 4, basketball – 74 (girls – 28, boys – 46), soccer – 20 (girls – 12, boys – 8), softball – 7, baseball – 53.

Perhaps, the number of ejections in basketball are due to the close proximity of fans, coaches, officials and play? Or maybe the low number of ejections in football is due to the distance from the fans, coaches, officials and players? I'm not sure if any of this holds true, but I do believe it's all intertwined.

Regardless of the sport, coaches need to take the lead in setting the example for the athletes and fans.

There are situations where the coach lets their emotions get the best of them. The old cliché: "Your team is a direct reflection of the coach" still holds true. You need to ask yourself if you are giving the right reflection and direction.

What happens in the school gym or field is the coaches' responsibility because this is where they spend the majority of their day. The gym/field is the coaches' refuge, home and office.

When officials, fans and students enter the coaches' domain, they should abide by the rules of the house. If students and fans are disruptive, it is the coaches' responsibility, along with the designated administrator, to curtail the behavior.

I mentioned earlier that fan incidents are on the rise. This is a major concern to UIL and its member schools.

I have another theory about where we, as a society, are in sports and sportsmanship. I believe Ted Turner ruined the sports world. Yes, Ted Turner, the media mogul.

In the 70s, he created Turner Broadcast System (TBS), which introduced "America's Team", the Atlanta Braves and later, the Atlanta Hawks.

Before the introduction of TBS, the country watched only three channels, ABC, CBS and NBC. Programming for sports typically happened on the weekend. TBS revolutionized sports entertainment by broadcasting the Braves and the Hawks throughout the week. You could see a multitude of games.

That was the beginning of sports entertainment as we know it today. Not only can you watch any and every kind of sport, but you also can watch it 24/7 or record it on your TIVO and watch it days or weeks later.

With the all-sports-all-day channels, fans, parents and coaches have seen numerous games from high school to college to pros. It has created "the-know-it-all sports fanatic."

Some of them are very knowledgeable, and some don't know the difference between the high school game or the pro game as it pertains to rules and regulations. These are the people that show up for your game and support your team. We have a different breed of fan.

Regardless of the theories on the perceived changes in sportsmanship, coaches, parents and fans have to model appropriate behavior for the athletes playing the game.

Eventually, those players will become the coaches, parents and fans.

So next year, when you take your COPE class, listen, absorb, learn. When you start your season, demand good sportsmanship from your athletes, from your parents, from your stands. Remember it's your house, your responsibility.

Be the role model for the next generation of coaches.



"Putting it into less than 50 words doesn't do justice to what UIL has done for me. I've met so many talented people, learned a lot, including how to compete and prepare for competition; but most importantly, I have the memories of countless bus rides, overnight trips, friends made, and trophies and medals won."

Rameez Anwar
Lindsay
HS

2005 State Champions in fall team sports

Volleyball

- 1A - Windthorst HS
- 2A - Poth HS
- 3A - Bellville HS
- 4A - New Braunfels HS
- 5A - Arlington Martin HS

Team Tennis

- 4A - Dallas Highland Park HS
- 5A - Plano West HS

Cross Country Team

Girls' team

- 1A - Sundown HS
- 2A - Holliday HS
- 3A - Decatur HS
- 4A - Hereford HS
- 5A - Southlake Carroll HS

Cross Country Team

Boys' team

- 1A - Sundown HS
- 2A - Boys' Ranch HS
- 3A - Decatur HS
- 4A - Fort Worth Northside HS
- 5A - Corpus Christi King HS

If everyone else was doing it ...

Honesty and integrity must be a priority over 'winning at all costs' mentality



Charles Breithraupt
Athletic Director

"Everyone else is doing it!"

Parents all across the country hear this constant refrain from teenagers. Parents deal with a steady dose of this logic as peer pressure increases with their children.

The UIL staff hears much of the same rhetoric on a daily basis. It

goes something like this.

"I know I can't play two basketball games and a tournament in the same week, but everybody else is doing it."

"We know we aren't supposed to play our first football game until we have had five days since our last scrimmage, but everyone else is doing it."

"I understand that we can't allow our athletes to get in some extra shooting at lunch, but everybody else is doing it."

"Do we have to count film study in the eight-hour rule? No one else counts it."

"I don't like your answer. Everyone else is doing it."

"If you are telling me this student is ineligible, then every team in our area is playing students who are ineligible."

"I know that the rule says that we can't film an opponent without their permission, but everybody else does it."

"I can't believe you are telling me that my son can't play this Friday night. He failed Physics with a 69. His teacher could give him a point. Everyone else does it."

There are literally hundreds of thousands of comments and questions regarding UIL rules and state law that are entertained by the UIL staff throughout the year.

Many times the caller or writer knows the rule but is asking for an exception. Sometimes, they simply want to vent.

Invariably, when all else fails, they want to claim "everyone else is doing it."

The problem lies in the fact that our society has failed to completely embrace the trait that should be most evident in high school athletics. That trait is honor. Honor should be apparent in our activities.

Kids all across our state have verified they play for fun. Winning comes several steps below the development of mind and body and the nurturing of relationships.

Our society embraces the "get ahead at all cost"

The problem lies in the fact that our society has failed to completely embrace the trait that should be most evident in high school athletics. That trait is honor. Honor should be apparent in our activities.

mentality. We all want to win. We believe in rules, unless they jeopardize our chances to succeed.

So, should we eschew this notion of honor simply to skirt a rule? Is it okay to fudge a bit in order to avoid getting caught? Is it all right then to hold information until after your team has been eliminated from the playoffs?

It is my belief that the large majority of school leaders will uphold a rule even if it is detrimental to their school and to themselves.

Everyone else is NOT doing it.

Schools enforce rules on a daily basis. There is an occasional lapse in some areas, but not out of disregard for the rules the schools have made for themselves.

Recently we experienced a case that shows how the system works best. A football team advanced to the playoffs. Prior to the first playoff game, a school administrator notified our office that an ineligible player had participated. That administrator did a thorough check to make sure that the cause for ineligibility was correct.

Once that was validated, the administrator again notified our office and the school removed themselves from the playoffs.

The minimum penalty for playing an ineligible player is forfeiture of any contest in which the student participated.

Even though a mercy rule can be applied that allows a team to continue and the ineligible participant removed if the school has shown sufficient diligence in verifying eligibility, this was not the case in this instance. The student was clearly ineligible and the school had been less than judicious in allowing the student in question to participate.

This was very traumatic to the school administrator and, of course, to the coaches and the team. However, it is the correct process and should have been recognized as a shining moment of integrity and honesty.

Unfortunately, it was not received in that vein. The administrator received death threats. Other school officials called and sought other alternatives. Parents and fans sent ugly e-mails and made

obscene phone calls.

Instead of celebrating the fact that honesty and integrity were paramount in this case and that these traits should be foremost in extracurricular activities, many people readily adopted the "win at all cost" mentality.

Rather than embracing the notion that honesty overrides all else, many went the other direction.

It is easy for some to say that the aforementioned school should have waited until after their season was complete before they self-reported. It is easier still to claim that everyone else does it. It is even easier to complain that mandatory forfeiture is a bad rule.

This type of "easyism" has enveloped our society. Should we allow it to permeate the activities we hold so dear? I know many schools and school administrators who do not believe in "easyism." They enforce the rules because they helped establish them. These administrators know the rules are made by the schools and must be enforced by them.

Yes, we could all agree that mandatory forfeiture is a tough rule. None of us enjoy seeing a team disqualified because of the ineligibility of one participant.

Yet, without the threat of forfeiture, how many others would be willing to violate a rule if only a wrist slap would occur?

How valid would our playoff system be if coaches could bring in hired guns to help them get into the playoffs?

Only forfeiture serves as a deterrent to such activity.

Some will say, "But, everybody does it." If that is the case, there is an obligation for administrators and coaches as spelled out in the *Constitution and Contest Rules* to report such violations. If everyone else is breaking a rule, then report it. The best way to rid ourselves of a bad rule is to enforce the rule in question.

We will not rid ourselves of last-minute reporting of violations. We will continue to have teams disqualified from the playoffs.

What I hope for all of our schools is a continued spirit of honesty and integrity in the enforcement of the rules that they have developed.

No, this is not easy. It is most difficult in a time in which the majority of our society fudges and takes shortcuts. Let's not allow our students to miss this valuable lesson on honesty and integrity.

Without these lessons our activities are virtually worthless to the educational arena. More importantly, the students that leave our programs become the decision-makers of tomorrow.

PUBLIC REPRIMANDS

BASKETBALL

Robert Holyfield, Evadale High
Kristy Winnie, Raymondville High

VOLLEYBALL

Vance Vickers, Corrigan-Camden High

Athletic rule changes

Legislative council passes proposals effective for 2006-2007



Mark Cousins
Athletic Coordinator

The UIL Legislative Council convened Oct. 16-17 at the Red Lion Hotel in Austin to review UIL rules and vote on proposed rule changes.

The 28-member Legislative Council is composed of school administrators from

each of the four regions within the five UIL conferences, and eight at-large members, two from each of the four UIL regions. The chair of the Legislative Council is responsible for the appointment of the eight at-large members.

The Council's duties include proposing and passing amendments to the *UIL Constitution and Contest Rules*, amending or adopting contest rules, appointing standing and special committees, and fixing membership and participant school fees.

The Council heard proposals from many organizations and associations. Following are some of the athletic-related proposals that the Council passed and which will go into effect for the 2006-2007 school year. The following rule changes are not effective for the current 2005-2006 school year.

Based upon the recommendation of the UIL Medical Advisory Committee, new preseason practice regulations for those sports that begin fall practice outside the school year will be in effect. For any sport that begins its preseason practice outside the school year (i.e. volleyball, football, team tennis, cross country) the practice limits before the school year begins will be as follows:

Student-athletes shall not engage in more than three hours of on-field or court practice activities on those days during which one practice is conducted.

Student-athletes shall not engage in more than five hours of on-field practice activities on those days during which more than one practice is conducted.

On days that schools conduct multiple practice sessions, student-athletes must be provided with a minimum of one hour of recovery time between the end of one practice session and the start of the next practice that day.

All preseason football practice shall begin with a four-day acclimatization period for all

In October 2004, the Legislative Council approved a ballot item on advancing three teams to the playoffs in team sport activities in Conference 1A, and the superintendents of Conference A schools approved that issue.

participants. All student-athletes who arrive after the first day of football practice are required to undergo a four-day acclimatization period.

During the four-day acclimatization period, helmets shall be the only piece of protective equipment student-athletes may wear and no contact activities shall be permitted.

Subsequent to the four-day acclimatization period, schools may practice in full pads and allow contact activities. All student athletes are required to participate in seven days of contact football practice activities prior to participation in a scrimmage or contest.

In October 2004, the Legislative Council approved a ballot item on advancing three teams to the playoffs in team sport activities in Conference 1A, and the superintendents of Conference A schools approved that issue.

After hearing concerns from several school administrators in reference to the potential for byes and possibly three weeks without a football game at the end of the season, the Council addressed those concerns this year.

The Legislative Council approved a rule change that would create a playoff structure for 11-man football in Conference A that mirrors the playoff structure for Conferences 2A, 3A, and 4A. For the 2006-2007 school year Conference A 11-man football will advance three teams to the playoffs from each district.

Of those three advancing teams, the team with the highest enrollment in grades 9-12 (as reported for reclassification and realignment purposes) advances into the Division 1 bracket and the two other advancing teams from that district advance to the Division 2 bracket. Each division will play to their own state champion as is done in Conferences 2A-5A.

Conference A Six Man football was approved to have the same structure as 11-man football and the other conferences; however, after ad-

ditional consultation with the Council and a vote of Six Man superintendents, a new proposal was approved.

For the 2006-2007 school year, the UIL will create two divisions of Six Man football, similar to what is currently done for Conference A basketball.

In February, the UIL will release the alignment and it will include a Division 1 Six Man football alignment and a Division 2 Six Man football alignment.

Both Division 1 and Division 2 of Six Man football will advance two teams from each district and will compete for their own championship.

All other Conference A team sports will advance three teams to the playoffs under the system as previously approved by the Council in October 2004.

Other changes related to athletics approved by the Council to be effective for the 2006-2007 school year include:

- Requiring all coaches to be COPE certified prior to their season and altering the automatic penalty for ejection from a contest.

- Allowing soccer schools to participate in two scrimmages per calendar week, rather than two total scrimmages. The school week limit will still be in effect.

- Requiring that if a one-day tournament is held, that it be scheduled on Saturday.

- Having the softball playoffs for the 2006-2007 school year mirror the current playoff format for baseball. For 06-07, post-season playoffs in softball and baseball may be single elimination or two-out-of-three from bi-district to state. If neither method is mutually agreeable, a coin flip shall determine play-off format. If schools play a two-out-of-three elimination series, the first (and only the first) game may be played prior to Friday, provided there is no loss of school time traveling to or participating in the game. Games two and/or three shall not be played until Friday.

- Allowing the school superintendent to determine if students who have exhausted their eligibility in the involved sport can utilize school individual player protective equipment for all-star games.

- Increasing the coach/sponsor award limit from \$300 to \$500.

For a complete listing of actions of the Legislative Council in regard to Athletics, Academics, Drama, Music and Policy, consult the UIL Web site.



"The UIL experience offered me an opportunity to excel in an area of interest. Competing on the state level was the icing on the cake for all the hard work during the year. The whole experience has left me with unsurpassed pride and accomplishment."

**Jared
Breitkreutz
Rosebud-
Lott ISD**

CORRECTION: The following correction should be made on page 37 of the Academic Coordinator's Manual and page 145 of the Spring Meet Manual: The last paragraph in column two describing the conflict pattern should read: "Computer Science and Mathematics do not conflict and therefore may NOT be held at the same time."

There is no change in the conflict pattern from last year. The correct conflict pattern is posted on the UIL Web site.

CORRECTION TO PAGE 147 OF THE 2005-06 SPRING MEET MANUAL

The correct dates for ordering, using and releasing UIL Invitational A and Invitational B contest materials are as follows:

- Deadline for ordering Invitation A materials is December 10. This material may be used January 13 – February 4, and released on February 4.
- Deadline to order Invitation B materials is January 10. This material may be used February 10 through March 11, and released on March 11.

These dates are printed correctly in the official calendar in the *Constitution and Contest Rules* and on page 15 of the *Academic Coordinator's Manual*.

EFFECTIVE AUG 1, 2006

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

WRESTLING PLAN

Section 1340 (b)(2), Boys', Girls' Restriction—This rule clearly addresses students and does not prohibit a coach from providing instruction to students of the opposite gender.

CREDIT REQUIREMENTS FOR ELIGIBILITY DURING THE FIRST SIX WEEKS

Section 409 (a), Grades Nine and Below – When parents or guardians are successful in convincing school officials to allow their child to repeat the seventh or eighth grade, academic promotion is effectively withdrawn and the student is ineligible for the first six weeks because he is repeating the grade. If the student passes all courses for the first six weeks, academic eligibility may be regained seven calendar days later.

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.

SPRINGTOWN HS

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

PLEASANT GROVE HS

The State Executive Committee issued a public reprimand to Coach Craig Jones, suspended him from the first two games of the

2005 baseball season, and placed him on probation through August 17, 2006, for improper interaction with a game official.

EL PASO PARKLAND HS

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

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.

BUFFALO HS

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

PILOT POINT HS

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

BEN BOLT HS

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

EVADALE HS

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

NORTH ZULCH HS

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

DALLAS I AM THAT I AM ACADEMY

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

ONE-ACT PLAY

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

AUSTIN JOHNSTON HS

– Public reprimand and suspension through August 2, 2006.

DALLAS SPRUCE HS

– Public reprimand and suspension through August 2, 2006.

FORT WORTH POLYTECHNIC HS

– Public reprimand and suspension through August 2, 2006.

NORTH HOUSTON HS FOR BUSINESS

– Public reprimand and suspension through August 2, 2006.

HOUSTON JORDAN HS

– Public reprimand and suspension through August 2, 2006.

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

EMPLOYMENT OF COACHES

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

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

Distribution rights

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

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