

Leaguer



BRIEFS
AND NOTES

CALENDAR OF UPCOMING EVENTS

- Oct. 28.....Marching
Band: Area contest deadline for
3A and 5A
- Oct. 30.....Marching
Band: Region contest deadline for
1A, 2A and 4A
- Nov. 1.....Marching
Band State Contest, 3A and 5A
- Nov. 1.....ILPC
membership due, yearbooks due
for rating
- Nov. 1.....First day for
Invitational Meet for E/JH
- Nov. 1.....District direc-
tor name and info. forms due to
state office for CX Debate
- Nov. 1.....Academics:
Deadline to update on-line school
information
- Nov. 5 - 6.....Team Tennis
State Tournament
- Nov. 13.....Cross
Country State Meet
- Nov. 18-20.....Volleyball
State Tournament

ACADEMICS NOTES

Student Activities Conference

- Nov. 6 - Texas A&M
University - Kingsville

The conference will begin at 9 a.m. and conclude at 1:30 p.m. Admission is free to all activities. Please check the UIL website for more details.

Invitationals

For information about Invitational Meets in your area, please check the UIL website. All submitted Invitational Meets are posted on the web.

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

The Spotlight *is on* Friday Nights

Story by Amy Casteen

A phenomenon. A secular religion. An obsession. These are all words the media has used to describe Texas high school football recently. But those who participate and experience the sport first-hand are the only ones who truly understand what it is like to be under the Friday night lights in Texas during the football season.

Events such as the opening of the movie *Friday Night Lights* and the live telecasts of high-profile football games again brings Texas high school football into the national spotlight.

"Our Friday night experience involves a family piling into their pick-up truck and driving to the next town over to the Dairy

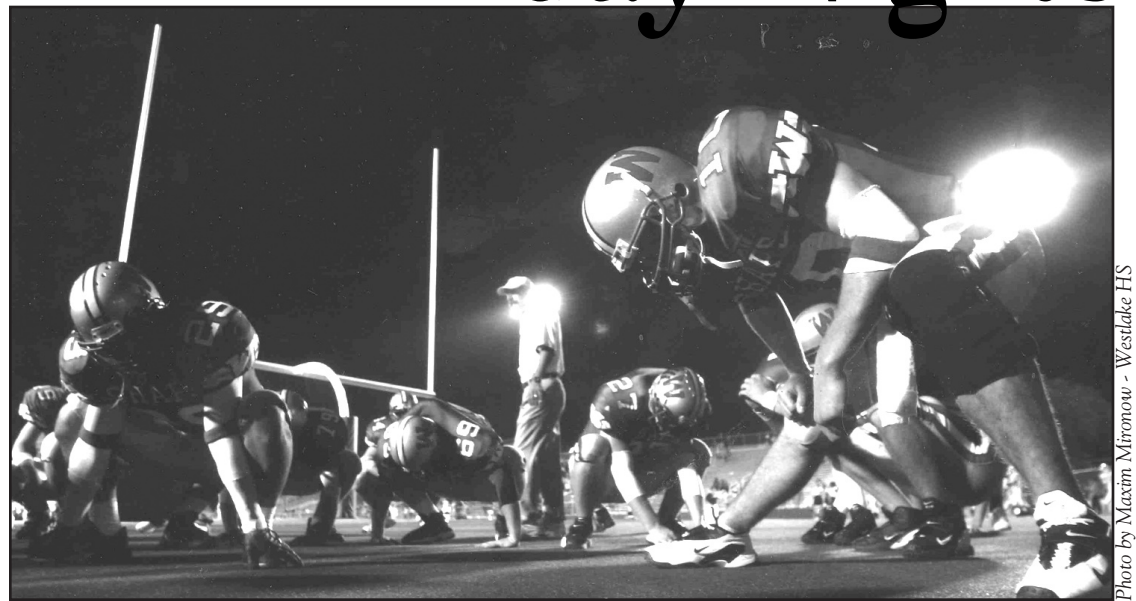


Photo by Maxim Mironov - Westlake HS

Queen for a pseudo-tailgate party before heading over to watch the game," said UIL Athletic Director Charles Breithaupt. "It's become a community event because even if people don't have a kid on the team, they go to the game anyway to watch the kid who mowed their grass over the summer or their neighbor play."

With a strong emphasis on football in the state, Friday nights have

turned into a proud tradition in Texas, and this is evident throughout the state, said UIL Executive Director Bill Farney.

"Texas has a history of being very proud, for example with the tradition of the Alamo and being the only state that was its own country," Farney said. "This is the unique nature of Texas and Texans. That spirit fosters community pride that spills over into

the schools. It's not the Eagles beating the Panthers, it's my town beat your town."

The community spirit that football fosters is apparent in many cities and towns around the state, Farney said. He said the activity has gone beyond just being a sport.

"Football games have become a social event," Farney said. "It's

See Friday Night, page 12

UIL outlines transfer provisions under NCLB

By Mark Cousins

Athletic Coordinator

With the implementation of provisions of the Federal No Child Left Behind Act (NCLB), many questions have arisen in reference to the UIL eligibility of students who elect to take advantage of transfers. NCLB provisions allow students who attend schools identified as in Title I School Improvement, for failing to meet Adequate Yearly Progress (AYP) for consecutive years, to transfer to a school that

is not in Title I School Improvement.

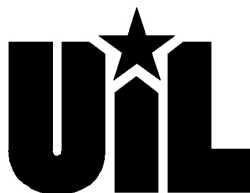
Below, UIL provides information on the transfer provisions of NCLB and the criteria that will determine a student's eligibility for varsity athletic participation at the new school subsequent to the transfer. Eligibility for UIL activities other than athletics should not be in question as the residence rule only applies to varsity athletic participation. Individuals participating in UIL activities other than athletics must comply with section 400 of

the *Constitution and Contest Rules*.

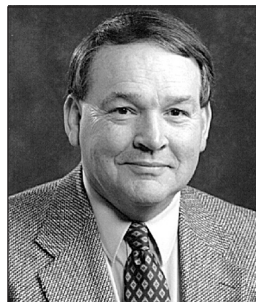
Students and parents of athletes choosing to transfer under NCLB provisions should be aware of some specifics regarding to eligibility for varsity athletics:

First, the provisions of the Previous Athletic Participation Form will apply. A student who is determined to have changed schools for athletic purposes may be ruled ineligible for participation by the local District Execu-

See NCLB, page 15



Survey results guide council, UIL



Bill Farney
UIL Director

EDITOR

Dr. Bill Farney,
UIL Director

MANAGING EDITOR
Jeanne Acton,
assistant academic
director

ADMINISTRATIVE STAFF

Dr. Bill Farney, direc-
tor

**Dr. Charles
Breithaupt,**
assistant director &
director of athletics

Richard Floyd,
director of music
activities

Bobby Hawthorne,
director of academics

Jeanne Acton,
assistant academic
director

Daryl Beasley,
assistant athletic
director

Diana Cardona,
spring meet materials
director

Peter Contreras,
athletic coordinator

Mark Cousins,
athletic coordinator

Treva Dayton,
assistant academic
director

Sandra Deel,
financial officer

Sam Harper,
waiver office

Rachel Harrison,
athletic coordinator

Luis Muñoz,
one-act play director

Bonnie Northcutt,
director of policy

Jana Riggins,
assistant academic
director

Kim Rogers,
public information
director

David Trussell,
computer technology
director

This year's fall survey revealed new information that will help the UIL Legislative Council make decisions and assist the UIL staff in planning for upcoming years. Conference 5A schools showed some interest in adding a fourth team to the playoffs, but the vote was about even for and

against. Comments on this item indicated a growing concern about nine and 10 team districts and the added incentive in those districts of having a fourth team in the playoffs. Others believed the addition of another team would eliminate the mad scramble for warm-up games at the end of the season. Some were concerned about lop-sided scores when #4 played #1 in bi-district contests.

By a vote of 148 for and 135 opposed, Conference A schools indicated an interest in having three teams in the playoffs. Those voting against have some doubts about the quality of a third place team. From a personal perspective, I have seen a number of good third place teams and some weak first place teams over the years. Also, in Conference A basketball, there was a 2 to 1 majority that wanted to do away with the "Texas Cup" basketball game. The fact that a state champion goes home after losing its last game seems to take some luster off the tournament.

With all the travel problems and other logistic concerns, a majority of schools oppose eliminating regional tournaments in volleyball, basketball and soccer. The realization that Texas is a big state and travel is a necessary evil in any playoff format resulted in 595 schools indicating no change. However, 387 schools were in favor of doing away with regional tournaments. The

UIL staff will continue to seek creative means to facilitate playoffs and minimize travel.

There was sizeable interest in adding mixed doubles to spring tennis. Other states have proven this to be a solid format. If the ballot passes, participation in both boys' and girls' tennis would increase.

The League is keenly aware of holding costs down for schools. Some schools have expressed concern that they have a difficult time purchasing major awards (letter jackets) for the \$60 limit. The survey showed that 480 schools did not want to change the limit. But, 229 wanted to raise the limit to \$70, 188 wanted \$80 and 117 preferred \$90. Another follow-up question should have been "Are you able to purchase these major awards for \$60?" Obviously, some schools are not. The Council is well aware that whatever "maximum" allowance becomes the rule, all jackets will cost at least that amount.

An interesting result on insurance revealed that 808 respondents carry catastrophic insurance on extracurricular participants. While 202 schools do not, some of these offer catastrophic options for parents to purchase. The specter of catastrophic injury is something that all of us fear every day. The survey indicates a depth of concern that is both compassionate and realistic. Four hundred seventy eight schools favored coaching manuals being available electronically only, while a near equal group of 464 was not in favor. This response probably will initiate a "choice" option in the near future where schools can request written manuals or electronic manuals. We want to be sure that we are meeting the needs of our schools in an efficient and economical way – not just transferring printing costs from our office to local schools.

Only 35 schools sponsor bowling teams while 981 do not. Everyone would agree on three things: (1) bowling is a wholesome activity that encompasses a number of students currently not participating in any other UIL activity; (2) some

areas do not have convenient access to bowling facilities; and (3) schools are reluctant to add new activities because of budget and staffing concerns. Only 46 schools indicated an interest in adding bowling as a UIL activity.

Only 24 schools charge a participation fee for extracurricular activities. Almost 1,000 schools do not. Parents can be thankful that Texas does not mirror other states. In some states, a participation fee is the norm rather than the exception. With the escalating school finance problem, more schools in the near future may have to charge a fee. Whatever happens, we hope that participation will not be limited to only those who can pay.

Almost 250 schools conduct drug testing for students in extracurricular activities. With the reality of substance abuse in society, today's students face more exposure to drugs and to influences from peers and adults in an atmosphere of abuse. Almost 800 schools do not test for drugs. Either the cost is too great or their school district has not deemed it necessary. In a survey conducted two years ago by the UIL, the majority of school administrators indicated there was not a problem in their schools – but many perceived that other schools had a problem. When asked why UIL does not require drug testing, the answer is that when and if a majority of schools ask the UIL to consider it as a statewide procedure, drug testing will be on the agenda.

The fall survey also revealed that a majority of schools responding (523 to 486) now require an annual physical examination.

The annual questionnaire will become a twice yearly event with another solicitation of opinion on various issues being surveyed in the spring of each year to provide background information for the summer Legislative Council standing committees in academics, music, athletics and policy. The representatives of the Legislative Council and the UIL staff want to reflect the collective needs of the schools they serve.

Leaguer

"ISSN 0897-4314"

POSTMASTER: Send address changes to The Leaguer, P.O. Box 8028, Austin, TX 78713.

The *Leaguer* is the official publication of the University Interscholastic League. The *Leaguer* is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties.

Access the UIL on the Web at <http://www.uil.utexas.edu>.

The UIL office is located at 1701 Manor Rd., Austin, TX 78722 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, Austin, TX 78713-8028.

The *Leaguer* is published monthly by The University Interscholastic League. It is published in September,

October, November/December, January/February, March and April/May. There are no issues in June, July or August. One year's subscription is \$8. Periodicals Postage Paid in Austin, TX.

STATE EXECUTIVE COMMITTEE

Chairman: Mike Motheral, superintendent, Sundown ISD;

Members: Richard Avila, Corpus Christi ISD; Paul Galvan, athletic director, Fort Worth ISD; Elizabeth Gardner, superintendent, Pflugerville ISD; Kerry Hansen, superintendent, Troy ISD; Teresa L. Long, Austin; Ruth Meredith, Horseshoe Bay; Mike Motheral, superintendent, Sundown ISD; Robert Payton, DeSoto; Sylvester Perez, superintendent, San Marcos CISD; William Smith, superintendent, Greenville ISD; Ryder Warren, superintendent, Marble Falls ISD.

LEGISLATIVE COUNCIL

Acting Chair: Vernon Newsom

5A • Vernon Newsom, Mansfield ISD; Curtis Culwell, Garland ISD; Gary Crowell, Fort Bend ISD; John Folks, Northside ISD.

4A • Darrell Floyd, Stephenville, ISD; Rick Reedy, Frisco ISD, Don Hendrix, Crosby ISD; Alton Fields, Pleasanton ISD.

3A • Jerry Blakely, Littlefield ISD; David Seago, Rains ISD; John Key, Groesbeck ISD; Paul Smith, Palacios ISD.

2A • Jerry Vaughn, Floydada ISD; Richard Cohagan, Gunter ISD; Glenn Hambrick, Elkhart ISD; Charles Butcher, Boling ISD.

A • Carl Taylor, Wellington ISD; Don Rhodes, May ISD; Dan Jones, Avery ISD; Edward Pustka, Moulton ISD.

At-large members • Donna Smith, Clint ISD; Robert Nicks, Midland ISD; James Brewer, De Kalb ISD; Kay Waggoner, Red Oak ISD; Adrian Johnson, La Marque ISD; Elizabeth Treadwell, Hardin Jefferson ISD; Georgia Johnson, Round Rock ISD.

A balancing act

Focusing on issues of substance is politically risky but educationally sound



Bobby Hawthorne
Academic Director

The primary reading selection for the Social Studies contest is David Halberstam's *The Fifties*, a fascinating book that was universally praised for its absorbing examination of a "conflicted and afflicted decade."

A Pulitzer Prize winner, Halberstam

"tunnels below familiar surfaces to reveal the self-confident and paranoia, liberality and conformity that defined the decade," or so *People* magazine wrote.

I read the book when it was published in 1993, loved it and recommended it to Delma Yzaguirre, the contest director. The selection was announced at last year's State Meet and was met with general approval, although a few students groaned when they heard it contained 700-plus pages.

The only criticism I've received thus far comes from a few administrators and coaches, who've complained about language. If my math is correct, the book contains approximately 403,200 words, a dozen or thereabouts of which consist of four letters or a derivative or combination thereof.

So, what to do?

Ditch it? I don't think so. I suggest the coach thumb through the book and mark out any offending words. Trust me, we'll not ask any question that includes or requires a profanity, such as:

Q: Who started the Korean War?

A: The #@*% Communists.

We will ask questions about the decade's great social ferment: the Red Scare, the beginning of the civil rights movement, the sexual revolution, the emerging military-industrial complex and the dawn of the age of television. We will ask questions about the Kinsey Report, Tennessee Williams, Elvis, Brando, Kerouac and Ginsberg.

These subjects are potentially volatile. Many today would rather remember the '50s as the age of genial Ike, coonskin caps and poodle skirts. But as the *Library Journal* noted in its review of the book, "The fifties were more than just a midpoint decade in a century; they were to be the crucible in which the rest of the 20th Century was forged."

So, why mention this? Because I fear local censors will want to delete not just words but ideas and themes, that some local crusader will think it's unnecessary — even un-American — to learn about Emmett Till, Margaret Sanger or Joseph McCarthy because their stories don't reinforce

my generation's collective nostalgia for a kinder and gentler, more innocent time, even if that time never really existed outside a Hollywood sound stage.

Not too long ago, I read an article stating that teachers have been badgered into censoring themselves. According to the article, "some teachers are changing their curriculum and their teaching style, even if it goes against their principles, just to avoid conflict. They do not want to get hate mail, to be called names, or to find themselves lambasted in the media."

I can relate. I don't want to answer phone calls and e-mail from angry teachers or administrators either. It's no fun to defend a one-act play that wallows in sexuality or a poem that uses innuendo to shock or titillate. Recently, I received an e-mail from the adviser of a student newspaper seeking comfort from colleagues because she allowed a student to write a story that purportedly interviewed Jesus.

Sorry, but I'm fresh out. As Dr. Farney recently reminded me, life is hard, and it's really hard if you're dumb. You want to write a column mocking God, go ahead. Take your best shot. But don't expect me to stand up there with you when the other side returns fire.

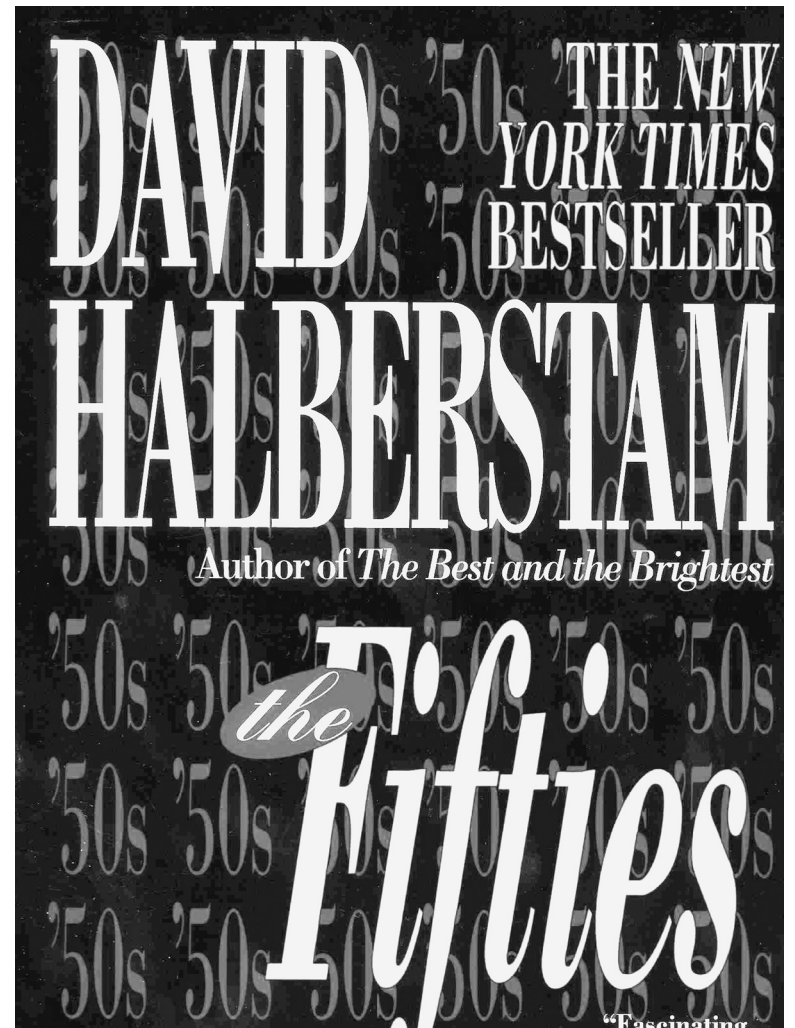
I will, however, defend the right — the need — for young people to deal honestly and critically with reality. And so, our Ready Writing contest might ask students to expound on poverty or injustice. The Current Issues and Events contest might ask them to contemplate the rationale for the war in Iraq or how unregulated money can corrupt the democratic process. The Literary Criticism contest might require students to read Steinbeck or Huxley or Harper Lee. And if we receive a phone call and e-mail from concerned parents and possibly even an elected official or two, so be it.

C'est la vie.

Many years ago, I had a serious run-in with a parent over the State Meet editorial writing contest topic, which dealt with a hypothetical piece of legislation that would have made it a hate crime to harass gay students in public schools. The prompt was based on legislation that several states nationwide have passed.

A week after the contest, a letter landed on my desk, accusing me of being part of a vast liberal conspiracy and positing that the UIL must be "infected with Gays and Lesbians." The author used the words sorry, sick, disgraceful, noxious and pathetic, all in one paragraph.

I was young and stupid, so I responded, "I have no idea whether the UIL employs homosexuals



and if so how many it employs. As far as I know, no one has conducted a serious investigation into the matter. I do not believe the UIL is 'infected' with them, whatever that is supposed to mean. Right now, our biggest problem is a shortage of parking space."

Then, it got ugly. Soon, I was receiving letters from state senators and representatives, with copies going to the commissioner of education and the governor and such. After attempting in vain to explain that the topic was not a referendum of the morality or immorality of homosexuality but rather a policy argument on violence in public schools, I buckled and wrote the parent a letter that said, if he managed to read between the lines, "I'm sorry I asked your child to think."

Even today, the episode gnaws on me.

Sadly, I figure we'll see similar attacks and worse. In today's highly charged political climate, I worry that we'll face a growing number of challenges from both ends of the political spectrum. I can only imagine the furor were we to ask high school

See *Fifties*, page 5

"American Reflections"

New poetry category connects literature and history



Jana Riggins
Speech Director

It's an exciting time for oral interpretation contestants and coaches as new performance categories are inaugurated this year.

I am delighted at the enthusiasm with which you have embraced these literary categories announced last May at State Meet.

We have explored the category descriptions in depth at the summer coaches' conference, the TSCA state convention and Student Activity Conferences this fall. Editions of the *Leaguer* will

also examine a specific performance category in order to provide guidance and insight into spirit and intent.

Category A of Poetry is entitled "American Reflections" and has probably generated more enthusiasm and initiated amazing creativeness from students, but also prompted more inquiry of all the four new prose and poetry categories. It requires

a contestant to perform a thematic program of two or more published, printed poems by one or more poets.

The program must explore a specific historical event that has influenced the United States and especially important for the performer to realize is that at least one poem within the program must directly speak about the specific historical event.

What potential for growth this category provides!

The speech competitor is not only learning about literature but learning about history, as well. It goes without saying that Category A embodies English/Language Arts essential knowledge and skills.

This challenging category goes even further — reinforcing social studies TEKS thus preparing our students for the U.S. history portion of the TAKS.

When a significant historical event occurs, authors pick up their pens and write, and through their literature we are able to process the event,

to "heal" or to understand more fully its impact upon us all.

From the realization that literature is an outgrowth of our experiences, Category A of Poetry was born.

Before pieces are selected, students need to examine the category description carefully, focusing attention on the paragraph within the *Constitution* that explains the intent of the category. The program must explore a specific historical event that has had a profound impact upon our nation. This step is critical to fulfilling the intent of the performance.

Although your chosen theme may encompass an important movement in history, your program must contain an "anchor" poem that directly speaks about a specific event significant to that movement. This is where the student may have to do some digging.

Encourage students to research and to dialogue with their social studies instructors. Medical discoveries of historic proportions might play out in your theme, but you would need a poem addressing a specific discovery such as the polio vaccine to anchor your program.

Your performance might explore the Protest Movement of the 1960s – 1970s, but essential to the seven-minute presentation would be the inclusion of a poem about a particular protest, perhaps Kent State.

Be sure you clearly address a specific event within your performance. School violence in America is not a specific event; the Columbine tragedy is. Integration of professional sports is not an event; Jackie Robinson's debut as a Brooklyn Dodger is a pivotal historical event.

One could explore the impact of the British Invasion on the American music scene (the theme) by incorporating a poem about the Beatles debut on the Ed Sullivan show within the program (the event that proved to be the catalyst).

Not all of your poems must address the same event; perhaps they build off of each other to establish a broader theme.

However, one of them should serve as the anchor for the program and it must address a specific historical event that is tied to the theme.

The describing paragraph in the *Constitution* also admonishes that the introduction and/or transitions should clearly establish the significance of this event in history as an influence on our country.

The burden of proof does not fall on the judge or on the contest director, but squarely on the contestant.

In effect, through this category, we will see the

re-birth of the introduction!

Not to be written at the last minute while riding the bus to a meet, the introduction and transitions will be essential to the overall effect of the program.

The C&CR states the goal of this category is to encourage students to explore and understand historical events as well as their impact on America.

Your commentary should display that understanding.

Think of it as teaching your audience a mini-history lesson through the use of oral performance.

May the contestant spotlight an event that did not take place on American soil? Yes. The point is: Did the event have a significant impact upon the United States? The Viet Nam conflict and Desert Storm did not occur inside our homeland, but they continue to convincingly impact our country.

As a final preparation, secure documentation. You are required to provide proof at the contest that the poems in your program are published in hard copy.

Posting of the literature on the Internet is not considered proof they are published.

You may bring to the contest the original source, the book(s) in which the poems were published.

If you cannot bring the book(s) to contest but you have access to it prior to competition, photocopy the title page, the table of contents, and the page the poem(s) begins in the book indicating this number matches the page designation in the table of contents. Use these as proof of publication.

An additional avenue to prove publication may include accessing the Library of Congress Online for cataloguing information.

I hope UIL competitors not only enjoy reading new literature but also become enlightened about the history of our great nation as a result of preparing for this new poetry category.

As district competition nears, incorporating poetry performances with the social studies classes in your high school will allow speech students to practice in front of varied audiences, and the history curriculum will come to life in a stimulating way for students.

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

Your program must contain an "anchor" poem that directly speaks about a specific event significant to that movement. This is where the student may have to do some digging.

Online System will be open for CX District set-up Nov. 1 Deadline for setting up CX district online is Dec. 1

Student Activities Conferences prove useful



Jeanne Acton
Journalism Director

In the past month, I have reached my ninth month in pregnancy while surviving two Student Activities Conferences. The SACs were much more fun than this final month of lugging around a soccer match in my tummy.

The turnout at both conferences was good, but I wish more students had been able to attend. I know budget crunches are hitting schools hard as are yearbook and newspaper deadlines. Sometimes it's just hard to find time to fit one more thing in. We did have more than 100 journalism students attend the Tyler conference and more than 60 attend the Canyon conference.

The conferences gave me a chance to meet many advisers across the state and work with journalism students again. It was great to be in the classroom with the students. I am not sure I gave any earth-shattering instruction, but I do believe the material will help students perform better at the UIL contests.

Students participated, and their eagerness to learn and attentiveness energized the conference, although some of the energy might have come from the candy I tossed around to those who answered my questions. I'm not above bribery.

Practice makes perfect

If you didn't get a chance to attend a SAC, you can still purchase a copy of the contest manual and practice material for you and your students. Just give us a call or drop me an e-mail, and we

can get material sent to you.

It is important that students start preparing for the spring meets now.

Too often, students walk into district competitions with little knowledge of what an editorial is. This is unfair to the students and the judges.

I am not suggesting that you stop everything and solely concentrate on UIL journalism contests, but you should be able to work the material into your journalism/newspaper lesson plans. If you are one of the unfortunate teachers who do not have a journalism class, give the material to interested students and allow them to practice on their own.

You can always meet with them periodically during the year to give them feedback on their progress.

Help is on the way ...

Also, I would like to offer my help to your students. I created three Power Points for the news, feature and editorial writing contests for the Student Activities Conference, and I would be happy to share them with any teacher.

I also would love to come to your area and present the Power Points to your school and surrounding schools if you could not attend a conference.

For instance, I know we did not have a student activities conference in the Dallas/Ft. Worth area this year. If any teacher would like to set up a mini-journalism conference with surrounding schools, I could come to your area and present the information to the students. My only request is that you wait until after December 15. My little boy is due on Oct. 30, and I will be on partial maternity leave for a while.

Contest concerns:

While I was at the conference, several teachers

expressed concerns over different aspects of the contests. The one concern that popped up quite a bit is the judges at the contests.

Here is my advice.

If you are lucky enough to host the district meet, hire other journalism teachers to judge your contests. You can use retired teachers or teachers from your area who are not in your district.

If you choose to use professional journalists, college professors or college students, please make sure that the judges read the entire judging packet.

One of the complaints was that professionals and professors don't use the UIL criteria for news writing and feature writing.

I think this happens because they simply do not read the judge's packet. The judges need to understand the UIL expectations so the contests are judged fairly.

Another concern that came up at the conferences was the use of computers at the contests. Students have the option of using their own computer and portable printer at the district, regional and state meets.

However, if there is a printing problem or a computer problem, the student is not given extra time to submit a story. Using a computer is risky, but I also believe it could be an advantage for those students who are accustomed to writing on a computer.

I would have a rough time writing a news story without a computer in front of me.

As we progress through the year, I know other concerns will arise.

Please do not hesitate to contact me. I can't promise that I will fix every problem or concern, but I will definitely listen and look into the matter.

(Acton's e-mail's address is jacton@mail.utexas.edu)

Don't forget ILPC membership forms are due Nov. 1. Yearbooks for ratings and yearbook IAAs are due Dec. 1. Please contact us if you have not received a membership

The Fifties: Examination of a "conflicted and afflicted decade"

continued from page 3

students to read Huck Finn or fifth graders to study Ol' Man River, the most important song from the most important play in the history of the American musical theater.

While we never choose controversy for controversy's sake, we shall never shy from it out of fear of confrontation. I knew all hell would break out when Fred Tarpley chose Harry Potter and the Sorcerer's Stone a few years back, but Dr. Tarpley was enchanted by the book and impressed with its literary significance. I was proud to defend it.

We believe in freedom of expression. We believe that students should confront controversial topics.

If they do not confront them now, when can they?

If educators forfeit their obligation to require students to ponder the complexities of the world, then our silence, our "soft bigotry of low expectations" makes us conspirators to an injustice.

And each time fear wins, the probability for future censorship grows. For example, a California state representative once proposed an amendment that prohibits the use of "any piece of literature that elicited an emotional response" in the language-arts section of the state's proposed assessment system.

All great literature—Native Son, Things Fall Apart, A Streetcar

Named Desire, the Bible—elicits an emotional response.

Though it failed, the legislation was an example of the triumph of hubris over intellect, and we haven't seen the last of it.

I suspect that critics and censors will forever find fault with portions of the UIL academic program. The selection of one-act plays regularly comes under attack, as do the Literary Criticism reading selections, the prose/poetry categories and the Ready Writing prompts.

Several years ago, we were forced to defend the fourth, fifth and sixth grade Art Contest because the selections included Hans Memling's Madonna and Child with Angels

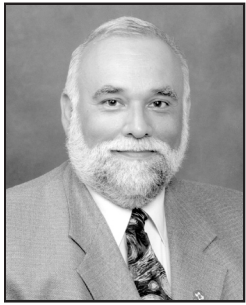
and Raphael's The Alba Madonna, both of which depicted a nude baby Jesus.

That was interesting. I'm sure I had better things to do than to defend Memling and Raphael and the need for fourth graders to understand Renaissance art showing the Son of God in his birthday suit. Still, at some level, it's essential that we do so.

And so, my job—and yours—is to weigh the validity of any criticism against the value of the art or the message. We occasionally hear that the academic program is the backbone of the UIL.

That's good, because now more than ever, this is the time to have a little.

Take steps to create a positive environment for your OAP



Luis Muñoz
One Act Play Director

It's after Oct. 1 and all of you should have submitted your enrollment cards by the time you receive this *Leaguer*. Your commitment to participate in the world's largest theatrical event puts you on the road to zone or district contests in March. There's much to do and consider at this time. You will need to select a play, cast it, rehearse it and, if you're having a good time, fall in love with it.

There are other, not so obvious, issues that you need to deal with between now and the end of this year's journey. Much can be gained from the OAP process but only if you work on creating an environment that will foster a positive experience. There are several things you can do to cultivate an environment that will serve as the foundation for an experience that will positively affect you, your students and your community.

You should talk to your students and the members of your community about the OAP process. Don't let them be surprised by anything that happens. They should know time limits, set rules and more importantly the relationship between you, your company, your community and your adjudicator. You and your students should not only know the rules but also understand that those rules are designed to provide equity and safety, to make the contest run efficiently and to keep productions within the law. They should know that the rules are not designed to inhibit the creative process or to play "gotcha" with each other. Work these discussions into your classes, rehearsals and as pre or post performance discussions at school performances.

The OAP process should be no surprise to anyone. The "realities" are simple and straightforward. You will go to contest, an adjudicator will render a decision, two schools will advance and you will receive a critique. There will be a Best Actor and a Best Actress and eight All-Star Cast members. There will be a maximum of eight Honorable-Mention All-Stars and maybe some local tech awards. There will be no magical third place advancement or nine All-Stars or two Best Actors.

You owe it to your students and community to teach them to watch productions with a critical and appreciative eye. It's hard for them to learn to appreciate good acting, good directing and good drama if they can only see the positive in their own play and spend their time trying to pick apart the other play for weaknesses. Motivate them to go out to see other plays and other contests. Prepare them to be lovers of all theatre.

Students, teachers and audience members should know the ramifications of the UIL's Spring Meet Code. They should understand that the League will not tolerate unsportsmanlike conduct in any form. They should know that contest managers and adjudicators are "officials" at the contest and that confrontations, name-calling, etc. shall be treated no differently than it would be at a sports event.

The relationship between you, your company, your community and your adjudicator is a synergistic one.

Synergism is defined as the interaction of two or more agents so that their combined effect is greater than the sum of their individual effects. The relationship between these "agents" must be based on trust and mutual respect. The "Guide for One-Act Play Critic Judges" tells us that "the most important function of the critic judge is to serve as an educator." The adjudicator and directors are both teachers and students and hopefully work together to develop their skills. The director and company should learn from the adjudicator's responses and the adjudicator learns from the production he or she has witnessed. It takes two to tango.

Webster's defines criticism as "the art of evaluating or analyzing with knowledge and propriety." In the world of OAP the adjudicator is asked to consider the merits and demerits of an artistic endeavor relative to a set of artistic standards as defined under the "Standards for Judging One-Act Plays." At the same time, propriety dictates that offensive comments or behavior not be a part of it. The judge must approach the task of evaluating the play with a respect for the work that went into it. The director and students have done their best.

It should also be understood the director also plays the role of critic and considers the merits and demerits of the critique relative to a set of standards. Propriety also dictates a weighing of words and actions so as not to offend. The adjudicators have done their best.

Each Spring the League receives hundreds of evaluation forms, letters and e-mails regarding our judges. Some of these responses are simple and to-the-point. Some are vicious and unjustified. These evaluations are the only way that we can "teach" our judges. It is your critique of their work. I repeat for emphasis, this critique should consider the merits and demerits of an artistic endeavor, this time an oral critique, with propriety dictating that offensive comments or behavior not be a part of it.

If an adjudicator used words like "inept," "racist," "ignorant," "senile," "biased" or phrases like "this person should be fired," or "this person should not be allowed anywhere near children," during an oral critique, the phones at the League office would be ringing off the walls. Yet, there are some directors, students, parents and administrators out there who do not hesitate to use these words and phrases in evaluating a judge's work. Is this right? No. Is the evaluation form a medium for "venting?" No!

The adjudicator's work should be critiqued in a manner that shows respect and an understanding that they have done their best. Your evaluation of this judge should also show that you, as a theatre artist, understand what criticism should be. To think that a judge is out to get you or has sold out to the host school or any other myth of that nature is absurd.

This year the TETAAO has changed the form that will be used by directors to evaluate their performance. The "yes" and "no's" have been replaced with qualitative ratings that indicate the level of proficiency demonstrated by the judge in each area. There are also spaces to provide remarks on strengths and weaknesses. Use it wisely.

16th Edition

Here's another reminder to order your copy of the 16th

Edition of the *Handbook for One-Act Play*. There are numerous changes, and you will be lost this year without it. Take time to read it. If you did not receive the last *Leaguer*, make sure you find a copy and read it. There are many clarifications and at least one correction in there.

Play and Set Approval

It may seem a little early to begin asking you to make play selections, but the Dec. 21 deadline will soon be here. The reading committee has been busy reading and evaluating for the last two months. Don't get caught in a bottleneck as we get closer to deadline. The sooner you submit, the faster the League office can respond. Remember, anyone wishing to produce a play not on the approved lists, adapt a play or request an addition to the basic set must do so by the December deadline.

Submittals that do not strictly adhere to the procedures found on page 28 of the *Handbook for One-Act Play, 16th Edition* shall not be accepted and shall be returned. All six items listed on that page must be included!

Drama Loan Library

A great place to start the selection process is to request reading copies of scripts from our Drama Loan Library. With over 36,000 scripts on the shelves, it is an incredible resource. You may request up to 10 titles at a time and keep them for up to three weeks. The cost is a nominal \$3 for postage and handling. Contact the approved publishers and request their catalogs. Most of them also have web sites. The publishers are listed on page 100 of the 16th Edition of the *Handbook*.

SAC - Kingsville

League staff will be conducting a Student Activities Conference in Kingsville on Nov. 6. Workshops on movement, voice, combat, characterization, makeup, lighting and more are scheduled. Helping us out will be Texas A&M-Kingsville's Dr. David Deacon, Dr. Patrick Faherty, Vanessa Vargas, and Miranda Dvorak. Kelly Russell and Dr. Terrell Lewis will join us from Texas A&M - Corpus Christi. Traveling from Austin are Maria Saenz Hascall, Ron Dodson and Jenny Nichols. Mike Doggett, Industrial, and Joe Trevino, Bishop, also will be sharing ideas. We'd love to have you join us.

Judges List

The current TETAAO judges list is published in this issue. This includes judges whose dues had been paid as of Oct. 5. Please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 2005. It is also important that we receive copies of all contracts. We try to keep an accurate record of judging assignments so that we can find judges in emergency situations.

The League would like to express its condolences to the families of Rick Powell and Dr. Randall Buchanan. Rick had served as contest manager for many of the Rio Grande Valley's OAP contests over the years. He was a graduate of Sharyland High School where he participated in OAP. Dr. Randall J. Buchanan served as President of TETA and was involved with the League for many years. He judged the State Meet in 1980 and 1989 and managed contests at Texas A&I in Kingsville during his tenure there. Both of these fine gentlemen will be missed.

2004-2005 UIL approved OAP critic judges' list

Eligible critic judges as of September 15, 2004:

The 2004-2005 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.]

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

* = TETAO recommended Area/Region Judge

- (1) = Independent
- (2) = College/University Employee
- (3) = Public School Employee
- (4) = Private School Employee
- () = Institution affiliation
- blue clickable link = e-mail
- F = Full, already has 6 assignments

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

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

[] = Year Recertification Required

The State Meet Judges for 2004-2005 are as follows:

Tal Lostracco - A, Maria Saenz Hascall - AA, George Sorensen - AAA, Robert Singleton - AAAA, Jim Mammarella - AAAAA

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

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

(3) Danyah Arafat-Johnson, George Dawson MS, 400 South Kimball, Southlake 76092 817/949-5556-wk, arafatd@cisidmail.com - I [09]

(*3) Larry Arnhold (Deer Park HS), 1911 Wendy Hill Way, Houston TX 77058 832/668-7200-wk 281/486-7052-hm, FAX 281/930-4894, larnhold@dpsid.org Any, - III [09]

(3) Mildred Austin (Retired), 1485 Co Rd 2011, Walnut Springs TX 76690 254/897-7563-hm tesoros44@htcomp.net - I [08]

(*1) Jerry Ayers (Clear Blue Theatricals), 311 1/2 S. Rogers, Waxahachie TX 75165 972/938-0316wk/ 972-938-0316hm, FAX 972/938-0316, jerayers@flash.net Any, CM, - II [08]

(2) Raymond Bailey, (McLennan Community College), 2920 Washington, Waco, TX 76710 254/366-0652 cell, raymond@seventhhandjames.org - II [08]

(4) Barbara Helen Baker, (Providence HS) 6203 Hopes Ferry Street, San Antonio 78233 210/637-5929-hm barbarahelen@hotmail.com Any, - IV [05]

(1) Cynthia R Baker, 3287 Whitley Rd, Wylie TX 75098 972/412-3670-hm, 214/566-1649-wk bakersbarbq@yahoo.com Any, - II [08]

(3) Jim Boman, Lamar Consolidated HS, 4606 Mustang Dr., Rosenberg 77471 281/341-3412-wk, jboban@lcisd.org - III [09]

(*2) Royal R Brantley, West Texas A&M University, PO Box 60747 WTAMU, Canyon TX 79016 806/651-2811-wk FAX 806/651-2818, RBrantley@mail.wtamu.edu Any - I [09]

(*2) Joe A Brown (Texas Wesleyan Univ), 5600 Shadow Creek Ct, Fort Worth TX 76112-3819 817/531-4976-wk/817/457-1651-hm, brownj@txwes.edu or joeabrown@sbcglobal.net - II [05]

(3) Cindy Callahan, (Ropesville ISD) PO BOX 131, Ropesville 79358 806/562-4169-hm cingre@prodigy.net - I [09]

(2) Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer, Houston TX 77089 281/929-4695-wk 281/481-6537-hm, sheleigh.carmichael@sjcd.edu <A>, Any - III [09]

(*2) Rod Caspers, 8004 Epping Lane, Austin TX 78745 512/326-5233-hm rdscaspers@aol.com - IV [08]

(2) Kathleen Cochran, McLennan Comm. College, 1400 College Dr., Waco TX 76710 254/299-8191-wk 399-6331-hm, FAX 254/299-8242, kcochran@mcclennan.edu Any, - II [07]

(*2) Gene Cole, South Plains College, 1401 College Rm163, Levelland TX 79336 806/894-9611 x.2266-wk 796-2201-hm, FAX 806/894-5274, gcole@spc.cc.tx.us Any - I [09]

(*3) Kay A. Coleman (Retired), 18777 Stone Oak Pkwy. Apt. 631, San Antonio TX 78258 210/402-0416-hm kayral854@aol.com Any, CM, - IV [07]

(*2) Bill G Cook (Baylor University), 265 Barker Lane, Waco TX 76705 254/829-2193-hm 710-1861-wk, FAX 254/710-1765, Bill_Cook@baylor.edu M-F - II [04]

(2) Sean Patrick Cooper, (Texas Tech University), 302-BN. Clinton Lubbock 79416, Lubbock 79414 806/441-6399 - hm spc_111_245@excite.com - I [09]

(*2) Jerry Cotton (Cedar Valley College), 714 Sherwood Court, Cedar Hill TX 75104 972/291-5449-hm, jdc3420@dccc.edu Any, - II [07]

(*2) Wm. Perry Crafton, West Texas A&M Univ, WTAMU Box 60747, Canyon TX 79016 806/651-2813-wk 655-9822-hm, FAX 806/651-2818, wcrafton@mail.wtamu.edu Any, - I [09]

(*2) Philip Craik (McMurry University), 933 Grand Ave, Abilene TX 79605 325/793-3840-wk 325/676-7405-hm, (wk) craikp@mcmurryadm.mc.edu - I [09]

(*2) David Crawford, (Tyler Junior College), 1211 Balmoral, Tyler TX 75703 903/510-2678-wk 903/534-2908-hm, FAX 903/510-2800, dcra@tjc.edu Any - II [09]

(2) LaDonna Davis, 5220 CR 4600, Athens 75752 903/338-2162 cavecat@aol.com -III [09]

(1) Lisa C Denman, (Baylor Univ.) 466 Dal Paso, Waco TX 76706 254/662-6359 hm, 254/710-6480 wk Lisa_Denman@baylor.edu - II [09]

(*2) Stan C Denman, Baylor University, PO Box 97262, Waco TX 76798 254/710-1861-wk 662-6359-hm, FAX 254-710-1765, Stan_Denman@baylor.edu Any - II [07]

(*1) Tom A Dickson (Thea. Consultant), 404 Cumberland Dr, Hurst TX 76054 817/498-0870, chetad@flash.net - II [07]

F(*1) Ronald L. Dodson (Retired), 1514 Summer Stone Apt. A, Austin TX 78704 512/445-6639, rondodson@email.com Any, - IV [05]

(*2) Bill Doll, (Angelo State University), 2720 Canyon Creek Rd, San Angelo TX 76904 325/942-2146-wk 325/223-1409-hm FAX-325/942-2033, bill.doll@angelo.edu All, - I [09]

(*2) Lucien Douglas (University of Texas-Austin),

4711 Spicewood Springs, Apt 110, Austin TX 78759 512/232-5307-wk 342-9787-hm, FAX 512/471-0824, l.douglas@mail.utexas.edu F/S - IV [07]

(2) Laurie Doyle, Lubbock Christian University, 5601 W. 19th, Lubbock 79407 806/720-7428-wk, laurie.doyle@lcu.edu - I [09]

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

(2) Kate Ellis (UT Pan American), 1405 N. 15th St. #9, McAllen TX 78501 956/683-9555-hm, 956/318-5373-wk kellis@panam.edu F/S - IV [07]

(*2) Charles Falcon (San Antonio College), 222 W Craig Pl, San Antonio TX 78212-4299 210/733-2726-wk 735-6933-hm, FAX 210/785-6484, cfalcon@accd.edu - IV [08]

(*2) Rebecca Faulds, Tyler Jr College, Speech / Theatre, PO Box 9020, Tyler TX 75711 903/510-2208-wk 569-6474-hm, FAX 903/510-2800, rfau@tjc.edu - II [05]

(1) Jeanette Filardo, 3539 Wood Valley, Houston TX 77025 713/664-9424-hm jfilardo@academicplane.com Any, - III [09]

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

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

(*1) Dennis Gilmore, (Henderson Co. Perf. Arts) PO Box 102, Athens TX 75751 903/675-3908, 903/677-1592-hm, FAX 903/675-3968, hcpacalt@mycvc.net Any, CM, - II [08]

(3) David Grantham (Deer Park HS), 2250 Holly Hall Apt. 146, Houston TX 77054 281/804-1598 cell 832/668-7300 wkdgrantham@dpsid.org III [08]

(2) Clay Grizzle (Howard College), 1506 Vines, Big Spring TX 79720 432/264-5068-wk 432/268-9400-hm, cgrizzle@howardcollege.edu - I [07]

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

(3) Kathy Love Harvey, (West Foundation Elementary), 1603 Archer City Hwy., Wichita Falls TX 76302 940/720-3080-wk, 940/716-0049-hm kharvey375@aol.com or kathy.harvey@esc9.net Any, - I [05]

F(*1) Maria Sáenz Hascall (Theatre Consultant), 1704 Hartford Rd, Austin TX 78703 hm 512/482-9222 cellular: 576-8718, mhascall@austin.rr.com Any, CM, - IV [07]

(*2) James A Hatfield (Univ of Texas-Tyler), PO Box 130607, Tyler TX 75713 903/566-7425-wk 566-7494-hm, FAX 903/566-7491, James_Hatfield@mail.uttyl.edu - II [07]

(2) Harold J Haynes (Houston Comm. College-Central), 2016 Main Street #1615., Houston TX 77002-8848 713/659-3425-hm 832-578-1705-wk, - III [04]

(2) Elizabeth R Hedges Panola College, 1109 W. Panola Ave, Carthage TX 75633 693-2064-wk FAX 903/693-2065, lhedges@panola.edu M-F, CM, - II [05]

(2) Jack Heifner, Stephen F. Austin State University, PO. Box 9090 SFA Station, Nacogdoches TX 75962 936/468-1343-wk jheifner@sfasu.edu Any, - III, [05]

(2) James Henderson, Trinity Valley Community College, 100 Cardinal Lane, Athens 75751 903/675-6384 or 6313-wk - II jhenderson@tvcc.edu [09]

(2) Phil Hoke, Wharton County Junior College, 911 Boling Highway, Wharton TX 77488 979-531-9071 wkphoke@wcjc.edu III [08]

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

(1) Floyd E. "Skip" Hughes, Rt. 1, Box 120, Mt. Pleasant TX 75455 903/572-2793 difdrum@txk.net Any, - III [05]

(*1) Betty Hukill (Parmount Theatre), 1933 Highland, Abilene TX 79605 325/677-1161-wk 325/698-1399-hm, FAX 325/676-1630, bhukill@paramount-abilene.org Any - I [08]

(*2) Charles Hukill (McMurry University), 1933 Highland Ave., Abilene TX 79605 325/793-3839-wk 325/698-1399-hm, FAX 325/793-4662, chatchbet@sbcglobal.net Any - I [09]

(*2) Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood TX 76801 325/649-8515-wk 325/643-1204-hm, FAX 325/649-8902, nhumfeld@hputx.edu Any - I [07]

(*2) Paul Hutchins (retired), 2401 Westview Trail, Denton TX 76207 940/566-3254 -hm 668-7731 x349-wk, FAX 940/566-3234, westviewtrl@juno.com Any - II [08]

(*3) Cathy Huvar, (Kingwood HS) 2611 Bens Branch Drive #2415, Kingwood TX 77339 281/641-6996-wk 281/641-7257-fax 281/360-6302-hm cfwswt@yahoo.com -III [08]

(2) Daniel Inouye, (Baylor University), 509 N Hewitt Dr. #34, Hewitt 76643 254/666-4709-hm Daniel_Inouye@baylor.edu - II [09]

(*2) Jerry R Ivins, San Jacinto College-Central, 8060 Spencer Hwy, Box 2007, Pasadena TX 77504 281/542-2039-wk, FAX 281/542-2040, jerry.ivins@sjcd.edu Any, CM, - III [09]

(2) Lynae Latham Jacobs, Amarillo College, PO Box 447, Amarillo TX 79178 806/371-5343 wkjacobl@actx.edu I [08]

(*1) Charles R Jeffries, St. Philip's College, 1801 Martin Luther King Dr., San Antonio TX 78203 210/531-4704, FAX 210/531-4768, TTCJeff@aol.com Any, CM, - IV [08]

(*2) Ina Wilder Jensen (Texas A & M Univ.-Corpus), 622 Grant, Corpus Christi TX 78411 361/825-2362-wk FAX 361/825-6097, ina.jensen@mail.tamcc.edu - IV [07]

(*1) Jan Jones (Retired), 3716 Driftwood, Tyler TX 75701 903/561-3736-hm 903/579-6000 ext. 3114-wk, 903/561-3736 FAX, yoda@cox-internet.com - II [09]

(*2) Ray E Karrer (Retired), 2346 Hubbard, Paris TX 75460 784-3885-hm, FAX 903/782-0370, rkarrer@academicplanet.com Any, - II [08]

(3) Diane M Kaste (Humble: Kingwood 9th grade campus), 2219 Friarwood Trl, Kingwood TX 77339 281/641-6655-wk 359-2626-hm, dkaste@netzero.com or diane.kaste@humble.k12.tx.us Any - II [08]

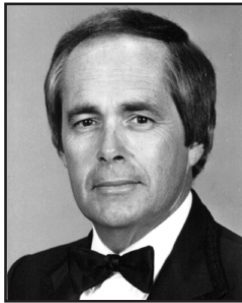
(*2) James D Kemmerling (West TX A&M University), 7413 Dreyfuss, Amarillo TX 79121 806/651-2814 or 2799-wk 806/355-8091-hm, FAX 806/651-2818, JKemmerling@mail.wtamu.edu Any - I [07]

(2) Teresa Klattenhoff-Newton, (Western Texas College), 2706 28th Street, Snyder TX 79549 325/573-0038 hm teresanevton@hotmail.com I [08]

(*2) Jay P. Kyle, Hill College, PO Box 619, Hillsboro TX 76645 254/582-2555 x.271, Cell phone-254/498-3884, FAX 254-582-7591, jpkyle@hillcollege.edu - II [08]

2005 State Wind Ensemble

Music event focuses on artistic elements rather than competition



Richard Floyd
Director of Music

The State Wind Ensemble Contest (SWEC) was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed, it gradually evolved into the format that was used throughout the past decade. The SWEC is viewed as an

educationally rewarding and positive experience for all participants. This year this prestigious event is scheduled for May 7, 2005.

Much of the success of this event has been attributed to the Clinician/Commentator component of the format. This feature allows each performing group to have a 30-minute post concert clinic/critique with a nationally recognized conductor/educator. The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Music Advisory Committee and the UIL Legislative Council the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEC, which cultivate the positive aspects of making music for music's sake rather than the attainment of an objective rating. In addition a listening component has been added to emphasize the very important value of becoming

good audience members as well as accomplished performers.

Participants in the 2005 State Wind Ensemble Festival can anticipate experiencing the following:

- Three adjudicators will provide a recorded and written critique of each band's performance. However, judges will not assign ratings or pick an outstanding band in each classification.

- In place of ratings and outstanding band awards, the judging panel will honor individual performers and/or sections for exemplary musical achievements. Appropriate awards (draped state medals) will be provided.

- In order to integrate the "listening portion" of the experience into the event, each band will be expected to structure a schedule that will enable the students to listen to the performance of two other performing groups over the course of the day. The listening schedule must be set and filed with the UIL State Music Office prior to the day of the festival. It is our goal to insure that every band will perform for an audience of fellow musicians and directors from other schools.

- The role of the Clinician/Commentator will remain unchanged.

Formats similar to this are being used at some of the most positive and educationally sound events in the nation. Results have been overwhelmingly favorable. The success of this venture will be dependent on participants having an understanding of the following:

- (1) All participants have "made their one." That achievement at the UIL Region Contest earned them the right to perform in Austin.

- (2) The goal of this event is not to acquire a

favorable judge's rating, win a trophy or "beat the other bands." The goal is to accept the challenge of making music for the sole purpose of performing at the highest level of musical excellence possible for an appreciative, supportive audience in an optimum acoustical space.

- (3) A corollary to the goal is the expectation that everyone will have the opportunity to be appreciative listeners as others perform in a formal concert setting.

Reports indicate that some of the most successful and competitive band programs in the nation have found this format to be challenging, rewarding and educational. In fact, many say their students "try harder" in this setting than they do at a traditional contest.

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2005 State Wind Festival should be aware of the fact that submitting an entry does not guarantee a performance time and that the following procedure for processing entries will be followed.

- (1) Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at anytime. The letter should *not* include a check for the entry fee.

- (2) Letters will be accepted as postmarked.

- (3) Letters of intent will be held by the UIL office in the order they are received until the re-

See SWEC, page 12

Tickets for the State Marching Band Contest will be available at the Alamodome and at www.ticketmaster.com beginning Wednesday, October 6 at noon.



ADDRESS TMAA CORRESPONDENCE TO:

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

TMAA recognizes charter members, contributions

By James Edwards
TMAA President

On Feb. 13, 2004 at the TMEA convention, TMAA had the unique opportunity to honor the charter members of our organization. This impressive gathering of music educators was truly a momentous occasion. The ceremony was made even more special with the presence of Dr. Nelson Patrick, whose vision and inspiration gave birth to the Texas Music Adjudicators Association. As I had the honor of handing each charter member a pin, I was struck with how much experience and knowledge was collected in the room at that time. These teachers are definitely the living legends of our profession.

Seeing all these educators assembled reminded me of the importance of music education in our world and the value that has been connected to outstanding teaching and performance. I also was reminded of the financial costs and time demands on students which have escalated over the years to achieve the competitive goals of our programs. As successive generations of music students have entered the teaching profession, each director who

has inspired young people to enter the field and raise the competitive bar has become a part of the inevitable evolution of where music education is today.

An important function of TMAA established by these first members is the importance of keeping current with whatever trends that are occurring in the competitive arena. I wonder if that first band director – the one who requested that band class earn P.E. credit because of the time spent outside practicing maneuvers – could accurately and fairly judge a marching contest today. Proper training and updating is essential to the quality of judging demanded by our performing ensembles. Obviously, the most important criteria to becoming a good judge is the experience of being a good and effective teacher. But also important is the training we require of ourselves to be the most polished judge we can be.

In closing, it is important to keep in mind, as we enter a new school year full of many judging responsibilities, that our obligations to the students performing music is simply to evaluate their work and not to mandate the trend of the activity.

Participation in Elem/JH increases

In October Legislative Council to vote on 4 rule changes



Treva Dayton
Elementary/JH Director

It's hard to believe the first six weeks of school have come and gone, but both the calendar and weather say it is so.

I now have an arrangement of bright, vibrant leaves (artificial, I confess, but easy to care for!) to remind me of the beautiful crisp falls of Kansas City and

Indianapolis, and I've moved all the unfinished projects on my monthly calendar to a new – and now crowded – page.

Like many of you with all those bright, vibrant kids in your classrooms, hallways, cafeterias and bus lines, I have to remember to find the time to enjoy the beauty around me amid the mundane, tedious and often frustrating details of getting all those projects and daily paperwork completed. Here's hoping we're all tremendously successful this year in doing so.

Participation Registration

We received more elementary and junior high participation registrations in September than ever before, and combined with those campuses that registered last May or during the summer, we have shipped more than 2,200 A+ *Handbook* packets to schools.

If your campus UIL coordinator hasn't received that packet, we do not have your campus registered.

Although the deadline was Oct. 1, we will continue to accept registrations and to provide the free A+ *Handbook* as long as supplies last. Each individual campus must register separately, with a phone number and contact person for each.

A district-wide coordinator may register all campuses but must use a separate form or email submission for each.

If we find your school listed on a District Organization Form indicating you will be competing in a district meet, and we don't have your registration, the previously listed coordinator or your principal will be receiving an email or fax from our office requesting that you register.

It takes a few working days to get registrations entered into the database, even if you emailed it.

We try to get packets shipped as soon as the registration is entered, and receiving your A+ *Handbook* packet is your confirmation that your campus is registered.

It's very important that registration information includes a valid email for the UIL campus coordinator.

Most of our communication with schools is sent via email to campus coordinators, including important notices or updates. If you are a district-wide coordinator and would like to receive all emails sent to elementary and junior high schools, please send your contact information to: ejh@mail.uil.utexas.edu.

We also are working to include more current information on our web and urge you to check there first if you have questions about forms, study materials or resource materials for contests such as atlases, dictionaries, etc.

Contest Information Updates

The last *Leaguer* contained an article about the high school mathematics rule change concerning calculators used in the contest. There is no rule change for the **Junior High Mathematics Contest**, and *no calculators are allowed* at the junior high level of this event.

However, commercially available, silent, handheld calculators that do not require auxiliary power are still allowed in the Junior High Calculator Contest.

If you feel the junior high level of this event needs rule changes, you may submit a rules change proposal form.

A link to the form can be found on the Academics home page of the UIL web site under General Information about UIL Academic Programs; Suggest a UIL Rule Change.

In my last column, I wrote that contest writers would use only the 2003 edition of the *Nystrom Desk Atlas* in the **Maps, Graphs & Charts Contest**.

But, surprise! When our most recent shipment arrived, we discovered atlases with 2004 copyright dates, although we were not notified that a revised edition would be published.

We have proofed the 2004-05 M, G & C contests using both atlases, and all correct answers may be found in either. If you purchased atlases from UIL last year, the 2003 edition is fine for contest use.

If you order this year and receive the 2004 edition, those are fine, as well. However, as always, contestants may actually use any atlas they choose during the contest.

UIL Legislative Council

On October 17-18, the UIL Legislative Council will meet in Austin and vote on four rule changes for elementary and junior high academic events.

One would reduce the number of words on the tie-breaker section for each division of the Spelling Contest by ten words.

The second would change the scoring of the Listening Contest so that points would be deducted for incorrect answers, in an effort to reduce the number of ties in this event.

A third rule change would modify scoring in the Music Memory so that each element of any answer would be worth two points, with a single point deducted for misspelling.

This change would prevent a contestant from losing the single point allowed for the selection title when a major work is required in the answer.

And the final rule change to be considered was included on the UIL fall survey sent to all superintendents.

It would add individual competition in the Music Memory and Art Contests, which are currently limited to team competition only.

Any rule changes approved by the Council would not go into effect this school year but would become effective for the following year.

Let us hear from you!

The Social Studies Pilot Contest will remain in pilot status during the 2005-06 school year, unless feedback from coaches, coordinators and administrators following this year's competition indicates minimal interest in continuing the event.

We'll provide an evaluation form in each district contest packet, and response from those who have worked with the contest is crucial in determining its future.

If you would like to propose a rule change for any elementary or junior high academic event, please use the form mentioned above. If you have suggestions that would improve the administration of contests or the usefulness of our publications, let us know.

And if you have any photos of E/JH competitors or coaches in action, we would love to have a copy for future publications and electronic resources. We like to see – and share – pictures of young students working hard to be successful in academic competition and enjoying themselves while they do.

The last *Leaguer* contained an article about the high school mathematics rule change concerning calculators used in the contest. There is no rule change for the Junior High Mathematics Contest, and *no calculators are allowed* at the junior high level of this event.

2004-2005 UIL approved OAP critic judges' list

Continued from page 7

(3) Amy K. (Adrian) Lopez, (Canyon ISD), 5312 Rockwell Rd. Amarillo Tx 79118 806/655-3521-hm, amykadrian@prodigy.net Any, I [09]

(*) Tal Lostracco, Trinity Valley Community College, 100 Cardinal Lane, Athens TX 75751 903/675-6384-wk, 903/675-5657-hm talbaby1@hotmail.com or tal@tvcc.edu Any, - III [05]

(*) Susan Loughran (St. Edward's University), 3621 Leadville Dr, Austin TX 78749 512/448-8490-wk 282-9936-hm, FAX 512/448-8492, susanl@admin.stedwards.edu Any, - IV [09]

(2) Pegi Lovett, (West Texas A & M), 6224 Estacado, Amarillo 79109 806/358-7340-hm pegileggs@aol.com - I [09]

(2) J. Don Luna, Texas A & M University - Corpus Christi, 6300 Ocean Dr, Corpus Christi TX 78411 361/825-5988-wk 361/854-0778-hm, FAX 361/825-6097, donald.luna@mail.tamucc.edu - III [07]

(1) B.J. Machalicek (Retired) 703 Golden Oaks Rd, Georgetown TX 78628 512/930-5084 bjm_2@msn.com - IV [07]

(2) Jerry MacLaughlin (McLennan Comm. Coll/Baylor Un), 4704 Edmond, Waco TX 76710 254/776-3896-hm 299-8173-wk, FAX 254/299-8242, jmaclachlin@mcclennan.edu - II [05]

(1) Dennis Maganza, 2041 W. Hebron Pkwy. #3521, Carrollton 75010 972/492-4416 - chicaltello@hotmail.com I [05]

(*) Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78212 210/733-2715-wk 491-9969-hm, FAX 210/785-6484, jmammare@accd.edu - IV [09]

(2) Jonathan Marks (Texas Tech University), 4012 92nd St, Lubbock TX 79423-2928 806/742-3601 x 229-wk 798-7599-hm, FAX 806/742-1338, jonathan.marks@ttu.edu Any, - I [09]

(*) Lou-Ida Marsh (Theatre Consultant), 607 W Fox, Caldwell TX 77836 979/567-4388, mmars@tca.net - II [09]

(*) Maureen McIntyre, Sam Houston State University, Dept. of Theatre, PO Box 2297, Huntsville TX 77341 936/294-1337-wk 936/295-0580-hm FAX-936/294-3898 drmmvm@shsu.edu - III [07]

(1) Andra Allen McLarty (Angelina College-Adjunct), 208 Morrison Ave, Lufkin TX 75904 936/637-6021, andreg@inu.net Any, - II [08]

(2) Greg McLarty, (Angelina College), 208 Morrison Ave, Lufkin TX 75904 936/637-6021-hm andreg@inu.net Any, - III [05]

(1) Connie McMillan (Retired), 602-B Texas Ave, Austin TX 78705 512/482-8253, 512/471-9996 wk, 512/471-7388 FAX, mcdymphna@hotmail.com Any - IV [09]

(3) Mariana (Jones) Meaders, (Retired) 7406 Williams, Houston TX 77040 713/466-0777 hm mariana_jones@hotmail.com IV [08]

(*) Joseph Daniel Mendoza, Lee College, PO Box 818, Baytown TX 77521 281/425-6538/6355-wk 421-4580-hm, FAX 281/425-6228, DMENDOZA@lee.edu F/S - III [09]

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

(3) Beverly A. Moerbe, (retired), 209 West Franklin Ave., Fort Worth 76179 817/847-6908-hm moerbe@swbell.net - II [08]

(*) Richard Montgomery, 315 North Adams Apt. B, Dallas TX 75208 214/497-6726-cel rich_montgomery@yahoo.com Any, - II [08]

(1) Kerry Moore (Retired), 811 W. 3rd Street,

Muleshoe TX 79347 806/272-3297, Any, - I [07]

(*) Lynn Murray (Retired), 7524 Glenhill Rd, Austin, TX 78752 512/454-5505, Any, - IV [08]

(3) Kay Newberry (Retired) 440 Parkview Ct., Burleson, TX 76028 817/295-8314 hm k.newberry@sbcglobal.net II [08]

(2) Ray Newburg, Amarillo College, PO Box 447, Amarillo TX 79178. 806/371-5987-wk 806/345-5572-Fax newburgs6@arn.net or newburg-ar@actx.edu Any, - I [05]

(2) Ray Newton, (Western Texas College), 2706 28th Street, Snyder TX 79549 325/573-0038 hm newton@wtc.cc.tx.us - I [08]

(*) Bradley A. Nies, Blinn College, 902 College Ave, Brenham TX 77833 979/830-4269-wk 836-1165-hm, FAX 979/830-4860 (attn: Brad Nies), bnies@blinn.edu Any, - III [08]

(3) Kerri O'Connor (Paris Junior College-Greenville Center), 4106 Fox Run Dr, Caddo Mills TX 75135 903/454-9333-wk 903/527-4348-hm FAX-903/454-3380 kerri@hotmail.com Any, - II [09]

(*) Allen H Oster SF Austin State Univ, SFA Box 9090, Dept. of Theatre Nacogdoches TX 75962-9090 936/468-1119-wk 936/564-8821-hm, FAX 936/468-1168, aoster@sfasu.edu - II [05]

(1) Kelly Parker, 4630 55th Drive, Apt. #154, Lubbock, TX 79414 806/793-2866-hm genekelly@msn.com IV [08]

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

(*) Allana L Patterson (Paschal High School), 2806 Manchester Ln, Grapevine TX 76051 922-6610-wk 817/329-2172-hm, FAX 817/329-2173, allanapat@msn.com - II [08]

(1) Janeen Patterson, Ritz Community Theater, 2807 34th Street, Snyder 79549 325/573-4314-hm pat2020@snydertext.com - I [09]

(*) Krin Brooks Perry, 4312 Eskew Dr, Austin TX 78749 512/280-7577, FAX 512/280-5746, krinbrooks@aol.com Any - IV [08]

(*) Mildred Peveto, 5104 Streamwood Lane, Plano TX 75093-5034 972/818-0131 hm, 972/818-0181 fax cwmap@swbell.net Any, - I [05]

(4) Jimmy Phillips (Annunciation Orthodox School), 2001 W. 14 1/2 Street, Houston TX 77008 713/880-5363 hm jphillips@aoshouston.org III [08]

(*) Adonia Placetate, Lamar University, PO Box 10044-LUS, Beaumont TX 77710 409/880-8037-wk 866-5878-hm, FAX 409/880-8091, placetead@hal.lamar.edu Any, - III [09]

(1) Angela Porter, 19197 Valley Dr, Flint TX 75762 903/825-3933-wk 894-8314-hm, FAX 903-825-7467, aporter@goquest.com Any, CM, - II [07]

(*) Jim Rambo (McLennan Community College), 4101 Grim, Waco TX 76710 254/299-8177-wk 756-2837-hm, FAX 254/299-8112, jrambo@mcclennan.edu Any - II [08]

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

(*) Robin Robinson (Grayson County College), 1208 N Woods, Sherman TX 75092 903/463-8609-wk 870-1642-hm FAX 903/463-5284, robinsonr@grayson.edu Any - II [07]

(2) Paula Rodriguez, San Antonio College, Dept. of Theatre & Communication, 1300 San Pedro, San Antonio 78212 210/733-2710-wk, parodrig@accd.edu - IV [09]

(2) Rick Roemer, Southwestern University, 1001 E University Ave, Georgetown TX 78626 512/863-1548-

wk roemerr@southwestern.edu Any, - IV [05]

(2) Dona W Roman, Sul Ross State Univ-Theatre, Box C-43 SRSU, Alpine TX 79832 432/837-8219-wk 432/426-3658-hm, FAX 432/837-8376, droman@sulross.edu - I [09]

(*) Marti Runnels, Wayland University, 1900 W 7th St, Plainview TX 79072 806/291-1086-wk 296-2997-hm FAX 806/291-1980, runnels@wbu.edu Any, - I [09]

F(2) Kelly Russell, TAMUCC, Dept. of Communications and Theatre 6300 Ocen Drive, CA 108 Corpus Christi TX 78412 361/825-5992 wk 972/965-6707 hm 361/825-6097 FAX kelly.russell@mail.tamucc.edu IV [08]

(*) Roger Schultz, TX A&M University-Theatre, TAMU, College Station TX 77843 979/845-2526-wk 693-7757-hm, FAX 979/862-1744, r-schultz@neo.tamu.edu Any, - II [09]

(1) William Sheffield, 11442 Ptarmigon, # A, Austin TX 78758 512/873-8909 willshef@aol.com Any, - IV [09]

(3) Roxy Sherwood (Cleburne High School), 3558 SNolan River Rd, Cleburne TX 76033 817/641-5020-hm, 817/202-1816-wk rsherwood@cleburne.k12.tx.us Any, - I [05]

(1) Linda Lucretia Shuler (Theatre Consultant), 11809 Mill Pond St, San Antonio TX 78230-2112 210/690-3994, FAX 210/690-7955, lshuler@stic.net Any, - III [09]

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

(*) Robert Singleton, 4520 Stanford Ct., Houston TX 77041-8840 713/937-3310-hm, rmsing45@earthlink.net Any, CM, - III [08]

(2) Eric Christopher Skiles, Kingwood College, 20,000 Kingwood Dr - SFA 104, Kingwood 77339 281/312-1672 - wk eric.c.skiles@nhmccd.edu - III [09]

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

(1) Melanie Smith, 8518 Fathom Circle #103, Austin, TX 78750 512/331-8231-hm JDM_SMITH@msn.com Any, - III [05]

(*) Thomas F Soare, PO Box 544, Trinity TX 75862-0544 936/594-9671-hm, FAX 936/594-9672, drm_tfs@shsu.edu - III [09]

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

(2) Tracy (Lyons) Spencer (Lamar Institute of Technology), 6812 25th Street Groves, TX 77619 962-6246-hm, 409/839-2912-wk, 409/839-2919 FAX spencert@lit-mail.lamar.edu Any, - III [09]

(3) Travis Springfield (Kingwood HS), 1121 G Post Oak Park Dr, Houston TX 77027 713/249-5516 hm travis818@aol.com III [08]

(1) Glenn Standly, 920 E. Franklin, Hillsboro 76645 254/582-2258 - hm standly@hillsboro.net - II [09]

(3) David Stevens, Keller ISD, 350 Keller Pkwy, Keller TX 76248 817/744-1029-wk dtstevens@kellerisd.net II [08]

(1) Lory Brassfield Stewart (Actors Anonymous Theatre Company), 2233 Oak Grove Cir. Garland TX 75040 972/495-6603-hm loryalison@attbi.com II [08]

(2) William J. Stewart, (St. Philips College), 13330 Blanco Rd. #1405, San Antonio, 78216 210/479-5455-hm wjstewart@sbcglobal.net - IV [09]

(2) Clarence Strickland, (Tyler Jr College), 10633

F.M. 2767, Tyler TX 75708 903/510-2484-wk 903/533-9369-hm, cstr@tjc.cc.tx.us - II [09]

(3) Bronwyn Sullenberger, (Fossil Hill Middle School), 1033 Iron Horse Saginaw, TX 76131 817/847-1046-wk 817/847-6990-FAX 817/306-4547-hm bsullenberger@kellerisd.net Any, - II [09]

(2) Kenneth J. Tate (Howard Payne University) RR 4, Box 109D, Early TX 76802 325/649-8518 wk ktate@hputx.edu I [08]

(2) Richard Tuman, 601 Stillmeadow Dr, Richardson TX 75081 972-671-9344-hm 972-860-4678-wk 972/860-4610 fax, txr2704@dcccd.edu Any, - II [08]

(*) C Lee Turner, Theatre Arts, Prairie View A&M Univ, PO Box 747, Prairie View TX 77446 936/857-2356-wk 281-890-0773-hm, FAX 936/857-4544, cleet7@yahoo.com - III [08]

(1) Matthew C Wagner, 602 County Rd 151, George West TX 78022-3415 361/449-9427, mcw@fmbnet.net- IV [08]

(2) Brian J. Warren (UT-Pan American) 1209 Daffodil Ave., McAllen TX 78501 956/631-6359-hm bjwarren@panam.edu IV [08]

(2) Jeffrey A. Wells, (Texas Tech Univ.) 5310 93rd Street, Lubbock 79424 806/794-2082-hm jawmglaw@msn.com - I [09]

(2) Tisa Whitfill, 215 S. Itasca, Plainview TX 79072 806/296-7013-hm tisaqotu@hotmail.com II [08]

(3) Dale Whitzel (Weslaco ISD), 11406 Fifth Street, La Feria TX 78559 956/797-4213-hm, 956/969-6950-wk, 956/968-8693-FAX dwhitzel@aol.com Any - IV [07] INACTIVE

(*) E Don Williams, (Lubbock Christian University), 4428 76th Street, Lubbock TX 79424 806/720-7226-wk 795-1479-hm, FAX 806/720-7255, don.williams@lcu.edu - I [09]

(2) James Worley (Angelo State Univ), 2216 Live Oak, San Angelo TX 76901 325/942-2343 x 241-wk 325/944-8867-hm, FAX 325/942-2033, james.worley@angelo.edu - I [08]

(2) John Presley Wright (Paris Jr College), 525 N E 42nd St, Paris TX 75462 903/782-0327 or 0242-wk 784-4558-hm, FAX 903/782-0370, jwright@paris.cc.tx.us Any, CM, - II [07]

(2) Mary Ellen Wright (University of Texas-Tyler), 5404 Briar Cove, Tyler TX 75703 903/566-7289-wk 581-1835-hm, FAX 903/566-7491, MaryEllen_Wright@mail.uttyl.edu II [07]

(3) Barry Davis Yandell (Keller ISD), 1500 Pacific Pl, Fort Worth TX 76112 817/654-3020-hm, byandell@kellerisd.net Any, - I [08]

The following judges had not paid their dues by Sept. 15 and will not be eligible to judge this year until they pay their dues and late fees: Aaron Adair, David Ainsworth, David Barnes, Jeannine Beekman, Craig Brashers, Marion Castleberry, Scott Crew, Susan Crocker, Chris Day, Steven Day, Michael Endy, John Everts, Ross Fleming, Ron Fischli, Donald Fox, Alison Frost, Rick Garcia, Chad Greenough, Eric Harrell, Penelope Hasekoester, Robert Hodde, Cleo House, Michelle Howard-Schwind, Jami Hughes, Deborah Johnson, Ron Jones, Cecil Jordan, Kathy Jumper, Beryl Knifton, Joan Lazarus, James Lile, Mario Maldonado, Michael McKelvey, Jessica McKenzie, Nancy McVean, Trey Mikolasky, John Ore, Pam Pailes, Chuck Perryman, Rebecca Phillips, Steven Pounders, Elizabeth Ramirez, Carter Robinson, Alan Ross, Stacy Schronk, Julie Schmitt, R. Carson Soelberg, Cynthia SoRelle, Michael Sullivan, Billie Thompson, Richard Turner, Kim Wagner, T.J. Walsh, Shari Watterston, Keith West, Randall Wheatley.

Autumn always brings change

By Karen Werkenthin

UIL Ready Writing Director

Every autumn the early issues of the *Leaguer* identify changes in rules, in procedures, in personnel. Like many of the authors in the first 2004 issue, I have experienced changes in the past year—I've sold a home, moved across town, officially retired from teaching, and then returned to teaching half-time this fall at another high school. And Ready Writing also has undergone some changes recently.

The redesigned *Ready Writing Handbook* has circulated for a couple of years, and its flexible formatting allows for more frequent and easier updating. For example, coaches ordering the *Handbook* this fall should receive as an addendum an analysis of one of the winning essays from the 2004 State Meet. With their unbound and hole-punched pages, both the *Handbook* and the analysis of Matthew Newell's essay entitled "The Content of Conflict" will easily fit together in a 3-ring binder. Also, Bobby Hawthorne and I have edited some of the redundancies and minor glitches of the first edition of the new *Handbook*, making it more streamlined.

Another change involves my presentations at the Student Activity Conferences. For several years, I gave two identical sessions introducing Ready Writing to beginners. But last year as a trial, I changed the second session to a presentation for veteran Ready Writers and their coaches. This new session works well because now I have time to focus on what successful writers do to create interest in their essays, covering everything from overall organization to single sentences to individual words.

In this new session, I demonstrate how to progress from the prompts to a thesis to planning the essay to analyzing how the winners did so. Then I discuss grammar, particularly verbs and how using active verbs creates far more impact than using passive verbs. (For example, in his winning 5A essay, Matthew Newell uses twice as many active verbs as to be verbs, making his style vivid and powerful.) Then I direct attention to winning essayists who use participles and absolutes to make their writing more concise and more rhythmical.

The new session also allows me time to advocate the use of sophisticated syntactical structures such as the following:

- asyndeton—the deliberate omission of conjunctions in a series; it speeds the pace of the sentence and makes the items seem unified.

- polysyndeton—the deliberate use of extra coordinating conjunctions for special emphasis—to highlight quantity or mass of detail; it slows the pace of the sentence.

- inverted order of a sentence—involves constructing a sentence so the predicate comes before the subject; creates an emphatic or rhythmic effect.

- rhetorical fragment—used deliberately for a persuasive purpose or to create a desired effect.

- parallel structure—involves an arrangement of words, phrases, sentences, and paragraphs so that elements of equal importance are equally developed and similarly phrased.

- periodic sentence—has the main clause at the end of the sentence. It forces readers to retain information from the beginning of the sentence and often builds to a climactic statement with meaning unfolding slowly.

Of course, I remind Ready Writers not to overuse any of these devices because overuse deadens their effect.

Other strategies covered in the new session include how writers control sentence lengths to achieve desired effects—i.e., how short sentences provide drama and how the winning essayists reserve them for the main points of their essays. Together we also examine how the winners use figurative language where appropriate.

As their "ticket out" of the new session, Ready Writers and coaches write one thing they learned from the presentation on the evaluation sheet. The positive feedback on both the new handbook and the new session shows that the changes have benefited everyone involved.

To close this article, I want to add a personal note about another "change" the *Leaguer* addressed—the recent death of Dr. Nelson Patrick at age 92. He played a major role in many lives, including being a friend and mentor to my father Van E. Kirkpatrick, a retired high school band director. I will miss seeing Dr. Patrick walking his dachshund around Town Lake, but I will remember the changes he made in the lives of so many students, both directly and indirectly. His was a life well lived.

Extreme Makeover



At the West Texas A&M University Student Activities Conference a student learns makeup techniques at one of One Act Play sessions. Photo by David Trussell

Parent shares experience of elementary competition

By Janet Daemmrich

Guest Writer

With the Athens Olympics fresh on many parents' minds as the school year starts, it reminds us of the essence of competition. It's great! It's exciting! It's all over the TV, newspapers and magazines! The gold medalists are feted and fawned over.

And the losers? Parents who have helped a child cope with a disappointing finish in any kind of competition at any level have surely wondered: Is this worth it?

My 10-year-old son stepped gingerly into the world of organized competition last spring at a Saturday morning UIL academic meet. It turned out to be the perfect springboard.

First, it was small—only four elementaries competed. As soon as we entered the auditorium at the host school, it was easy to find his classmates' familiar faces. And with all of the categories and age group breakdowns, a high percentage of kids would earn recognition for their efforts.

Second, it was low-key. This was not a qualifier for the next level of competition. This was it, a one-off meet where the students gave it their best shot, then went home with no further obligations or expectations. Parents chatted casually over coffee or read the morning paper in the

cafeteria while their kids worked against the clock in the library.

Third, it had pizza and a magic show! My son and his classmates seemed to put aside whatever stress they felt during the competition almost as soon as they finished their written tests and headed for the huge stack of pizza boxes back in the cafeteria. After everyone had eaten their fill, we all trooped to the auditorium for a cleverly produced magic-of-science show. The kids laughed, oohing and aahing throughout.

For my son and his classmates, the award presentations that followed weren't nearly as interesting. Sure, the kids who earned ribbons were proud of their performance and the recognition they received. As for the kids who didn't, I never saw one tear, nor one tantrum. How can you pout after a magic show and pizza party?

I realize that the pressure of UIL competition gets more intense as the kids mature and the stakes increase. But by that time, the kids at my son's first meet will have built on their initial good experience with the UIL. They will have learned that UIL meets are about challenging yourself to do your best, win or lose. And I'll be happy to take them out for pizza immediately afterwards. Sometimes that's better than a gold medal.

SWEC: Festival offers rewarding, challenging experience

continued from page 8

sults of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times.

(4) Official entry forms and entry fees (\$225) will be due once schools are notified that they have been assigned a performance time.

(5) Additional schools with letters of intent on file will be placed on a waiting list.

Questions concerning entry procedures are welcome at (512)471-5883 or uilmusic@uts.cc.utexas.edu.

The traditional adjudication panel for the 2005 Wind Ensemble Contest is as follows:

BRAD KENT is Director of Bands at Texas A&M - Commerce. He has done exceptional work at the high school level and is recognized as one of the most talented young conductors and collegiate music educators in the nation. His wind ensemble has been selected to perform at the 2005 National College Band Directors National Conference in New York City. He understands Texas high school bands and can communicate with high school band students in a very meaningful and relevant fashion.

JERRY LUCKHARDT is no stranger to Texas band directors. He served on the band faculty at the University of Texas followed by a successful residence as director of the Baylor University Golden Wave Band. He now holds the position of Associate Director of Bands at the University of Minnesota where he works with Craig Kirchoff to guide one of the most artistic collegiate band programs in the nation. His comments will be positive and musically focused.

MARCELLUS BROWN is currently Director of Bands

at Boise State University where he oversees a band program that is recognized to be one of the finest in the Pacific Northwest. In 2002 he was featured on the Oprah Winfrey Show for his meaningful and unselfish contributions to the lives of young people through the wonderful gift of music. He is a unique individual who will share enriching and rewarding insights with directors and student participants as well.

Two exceptional conductors have been engaged to serve as clinician/commentators for the 2005 State Wind Ensemble Festival:

JERRY JUNKIN is in his 16th year as Director of Bands at the University of Texas as well as Artistic Director and Conductor of the Dallas Wind Symphony. He has been eager to make time in his busy schedule to serve as a clinician for the Wind Ensemble Festival since its inception. He is very much a part of the Texas Band tradition and has the unique ability to challenge and inspire students in a meaningful and musically focused fashion. He is a master teacher and conductor.

TOM LEE served as conductor of the University of Texas Wind Ensemble for a decade. He was instrumental in establishing this ensemble as one of the premier wind bands in America. He now serves as Director of Bands at the University of California at Los Angeles. He has countless friends in Texas and has a clear understanding of the standards and expectations Texas directors hold for our performing groups and our students. He is passionate about music and the role that it can play in the lives of young people.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary, professional-quality tape recording of each performance is provided at no cost.

- The entry fee is only \$225 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area (see our website www.utexas.edu/admin/uil for hotel/motel recommendations).

- Educational opportunities, including the LBJ Museum, the Bob Bullock Texas State History Museum www.thestoryoftexas.com/ and the State Capitol are within walking distance or a short drive away.

- Recreational options include The Bob Bullock Texas State History Museum and I-Max Theater, water sports at Barton Springs, outdoor activities in Zilker Park, and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

Friday Nights: UIL football rules evolve over the years

continued from page 1

not just the parent and students going to watch the games. Shopkeepers in towns go to watch the game. Women have their hair appointments on Friday afternoons so they can look their best at the game on Friday night. Preachers talk about games in church on Sunday. Football is a cultural phenomenon as much as it is an interscholastic activity."

Every Friday night, more than 160,000 athletes participate in football across the state, more than any other state in the nation. The UIL prides itself in having so many participants in football and has found ways to expand the playoff season so more students can get what Breithaupt calls the "post-season" experience, which is a much different feel from regular season play.

For the past 14 years, the playoff structure for football is unique in that it allows three schools from each district to vie for the state championship. Prior to the 1990 rule change, two schools from each district advanced to the next level. The UIL has continued to entertain proposals to reform and improve the playoff experience for all involved. The UIL recently surveyed superintendents to see if there was an interest in expanding the playoffs even more by allowing four teams from each district to advance, Breithaupt said.

"The early returns on the survey seem to indicate that our schools don't want to allow four teams in the playoffs, which was surprising to our staff," he said. "We went from one school to two to three advancing, so we assumed the next logical step was to increase it to four schools in order to have a balanced playoff bracket. We know there is no perfect system, and we've looked into this new system. But it seems people are satisfied with what we have and that this system works best, and we crown 10 champions for it."

The expansion of the football playoff structure is an example of how the UIL has continuously had to revise its rules—not just for football, but for other sports as well. Farney said that football has led the way in rule changes and most of the stringent rules, including those involving residency and academic progress, have developed from issues regarding football.

One such rule regards the live telecast of football games. Although the UIL bans live telecasts on Friday nights, two Texas high school football games were televised live on regional and national television on Thursday, Oct. 14. The 5-5A district game between Denton Ryan and Southlake Carroll aired on ESPN2 while Fox Sports Net televised the game between Odessa Permian and Midland Lee in district 3-5A play. Farney said televising games is beneficial if it promotes the overall athletic program.

"With the advent of television, schools realized if games were telecast live on Friday nights, it could be both good and bad," Farney said.

"It would give the schools and players good exposure, but it would also cause some fans to stay at home and watch the games rather than actually attending games. In most cases, money earned from football games goes to support other programs within the schools, so we have this rule to facilitate that. If it promotes the overall program, then it's a good thing, but if it exploits it in any way, it would not be such a positive thing."

With the opening of the movie *Friday Night Lights*, those involved with Texas football are reminded of a tense time when Texas high school football was in the national spotlight in a negative way.

Breithaupt said he plans to see the movie but hopes that it shines a better light on the sport than the book.

"I'm not sure how the movie will portray the team and the coaches of Permian, but I know how the book portrayed them. It can't be farther from the truth," Breithaupt said. "You can always say that some people are over-exuberant about it, but we have tried to make football what we see it as, and that is a wholesome, educational environment. It was a good entertaining book, but there is more to high school football than entertainment."

Volleyball season wraps up

Questions arise when compiling season records



Rachel Harrison
Athletic Coordinator

With the volleyball playoffs fast approaching, many coaches have raised questions regarding whether to count pool play games on their overall season record. The

simple answer is no. Now, if only things were really that simple.

Unfortunately, all coaches do not share the same definition of pool play. Similarly, every tournament across the state is organized differently. Thus, the mere mention of "pool play" can garner a different response depending on whom you ask. By definition, true pool play games are two mini-games played to 15, starting at 0-0. Contrary to popular belief, it is not within UIL guidelines to play these games to 25, even if you're only playing two games. Nonetheless, these games would NOT count on your overall season record.

The only tournament games that would count on your overall season record are

those that are played either two out of three to 25 or those played three out of five to 25. In some instances, tournament directors have allowed teams to play two out of three during pool play, which is only permissible provided no team exceeds their total number of allowed matches per day (three matches per day during a three day tournament, or four matches per day during a one or two day tournament). In this case, you would count these matches on your overall season record.

It's important to maintain consistency across the state when compiling season records. Matches that count for some schools should count for all. For those teams fortunate enough to make it to the state tournament, the state tournament program lists every match played during the season. In addition, pairings for the state tournament are determined according to a team's overall win/loss record, so it becomes extremely important to make sure you're only counting regulation matches and not shortened pool play mini-games.

Speaking of the state tournament, for those of you who will be advancing to the playoffs, I first offer my congratulations. You did it! After a long season of hard work that began in early August, you can

finally breathe a sigh of relief (for a few moments anyway) and gear up for all of the excitement that the playoffs have to offer. As a player, I will never forget how the entire school atmosphere would change when we started our playoff run. Practices became more intense, fellow students shared high fives with us in between classes, additional fans starting packing the gym, and our names became much more prevalent in the local newspaper.

With all the added stress that seems to accompany a coach during the playoffs, there are just a few reminders worth mentioning that will ultimately save you some time in the long run. First off, make sure your district chair submits the district certification form to the UIL office by the appropriate deadline (Oct. 26 for 4A schools; Oct. 30 for 2A, 3A and 5A schools; and Nov. 2 for 1A schools).

Secondly, prior to your bi-district game and after each playoff game thereafter, make sure you submit the UIL Playoff Reporting Form. This form should be filled out online at www.uil.utexas.edu/ath/forms/index.html. This information is used for the official UIL brackets, as well as the data used in our official record book.

Finally, the teams winning the area game

in 1A and the regional quarterfinal game in 2A, 3A, 4A and 5A must fill out the Team Information Form online (using the same link as above) and also mail by overnight a team picture, picture of the head coach and copy of the school's mascot to the UIL office at 1701 Manor Road, Austin, TX 78722. It is imperative that we receive this information no later than Thursday, Nov. 11. Failure to submit these items may result in your school not appearing in the State Volleyball Tournament program.

All of this information (and more) can be found on the UIL web site and in your coaches' manual. I would recommend to all playoff-bound coaches that you review these items so that you'll know what to submit to our office before the deadline occurs. While we want you to fully enjoy the playoffs and focus on your team and next opponent, we also need your help to ensure that our staff has the most accurate and complete information.

JUNIOR HIGH COACHES

According to UIL rules, junior high matches must be played 2 out of 3 to 25 (cap at 30), with the third game being played to 25 (cap at 30). It has been brought to my attention that many schools across the

See Volleyball, page 15

UIL stays busy in fall; wrestling sees a few rule changes



Mark Cousins
Athletic Coordinator

It is hard to believe that November is just around the corner and we will begin to crown the first state champions for the 2004-2005 school year. Three of the four weekends in November will culminate with new state champions in Team Tennis, Cross Country and Volleyball.

At the same time those seasons are coming to an end, others are just beginning. This is the continuing cycle that epitomizes UIL activities.

Along with planning for state championships during November and getting underway with basketball and wrestling, there have also been a number of other happenings which covered important facets of the overall UIL program.

We conducted ad hoc committee meetings on issues regarding officiating and reclassification and realignment. The UIL Medical Advisory Committee met and discussed

a number of important issues relating to the health and safety of activity participants. In addition, the academic department has already conducted three student activities conferences.

And finally, the UIL Legislative Council will meet Oct. 17-18 to hear proposals for rule changes and possible new activities for the coming school years.

Those coaches in activities that are just beginning are busy preparing paperwork and studying up on the new rule changes.

The athletic staff spent a good bit of space in the previous issue of the *Leaguer* on the Previous Athletic Participation Form (PAPF) and other new UIL rules. Speaking of PAPFs, the UIL staff has processed approximately 2,500 so far this school year, and we expect to receive more as the year progresses.

While the new requirements do increase paperwork for some, the staff has been able to identify a number of potentially ineligible participants and prevented the possible forfeiture of contests for schools.

Another part of the continuing cycle of UIL activities are new rule changes from the National Federation of

State High School Associations (NFHS). With the exception of Football (NCAA), Golf (USGA) and Tennis (USTA), UIL activities follow the playing rules put forth by the NFHS.

For the past four years, I have had the opportunity to serve on the NFHS Wrestling Rules Committee. For the 2004-2005 school year the following are some of the new NFHS rules that will help prepare wrestling coaches for the coming season:

When a time-out occurs due to injury or bleeding, the referee should notify the coach/wrestler at the one minute and 30-second marks as to the amount of time remaining.

The deduction for disqualification has been increased from one- to two-team points.

The unsportsmanlike penalty that has been charged to the head coach should a competitor report to the mat not properly attired or ready to wrestle has been deleted.

When a wrestler, coach or other team personnel is to be removed due to a second unsportsmanlike conduct violation, the penalty has been increased to two-team points.

See Wrestling, page 15

The Friday Night Experience

High school football is about more than just the athletes and the final score



Charles Breithaupt
Athletic Director

As I write this, Hollywood will release their version of *Friday Night Lights* this weekend in theatres across America. This movie was based on the best selling book by H. G. Bissinger. The story chronicled the exploits of the 1988 Odessa Permian football team in their quest to win a state

championship. We have received numerous calls from state and national media regarding the book and now the movie. Included in this article are a sampling of questions and answers regarding *Friday Night Lights*.

National Media: Have you received any calls regarding the release of the movie?

Charles Breithaupt: Yes, our staff has taken a great many calls regarding the release of the movie. It seems that in the promotion of the movie, some company sent out free tickets, T-shirts, caps etc. to 140 schools to give to football players. This is a violation of the amateur rule causing several problems for those schools. This could have been prevented with a phone call from the promotional company. We are always on guard when the eligibility of our student athletes is jeopardized.

NM: Why the big fuss about Texas high school football?

CB: There are several reasons. Most people don't understand the passion that is created by the Friday night experience. In most towns across Texas on Friday night you can find a large part of the population of Texas at a high school game. There are many tall tales about Texas, but some of the portrayals of high school football are way off base. Football is huge in Texas. It grows because students and parents care about the experience. They are passionate about the game and all that it involves.

NM: What makes people so passionate about football in Texas?

CB: We believe the community aspect of football in Texas creates this passion. Because the teams are made up of students who live in the attendance zone of the school they represent, greater interest is created. Spectators who attend these games do so because they know the kids or the parents. They work together, shop together, go to church with one another and are interested in how the children in their own community are doing. The fact that we have 600 schools with 500 students or fewer also heightens this awareness. This becomes a social component of many communities. Besides, people want their hometown

school or their alma mater to do well on Friday night. Another reason high school football is so popular is that so many people are involved. We have nearly 160,000 participants in grades 9-12. Add in all of the bands, cheerleaders, drill teams, other auxiliary groups and thousands of students are involved in the excitement of Friday night. Combine those with booster club groups and rabid parents and fans and passion is born.

NM: Did you read the book?

CB: Yes, I am always interested in anything about high school sports. Like many others I thought it would be more positive than it proved to be.

NM: Do you think Bissinger was out of bounds?

CB: It is difficult to capture the essence of any city, any school or any football program in the short time he spent in Odessa. Football begins long before a student enters high school and plays in a varsity contest. Coaching is much more than a season of games. It includes thousands of interactions with student-athletes and parents. It includes countless hours of practice and preparation for practice. I do feel he was out of bounds in his depiction of Coach Gary Gaines. There isn't a more decent and fair man than Coach Gaines. He has obviously proven his great coaching ability. I don't think he captured the essence of coaching. He certainly did not tell the story of how coaches make a difference in the lives of so many young people. However, I do believe that he portrayed the pressures experienced by all coaches.

NM: Don't you agree that football is overemphasized in Texas and in many other states?

CB: It is my belief that many things in life are overemphasized. But, isn't it ironic that Bissinger and others decry the fact that football was overemphasized at Permian while at the same time he glorifies the journey? He made a great deal of money off of this best seller. It wouldn't have sold in such great numbers had the passion for football not been prevalent in Odessa. There certainly wouldn't be a movie. Yes, we can overdo things in Texas. But, that is because we care. So many more positives are attributable to high school sports than negatives. I am sure we can go into any program and if we look long enough we can find excesses. But that doesn't override the good that is produced in the process.

NM: In a recent interview, Bissinger speaks cynically about teams flying on charter airlines and multi-million dollar stadiums. Your response?

CB: Schools build stadiums based on voters ratifying bond issues. If local communities choose to add bonded indebtedness to their budgets, then it is their prerogative. As far as air travel, if you

have ever traveled at all in west Texas, it is easy to understand. There are great distances to travel for most road games. While Permian may have flown to an occasional game, it is my understanding they saved hotel and meal expenses in the process. Again, all of this is done according to the local decision-making process of school administration and school boards. What is always conveniently left out is that programs like Permian's generates a great deal of revenue that goes back into the general fee account for the school district.

NM: So, if football makes a great deal of money, are they entitled to spend it without reservation?

CB: Again, this is another misnomer. Budgets for all extracurricular activities comprise less than two percent of the overall school budget. But, this is the first area that most critics would claim is out of line. What they fail to factor in is that football does generate revenue. Name other school programs that put money back into the school budget. Yes, there is excess spending from time to time, but it is done with the approval of an elected school board.

NM: This hero worshipping of high school football players, has it gone too far?

CB: Anyone who straps on a helmet and a pair of shoulder pads in the heat of August and makes it through the grueling season deserves to be recognized and praised. Pep rallies and bonfires are for the entire student body even if they do celebrate the football team. What's wrong with taking time to tell young people that we appreciate their accomplishments? We need more of this, not less. Of course, this too can get out of hand, but for the most part our school administrations do a great job keeping things under control. Then again you have the companies promoting *Friday Night Lights* that only want to include football players and not the entire student body. It seems to be okay for those outside the school arena to make a buck off of Texas high school football, but woe unto a school district that does the same.

NM: You seem to be cynical of the media slant on high school football. Can you explain?

CB: Many who would criticize have never been involved with the game. They have only seen what goes on from the outside. Only those who have played or coached this great game can truly explain the "miracle of the huddle." This phenomenon occurs when 11 diverse individuals from different socio-economic, ethnic and religious backgrounds, and different mental and physical abilities join together with one heartbeat for a common goal — get the ball into the end zone. Football teaches lessons of not only dealing with adversity but handling success as well. Football is not for every student, but every student who participates learns valuable life-long lessons.

PUBLIC REPRIMANDS

FOOTBALL

Brian Justice, Goose Creek Highlands Junior High School

David Smiley, Amarillo River Road Middle School

Volleyball: Third game at junior high matches must be to 25

continued from page 13

state are opting to play the third game of a junior high match to 15 instead of 25. This is somewhat troubling to our staff for several reasons, the first being that the rules do not allow it. With the advent of rally scoring last year, much time and energy was spent determining what format to implement for every level of play. The UIL staff, along with representatives of the Texas Girls Coaches Association, spent the majority of time discussing junior high issues, problems and possible solutions. It was our opinion that since junior high teams were only allowed to play one match a week, and no more than 12 matches total, they should be allowed to play two out of three to 25 for all

three games. The intent was to allow more opportunities and playing time for junior high participants, especially knowing that matches would most likely be shortened with the switch to rally scoring.

If you are a junior high coach, make sure your school is in compliance by playing the third game to 25 and not 15. It would be virtually impossible for the UIL staff to micromanage every junior high school to make sure everyone is playing by the same rules.

The rally scoring format and guidelines were intentionally written to be very specific so that there would be no question as to how matches should be played. While I anticipated a learning curve last year, it was my hope

that all schools would be on board with the new rules by the 2004 school year.

STATE TOURNAMENT

The State Volleyball Tournament will once again be held at Strahan Coliseum in San Marcos on the campus of Texas State University on Nov. 18–20. I would encourage all coaches to attend and see the best teams in the state battle it out for what promises to be another exciting three days of action. Coaches who show their TGCA membership card can purchase a three day pass for \$20. To obtain information on lodging and other area attractions, go to www.sanmarcostexas.com.

Wrestling: Girls must now qualify for regional meet

continued from page 13

For a complete listing of the NFHS rule changes for wrestling, or other applicable sports, you can consult the UIL Coaches Manuals or the NFHS website (www.nfhs.org).

The main changes for the UIL Wrestling Program for the coming season are the implementation of mandatory district tournaments for girls wrestling, the removal of the option for Physician Recertification of the Minimum Wrestling Weight and the location of the State Wrestling Championships.

Previously, Regional Tournaments had been 'Open' tournaments for girls; there was no qualification. Beginning this year, regional tournaments will no longer be 'open.'

Girls must qualify for the regional through a mandatory district tournament. With this change comes an increase in the number of qualifiers for girls to the state championships. Information on the qualifying standards for both boys and girls can be found in the Wrestling Coaches Manual on the UIL website.

As UIL moves toward a more stringent weight control and management plan (involving hydration testing, body fat analysis and a monitored, gradual weight loss descent program) subtle changes to the current plan are necessary.

This removal of the physician recertification brings UIL into step with the direction of the National Federation and other associations that deal with the touchy issue of weight loss in wrestling competitors.

Also, the location of the State Wres-

ting Championships will be Austin ISD's Delco Center. The Championships are set for Feb. 25-26 and a schedule for the event will be on the UIL website as soon as it is finalized.

Lastly, and on a personal note, I would like to thank all the school administrators and coaches who took the time to complete and return the Participation Questionnaire I sent out last Spring as part of my Doctoral Dissertation.

My study investigating the relationship between participation rates in extracurricular activity programs and academic achievement, attendance, dropouts and discipline shows what many of us in the field already knew.

In total, the findings of my study provide support for the notion that participation in extracurricular activities can have positive implications not only for student success academically but also for school success as a whole.

In reference to participation rates (overall, athletic and non-athletic) in the school extracurricular activity program and their relationships to academic achievement, attendance, dropouts and discipline, it is clear from the data that schools with higher participation rates in extracurricular activities have statistically significant differences in their performance on all the tested variables.

Again, thanks to those who participated in the study.

If anyone would like to discuss the results of the study or access the information I compiled, please contact me at the UIL office.

NCLB: Criteria listed for transfers for athletes

continued from page 1

tive Committee.

Second, the provisions of the 15-day rule still apply for varsity participation.

Third, students who choose this transfer option and take their varsity athletic eligibility with them to the new school would be ineligible for varsity athletic participation should they subsequently choose to change to another school within that same ISD, even if they return to their home school (school of the residence of the parents).

Should questions arise surrounding the following interpretation of the transfer provisions of NCLB and eligibility criteria for UIL participation, please direct them to the UIL staff.

According to UIL interpretation of eligibility in reference to NCLB transfers:

A student who transfers, from a campus identified as in Title I School Improvement for failing to meet Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB), to a new school, which is not in Title I School Improvement, may be eligible for varsity participation according to the UIL residence rule (Section 440 b) provided the student is in compliance with the following provisions:

- The transfer is to another campus within the same school district and complies with the conditions cited in information from the Texas Education Agency (TEA), available from the school. Campuses in Title I School Improvement are required to notify parents in writing of that status.
- The student transferred from the School Improvement campus to a campus within the same ISD that is not in School Improvement at the first opportunity to do so. In this case "first opportunity" is defined as within 30 days of the district notifying parents in writing as required under NCLB.
- The Previous Athletic Participation Form (if necessary) is completed and the UIL District Executive Committee finds the student did not change schools for athletic purposes.
- The student complies with the 15-day rule for varsity participation.
- The student is in compliance with any local ISD transfer and admission policies. According to NCLB guidelines, local transfer policies cannot limit transfers under NCLB.

School officials at the campus that is not in School Improvement must inform students who are eligible for varsity athletics their first year after transferring from a School Improvement campus that, if they later elect to transfer to another school (even the home school), they will be ineligible at the school to which they transfer for all varsity athletics for at least one calendar year. We recommend written notification to student and their parents on this issue.

HIGH SCHOOL ACCOUNTING CONTEST

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

ONE-ACT PLAY

Correction to *Constitution and Contest Rules*, Section 1033 (d) (3) (C) (C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by the same judge twice in the same year.

SUNDAY PARTICIPATION

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

The following constitute sponsorship:

- The school pays entry fees for contestants or uses activity funds to pay for any or all student expenses.
- Student uses school fundraiser dollars to pay for fees, transportation and/or housing expenses.
- Student is accompanied by school personnel.
- Student is accompanied, directed, or transported by a person or persons on behalf of school personnel.
- Student wears or uses school equipment.

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

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

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

HIGH SCHOOL SPELLING & VOCABULARY

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

CALCULATOR APPLICATIONS

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

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

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

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

Conclusion:

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

SOCIAL STUDIES

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

ACCOUNTING

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

ONE-ACT PLAY

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

BROADDUS HS

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

BYERS HS

Public reprimand and probation

through August 17, 2005; **DALLAS SCHOOL OF BUSINESS AND MANAGEMENT**

Public reprimand and probation through August 17, 2005;

HOUSTON MADISON HS

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

NORTH HOUSTON HS FOR BUSINESS

Public reprimand and probation through August 17, 2005;

WOLFE CITY HS

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

RED OAK HS

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

PLEASANT GROVE HS

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

ARLINGTON MARTIN HS

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

HOUSTON PREPARED TABLE CHARTER SCHOOL

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

LIBERTY HS

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

GALVESTON BALL HS

The State Executive Committee issued a public reprimand, with probation through March 24, 2005 to Galveston Ball High School and Wayne Paulus, Debate Coach, for violation of Section 900 (b) (2), Sunday Participation.

EL PASO PARKLAND HS

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

ARLINGTON HOUSTON HS

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

DALLAS KIMBALL HS

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

SPRING BRANCH SMITHSON VALLEY HS

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

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

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

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

SAN ANTONIO EAST CENTRAL HS

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

ARLINGTON BOWIE HS

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

WAXAHACHIE HS

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

SPRINGTOWN HS

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

WICHITA FALLS RIDER HS

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

Distribution rights

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

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