



## Briefs and Notes

### Calendar of upcoming events

- Sept. 20** ..... Student Activities Conference, Tyler Junior College
- Sept. 25** ..... A+ Academics: Deadline to order invitational contest materials
- Oct. 1** ..... UIL membership fees due
- Oct. 1** ..... CX Debate: Deadline to hold planning meetings
- Oct. 1** ..... One-Act Play: Enrollment cards due
- Oct. 1** ..... Spring Meet: District directors and academic coordinators names due
- Oct. 4** ..... Student Activities Conference, UT-Austin
- Oct. 18** ..... Student Activities Conference, West Texas A&M at Canyon
- Nov. 1** ..... Deadline for Sponsor Excellence Award

### Academic Notes

#### 2008 Student Activities Conferences

- Sept. 20 - Tyler Junior College
- Oct. 4 - University of Texas - Austin
- Oct. 18 - West Texas A&M - Canyon
- Nov. 1 - Texas A&M at Corpus Christi

The UIL web page is:  
[www.uil.utexas.edu](http://www.uil.utexas.edu)

# Leaguer

## The final (*printed*) word ...

Starting late fall, the *Leaguer* moves to online publication only

Keep this *Leaguer*.

It could be a collector's item one day. This is the final printed *Leaguer*.

Starting this fall, the University Interscholastic League will only publish the *Leaguer* on its official Web site [www.uil.utexas.edu](http://www.uil.utexas.edu).

"An online publication will be more timely, save money and allow us to expand coverage," Dr. Bill Farney, executive director, said. "Our goal is to have the online *Leaguer* ready for the October/November issue."

Dr. Farney said he believes an online publication is the "best and fastest way to get relevant information to our members."

The components of the *Leaguer*, such as academic section and athletic section, will not change greatly.

"Basically, what we will do is take the content directly to the Web," managing editor Jeanne Acton said. "The delivery system will be different, but the content will be the same, just a little more timely."

All of the directors unanimously supported the decision to move the *Leaguer* to an online-only publication.

"An online version ensures that all of our academic coaches have access to the articles that pertain to their events and programs," said

academic director Treva Dayton.

Acton said an online publication will allow UIL to showcase more student achievements.

"Right now, we are so space limited," she said. "I may have 20 great photos from a state athletic or academic event, but I can only run four or five of the photos in a print newspaper."

"This will allow us to increase our coverage, but we will be careful not to expand it so much that it is overwhelming to our members and readers," Acton said. "We will ensure that every piece of information on the Web has a purpose. We do not want to just dump everything onto the site."



Trinity High School won the 5A Division I state football championship in 2007. Photo courtesy of Photo Texas.

## Reliant selected to host 5A football championships

The 2008 UIL Conference 5A Division I and Division II state football championships will be held at Reliant Stadium in Houston.

"We're excited about Reliant Stadium hosting the 5A Football Finals this season," said UIL Assistant Director and Director of Athletics Dr. Charles Breithaupt. "We will work closely with Reliant Park in creating a first-class championship experience for the schools, fans and students involved in the games. The people at Reliant Park and in Houston have always been very supportive of high school sports."

The Conference 5A Division II championship game will be held at 2 p.m., followed by the Division I championship game at 7 p.m. on Dec. 20.

"We're thrilled to have the Texas State Football Championships back in Houston and at Reliant Stadium for the first time ever," said Shea Guinn, President, SMG-Reliant Park.

## Lifetime Achievement Bandmasters honor Richard Floyd with prestigious Administrator Award

At the Texas Bandmaster's Association summer convention in July, University Interscholastic League Music Director Richard Floyd was presented with the prestigious 2008 Life Administrator Achievement Award.

"The Texas Bandmasters Association is proud to recognize those who have made more than significant contributions to the promotion and development of the band profession and band movement in Texas," said UIL Music Director Richard Floyd President Cody Myers. "The Texas Bandmasters Association Lifetime Administrator Achievement Award exists for this very purpose."

Myers said Floyd has been "a catalyst for positive movement in the Texas band world for almost half a century. As a band director at virtually every level, and now in his role with UIL, Mr. Floyd has inspired our profession to seek the highest levels of artistic expression possible through band."

Floyd said he was honored because of the significance of the award, "but at the same time somewhat surprised since there are



UIL Music Director Richard Floyd receives his award in July.

See Floyd, page 7



# Extracurricular activities are worth the cost



Bill Farney  
UIL Director

Why are school activities important? Wouldn't it be better to let kids get all their music, fine arts and athletic experiences in club activities outside of a school setting? Wouldn't it be cheaper to drop the

activities and let the parents be responsible for coaching, finding officials and playing sites, buying equipment and uniforms, providing insurance and transportation? Would the school, free from this task, then have more resources to concentrate on academic instruction?

What about college athletics? Is it not a huge financial burden for any university to fund intercollegiate sports? Would it not be better to focus the energy of all institutions on the imparting of knowledge in the rigors of academia?

First, the collegiate experience is much different from high school. Traditions have grown in universities to the extent where large contributions by alumni are sparked by athletic teams and their success. Donations from interest in schools' athletic success fund countless university buildings — both athletic and academic.

While very few collegiate athletic programs are operating at a profit, most of them keep sponsoring athletic teams. Even though American universities are unique in the world as compared with foreign universities, who typically do not sponsor extensive athletics, the tradition continues in the U.S. of bigger and stronger athletic programs.

Tradition is a key word here. If a university drops athletics, it would immediately have difficulty in attracting students and fulfilling expectations of alumni.

There has even been a trend for colleges to offer new programs (football) with results to prove that

even non-scholarship athletic programs attract new students to their school. Besides, without athletics, what would we do on Saturday?

High schools are different. They do not give scholarships. Their alumni base does not intrude to the extent of the university's. High schools' largest interest group is parents. School activities are important to parents.

In all parents lies a not-so-secret hope that their child will receive a college scholarship. Many parents spend substantial income on private lessons, camps and clubs to enhance their child's readiness skills and proficiency level in athletics.

The school has provided a training ground for prospective athletes. The tradition (there's that word again) began in the late 19<sup>th</sup> century and remains actively alive. So attached are athletics to schools, that even private high schools' first priority at inception is to offer athletic programs.

In the 1980s, a large high school in the Houston area voted to drop its athletic programs. There was a flood of requests to the state office asking for students to transfer to neighboring schools so they could play athletics. The school board, at the next meeting, reinstated athletic programs.

Two to 3 percent of the total school budget is spent on the activity programs nationwide. Most feel that this is a good bargain for the positive aspects that fine arts, music and athletics bring to a community. If schools did not sponsor these programs and they were done outside school, only two groups would get to participate: those with money enough to pay for private play and those students with super talents who would receive scholarships. Mr. and Miss Average? No way! Only the richest and most talented would get to play.

A new school year begins. Every school holds high aspirations. Expectations begin with the efforts of teachers, administrators and students to achieve the highest possible gains in academic achievement.

An aspect of school life difficult to ascertain

is the area of student growth in appreciations, self-maturation, and cooperative endeavors with other students. These things are hard to see, hard to quantify and hard to measure. The public sometimes equates progress in these subtle areas by presuming that championship teams, winning bands, advancing one-act plays and state playoff athletic teams are indicators of intangible student achievement.

A long history in education allows me to address this view with some degree of disagreement. Certainly, championship teams and top individual performers in all UIL contests possess a high degree of skill and achievement. But countless stories can be told of students who do not win but become success stories in personal maturity—developing a sense of self-worth and confidence that extends far beyond their scholastic years. It is often true that these individuals learn that “failure is never fatal.” Failure could be fatal if it is accepted without further endeavor.

As school begins in August and unfolds to May or June, the lessons learned in classrooms become immensely important. Equally so, the lessons learned in school activities become vitally significant to the overall development of the individual. Have you ever heard a teacher or a coach say, “We didn't win, but this is the best group of students I've ever worked with.” You wonder why or what made this group so special. It was not the collective results of the activity. They did not win. It had to be the effort put forth by the students, their willingness to work together, their attitude, or a combination of those intangible factors—so difficult to identify and collate, yet so important to human development.

I believe that school activities are important, even if budgets are trimmed and economic conditions cause greater scrutiny of expenditures. The life lessons learned are worth the relatively small cost of providing opportunities that enhance learning in so many ways.

Good luck in the coming school year.

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## Leaguer

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# Gearing up for the fall

## Online registration is imperative for all academic coordinators this year



Treva Dayton  
Academic Director

Welcome back for yet another school year! I hope it is an exciting and successful one for you and your students.

We had another great turnout for the 12th annual Capital Conference at UT-Austin in July. Information provided in the 112 workshops offered should make coaching or administration of UIL activities just a little easier in the coming year for those who attended. Feedback has been excellent, including great ideas for future sessions.

If you haven't ever participated, we urge you to consider joining us next summer. Those attendees who submitted the CPE credit form must go to the academic Web page and print your CPE certificate by Sept. 26.

I know you don't really need additional items on your 'to-do lists,' but we need all academic coordinators to register online this year, even if you have done so before and no contact information

has changed. Our database has changed, and you now register from the academic Web page into the new UIL Gateway system. This eliminates lots of data entry on our part and provides a more efficient and flexible data management system.

It's important that we have your accurate email address. Although we don't send frequent emails, we do use them to notify you of any corrections, clarifications or other issues of importance.

The system has been streamlined since we originally printed instructions. Click on the link *High School Academic Coordinator Registration* on the academic Web page under Academic Information. If you do not have a UT EID and password, click the link in Step 1 to get one. If you already have one, log on in Step 2. Then fill in or look up your school's TEA code in Option 1. Select academics, and then select the jobs that you do related to UIL. If you serve as campus coordinator, but also direct the OAP, coach speech and debate or any other academic event, check all the positions that apply. And then give yourself a pat on the back for all you do!

We have mailed the *Academic Coordinator's Manual* to all high schools, so if you serve as

campus coordinator and haven't received that packet, please check with your principal and the folks who sort the mail. If no one can locate it, email and let us know, but please look first. We did not mail a second copy to coordinators who attended the Capital Conference and got the handbook there.

General information about this fall's Student Activities Conferences is posted on the UIL Web site, and we'll post the completed schedules as they are finalized. We are excited to be returning to Tyler Junior College and West Texas A&M University in Canyon, to be hosting a SAC at Texas A&M Corpus Christi for the second time, and of course hosting here at home at UT-Austin.

As always, there will be a variety of workshops presented by the state contest directors, by hosting faculty and students, and by experienced coaches from around the state. We look forward to seeing you, your academic coaches, directors, advisers and your student competitors at the conference nearest you. It's fun. It's free and it's a great learning opportunity. Load up the bus with students and staff and get UIL competitors and coaches off to a good start for the year.

### Congratulations

Calculator Applications State Contest Director Dave Bourell recently won a poster contest at the 19th Annual International Solid Freeform Fabrication Symposium. He also recently received the 2009 TMS Materials Processing and Manufacturing Division Distinguished Scientist/Engineer Award.

# UIL contests help build a culture of academic success

Paula Fisher

Grant Coordinator

A comparison of more than 100 high schools with large numbers of disadvantaged students revealed that active participation in the UIL academic program adds to a culture of scholastic success.

Across the state, high schools face increasing pressure to improve the academic success of their students.

To measure progress, the state has introduced numerous accountability tools, including the Academic Excellence Indicator System or the school report card. Recently, a new indicator was added, the percent of college-ready graduates on each campus.

Supported by funds from a grant through the Texas Education Agency, we examined both Title 1 and other high schools with large numbers of economically disadvantaged students. We compared the percent of a school's college-ready graduates (college readiness score) to the number of UIL academic participants.

Since numerous factors enter into scholastic performance, the staff attempted to eliminate as many variables as possible by comparing campuses from the same school district. In the majority of cases, schools with active UIL academic participation had higher college readiness scores than

campuses with low involvement.

Of course, we know that UIL participation is only a small part of the equation, but it is one important tool that some campuses use to promote the value of achieving scholastically. Some schools have discovered how to create a culture of academic success. In other words, they have learned how to make it "cool" to be smart.

When surveyed about his own school's academic program, Jim Green, principal of Industrial High School in Vanderbilt, explained, "Success breeds success! We look for any way to promote academic success—from UIL academics to TAKS tests. Students have to believe they will be successful before they will achieve."

The chart on the right compares high schools, labeled A and B, from the same anonymous school districts.

Campus A has large numbers of UIL academic participants and campus B has much smaller numbers. In each case, the school with the more active UIL program has a higher percent of college-ready graduates. Once again, UIL does not believe that its programs alone are responsible for the higher score, but as the comparison of schools revealed, the contests are an important element adding to the overall culture of campus academic success.

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### A comparison of College Readiness Scores to UIL Participation at Title I High Schools

| School District | HS campus | percentage of economically disadvantaged students | UIL numbers | English College Readiness Score | Math College Readiness Score | percentage of College Ready Graduates |
|-----------------|-----------|---|-------------|---------------------------------|------------------------------|---------------------------------------|
| South TX ISD    | A         | 96.1  | 102         | 30%                             | 31%                          | 13%                                   |
| South TX ISD    | B         | 98.8  | 46          | 16%                             | 41%                          | 10%                                   |
| North TX ISD    | A         | 69.9  | 107         | 39%                             | 42%                          | 18%                                   |
| North TX ISD    | B         | 69.5  | 35          | 24%                             | 20%                          | 8%                                    |
| East TX ISD     | A         | 61.9  | 122         | 30%                             | 37%                          | 21%                                   |
| East TX ISD     | B         | 59.3  | 39          | 20%                             | 22%                          | 9%                                    |
| West TX ISD     | A         | 72.6  | 128         | 32%                             | 41%                          | 20%                                   |
| West TX ISD     | B         | 76.4  | 44          | 22%                             | 28%                          | 13%                                   |

# Too important to cut

## Research shows again and again the value of academic extracurricular activities



Jana Riggins  
Speech Director

The presidential race and the economy have been at the forefront of every newscast this summer. Headlines are not likely to change as we move into the fall with elec-

tion time drawing nigh and constantly readjusting the family budget to fill up our gas tanks.

Since the economy is in a slump and gas prices are continuing to rise, school district officials are taking a deep breath as they are forced to determine which programs have to be reduced or cut in order to stretch school dollars and keep the budget in the black.

It is never an easy decision to eliminate an educational or extracurricular program, and I do not envy their job. Where will administrators look to make cuts?

If we want to fulfill the educational mission of our schools, emphasis and in-

vestment in UIL academics should not be reduced. Though spectator events may be the most visible to the largest number in communities, speech and academic contests prove their worth.

Students involved in these contests strengthen and extend their academic skills, preparing them for future careers. Skills gained through speech and debate extend the curriculum begun in the required graduation course, Communication Applications. Only these skills are taken to a much higher level and help to foster a sense of competence and self-confidence, instilling a belief that one's destiny can be charted.

In an National Federation of High School Association publication, "The Value of Speech, Debate and Theatre Activities: Making the Case for Forensics," Dr. Kevin Minch of Truman State University concludes from his research that students involved in competitive speech and debate gain skills in critical thinking, oral competence, reading comprehension, listening, and excel in test-taking and academic achievement. (Minch, 2006)

School administrators should also consider not cutting academic competitive

programs because these programs provide the motivation for teenagers to use their leisure time constructively. Comparing students involved in extra-curricular activities to those who spend no time in school-sponsored activities, non-involved students were "57 percent more likely to drop out of school by their senior year, 49 percent more likely to have used drugs, 37 percent more likely to become teen parents, 35 percent more likely to have smoked cigarettes, and 27 percent more likely to have been arrested." (Zill, et. al, 2004)

Contrastingly, students involved in activities increase engagement in additional school life.

In my travels to present sweepstakes trophies and Sponsor Excellence awards on behalf of the League, I have often driven through small towns in Texas, those without red lights, stop signs and Dairy Queens, and wondered what communities would do without UIL programs to give their youngsters activities and the town a reason to gather in support.

Rural schools often lack the community programs to engage students with their free time. Families in low-income urban areas

sometime lack financial resources to pay for activities. Educating the child in our schools must include UIL academics where, in some cases, that competition provides the only gifted and talented curriculum available.

Participating in regional competition may be the only time a youngster will have the opportunity to visit a college campus. "Extracurricular school activities appear to actually reduce the inequity gap in academic outcomes between socioeconomically advantaged and disadvantaged students." (Marsh and Kleitman, 2002).

The UIL academic program also fosters positive character traits. Competitors gain an understanding of hard work, attention to detail, the value of practice and persistence, patience and personal sacrifice.

Speech and debate builds leadership qualities in young people, providing them with the communication skills to benefit their studies and make them better citizens later in life.

They not only learn to be leaders, but they learn to see a myriad of differing viewpoints, resulting in understanding,

See Speech, page 10

## Debate topic selection meeting held in Austin

Ever wonder where debate topics come from? And when you judge a round and the debaters start batting around "framer's intent" just who those framers are?

Most people in the debate community are unaware of how debate resolutions are selected and who gets to come up with the top five topics that appear on the ballot UIL sends out each year.

The National Federation of High School Associations facilitates the annual Debate Topic Selection Committee meeting.

The purpose of this meeting is to provide the United States high school debate community with potential debate resolutions.

The site of the meeting rotates to different geographical regions of the country.

This summer, the meeting was held at the historic Stephen F. Austin Intercontinental Hotel in downtown Austin, and UIL was proud to serve as host. Although Texas has hosted the meeting in the past, it has never been held in the capitol city.

UIL Speech Director Jana Riggins organized local arrangements and several well-known debate coaches from Texas participated in the process.

Kenneth Rohrbach, principal and debate coach at Three Rivers High School, authored a study report on behalf of UIL as did Bill Schuetz from Gregory-Portland ISD.

Other authors from our state included Matthew Murrell from McNeil High School in Round Rock, Russell Kirksey from Blanco ISD, Bryan Weber from Houston Academy for International Studies, Houston ISD and Christa Bieker from the National Center for Policy Analysis, headquartered in Dallas.

Also playing an integral role in the process were David Gardiner from Corpus Christi King High School, who served on the wording committee, and Dr. Rich Edwards from Baylor University.

Other Texas debate coaches in attendance were Racy Grant from Hallsville, Tracy McFarland from Dallas Jesuit, John Mast from Austin High and Chad Flisowski from Calhoun High in Port LaVaca.

Forty-five delegates from across the nation, as far west as California, Wyoming, Oregon and Washington and as far east as the states of New Hampshire and New York gathered in Austin Aug. 1-3 to generate potential topics.

Rohrbach and the rest of the authors spent the previous year researching their topic and writing a paper, evaluating the topic in terms of debate criteria set forth by the



At the topics selection meeting, (middle) Kenneth Rohrbach, principal and debate coach from Three Rivers HS who wrote a paper on drugs for UIL, defends his paper and discusses the wording of possible resolutions over his subject.

committee.

Papers were then sent to all the delegates in advance of the meeting to be reviewed.

The meeting begins with the authors presenting brief overviews of their study reports and then the delegation divides into breakout groups to continue discussion over specific papers and to look carefully at alternative wordings

See Topics, page 10



# My new mantra

As the year gets more difficult, remember to cherish the little moments and keep life in perspective



Jeanne Acton  
Journalism Director

I have a new lump in my purse.

It's always in the front pocket. Easy to access and easy to see.

I never leave home without it because it could possibly save my boys' lives.

This lump, an EpiPen auto injector, became a permanent fixture in my purse in late spring when my youngest was diagnosed with a peanut allergy.

When I received the call from the nurse with the test results, I didn't understand her somber tone and the severity of the diagnosis. I thought a peanut allergy was no different from his milk allergy. It's much different.

After we met with allergist, I cried for two days. I was overwhelmed with grief and fear. A whiff of a peanut product—a cookie made with peanut butter, a potato chip fried in peanut oil—could send my son into anaphylactic shock. How could I protect my baby boy? I felt helpless, hopeless.

During the day, I wept and whined to anyone who would listen, and then at home at night, I clutched my boys and cried silently. I was a basket case.

Then, my ever-so-wise eldest sister gently told me to get it together.

"This could be so much worse," she said. "You're acting like this is some kind of death sentence. It isn't. JoJo is alive and thriving. You gotta put all this in perspective."

She was right. In fact, knowing about this allergy gave him protection and safety. I had to drop the drama queen act and put this bad dream in perspective.

My sister's words lifted me from my pit of self-pity and helplessness. JoJo is fine and will continue to be fine as long as we are diligent and prepared. Always prepared.

Since that conversation, my tear ducts have dried, for the better part, and I'm not living in constant fear of Snickers and Baby Ruths. Granted, I still worry much too much, but that's just my nature. I do understand that things could be worse, and I'm learning to keep things in perspective and cherish what is now. That's my mantra. Live in the moment.

And I think, perhaps, it's a good one.

Had I used that mantra when I was teaching, my life would have been much less stressful and far more satisfying.

I wasn't good at keeping things in perspective when I first started teaching. I was obsessed with winning and cranking out great publications, regardless of what my students wanted or needed.

Frankly, it was all about me. I was too obsessed with the future, with results, to cherish the present.

That's tough to admit. But it's true.

When a computer crashed or a student missed a big deadline, I launched into full the-sky-is-falling overdrive. I pouted. I ranted. I acted as if this one inconvenience was a full-blown problem.

I was so dumb. Sure, I was young. Only 22 when I started teaching. I didn't have that wisdom that comes with years of experience. I didn't know how to keep things in perspective. I treated each glitch as if it were a nuclear crisis.

A kid failed to turn in a story? Melt-down.

We failed to win some ILPC award I thought we deserved? Melt-down.

As I aged (which happens pretty quickly in education), I began to understand life a little better. I grew wiser. I discovered I

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Maybe I never applied my professional philosophy to my personal life, but when JoJo was diagnosed, I lost the big picture.

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was making my job harder, my life worse. I started to lighten up, to not sweat the small stuff, as the saying goes.

When something went wrong (and they do so often when working with students and with technology), I learned to put it into perspective. I began to see outside of my classroom, outside of myself. Someone off the street complains about something in the newspaper? Okay, so what? It isn't the end of the world.

One of my 16-year-old students failed to appreciate the world-shattering implications of a missed deadline, of a poorly reported story?

Well, isn't that what being 16-years-old is about? Didn't make her a bad kid. And my flying off the cuff didn't teach her anything. So, I learned to cherish the relationships, the experiences, the journey—the hundreds of special moments every day that truly mattered.

When I joined the UIL, I tried to bring that philosophy with me. And it hasn't been hard because I work with incredibly wise and wonderful people. Plus, journalism teachers tend to be the most flexible, understanding teachers out there.

Last year, when my boss told me we had to shift UIL State Journalism from Thursday back to Friday and move to a new location, I told her, "No problem. Journalism teachers will understand."

And they did. No fuss. No muss.

That's why my reaction to JoJo's peanut

allergy came as such a surprise. Perhaps it's because I haven't had to deal with many hardships since coming to the UIL. Or maybe I never applied my professional philosophy to my personal life, but when JoJo was diagnosed, I lost the big picture. I couldn't live in the moment because I dreaded the future. All those years of hard-won wisdom gone.

Fortunately, I have an older sister who doesn't cut me any slack. "You gotta put all this in perspective."

So that's my reminder to you. This year will be hard. Things will go wrong. You will be required to perform a slew of tedious tasks: lunch duty, TAKS analysis, hall monitoring. Computers will fail. Students will miss deadlines. You may work incredibly hard and produce fabulous publications that don't earn a single one of the awards you think they deserve.

So be it.

Remember, things will also go incredibly right, too. You will change lives this year. You will motivate students to think about their schools, their neighborhoods, their nation. They will produce publications that will impact your school and community. In the process, you will develop relationships that may last a lifetime.

You will grow in wisdom and patience.

But if you start slipping and lose that perspective, use my mantra. Trust me, it helps.

Last Sunday, my oldest son, Charlie, went into a systemic reaction to fire ants, and I had to rush him to the emergency room. He is fine. Allergic to fire ants, but fine.

I almost slipped back that night. I almost forgot my mantra.

But my sister's voice kept playing in my head.

*He's here. He's fine. Cherish today.*

And so, I will.

## ILPC membership due Nov. 1; new categories added to Yearbook IAA contest

By Jeanne Acton  
ILPC Director

As you start your year, don't forget ILPC membership is due Nov. 1. You should have received our mailout by now with membership forms and updates.

If not, go to the Web site [http://www.uil.utexas.edu/academics/journalism/ilpc\\_forms.html](http://www.uil.utexas.edu/academics/journalism/ilpc_forms.html) and download membership forms.

If you have questions or trouble downloading the

form, please email or call ([jeacton@mail.utexas.edu](mailto:jeacton@mail.utexas.edu) or 512-471-5883).

Remember last summer the advisory committee added some new categories to the Yearbook Individual Achievement Awards so make sure you are using the updated entry forms.

The new categories include captions, headlines, ad spread, index spread and personality profile story. Yearbook IAAs are due Dec. 1.

Also, we will continue with Web-based Newspaper IAAs and critiques.

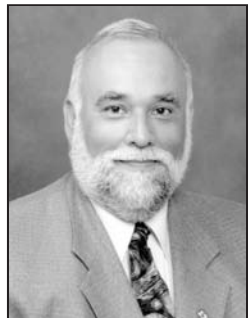
All newspaper entries, whether online or print, are due Feb. 1.

Broadcast entries are also due Feb. 1.

Have a great start and please remember to call or email if you need anything.

Hope to see everyone at one of the Student Activities Conference (see front page for locations and dates).

# Rule changes top the list of importance



Luis Muñoz  
Theatre Director

Hello and welcome back. I hope that you had a restful summer and are ready to tackle another school year. There are several changes that you need to be aware of and not much space to print them on; so I will forego

the usual issue-oriented column and dive right into each item.

Make sure that you take time to visit the redesigned Theatre Web page on the UIL Web site. Jenny Nichols, administrative associate, spent endless hours designing and organizing the information. As we start down a two-year path to go paperless with our OAP materials and entry materials, directors really need to get in the habit of going to our Web site for resources.

Make sure that you are using the 17<sup>th</sup> edition of the *Handbook* as your reference this year. The new *Constitution and Contest Rules* are online. You should print the sections pertaining to OAP and keep them with your *Handbook*.

## Alignment

Schools were realigned last spring. Please check the Spring Meet realignment charts found on the Theatre Web site. Click on the red button labeled “alignments” to get that info. Districts have already been assigned to areas and those can also be found on the Theatre page. Click on the green button labeled “Area Meets.” Get the potential date on your school calendar and make sure that your music and athletic directors are aware of the potential conflict.

## Faculty Director Rule Interpretation

The State Executive Committee issued an Interpretation regarding: 1033(b)(5) *Faculty Director*.

“Permitting a retired teacher to serve as OAP Director was intended to eliminate the necessity of a school having to decline participation because no director was available. The provision was not intended to permit schools to use retired teachers as additional instructors to assist with the OAP.”

## Criminal Background Checks for Judges and Clinicians

The text of *Proposed Amendment to 19 TAC, Chapter 153. School District Personnel, Subchapter DD. Criminal History Record*

*Information Review* clarifies that judges and clinicians do not need criminal history check.

“Contact with students that results from services that do not provide the opportunity for unsupervised interaction with an individual student, such as addressing an assembly, officiating a sports contest, or judging an extracurricular event, is not, by itself, direct contact with students.”

## Minimum Time Limit Established

1033(b)(6)(B) has been amended to define a minimum time for “participation.” In it participation is defined as a “performance of an approved script with a running time of not less than 18 minutes.”

## Additional Crew Member in 2010

The Academic Committee has recommended the addition of a fifth crew member starting in 2009-10 school year. The Legislative Council will vote on this in the fall. Please remember that this does not go into effect, if passed, until 2009-10.

## LED Lighting

Non-motorized lighting utilizing LED technology is permissible.

## Contest Materials

Beginning this spring, contest materials will not be mailed to zone and district contest managers. It will be available for download from the UIL Web site. Materials will be mailed only to Area and Region Contest Managers.

## Missing Critiques

The language in the *Handbook* regarding missing critiques has been revised. “Companies are expected to attend the critique. Exceptions may be made for health issues or due to conflicts with other contests. Appeals may be made to the State Theatre Director.”

## Junior High Interpretation

It is not a violation of League rules for junior high districts to schedule zone contests as long as the students do not miss more than one day or two half-days during the school week. For example, a student may compete in a “zone” contest on Tuesday if the district contest is scheduled for Friday after school or Saturday. The “zone” contest is a preliminary round.

## Student Activities Conferences

Make plans to attend one of the UIL Student Activities Conferences scheduled near you. Schedules will be posted on the Academic Web site as soon as they become available.

We will be at Tyler Junior College on Sept. 20, The University of Texas at Austin

on Oct. 4, West Texas A&M University on Oct. 18 and Texas A&M University-Corpus Christi on Nov 1. With budgets as they are, this is an inexpensive way to introduce your students to the full slate of academic contests.

## State Meet

The tentative dates for the OAP State Meet are spread out over two weekends. They are as follows:

Conference 3A – Thursday, May 7

Conference 2A – Friday, May 8

Conference 1A – Saturday, May 9

Conference 4A – Friday, May 15

Conference 5A – Saturday, May 16

The 3A, 2A and 1A meets are opposite the Academic State Meet. The contest is tentatively scheduled for Hogg Auditorium.

## State and Regional Judges

This summer the TETAAO met to select state and regional meet judges. The administrative committee of the AO reviewed judge’s evaluations for the last three years and selected 25 adjudicators. The list of state, regional and area assignments can be found on the UIL Web site. Make sure that you check on assignments before selecting judges or signing up for clinics. State Meet judges for 2009 are:

5A — Bob Singleton, Retired

4A — David Stevens, Keller ISD

3A — Travis Springfield, Houston ISD

2A — Terry Lewis, Texas A&M Corpus Christi

1A — Cathy Huvar, Katy ISD

## Planning Meetings

Aug. 15 was the first day to hold OAP Planning Meetings. We certainly hope that all of you have already met or will be meeting in the very near future. Please make sure that everyone knows on-line entry procedures and who is responsible for setting up the meets by Feb. 1 and who will be certifying results.

## Theatrical Design Contest

The mailings have gone out regarding this year’s Theatrical Design Contest. This year students will be asked to design Andrew Lloyd Webber’s *Phantom of the Opera*. Last year’s participation increased by over 300 percent, and we are looking forward to continued growth. If you do not receive the packet, you may download the rules and prompt from the UIL Web site. A few changes were made to the required elements. The entry deadline is Dec. 1.

## TETA Convention

Theatrefest 2009 is scheduled for Jan.

23-25 at the Downtown Hyatt in Houston. Please note that the dates cover a Friday through Sunday. The A-Z workshop (for new teachers only) is tentatively scheduled on Saturday and the TETAAO Critic Judging Workshops are tentatively scheduled for Sunday. Keep checking the TETA Web site ([www.tetatx.com](http://www.tetatx.com)) for updates and other important information.

## Enrollment Cards

The mailing containing your enrollment cards went out via U.S. Mail in August. Your card must be postmarked no later than Oct. 1 to be accepted by this office. Late entries require a majority vote of the District Executive Committee to be allowed to compete. If you have not received your card by Sept. 1, contact the League office to request a replacement. You should provide an address that you trust will get your mail to you. If you want confirmation that we have received your card, please send a stamped, self-addressed envelope with your enrollment card. The return of this envelope with a “received” date stamp will serve as confirmation.

## In Memoriam

### Jim Miller

After a long battle with cancer, Dr. James Miller died at home in Huntsville, Texas on Aug. 6. He graduated from Marquette High School in 1956, received his B.A. from North Central College, attended Yale School of Drama and earned his Ph.D. from Tufts University. The family moved to Huntsville in 1976 so Jim could serve as Chair of the Theatre Department at Sam Houston State University. Jim was active in the Texas Educational Theatre Association for many years and was TETA President from 1989 to 1991. He was awarded Educator of the Year in 1987 and the Founders Award in 1991. In 2006, Jim received the TETA Emeritus Award, acknowledging his tireless efforts to promote high quality theater programs across the state.

### Don Howell

Don Howell, former high school theatre teacher, patron, and new inductee into the Austin Arts Hall of Fame, died peacefully in his Austin home on Monday, July 21. He had been fighting throat cancer for many months. Don moved to Austin in 1992 after retiring as a theater and speech teacher in junior high and high school in Alice, Texas. In 1987, The Ex-Students’ Association and The College of Education at the University of Texas at Austin presented him with a

See Theatre, page 9



# New year, new name: A+ replaces EJH



David Trussell  
A+ Director

A new school year is underway, and with it we have a new name. UIL academics for grades 2-8 is no longer known as “elementary/junior high” or “EJH.” We are now the A+ Program — a name that is much more

aesthetically appealing and also better encompasses not only elementary and junior high schools but also the hundreds of participating middle schools, intermediates, primaries, etc.

Not all UIL publications have been updated yet, so you may still see the old elementary/junior high or EJH name from time to time, but we’ll be working to remove the remainder of those references in the months ahead.

Following are some important items to keep in mind as you begin your preparations for this year’s A+ competitions.

## Registration

Every school that participates in the A+ Program must register with the state office every year. This is how we keep our contact information current and how we are able to send you a complimentary copy of the new *A+ Handbook*. You can find the online registration form at [www.uil.utexas.edu/academics/aplus](http://www.uil.utexas.edu/academics/aplus). We’re in our third year of full-fledged online registration, and the system is working well. With the online system you can search for your school, view the information we have on file and send us only any changes that are needed (new UIL coordinator, new principal, etc.). You also receive an immediate confirmation that your form has been received, as well as a follow-up e-mail a few days later.

The deadline for participation registration is Nov. 1. If your school is in an ISD

with at least one UIL member high school, there are no separate membership fees for A+ participation. If you do not have a member high school, contact the UIL office for membership information.

## Study Materials

As always, this year we have new lists for Music Memory and Spelling and new topics for Modern Oratory. All of these except the Spelling list are available on the UIL Web site and in the *A+ Handbook*. The A+ Spelling booklet may be ordered using the A+ Academic Study Materials Order Form.

This is the second year of a two-year cycle for the Art contest, so the prints and Art Smart bulletins you purchased last year can be used again. Art Smart is available for purchase from UIL or Tune In ([www.elizajan.com](http://www.elizajan.com)). Prints and other materials are available exclusively from Tune In.

The official source for Dictionary Skills continues to be the 2004 edition of the Merriam Webster Intermediate Dictionary, which is available through Texas Educational Paperbacks ([www.tepbooks.com](http://www.tepbooks.com)).

For Maps, Graphs & Charts, the official source for the contest continues to be the Nystrom Desk Atlas. As you may know, last year Nystrom released a new edition of the atlas that contains significant changes. If you purchased atlases from UIL last school year, you did receive the new edition (2008 copyright). For 2008-09, we will have one more transition year, during which we’ll ensure that all atlas questions can be answered using either the current 2008 edition or the previous editions (copyright 2003-2006). Beginning in 2009-10, test writers will be working only with the 2008 edition. Atlases can be ordered direct from UIL at a discounted price using the A+ Study Materials Order Form.

## Calendar/Deadlines

• Invitational meets – dates are Nov. 1 through April 1, with April 1 being the first date for the return of materials. The deadline to order invitational materials is

Sept. 15, though we can sometimes provide some flexibility for meets that don’t occur until January or later. Orders for November and December invitational meets MUST be submitted by the Sept. 15 deadline. The Invitational Meet Materials Order Form is available on the UIL Web site and in the *A+ Handbook*.

• Fall/Winter District meets – dates are Dec. 1 through Jan. 31, with Jan. 31 as the first date to return materials. The deadline for submitting district forms is Sept. 25, keeping with a change we made last year. Meeting this deadline is absolutely critical for December meets. District forms received after the deadline may not be accepted.

• Spring District meets – dates are Feb. 1 through May 23, which allows time to schedule meets after spring TAKS testing. May 23 will be the first date for the return of spring contest materials. The deadline for submitting spring district forms is Nov. 15.

## Notes on Meet Scheduling

To make scheduling easier and allow more time for judging entries, many districts have moved their writing contests to a week or so prior to the rest of their meet. There’s nothing wrong with that, provided you keep contest release dates in mind when you make your schedule. For example, if the main part of your meet is scheduled for Dec. 1, you cannot receive fall/winter district writing prompts to use on Nov. 20. While you will receive your shipment several days in advance of your meet (even if it’s on Dec. 1), no fall/winter materials may be used prior to Dec. 1. If you plan a schedule similar to the one described above, you must make other arrangements for writing prompts.

Also, be sure not to schedule a meet that crosses the district timeframes — i.e., you can’t schedule one part of your meet in January and one part in February, since that puts you half in fall/winter and half in spring.

Finally, when you submit your district

forms, be very clear about your meet dates. If the main part of your meet is on Jan. 22, but you’re doing Ready Writing and Spelling on Jan. 12, be sure that the earlier date is also included on your form. *Shipments of contest materials are based on the dates you provide on your form.*

## District Forms

UIL districts for A+ competition are organized locally (unlike high schools, whose districts are assigned by the state office). This means we don’t know which schools you’re competing with unless you tell us. Likewise, A+ districts are not required to offer every contest (though we encourage you to offer as many as possible). This means we don’t know which district contest materials you need unless you tell us. Traditionally there have been two forms for districts to submit: the District Organization Form and the District Meet Materials Request Form. These forms still exist and are included in the back of the *A+ Handbook*. However, there is also an online version of these forms that all districts are encouraged to take advantage of. The online form will make the process of submitting your paperwork easier, and it will be much more efficient for us to keep track of district meets.

Refer to the previous section for deadlines to submit your district forms.

## Social Studies

The addition of a study guide for the Social Studies contest was a big improvement in 2007-08 — we’ll have a new study guide each year. Each division of the contest covers elements of three different broad areas of the Social Studies curriculum (Texas, U.S. and world). However, the study guide significantly narrows the scope of what will be tested, so contestants and event coaches have a much more specific idea of how to prepare. The primary sources component also remains and is integrated with the study guide. The guide for 2008-09 can be downloaded from the A+ section of the UIL Web site.

## Floyd awarded prestigious Lifetime Achievement Award from Bandmasters’ Association

continued from page 1

so many outstanding fine arts administrators in our school districts across the state who are so worthy of this honor,” he said.

The Bandmasters Association, which is the largest organization of its kind, select only one administrator each year for this award.

“It is humbling to know that the leadership of the Texas Bandmasters Association felt that the contributions I have made over the years is worthy of this recognition,”

Floyd said.

In addition to directing the state’s music program, Floyd also is the musical director of the Austin Symphonic Band, a premier adult concert band. Prior to coming to UIL, he served on the faculty at the University of South Florida and Baylor University. Floyd also has been an award-winning junior high and high school band director.

During his career, he has toured throughout the United States, Canada, Australia and Europe as a clinician, adjudicator and conductor. In 2002, he was the recipient of the

prestigious A.A. Harding Award presented by the American School Band Directors’ Association in recognition of his significant and lasting contributions to the school band movement. In 2006, the Texas Bandmasters Association named him Texas Bandmaster of the Year.

“I know the power that music holds to influence and inspire young people,” Floyd said. “It is gratifying to feel that in some way I have played a valued role in providing the gift of music for students in the public schools of Texas.”

# Only a few new rules welcome you back



Richard Floyd  
Director of Music

fact there are only four rule changes that will be in effect for 2008-2009. They are as follows:

Section 1102 (a)(2) – Intent To Participate In UIL Music Competitions. The requirement to submit a Music Participation Form biannually no long exists. The language in this Section details the steps that new schools and middle schools changing classification will follow to register for competition in their respective regions.

Section 1104 (a)(3) – Copyright Rule. Since bands, choirs and orchestras now may elect to change their concert contest program up to 7 days prior to the contest it has been necessary to change

The first issue of the *Leaguer* each fall heralds the beginning of a new school year and traditionally references recently adopted rule changes and other UIL contest modifications. I am pleased to state that our music competitions remain in a relatively stable environment.

the language of the Copyright Rule to conform with this option. In particular please note that the director must provide proof that a purchase order for the procurement of copyrighted scores has been initiated; or a statement by the copyright holder granting permission to use photocopied scores is submitted to the executive secretary or contest chair prior to the contest.

Section 1105 (e) – Marching Rehearsals During Season. The UIL Marching Band Eight Hour Rule now goes into effect beginning the last Monday in August.

Section 1109 (d) – Mariachi Medium Ensemble. There is now a specific category of Medium Ensemble for Mariachi. Specific performance requirements appear on the Music Page of the UIL Web site.

During the past year and in conjunction with the Texas Music Adjudicators Association, a judging rubric for band, choir and orchestra concert and sight-reading has been developed. The purpose of this rubric is to more accurately define the performance expectations for UIL concert and sight-reading events. Judges will be expected to consult the appropriate rubric for the event being judged and apply the criteria it contains when

assigning ratings. The rubric for all UIL organization performance disciplines can be found on the Music Page of the UIL Website.

Choral directors can also anticipate seeing a new vocal-specific concert and sight-reading comment sheet this spring.

The new sheet was piloted in four regions in 2008, was viewed favorably and is now ready for adoption statewide. The primary changes are contained in the descriptors which now refer explicitly to vocal pedagogy and vocal performance practice.

It has been said that all good things must come to an end. In the case of Duncan McMahan who has served as chair of our Vocal Sight-reading Music Selection Committee, this is certainly true.

For several years Duncan's leadership has been a guiding force in the procurement of appropriate sight-reading selections for all UIL vocal contests. Texas public school music continues to be blessed with members of the profession who give unselfishly of their time and talent for the mutual benefit of students and teachers alike.

Duncan is a shining example of this proud tradition of dedication. Bravo to Duncan for a job well done.

## New performance rubrics to help adjudicators remain fair and consistent

Nick Nixon

President TMAA

This past spring I witnessed a UIL Concert Contest that resulted in a I-III-IV split among the three judges. My first thought was "how could that possibly be?" The minimal descriptors for ratings that are set forth by UIL would suggest that these three TMAA-member judges could not have been listening to the same group.

A Division I rating is described as "a superior performance for the event and the class of participant being judged; worthy of the distinction of being recognized as first place winner," and a Division IV rating is defined as "a below average performance not worthy of higher rating because of basic weaknesses in most of the fundamental factors."

How can both statements apply to the same performance? Certainly we all can acknowledge the reality of a simple split decision such as a I-I-II, but the disparity of the ratings I mention here challenges the validity of our contest system.

Clearly there are potential consequences that could result from such a decision. What would the group's director gain from such a rating?

Likewise, what would be the impact of such a rating on the school's principal/ administrators, parents, and most importantly, the students? Perhaps the greatest potential consequence is the loss of credibility of TMAA, as well as the value

of the UIL event.

In this particular situation, the judge who gave the "I" had a personal tie to the group and had in fact started the program at that school many years before.

Emotion and pre-established bias came into play, thus negating the ability of the judge to fulfill the task of evaluating the group based solely on actual musical performance.

The *UIL Constitution and Contest Rules* states that the performance of the organization at the time of the contest is the only factor which can be considered in determining ratings.

Yet, human nature coupled with personal knowledge of the group performing can lead a judge to assign a rating that is not supported by the performance.

This problem is compounded by the fact that with each successive year of judging experience, we acquire more colleagues and a wider variety of professional relationships.

Consequently, without professional focus and the preservation of a totally objective perspective, the temptation to give an inflated rating to a good friend, admired colleague, or valued mentor often-times exist.

Despite relationships and past history, our job as music adjudicators is strictly to evaluate the music and offer constructive comments. In order to help adjudicators with this professional and

objective task, performance rubrics containing specific descriptors have now been developed for all divisions.

These rubrics should help judges more effectively assign ratings and formulate comments.

The UIL and the membership of TMAA owe thanks to David Lambert, Scott Coulson, Rob Toups, Sharon Paul, and Penelope Meitz for their work on this project.

Richard Floyd has informed me that the region UIL Executive Secretaries will give copies of the appropriate rubric to judges prior to each contest. They rubrics also appear on the Music Page of the UIL Web site at: [www.uil.texas.edu](http://www.uil.texas.edu). They will be in use throughout the 2008-2009 contest season.

The *C&CR* cites TMAA's "Policies and Ethics for Texas Music Adjudicators" as the required standard for behavior and performance of our music judges, which states in part: "Adjudicators shall maintain an ethical code of conduct which will not impair or prejudice effectiveness as a judge."

This expectation must be paramount in our minds each time that we begin a judging assignment.

On behalf of TMAA I extend best wishes to all our groups with the hope that they have an educationally focused and musically centered year and that our contests fairly and accurately reflect all the hard work that our students invest.



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(see article page 9)



# UIL contests complements academic success at schools

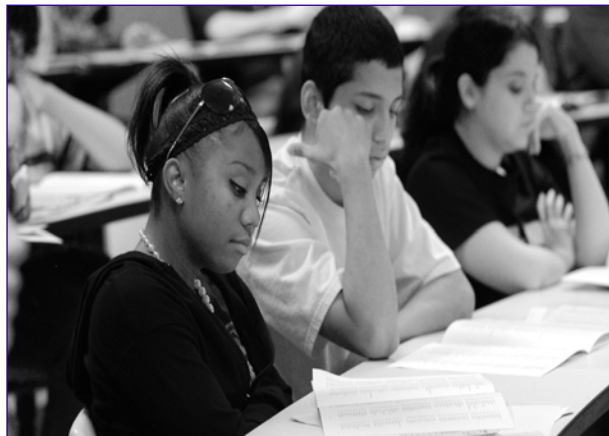
continued from page 3

A comparison of college readiness scores to UIL participation at Title 1 high schools shows how UIL academic involvement elevates college readiness.

When asked about the value of strengthening UIL participation, Dr. John T. Roskosky, principal of El Paso High School in El Paso, said, "UIL academic programs have had a strong positive influence on our extremely diverse population. Students have developed strong bonds with other students and coaches. Participation has had a positive effect on academic success."

Additionally, in an effort to help all schools build stronger academic programs, UIL conducted a survey of 35 Title 1 (or large economically disadvantaged population) high schools with strong scholastic and UIL programs. The investigation revealed a checklist of the top 10 suggestions for improving UIL academic programs:

- 1) School administrators and the academic coordinator actively recruit coaches for each contest event.
- 2) Student academic accomplishments are recognized at the school, PTO, school board, and/or other public gatherings.
- 3) The campus has an active Academic Coordinator.
- 4) The administration and faculty encourage students to participate in UIL academic events.
- 5) The school provides funds for UIL academic materials, travel and entry fees.
- 6) The coordinator and coaches receive compensation



At the 2007 Student Activities Conference at the University of Texas, students review the upcoming spelling list for competition. Photo by E-J Eskridge Johnson

for work with contests.

- 7) Coaches and students attend several practice meets.
- 8) The district has an administrator who oversees UIL academic contests.
- 9) Academic coaches have an established time to work with students on events.
- 10) Students who excel at events receive varsity letters.

Gerardo Marquez, principal of Jay High School in San Antonio, described the situation very clearly when commenting about the need to have strong UIL involvement. "All students cannot participate in athletic events. UIL



Accounting State Contest Director LaVerne Funderburk presents to future contestants at the Student Activities Conference at the University of Texas. Photo by E-J Eskridge Johnson

academic programs provide students the opportunity to be competitive and develop confidence, self-esteem and the social skills needed to compete in the 'real' world."

# Theatre world loses several good instructors over the summer

continued from page 6

Texas Excellence Award For Outstanding High School Teachers.

Don worked for the legendary director Margo Jones at her Dallas Theatre 1949-50. He studied with Sanford Meisner at New York's Neighborhood Playhouse and later worked with Nina Vance in the early years of Houston's Alley Theatre (The Fan Factory).

At the Dallas Theater Center, Don studied, toured and directed three years with famous founder Paul Baker. After retiring, he worked at the University Interscholastic League office.

## Fred Hunter

Frederick J. Hunter passed away due to natural causes on July 29. His teaching career began at Iowa State University in 1946 and continued at Whitman College in Washington State.

He was the Director of Drama and taught at University of California Santa Barbara in 1950. He was the Director of Theatre and Assistant Professor of Speech at the

University of Oregon in Eugene from 1950 to 1957. In 1957, he was appointed Assistant Professor of Drama at the University of Texas at Austin. He served as curator of the Theatre Arts Library and Humanities Research Center from 1960 -1971. He was the Graduate Adviser for the Drama Department 1971 - 1976. He served as the Acting Chairman of the department 1977 - 1979. He retired in 1987 and became a Professor Emeritus.

## John Farr

John Farr passed away June 16. His death has been ruled a homicide. He was born on Nov. 6, 1958, in Dallas. After graduating from Collinsville High School, John attended Texas Tech University in Lubbock where he received a B.S. in Education in 1982. He received his Theatre Arts Certification from the University of North Texas in 1986.

John loved teaching speech, drama, and debate. He began his teaching career in 1982 and taught at schools throughout the Valley and in the Houston area: PSJA

Memorial Ninth Grade Campus (1982-88), McAllen High School (1988-94), Donna High School (1994-98), Academy High School (1998-99), Lamar Consolidated High School (1999-2003), and Harlingen High School-South (2003-8).

He was active in the University Interscholastic League, the Texas Forensic Association, and the National Forensic League, as well as the Texas Educational Theatre Association, and the Texas Speech Communication Association.

His plays advanced to state level competition four times, including placing second at state.

## Eddie Cruz

Eddie Cruz was murdered on July 18. Cruz retired in 2001 from his job as an English and speech teacher at the South Texas High School for Health Professions in Mercedes, but he remained active at the school, teaching drama there on a part-time basis.

Before his stint at Med High, he taught in the Port Isabel, Edcouch-Elsa and Eagle

Pass school districts.

## Chris Markle

Former Texas Tech University professor Christopher Markle died of natural causes after a long battle with bipolar disorder. He was 53. A theater professor at Northern Illinois University and an accomplished professional stage director, "Chris was a unique artist and teacher," said Alexander Gelman, the director of NIU's School of Theatre and Dance. "There was an old-fashioned quality to his artistry and it was always wrapped in inspiration and humanity. He wasn't the kind of architect you went to to build a functional house. He built masterpieces."

Markle studied theater at Indiana University in Bloomington, Indiana, and then at the Yale University School of Drama. Earlier in his career, he directed for The Acting Company, founded by the actor and film producer John Houseman.

In the 1980s, Markle was a resident director at the Guthrie Theatre in Minneapolis.



*The annual Debate Topic Selection Committee meeting met in Austin this summer. The purpose of this meeting is to provide the United States high school debate community with potential debate resolutions.*

## Topics selection committee meets in Austin this summer

*continued from page 4*

of resolutions. These resolutions are then presented to the entire group for consideration and analysis.

The following day, seven delegates who make up the Wording Committee meet with each author, intensely discussing the resolutions the researcher has developed. The purpose of the Wording Committee is to create the best possible wording of the resolution based on the topic paper.

In recent years, the entire delegation has become more involved during the wording session, since this is an arduous task and takes many hours, as each word in the resolution is scrutinized.

Each resolution goes through three intense examinations. The final day of the meeting, voting begins to determine which five topics will be placed on the national ballot.

The process is very brain-draining; so time is built into the evening schedule for coaches to socialize and meet representatives of the other respective states. Texas hosted a bat-watching cruise down Town Lake and a fajita dinner for all to enjoy.

When the final balloting at this year's meeting was tallied, three topics authored by Texans made the national ballot: space (Schuetz), health care (Bieker) and immigration (Murrell).

Other topics to appear on the ballot will be poverty and federal elections.

UIL will conduct the balloting for Texas. Coaches will receive the first ballot with five topics to rank in September. Once all state ballots are counted, a final ballot will contain the two topics that receive the most votes. Next year's topic from the process will be announced in January.

It was an honor for Texas UIL to host this important meeting.

Congratulations to all the Texans who presented reports and those who participated.

Next time you wonder how in the world the debate topic came to be, join us at a topic selection meeting. See you next year in Grand Island, New York.

# Bronze medalists wins \$150,000 scholarship, chance to speak at RNC

By **Jeanne Acton**

*Journalism Director*

It's been a good year for Lindale High School senior Philip Hayes.

In May, Philip took home a bronze medal for Lincoln-Douglas debate at the Academic State Meet. And then in August, he won the Now Debate This scholarship competition, winning a \$150,000 scholarship for the college of his choice.

Philip said he was extremely excited when he won the contest. "I don't think it will sink in until I get to college and the scholarship starts working," he said.

But the winning wasn't over for Philip. After clinching the victory in the Now Debate This contest in Philadelphia, he was selected to deliver a two-minute speech at the Republican National Convention. Philip won the honor through the National Teenage Republicans organization.

Philip believes winning the Philadelphia debate contest gave him the edge in this selection process.

"I entered that contest before the Now Debate This competition," he said.

At the convention, Philip spoke on the same day as former New York City Mayor Rudolph Giuliani and former Arkansas Gov. Mike Huckabee.

"I got to write the speech, but it had to be approved by

(Sen. John) McCain's people."

Philip, who has been competing at UIL speech meets for four years, said UIL competition helped prepare him for both contests.

"UIL has given me the experience to make me a better speaker," he said. "UIL's competitive nature fosters the drive to do better."

The final winner for the Now Debate This contest was determined solely by public votes. Philip was debating a senior from a Catholic high school in Philadelphia, where the debates took place.

"I thought he might have the home court advantage," he said.

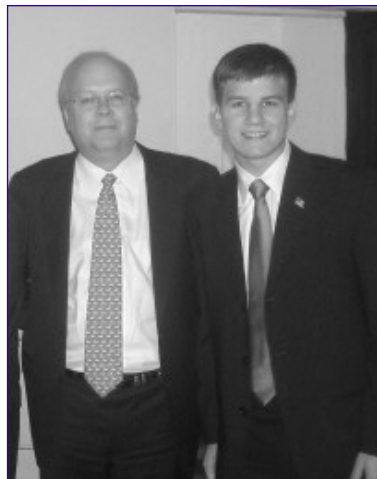
But he didn't. Philip won the contest and said he is grateful for everyone who took the time to vote for him.

"Without my community and the relationships I made in UIL, this would not have been possible," he said. "I want to thank everyone who supported me."

Lindale High School Speech Coach Janice Caldwell said she was excited by all of Philip's accomplishments. "He's a

great kid — very committed and very interested in history," she said.

The Now Debate This campaign is produced and marketed by Emmy award-winning TV director Steven Feldman, who has worked with talent as varied as Bill Nye, Linda Ellerbee, Bill Maher and for PBS, CBS, Disney, Nickelodeon, Comedy Central, MSNBC and Discovery.



*Karl Rove and Philip Hayes*

## Speech/debate contests prove invaluable to students

*continued from page 4*

when appropriate, how to follow. Commitment building is an additional attribute that is gained.

Educational aspirations of students soar when they compete. "There is compelling evidence that academic and music competition aids in higher SAT scores." (Everson and Millsap, 2005)

The impact of UIL resounds even beyond the contests in which students compete at district, region, and state meet. UIL inspires students to continue to achieve through the self-confidence the UIL competitive experience builds in students.

One young man from a small school in northeast Texas who was a 2008 UIL bronze medalist in UIL debate recently used his presentation skills to successfully compete in other debate contests. The reward: a scholarship to the college of his choice in the amount of \$150,000 and an invitation to speak at the Republican National Convention. What a journey from Texas UIL to Minneapolis-St. Paul!

The UIL scholarship program itself has given encouragement to more than 16,000 students to pursue their educational dreams beyond the high school halls. Students who compete at the Academic State Meet can qualify for these

generous monies, with scholarship endowments providing opportunities for students from Texas schools, large and small, to pen their own story and live out their dreams.

Dr. Minch advocates another important reason to support forensic programs that is most likely overlooked as administrators peer over the accounting details. "Finally, and quite importantly for schools in a period of fiscal uncertainty, participation in such programs promotes a sense of loyalty by school alumni that translates into a supportive community, good citizens, and future parents." (Minch, 2006)

So, if the mission of schools is to strengthen academic skills, provide motivation and activities so teens can be challenged to use their time wisely; if educators want to inspire their students to go beyond high school with their educational aspirations; if we believe an added role of the school district is to foster positive character traits and instill leadership qualities in young people, providing them with rigorous academic challenges, promoting self-esteem and a sense of loyalty in their school, then the cost of not doing UIL academic competition is far greater than continuing to budget so that UIL academic competition can thrive on all school campuses.



## New LitCrit director appointed after Dr. Tarpley retires

Mark Bernier from Blinn College is the new Literary Criticism State Contest Director this year. Last year, former director Fred Tarpley decided to retire.

The following is a brief question and answer with the new director:

### How long have you been involved with UIL and in what capacity?

Coincidentally, my first year of involvement with UIL Academics was the pilot year of the Literary Criticism contest. I was new to a high school and among the several extra assignments for which I found myself responsible were as coach for Poetry Interpretation and coach for this new event, Literary Criticism.

After moving to a larger high school that had only recently taken on the annual challenge of hosting an invitational academic meet, I teamed up with an experienced colleague, and we put on some pretty good shows. All the while I continued to coach both the Interp events and LitCrit.

Ours was usually a spring invitational, so many of the contestants had seen the invitational tests, while some had not. One of the options was to write some of our invitational tests; I wrote the Ready Writing prompts and the more challenging LitCrit test for several years running.

My next teaching post was as an instructor at Blinn College's Brenham campus, where I served as UIL Ready Writing contest director and as judge of the Interp events; then for several years I served as chairman of the Division of Humanities, a position that had traditionally included the responsibilities associated with being director of the academic spring meets, both district and region. So it is that since 2001, I have directed the four district meets and the two regional meets that Blinn College hosts every spring.

### What are your plans for the Literary Criticism contest?

My immediate plans for the Literary Criticism contest are not extraordinary.

I will follow Dr. Tarpley's model, hoping to ease in any changes gradually—changes that will reflect my listening closely to the LitCrit coaches whose experience ensures an understanding of the contest—an understanding that should not be ignored.

I am interested in ensuring that the contestants' tie-breaking essays reveal a working familiarity with literary analysis.

### How do you feel about taking over the contest?

The opportunity that comes with accepting the challenge and responsibility of contributing to a statewide



*Dr. Fred Tarpley prepares for the 2008 State Meet Contest in Welch Hall at the University of Texas at Austin. Dr. Tarpley decided to make 2008 his final year as the contest director for Literary Criticism.*

endeavor is categorically different from the other roles in which I have contributed; in sum, I am excited to be working so much more closely with those who, while making UIL a success at one level, ensure success at all levels.

### What is your current position at Blinn College?

I am currently instructor of philosophy and English at Blinn College, credentialed to teach English, history, and philosophy. My responsibilities include teaching dual-credit English courses at an area high school and philosophy and English courses at two area state prisons. I am also Director of UIL Academic Spring Meets—four district and two regional—which Blinn College hosts every year.

### How do you think UIL influences the lives of students?

I have watched my own students, students in my high school classrooms who have advanced to Region and to State and students whom I have individually coached advance to Region and to State in Poetry and in LitCrit. I have watched, as director of meets, both contestants and coaches respond to contest results. The experience, to put it simply, is, obviously, very meaningful to the growth of these students—and it's not the winners alone who experience the meaningfulness.

### Tom Ray

Tom Ray from Hays High School is the new state contest director for Current Issues and Events. Bobby Hawthorne, former academic director, also decided to pass the torch on this year.

Hawthorne had been the director of the contest since its inception more than 10 years ago.

## 2008 All-State Journalism Staff

Thirty-five students have been named to the 2008 All-State Journalism Staff.

To qualify for the staff, students must have earned 50 points by participating and winning different journalism contests throughout the year.

Points could have been earned by participating in UIL invitational contests, UIL district, regional and state contests, as well as ILPC and similar type journalism contests.

Brittini Barnett, Whitehouse HS  
Alejandro Benito, Cypress Falls HS  
Elizabeth Blomstedt, A&M Consolidated HS  
Kimberly Chastain, Lewisville HS  
Amanda Clark, Klein Collins HS  
Courtney Coats, Decatur HS  
Taylor Combs, Klein Collins HS  
Dylan Derryberry, McKinney HS  
Caitlin Giddens, Whitehouse HS  
Hanna deJong, Lindale HS  
Ethan Dujay, Buffalo HS  
Taylor Jackson, A&M Consolidated HS  
Erin Jentz, Klein Collins HS  
Bethany Johnsen, Lindale HS  
Andrew Johnson, Klein Collins HS  
Emily Judd, McKinney HS  
Christopher Kreuger, McKinney HS  
Clare Lynch, A&M Consolidated HS  
Neil McCray, Lindale HS  
Meredith Mohr, Whitehouse HS  
Ashley Penner, Seminole HS  
Rachel Plumley, Scott Johnson MS  
Lena Price, Lewisville HS  
Stephanie O'Connor, Lindale HS  
Daniel Reese, Westlake HS  
Alysia Santellan, Klein Collins HS  
Heather Schmig, Lindale HS  
Amy Skipper, Lindale HS  
Kayla Slimp, Decatur HS  
Mary Stanfield, Marcus HS  
Sarah Stewart, Whitehouse HS  
Tyler Tamplen, Decatur HS  
Madeline Taylor, McKinney HS  
Michelle Ward, Marcus HS  
Britni Williamson, Lindale HS

# Cousins, Odenwald receive top awards

By Kim Rogers

Public Information Director

Two UIL staff members received very prestigious awards in conjunction with the 2008 Coaching School in San Antonio this past summer.

Both Cliff Odenwald and Dr. Mark Cousins of the UIL athletic staff were recognized at the Texas High School Athletic Directors Association Hall of Honor Banquet for their outstanding service to high school athletics in Texas.

Cliff Odenwald, Associate Athletic Director, was inducted in to the Texas High School Athletic Directors Association (THSADA) Hall of Honor. Odenwald was one of only four inductees for 2008 and was nominated by the THSADA Awards Committee and then approved by the THSADA Board of Directors.

After beginning his coaching career at Abilene Wylie High School in 1978, he went on to become assistant athletic director at Garland ISD in 1993 and then athletic director at Plano ISD until joining the UIL staff in 2007.

Odenwald is the longest-serving president in THSADA history, serving 19 months in 2004-05, and before that, was vice-president and regional director.

"I am honored and humbled to be inducted into such a prestigious group of athletic administrators from across the state," Odenwald said. "After being an athlete, and knowing you can't play forever, being a coach is all I really ever wanted to be. I always thought I would be a coach until the end of my career, but your goals change as you get

older and go through your career. Looking back now, I feel privileged to have done what I have and be where I am."

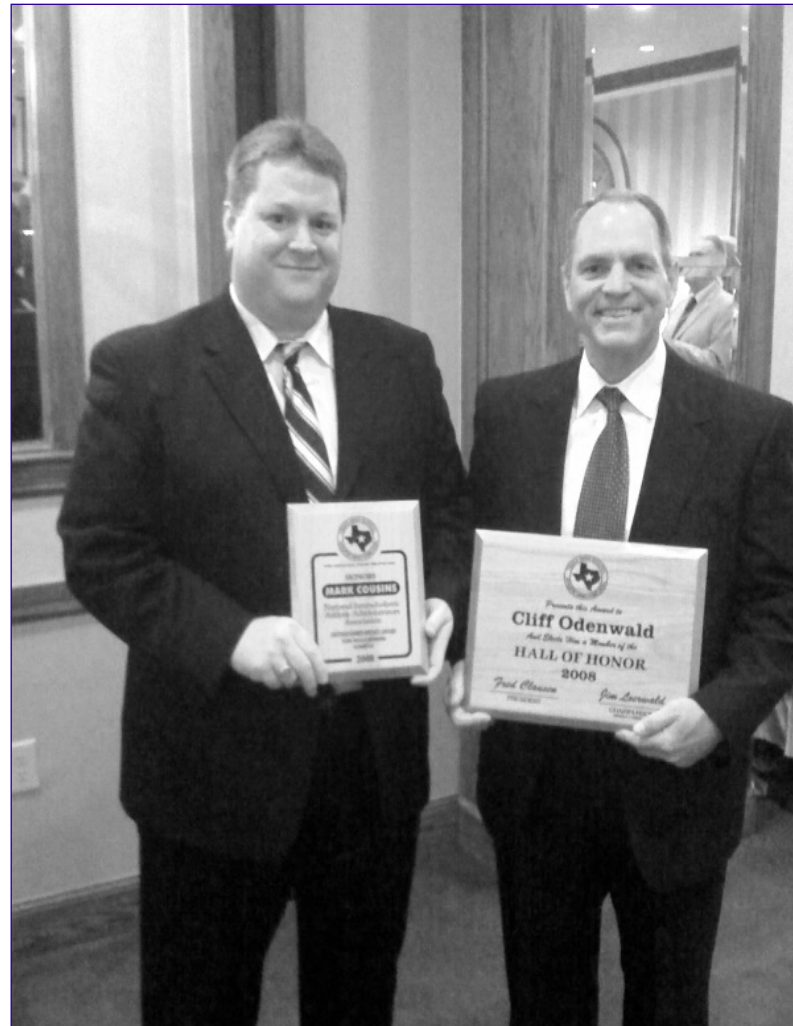
Athletic Coordinator Dr. Mark Cousins was given the National Interscholastic Athletic Administrators Association (NIAAA) Distinguished Service Award in the Non-NIAAA Member category by the THSADA at the Hall of Honor Banquet.

The NIAAA Distinguished Service Award is presented annually to individuals outside the field of athletic administration, as well as NIAAA members in recognition of their length of service, special accomplishments and contributions to interscholastic athletics at the local, state and national levels. Nominations are submitted by state athletic director associations, screened by the Awards Committee, and selected by the Board of Directors.

Dr. Cousins began his tenure at the UIL as an intern in the athletic department in 1994 and was promoted to different positions until becoming athletic coordinator in 2004. Dr. Cousins is responsible for the sports of baseball and soccer, and handles no-pass, no-play and legislative issues for the UIL.

"It is a great honor to receive the Distinguished Service Award for the NIAAA, and I'm especially thankful because it came from the THSADA," Dr. Cousins said.

"I am lucky to be a part of the UIL staff and to be able to work with the great school people of Texas in serving our students."



Dr. Mark Cousins and Cliff Odenwald display their awards in San Antonio.

## 2008 Lone Star Cup recipients announced

The UIL and Texas Dodge Dealers will again present the Lone Star Cup, honoring the best overall athletic and academic programs in Texas for the 2007-08 school year.

Now in its 12th year, the Lone Star Cup is awarded to high schools that accumulate the most points based on their team performance in academic and athletic district and state championships. Point standings updates were released throughout the school year on the UIL Web site and the *High School Spotlight* on Fox Sports Net, and official final results were announced July 2.

This fall, the UIL and Texas Dodge Dealers will present the 2008 Lone Star Cup trophy, along with a \$1,000 prize, to one high school in each of the five UIL classifications. Among the winners this year, Dallas Highland Park High School finished first in conference 4A for the fifth consecutive year and eighth time overall. Salado won conference 2A in a tiebreaker over Poth by winning state championships in boys golf and baseball. Lindsay High School also won for the third straight year in conference 1A.

The UIL and Texas Dodge Dealers remain committed to promoting overall excellence in high schools across the state and look forward to another competitive race for the 2009 Lone Star Cup.

The recipients of the 2008 Lone Star Cup are:

1A—Lindsay High School

2A—Salado High School

3A—Canyon High School

4A—Dallas Highland Park High School

5A—Conroe The Woodlands High School



Athletic coordinator Rachel Seewald presents the 2007-2008 Conference 3A Lone Star Cup to Canyon High School. The high school has won the 3A cup six times, including this year.



# On the Ball



*Photos courtesy of Photo Texas*

### **2007-008 State Softball Champions**

- 1A - Shiner HS
- 2A - East Bernard HS
- 3A - Huntington HS
- 4A - Aledo HS
- 5A - Alvin HS

### **2007-08 State Baseball Champions**

- 1A - Flatonia HS
- 2A - Salado HS
- 3A - Snyder HS
- 4A - Corpus Christi Calallen HS
- 5A - Plano West HS



# An unbelievable year of change

First year at UIL gives a clear picture of how much hard work happens here

## PUBLIC REPRIMANDS

### BASEBALL

Buffalo HS – Earl Ringland  
Jacksboro HS – Robert Moreno  
Lubbock Coronado HS – Shawn Stanek  
Wichita Falls Rider HS – Josh Bobbitt  
Fort Worth Polytechnic HS – James Williams  
San Antonio Southside HS – Jose Zertuche  
Stafford HS – Matthew Kirila  
Winters HS – David Wood  
Alpine HS – Orlando Leyva  
White Oak HS – Derrick Jenkins  
Andrews HS – Rodney Gardner  
Southlake Carroll HS – Larry Hughes

### SOFTBALL

Hempstead HS – Scott McElroy  
Mansfield Legacy HS – Michelle Mayfield  
Houston Cypress Ridge HS – Derek Devries  
Emory Rains HS – Dereck Rowland

### SOCCER

Round Rock Stony Point HS – Daniel Ledbetter



Cliff Odenwald  
Associate Athletic Director

It's hard to believe that I just completed my first year with the UIL. It seems like yesterday that I was opening up boxes, moving into my office and was being introduced as a new staff member. To say the least, it has truly been an eye-opening experience for a former athletic administrator, coach, and teacher to see all the processes, organization, and hard work that goes on in the UIL offices.

As a school district employee, I had attended several UIL Legislative Council meetings and UIL athletic committee meetings. I saw how proposals were made to change UIL rules, and then how those proposals were sent to a UIL committee for review and recommendation. In fact, four years ago I made a couple of proposals to the Legislative Council that were reviewed by the athletic committee. Even though neither of my proposals passed, both were given fair consideration and discussion. This UIL procedure is a good process that allows anyone to make a proposal to consider changing UIL rules.

I didn't realize that there are hundreds of proposals made each year to the UIL staff, and every proposal is reviewed and seriously considered by the UIL staff and the appropriate committees. In general, if a proposal is passed, it takes a full year for the change to take effect unless it is an emergency item.

Shortly after coming on board with the UIL, Senate Bill 8 was signed by Governor Perry, establishing the law to conduct random anabolic steroid testing on students in grades 9-12 who participate in UIL athletic sanctioned activities.

Little did I know at that time the number of stakeholders that would need to be involved to select a drug testing company, establish the protocol, the penalty and appeal process for the new steroid testing program.

The UIL is a part of the University of Texas and all UIL staff members are employees of UT. The UIL follows the UT bid process and receives legal representation from the UT legal department. The attorney general's office also represents the UIL as legal counsel.

Because SB 8 is state law, representatives from the Texas Education Agency, the governor's office, lieutenant governor's office, certain offices from the House of Representatives and Senate, UT's legal department, the attorney general's office,

and UIL staff all took part in the writing of the protocol for the new steroid testing program.

As the protocol was nearing its final stages, I found myself in a meeting along with other UIL staff members that included 11 different lawyers representing the parties mentioned above. It was definitely an experience I'll always remember.

After the documents were finalized in January, a special UIL Legislative Council session was called to approve the protocol, penalty and appeal process. The first random steroid test was administered in February.

Critics complained that it took too long to get the testing program implemented, but after witnessing firsthand how many people and groups (and meetings) were involved in the process, it truly could not have been completed any sooner. Considering the seriousness of the penalties, the number of tests to be administered and all the legal ramifications involved, I should have realized that it would be a lengthy process.

One of the most important lessons that I have learned this past year is that all changes made to UIL rules will affect all the students and schools in the state that participate in UIL activities. I've learned that it is important to be certain that the process is well-planned, thorough and that all parties involved are assured that the final documents are correct.

Other UIL changes that went into effect this year: the Coaches and Officials Positive Expectations (COPE) training; the requirement of all first year coaches and any coach who is not a full-time employee of the school district to complete the NFHS Fundamentals of Coaching Course (exception: retired teachers/administrators with 20 or more years experience and student teachers); the District Executive Committee Member training to be completed online; and all athletic manuals and sport spe-

cific rule changes will no longer be printed or shipped by the UIL, but are available online. You can find all of these links and updated information on the UIL Web site.

Adding to my learning curve this last year was either helping with or observing the UIL athletic staff perform the following duties: mapping out Reclassification and Realignment; hosting 14 State Championship events (requiring hundreds of volunteers); processing 7,776 Previous Athletic Participation Forms, 734 athletic Parent Residence Rule/Four Year Rule waivers, 66 Hearings for Waiver Appeals; 2,643 Compliance investigations; and answering more than 10,000 phone calls and e-mails concerning UIL rules interpretations.

It has been an unbelievable first year having the opportunity to work with all of the outstanding staff members at the UIL. With all this activity, the year has flown by, and I can understand now why it seems like yesterday that I walked through the doors as a new employee of the UIL.



At coaching school in San Antonio this summer, Charles Breithaupt, UIL athletic director and assistant director, swaps stories with Mack Brown, head football coach of the University of Texas Longhorns.



# Lessons learned from the Olympics

## Games serve as an example of what athletes should and should not do



Rachel Seewald  
Athletic Coordinator

Finally, the Olympic Games are over. No more staying up late and showing up to work with tired, bloodshot eyes. Don't get me wrong, I love the Olympics! I was glued to my television for 17 days and nights. From start to finish, the Games were quite a spectacle. But now that the 958 medals have been doled out, it's time to return to a sense of normalcy.

The lessons learned from watching the Games are numerous and worthy of reflection. Olympic athletes can serve as powerful role models for all of us, but especially for young people. They can also serve as great examples of what not to do.

Michael Phelps's performance was truly remarkable. If he were a country, he'd have finished 22<sup>nd</sup> in the medals standings. It's hard to imagine anyone ever breaking his record of eight gold medals in a single Game. Phelps never would have made it to eight, however, without his American teammate Jason Lezak. Lezak was the hero of the

men's 4x100 freestyle relay when he beat world-record holder (and smack-talker) Alain Bernard of France on the last stroke. What an unbelievable display of athleticism and teamwork.

Other inspiring performances included:

- Usain Bolt, the Jamaican sprinter who won three gold medals while setting three world records. While you may not agree with his showboating, you can't argue the fact that he's the fastest human in the world.
- The American beach volleyball duo of Misty May-Treanor and Kerri Walsh, who left Beijing with gold medals and a 108-match winning streak.
- The United States men's volleyball team, who won the gold medal despite losing their head coach through some of the early games as he dealt with the death of his father-in-law.
- German weightlifter Matthias Steiner, who held up his gold medal on the podium along with a photograph of his late wife, Susann, who died in a car crash last year.
- Oksana Chusovitina, who won the silver medal in the women's vault. At age 33, she was competing against gymnasts half her age and was doing it for Germany, where she moved from Uzbekistan to find better medical treatment for her son's leukemia (he is fine and healthy now). She became

the first female gymnast to compete in five Olympics.

• American swimmer Brendan Hansen, who showed great class after finishing fourth in the 100 breaststroke (an event in which he held the world record) by crossing two lanes in the pool to congratulate his rival Kosuke Kitajima of Japan, who won the gold and took Hansen's world record.

Then there were the not-so-great moments, such as Swedish wrestler Ara Abrahamian stepping down from the podium, dropping his bronze medal on the mat and walking off. The International Olympic Committee, citing a violation of the Olympic charter, correctly stripped him of his medal. The wrestler wanted to express his displeasure with officials for a call during his loss. Classless move.

In another forgettable performance, Cuban taekwondo competitor Angel Matos pushed a judge and then kicked the referee in the face after getting disqualified from a bronze-medal match. Instead of a medal, he received a lifetime suspension from the World Taekwondo Federation.

The ideas of good sportsmanship, ethical behavior and integrity permeate our culture. Student-athletes must be taught the proper fundamentals and given the necessary tools to help them be successful. But at the same time, they must know that there are rules by

which a game is played and that the breaking of those rules won't be tolerated. The same should also apply to parents and fans. Sportsmanship is key in this endeavor.

Last year, the UIL compliance office processed 989 player ejections, 143 fan ejections, 173 coach ejections and 1,245 reportable incidents. These numbers are too high. Players, parents and fans reflect the attitudes of their coaches, which is why it is critical for coaches to set a positive example, especially when facing adversity and defeat.

As we begin a new school year, let the spirit of the Olympic Games serve as inspiration, guidance and hope. The Games can teach us important lessons such as honesty, fair play, teamwork and most importantly, good sportsmanship. They are a symbol of international cooperation and peaceful competition highlighting the similarities among people from diverse backgrounds.

Let the Olympic spirit be a reminder of the great things people can achieve when they dedicate themselves to doing their personal best. Let us learn from the Games those examples that should never be followed. As coaches, administrators, teachers and supporters of UIL activities, we are charged with empowering young people and helping them believe in the great things that they, too, can accomplish.

## Official Notices

### CLINT MOUNTAIN VIEW HS

The State Executive Committee issued a public reprimand to Mountain View High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

### PRESIDIO HS

The State Executive Committee issued a public reprimand to Presidio High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

### SAN ANTONIO HAWKINS HS

The State Executive Committee issued a public reprimand to Hawkins High School with proba-

tion through August 6, 2010 for violation of Section 1033 (b) (6), Failure to Participate and Sections 51 (a) (1) and 52 (b), Participation of Ineligible Students in Varsity Competition.

### WALNUT SPRINGS HS

The State Executive Committee issued a public reprimand to Walnut Springs High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

### WIMBERLY PORTER HS

The State Executive Committee issued a public reprimand to Porter High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to

Participate.

### ZAVALLA HS

The State Executive Committee issued a public reprimand to Zavalla High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

### AVALON HS

The State Executive Committee issued a public reprimand to Avalon High School with probation through August 5, 2009 for violation of Section 1033 (b) (7) (E), Late Entry.

### HOUSTON EISENHOWER HS

The State Executive Committee issued a public reprimand to Eisenhower High School with proba-

tion through August 5, 2009 for violation of Section 1033 (b) (7) (E), Late Entry.

### PARADISE HS

The State Executive Committee issued a public reprimand to Paradise High School with probation through August 5, 2009 for violation of Section 1033 (b) (7) (E), Late Entry.

### ROCKWALL HS

The State Executive Committee issued a public reprimand to Rockwall High School with probation through August 5, 2009 for violation of Section 1033 (b) (7) (E), Late Entry.

### TYLER LEE HS

The State Executive Com-

mittee issued a public reprimand to Lee High School with probation through August 5, 2009 for violation of Section 1033 (b) (7) (E), Late Entry.

### CARTHAGE HS

The State Executive Committee issued a public reprimand to Carthage High School with probation through August 5, 2009 for violation of Section 1034, Ethics Code.

### JASPER HS

The State Executive Committee issued a public reprimand to Jasper High School with probation through August 5, 2009 for violation of Section 1034, Ethics Code.

### TORNILLO HS

The State Executive Committee issued a public reprimand to Tornillo High School with probation through August 5, 2009 for violation of Section 1034, Ethics Code.

### RICE HS

The State Executive Committee issued a public reprimand to Rice ISD with probation through August 6, 2009 for violation of Section 1206 (f), Off Season School Team Practices. The State Executive Committee also issued a public reprimand to Coach David Currey with probation through August 6, 2009 and suspended him from the first game of the 2008-2009 foot-

ball season for violation of Section 1206 (f), Off Season School Team Practices.

### COLEMAN HS

The State Executive Committee issued a public reprimand to Coach Kim Smith with probation through August 6, 2009, for violation of Section 50 (a) (3), Team Fighting with the Opponent.

### DENTON NAVO MS

The State Executive Committee extended the probation for Coach Denare Carter through the 2008-2009 school year, for violation of Section 1209 (f) (1), Off Season Participation in Non-School Team Sports while on probation.

## 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.

## MERTZON IRION COUNTY ISD

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

## DENTON MCMATH MS

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

## EMPLOYMENT OF COACHES

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

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

## SAN ANTONIO BURBANK HS

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

## CORPUS CHRISTI CALALLEN HS

The State Executive Committee issued a public reprimand to Coach Steve Chapman with probation through March 3, 2010 for violation of Section 1208 (j) (3), Ejection from Contest While on Probation. Coach Chapman was also suspended from the first three games of the 2008-2009 baseball season for violation of Section 1205 (b) (3).

## HOUSTON LAMAR HS

The State Executive Committee

issued a public reprimand to Coach Dennis Gillespie with probation through January 23, 2009 for violation of Section 1208 (j), Ejection from Contest.

## LAIRD HILL LEVERETTS CHAPEL HS

The State Executive Committee issued a public reprimand to Coach Ricky Hammontree with probation through January 9, 2010 for violation of Section 1208 (j), Ejection from Contest.

## SAN ANTONIO HOLMES HS

The State Executive Committee issued a public reprimand to Coach Merry Brown with probation through February 12, 2009 for violation of Section 1208 (j), Ejection from Contest.

## SLATON HS

The State Executive Committee issued a public reprimand to Coach Eddie Kilmer with a suspension from coaching in all UIL activities through August 14, 2010 for violation of Section 1201 (a) (3). In addition, if at any time he returns to Texas and wishes to coach, he shall appear before the State Executive Committee before he is able to coach in any UIL activity. If he returns to the State of Texas within the three-year suspension, he has the opportunity to appeal the decision to the State Executive Committee.

## SIMMS BOWIE HS

The State Executive Committee issued a public reprimand to Coach Charles Hudgeons with probation through November 6, 2008 for violation of Section 1208 (j), Ejection from Contest.

## ROMA HS

The State Executive Committee issued a public reprimand to Coach Homer Garr with probation through December 11, 2008 for violation of Section 1208 (j), Ejection from Contest.

## PFLUGERVILLE HENDRICKSON HS

The State Executive Committee issued a public reprimand to Coach Joshua Field with probation through January 8, 2009 for violation of Section 1208 (j), Ejection from Contest.

## JASPER HS

The State Executive Committee issued a public reprimand to Coach Tim Little with probation through January 8, 2009 for violation of Section 1208 (j), Ejection from Contest.

## ROSENBERG LAMAR CONSOLIDATED HS

The State Executive Committee issued a public reprimand to Lamar Consolidated High School's football program with probation through January 16, 2009 for violation of Sections 1206 and 441. The State Executive Committee also issued a public reprimand to Coach Lydell Wilson with probation through January 16, 2009 for violation of Sections 1206 and 441.

## CORPUS CHRISTI ACADEMY

The State Executive Committee issued a public reprimand to Coach Juan Renteria with probation through January 22, 2009 and a one-game suspension for violation of Section 1208 (j), Ejection from Contest and failure to complete required COPE training.

## SPRING BRANCH MIDDLE SCHOOL

The State Executive Committee issued a public reprimand to Coach M. David Tomasson with probation through February 12, 2009 and a one-game suspension for violation of Section 1208 (j), Ejection from Contest.

## WICHITA FALLS HIRSCHI HS

The State Executive Committee issued a public reprimand to Coach John Pearson with probation through February 12, 2010 for violation of Section 1208 (j), Ejection from Contest. Additionally Mr. Pearson is required to appear before the State Executive

Committee before returning to coaching in Texas.

## COTULLA HS

The State Executive Committee issued a public reprimand to Coach Ruben Aynes with probation through February 26, 2009 for violation of Section 1208 (j), Ejection from Contest.

## SAN ANTONIO CLARK HS

The State Executive Committee issued a public reprimand to Coach John Paul with probation through February 19, 2010 and suspended him from coaching in all UIL activities until February 19, 2009 for violation of Section 1208 (j), Ejection from Contest.

## SLIDELL HS

The State Executive Committee issued a public reprimand to Coach Cody Vanover with probation through January 22, 2010 for violation of State Law, No Pass No Play.

## FORT WORTH SOUTHWEST HS

The State Executive Committee suspended Coach Scott Gray from all UIL activities for the 2008-2009 school year for violation of Section 1201 (a) (3), Verbal Abuse of an Official.

## KATY HS

The State Executive Committee issued a public reprimand to Coach Patrick Okruhlik with probation through February 26, 2009 for violation of Section 1208 (j), Ejection from Contest.

## AUSTIN MURCHISON MIDDLE SCHOOL

The State Executive Committee issued a public reprimand to Coach Jonas Alvarez with probation through April 8, 2009 with a one-game suspension for the 2008-09 soccer season for violation of Section 1208 (j), Ejection from Contest and failure to fulfill requirements of Section 1208 (j) (2).

## WINNIE EAST CHAMBERS HS

The State Executive Committee issued a public reprimand to Coach Roy Mozley with probation through April 8, 2009 with a one-game suspension for the 2008-09 baseball season for violation of Section 1208 (j), Ejection from Contest and failure to leave the field after the ejection.

## LUBBOCK CORONADO HS

The State Executive Committee issued a public reprimand to Coach Monte George with probation through April 8, 2009 with a one-game suspension for the 2008-09 baseball season for violation of Section 1208 (j), Ejection from Contest.

## WACO LA VEGA HS

The State Executive Committee issued a public reprimand to Coach Paul Deleon with probation through April 8, 2009 with a one-game suspension for the 2008-09 soccer season for violation of Section 1208 (j), Ejection from Contest.

The State Executive Committee issued a public reprimand to Coach Craig Simpson with probation through April 22, 2009 for violation of Section 1208 (j), Ejection from Contest. Coach Simpson was also issued a one-game suspension at the beginning of the 2008-2009 school year, for failure to fulfill requirements of Section 1208 (j) (2).

## DENTON RYAN HS

The State Executive Committee issued a public reprimand to Coach Erick Bossenbroek with probation through April 22, 2009 for violation of Section 1208 (j), Ejection from Contest. Coach Bossenbroek was also issued a one-game suspension at the beginning of the 2008-2009 school year, for failure to fulfill requirements of Section 1208 (j) (2).

## BRYSON HS

The State Executive Commit-

tee issued a public reprimand to Bryson High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## CUSHING HS

The State Executive Committee issued a public reprimand to Cushing High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## DELL CITY HS

The State Executive Committee issued a public reprimand to Dell City High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## LADONIA FANNINDEL HS

The State Executive Committee issued a public reprimand to Fannindel High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## LORAINE HS

The State Executive Committee issued a public reprimand to Lorraine High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## LUEDERS-AVOCA HS

The State Executive Committee issued a public reprimand to Lueders-Avooca High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## MATHIS HS

The State Executive Committee issued a public reprimand to Mathis High School with probation through August 5, 2009 for violation of Section 1033 (b) (6), Failure to Participate.

## Distribution rights

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