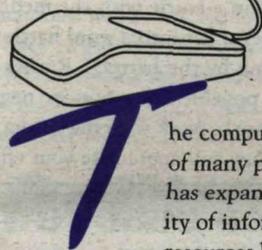
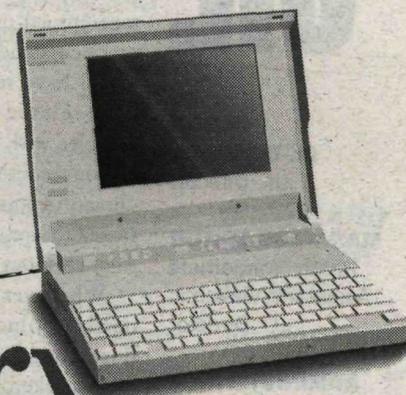


Leaguer

Wired

to the 21st century



The computer has become an integral part of many people's jobs, and the Internet has expanded research and the availability of information. Web pages and other resources help distribute information to a public that is hungry for it. With these societal changes in mind, the UIL has been working to provide more information on-line.

An important step in this process involved moving the UIL web site to a server that is maintained by the UIL. The move came July 25, when UIL opened its new on-line address at www.uil.utexas.edu.

"We started discussing the possibility of having our own server a couple of years

Server gives web site more opportunities to help schools

ago," Technology Coordinator David Trussell said. "The process of purchasing equipment and putting all the pieces together began in the summer of 2000, and this summer we were able to make the change."

new UIL web site address:
<http://www.uil.utexas.edu>

ago," Technology Coordinator David Trussell said. "The process of purchasing equipment and putting all the pieces together began in the summer of 2000, and this summer we were able to make the change."

The web site had previously been hosted on the central University of Texas web server, which was the reason for the slashes in the address (www.utexas.edu/admin/uil).

"Hosting our site on the main UT server provided us good service with excellent reliability, but it also constrained what we could do with our site," Trussell said. "We're still a part of the

UT network, but having our own server will give us more flexibility and allow us to do more for our member schools."

One example of this increased flexibility is the addition of an internal search engine to the UIL site, which was not possible through the UT server.

"We were able to implement the search engine almost immediately after we brought the server on-line, and it's been very well-received," Trussell said. "It allows people to search within just our site for the specific information they're looking for. Our site has well over 1,000 individual pages, so the search engine is a valuable tool."

The new server will also allow for the use of on-line databases, which will make it possible to serve data dynamically and to collect information from member schools.

"Our site does have a few e-mail-based forms right now that people can use to send us information, but primarily our site is a one-way transmission," Trussell said. "While the site is extremely valuable in its capacity as a reference source, we believe it can be even more valuable by becoming more interactive."

Adding on-line databases to the site will be a gradual process that will require careful evaluation, Trussell said.

"Privacy is a big concern with the Internet right now, and we want to be very careful about collecting any sensitive information on-line," he said. "Although we are confident in the

security of our server, we'll start by working on processes where security is less of a concern."

In addition to security, reliability was also an important consideration in preparing to move to the new server. Trussell took exceptional care to insure that the development of the server was done right rather than fast.

"We have to maintain as near to 100 percent uptime as possible," he said. "I wanted to get the best equipment so it would be reliable."

The new equipment includes a Power Macintosh Server G4 with a 500 MHz processor, 512 megabytes of RAM, a 36-gigabyte hard disk array and WebSTAR

server software, plus an uninterruptible power supply and backup equipment.

"The U.S. Army uses a G4 server with WebSTAR to serve their public web site, so I felt like that was a pretty good comment on its reliability and security," Trussell said. "And a Mac server is fully compatible with our existing Mac systems, which will allow us to do the kinds of things we want to do."

Trussell added that the specifications of the server were selected with the goal of having room for growth.

"We are looking forward to being able to serve our member schools even better than we have in the past," UIL Director Dr. Bill Farney said. "David has done a tremendous job in building this server and the other UIL administrators have made a lot of input as to what was needed and wanted. This is not an end, though. It is a beginning, and we hope to be able to do more things to serve our members."

Student Activities Conferences set for four regional sites

THE UIL WILL CONDUCT four Student Activity Conferences this fall, featuring all the high school academic events at these four regional sites.

Sept. 15 — Texas Tech University, Lubbock

Sept. 22 — The University of North Texas, Denton

Oct. 6 — The University of Texas at Austin

Nov. 10 — Sam Houston State University, Huntsville

THEY'RE free! No pre-registration needed either.

THE CONFERENCES begin at 9 a.m. and end by 1:30 p.m. without a lunch break. This allows us greater flexibility in scheduling without sacrificing contact hours or program quality. Most importantly, it allows schools to return home three hours earlier. Bring along light snacks for students who need a sugar or carbo boost around noon.

CONFERENCES are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conven-

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Schools should develop good relationship with media



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Dr. Bill Farney
UIL Director

MANAGING EDITOR
Randy Vonderheid
Assistant Academic
Director

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Kim Rogers, public information officer;

Rachel Seewald, athletic coordinator;

Lynn Murray, one-act drama director;

Bonnie Northcutt, director of policy;

Jana Riggins, assistant academic director;

Jane Teixeira, assistant to the athletic director;

Randy Vonderheid, assistant academic director.

A recent news story announcing the tragic death of a high school football player stated that the body temperature of the young athlete upon arrival at the hospital was 107 degrees. Immediate statewide outrage ensued over possible practice conditions that would have resulted in a heat-related fatality.

Coupled with other fatalities at the collegiate and professional football levels, statewide media focused on a climate of possible neglect which could have caused this tragedy. Stressful parents of other players worried about their children at risk in the August sun.

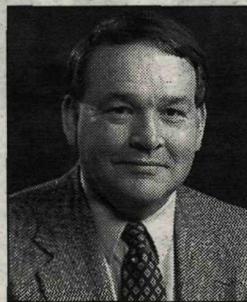
Whenever there is a fatality - especially in sports - a number of individuals come forward quickly to point fingers and assess blame. Some go immediately to the grief-stricken coaching staff and look for a culprit, or they look to the school leadership. Others fault the state organization or rules-making body. And some, like a *Boston Globe* columnist, blast the game itself and the "toughness" attitude its tradition places on young athletes.

Everyone wishes they could turn back the clock and reclaim the young life. Nobody in a sound mental state resigns to a "these things happen" attitude. To do so would be inhumane and totally unfeeling. A young life taken is among the saddest events any society faces.

A. E. Houseman's "To an Athlete Dying Young" expresses a consolation that the young life cut short will not suffer the poignancy of those whose lives continued after their fame. But, poetry aside, their abbreviated lives will never have the chance to experience their potential or to apply their individual imprints on any of us. Those of us who remain are left to wonder why these things happen. A family has lost a cherished member. All mankind is diminished.

A phenomenon with today's media ventures far from traditional journalism. Formerly intent with getting the facts as much as the scoop, today's writers too often shortcut to "scoop" without giving due emphasis to the truth. One glitch in this story is that the body temperature upon arrival at the hospital was 100.7 degrees - not 107 degrees. A correction has since been made by the newspaper.

What difference does it make? For one thing, the lower body temperature leaves little chance that heat was a factor in the cause of death. In fact, the diagnosis was deemed as probable cardiac arrest.



Bill Farney
UIL Director

Why should the story alarm us? Have the written and electronic media become so obsessed with ratings and sales that the tabloid approach is more important than getting the truth? Is the press feeling pressure to initiate investigations that may not be necessary? Was the writer a victim of a typographical error? Who knows?

What remains is a public opinion based on an erroneously reported life-threatening high body temperature, false assumptions scattered in every direction, a family, community and football team in mourning, and certain individuals intent on using the incident as an opportunity for personal attention to themselves.

Those in responsible positions of authority must remain steadfast in their efforts to determine the cause and conditions that could have caused this tragedy. Combined efforts of medical experts, coaches, school administrators and state association leadership must coordinate to accurately assess and consider any changes which might eliminate future deaths.

This is not an attack on responsible journalism or on the dedicated legions of sportswriters who are the backbone of interscholastic athletics. Nor is it an attempt to curb the investigative spirit of those who sense something improper and dig to uncover it. It is a plea for common sense in the media to understand the power they have - the tremendous impact the printed and broadcast word can have on the public. It is a request for professional journalists to understand that irresponsible reporting can damage reputations of public officials and institutions without ever intending to do so.

Last year a local headline screamed, "Coach Accused of Improper Conduct with Student." The young man who allegedly was the victim later admitted he lied. He was depressed about lack of playing time and wanted to "get back" at the coach. Public opinion from the initial article caused such furor that the coach could no longer work at that school. Was it necessary to sensationalize the story before adequate verification?

School coaches and administrators are considered high-profile people. Their best approach with the media is an open, honest disclosure of any condition that doesn't violate privacy laws for students or faculty. It is better to provide press releases with accurate information than to expect a busy reporter to glean substance from a notepad. If there is a private thought that is not pertinent, do not offer it "off the record." This places a tremendous burden on a reporter whose entire existence is centered around getting a complete story. Off-the-record comments often appear as "a confidential source," or "It has been rumored that," or "other sources claim...."

Every school should have a crisis plan - not just for medical emergencies, fire and disaster drills, or school violence. An astute school administrator will have a

procedure for expedient information release so the press will always have basic facts from which to work. At times even the best preparedness leaves information gaps. These will be filled in as best the media can improvise. But if school personnel have done their work, news stories will not have to begin, "Efforts to reach school authorities have been unsuccessful."

If you develop a good working relationship with all media, your chances of being misquoted or having distortion in the news are much less. But do not expect them to be cheerleaders for you or your staff. Their purpose is to report the news. Very few, if any, writers or media are out to crucify coaches - with the possible exception of some highly paid collegiate football and basketball coaches who are not winning national championships on an annual basis. Most radio, television and print journalists just want to induce interest in their audience. That is why their topics are sometimes controversial and occasionally opinionated.

We cannot change this media climate. All we can do is be prepared to offer accurate and timely information to prevent as much misinformation as possible. Knowing this reality also gives us the opportunity to re-examine our policies and procedures before a situation occurs which could prove us inadequate, incomplete or outdated.

Schools will never win a battle with the media. As the old saying goes, "Never get into a word battle with people who buy their ink by the barrel." Rather than being defensive about possible misquotes or negative press, gear up your offense to work with the media. You will be better off, and they will appreciate your efforts.

Academics sees few rule changes for upcoming year

The following academic rule changes have been approved by the UIL Legislative Council and Texas Commissioner of Education and will take effect for the 2001-2002 school year. Refer to the *Constitution & Contest Rules* for official wording.

- Students are prohibited from using the same literature more than one year in UIL state poetry contest.
- Students are prohibited from using the same literature more than one year in UIL state prose contest.
- One-act play director is required to provide an

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Leaguer

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'Talk show host versus the world'

Does radio audience fear 'government schools' will teach more than sharing crayons?

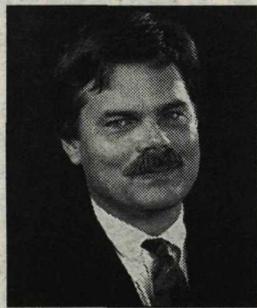
I'm driving Highway 18 from Monahans to Fort Stockton, one of the most desolate 40-mile stretches of scrub brush, cactus and oil field litter this side of Mercury, on my way to an in-service for the Region 18 Education Service Center. People here love it, but I can't understand why.

"Live out here three years and you'll love it too," a teacher in Midland said.

Not likely. I grew up in the Piney Woods. I like trees.

It's mid-morning, and I'm listening to talk radio because I can't stomach screaming preachers or today's pale imitation of country and western, and I'm losing the oldies station out of Odessa. I don't much care for talk radio either, but at least I can listen and laugh or fume. The host is Neal Borsk, or something like that. I've never heard of the guy, but he's one of the Limbaugh types. Today, he's ranting about the very people I'm en route to visit: school teachers.

"They're teaching communism in government schools," he bellows. He doesn't call them public schools. They're government schools. Neal knows this because he read a newspaper article about a second grade Georgia school teacher who required her students to share their crayons. Knowing what we know about media accuracy,



Bobby Hawthorne
Academics Director

I'm sure there was more to the story, but Neal's one of those guys who never lets accuracy stand in the way of a good tirade.

"Government schools are out to destroy the free enterprise system," he blusters. It's a slippery slope. First, kids share crayons. Then fig newtons, and eventually, the government will force everyone to share lawn tools and time-share their lakeshore property.

Oh sure, perhaps you like your kids' teachers. Maybe your school isn't brainwashing students, perverting them into junior Marxists and Sandinistas. But you can bet your hot tub and SUV that the rest of these unionized, government school teachers are, and it's pretty much left to good people like you — yes, you, Mr. Talk Radio Listener — to stand up and be counted and stop this creeping communism because if there's anything we learned in Grenada, it's that if you don't stop communism at the seashore, pretty soon the Reds will be in the hotel lobbies and pools, brainwashing the lifeguards and wait staff.

So I decide to act. I decide that in my back-to-back sessions, I will promote the UIL academic program as best I can ("students who compete in UIL math/science contests have less acne and fewer cavities"), review rule changes as they affect academics (see accompanying story, this page perhaps), and outline a few general directives, essential deadlines and basic eligibility standards. But then once I've dismissed all that, I think I'll confront these government teachers.

"Stop forcing kids to share crayons," I plan to instruct

them, as if it's not just a sound free market principle, it's a mandate from the UIL itself! "You want to turn all of the Trans-Pecos into a commie rat-hole?"

Well, that's the plan. But then the general meetings begin, and these people packed into the Pecos County Convention Center don't look anything like Joseph Stalin or Chairman Mao to me. They look like my Uncle Paul, who's a retired dairy farmer in Muenster. They sit on those uncomfortable metal folding chairs, listening to Larry Gatlin's sister sing songs from the 1960s and '70s (my favorite: *You've Got a Friend*).

"Who sang it?" she asks.

"James Taylor," the Baby Boomers answer.

Lots of the women teachers my age and older swing and sway in their chairs, laughing, singing along and clapping in a slightly goofy way that triggers husbands and teenage daughters to roll their eyes. They get lumps in their throats on cue. They wear dresses from J.C. Penney's or Wrangler jeans. They have big hair, some in buns, and deep sun tans and glasses that went out of style two decades ago. They don't shop at Banana Republic or the Pottery Barn.

Everyone laughs at all of Larry Gatlin's sister's jokes, especially the one about Bill Clinton and Monica Lewinsky. A lot of the guys wear tight jeans and cowboy shirts and carry cell phones on their belts that look like miniature Six-Shooters. The superintendents, decked out in their navy blue pin-striped suits, mill around in the back of the room, chatting among themselves. About what, I have no idea, but I doubt it has anything to do with workers controlling the means of production.

I keep waiting for Larry Gatlin's sister to sing the *Internationale*, but she never does. She sings a Karen Carpenter song instead, then closes with a sweet anecdote about a private family event that resonates powerfully with the audience because it reinforces everything she has already said and sung but in a more personal, concrete way that prompts glassy-eyed teachers to turn to the person sitting next to them and sigh.

Then everyone eats a nice barbecue lunch and goes to class.

My sessions are not particularly large. Chances are, if you're still reading, you're thinking, "little wonder."

Fair enough. My first session includes one principal, two teachers and a parent whose son will participate in UIL academics this spring, "and I just wanted to see what it's all about," she says. Second session is larger but not a whole lot so. I trot out the standard dog and pony show both times, although truth be known, my smudgy overheads and stock performance are no competition for Larry Gatlin's sister. But at the end of the day, I feel like I have accomplished a lot. I have reached people who live closer to Saltillo, Mexico, than they do Austin, Texas, people who work in tiny Big Bend schools with children of illegal aliens, old hippies and anti-government types who listen to Neal Borsk and believe everything he says, especially about government schools and creeping communism.

These teachers have a tough enough job. Coaching UIL academics doesn't make it any easier. But they choose to do it because it brings them closer to their brightest, most ambitious students, allows them an opportunity to establish special bonds with them, to provide them a warm and safe harbor in what can sometimes be an impersonal and scary school. Public schools succeed because of dedicated educators like them, and the League could not, would not exist without them.

So folks — all of you who coach, sponsor or direct UIL activities, but especially the academic coordinators and coaches — I admire you, and I salute you. . . comrades.

WILD CARD PROGRAM BEGINS

The wild card pilot program will be implemented this spring statewide, district through state. We have amended district and region results forms accordingly, but it's essential contest directors include team scores. Failure to do so will result in your team possibly losing wild card eligibility.

Politics not only subject covered in CI&E contest

By Bobby Hawthorne
CI&E Director

Good news! The presidential election is over. Sure, it took several months and the Supreme Court's intervention, but the fact is, what's done is done.

This is particularly good news for the news media, which can now turn its attention to the rest of the world, where interesting things actually occur and matter. Sure enough, the election ends, and we find out that there's an undeclared war going on in the West Bank and that the economy has jumped tracks and headed off on FM 401K to Bear City. For a while, the media covered California black-outs, the high-tech meltdown, stem cell research, human cloning, the drought, China and its Olympic aspirations, the unraveling situation in Northern Ireland, and the whims and delicate sensibilities of power politics, thank you Mr. Jefferts.

But then, Chandra Levy disappeared, and the predatory media digressed into ticker-to-tape coverage of Washington sex politics. This went on for over two months, which seriously taxed the nation's attention span. About the time Chris Matthews and Bill O'Reilly and the rest of the talking heads decided they couldn't begin another gabfest with "It's August and Chandra Levy is still missing..." the sharks attacked, providing the media a convenient excuse to jump from one feeding frenzy to another.

Welcome to Millennium journalism. For my money, the biggest stories of the summer: two deaths — Earl Anthony, perhaps the greatest bowler of all time, and Katherine Graham, publisher of the *Washington Post*.

Now, maybe you think what I think isn't important. But if you're competing in the Current Issues & Events Contest this year, be warned. I write the contests. Stu-

dents planning to participate in CI&E can expect to have a more difficult time than last year's, who needed only to keep track of electoral votes. Without a presidential election and its accompanying constitutional crisis, the media's attention is likely to scatter like blackbirds in a thunderstorm.

Of course, politics in general and the presidency in particular will serve as an bottomless pit of information, especially with the Democrats attacking the tax cuts, the dwindling surplus and the President's cozy relationship with big business. Mexico is likely to be a major news story. The growing U.S.-European rift is another. The volatile situation in Macedonia another.

2001's "Man of the Year" may well be an AIDS, a cancer or a heart disease researcher. Or perhaps Severino Antinori or Panos Zavos, the doctors who plan to clone humans, despite federal restrictions against it.

In Texas, redistricting is likely to be the big story. And jockeying for the 2002 state elections will be another.

The bottom line: minus the gravitational pull of the Gore-Bush election, the media's attention is likely to flitter from one place, one issue, one event to another. Consequently, what makes the front page of the *Dallas Morning News* or *Newsweek* may not be covered in the *Houston Chronicle* or *Time*. While it'll provide me with endless question possibilities, it'll force participants to explore a wider range of news and views, better organize information retrieval and storage, and hope that Bill Clinton, Gary Condit, Ben Affleck, or Orca, the recently-released killer whale, will do something shocking or dumb enough to instigate another media infotainment feeding frenzy.

Planning ahead makes for successful year

My niece is planning her wedding. Not having a daughter of my own and Kristi being the oldest grandchild and the first to make me an aunt, I guess I've always been extra-close to my brother's oldest child. With my own wedding 20 years in the past, I had forgotten the massive amount of details, fretting over who gets invited and who doesn't, along with the political issues of who sits next to whom at the rehearsal dinner if they all get invited.

Kristi's wedding started out just a simple affair. Now,



Jana Riggins
Assistant Academic Director

keep growing in number. How do you deal with the stress?

Rule number one: Access your resources. *Rule number two:* Consider the UIL your resource. *Rule number three:* Learn the rules. *Rule number four:* Meet UIL deadlines.

Rule number one. Access your resources. Rule number two: Consider UIL your resource. One and two go hand-in-hand. New coaches or veterans who are coaching a new event need mentors. Search for a successful coach in your area who is known for sharing ideas. Ask them for tips on recruiting students, squad procedures and tournaments to attend in your area. The State office invites coaches each year to serve on a Regional Advisory Committee and posts their contact information on our web site. (new address: www.uil.utexas.edu). These individuals make great mentors.

When you have questions about UIL contests, e-mail or call the League office. We'll be glad to provide clarification on rules and procedures.

We work diligently at providing information to coaches. Each member school was mailed a packet in August addressed to the speech/debate coach. This mailing has important information and calendar dates you need to know. Check with the school office on your campus if you have not received it. Also, order the study packets that include instructional manuals for each speech event. Each manual is revised every summer, and this year we have a completely new cross-examination manual hot off the press. These manuals are the best bargain around. Visit our web site for the order form.

Get your kids on the bus to a Student Activities Conference coming your way this fall. The League hosts workshops in all academic events on a college campus in

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CX Debate: Resolved:

That the United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction.

LD Debate FALL topic: Resolved:

Environmental protection ought to be valued above private business interests.

we're up to 11 bridesmaids. With only three weeks to go, we're all feeling a bit overwhelmed.

If you're a new coach, you may be feeling just as overwhelmed with all the details of preparing a speech team for competition, responsibilities that just seem to

An Important speech survey has been included in your CX topic ballot which will arrive in September. Please complete and return the survey to the state UIL office.

New Prose, Poetry categories broad in scope, less documentation

by Jana Riggins
Assistant Academic Director

"You've come a long way, baby!" is definitely true of the UIL oral interpretation categories. The earliest interpretation event, "declamation," consisted of delivering published orations that promoted good citizenship, involved a story or event about the "making of America," or commemorated Texas heroes, history, and progress. These orations were delivered from memory. Not until 1950 was poetry a separate event in the UIL program, and it was another nine years before the manuscript was required in performance.

In 1961, declamation became prose interpretation, and for the first time, the League prescribed a list of poets and writers. Defined categories have been the mainstay of UIL interpretation for 40 years in an effort to fulfill prescribed goals of UIL oral interpretation contests: "to encourage the contestant's exploration of a variety of literary selections and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work."

Some have suggested we simply throw away the rules and allow students to perform whatever literary works they want. Who cares about category requirements if students are great performers? Don Crabtree, member of the National Forensic League Hall of Fame and NFL

Executive Council is opposed to this.

"Literature is and should be an art form," he said. "Do we sacrifice art for the sake of an easy-to-get sometimes cheesy cutting? I hope not. Part of the true educational value of the interp events is to explore a vast genre of authors, works, and styles."

We heartily agree! In an effort to receive statewide input for categories, the League posts a form on the UIL web site whereby coaches and students may submit ideas. We have listened as coaches and students have requested broader categories that are easier to document.

In recent years, the guidelines for categories have allowed much more freedom of selection on the part of the contestants. In addition, a group of experienced coaches are selected to serve on the State Advisory Committee, representing large and small districts as well as geographical regions. My thanks to our committee: Charlotte Brown, Gregory-Portland HS; Lois Davis, Brazosport HS; Melody Davis, Channing HS; Ron Dodson, Austin; Lydia Miller-Wyatt, Wimberley HS; Kelly Russell, Carroll HS; Ann Shofner, Amarillo Tascosa HS; Joe Trevino, Bishop HS; Dr. Cynthia Salinas, State Contest Director; and Charlene Strickland, Regional Director and UIL consultant.

From the beginning, the committee laid out several goals to guide us in our deliberations for new categories.

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EXTEMP TOPICS

INFORMATIVE

1. A summer of sharks: what are the details?
2. What is the Bush Administration's gun control policy?
3. How extensive is the damage caused by Western wildfires?
4. How are American allies responding to the Bush Administration's missile defense agenda?
5. What was accomplished at the annual meeting of the nation's African-American mayors?
6. Who is Condoleezza Rice?
7. What is the status of Zimbabwe's national AIDS trust?
8. What are the issues involved in the state's redistricting efforts?
9. How is Brazil implementing affirmative action policies?
10. Mexico's First Lady: what is her agenda?
11. What is the controversy surrounding natural gas pipelines?
12. The stem cell debate: what are the issues?
13. What are supporters and opponents of peacekeepers in the Middle East saying?
14. What is the mission of NATO troops in Macedonia?
15. How are football conditioning practices being impacted by recent tragedies on the field?

PERSUASIVE

1. What must the FBI do to repair its credibility?
2. Is the power-sharing arrangement working in Northern Ireland?
3. Are Medicare and Social Security surpluses on the endangered list?
4. Disaster aid for the nation's farmers: will it make a difference?
5. What is in the future for faith-based and community initiatives?
6. How will the new equal rights law impact Brazil?
7. Do recent trends of leading economic indicators forecast recession for the US?
8. Is President Bush effective in dealing with Congress?
9. The 2nd Intifada: is an end in sight for the Middle East?
10. Will the Internet derail China's policy of controlling information?
11. Is India the key to regional stability?
12. Growing bacterial resistance to antibiotics: what is the solution?
13. Is there room between Russia and the US for agreement on a missile defense plan?
14. Will the presence of UN peacekeepers insure order in Macedonia?
15. How are Interior Secretary Gale Norton's decisions impacting business and the environment?

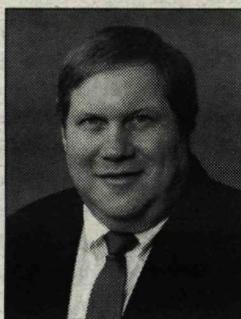
Publications editors should work to establish rapport with administrators

For years journalism teachers and students looked to the college and professional press for guidance and support in their quest to train future journalists. Seldom did they get much support from the two entities.

That is changing, though. This summer the American Society of Newspaper Editors hosted a two-week long course for mostly new journalism teachers on The University of Texas campus. This course was held to train these teachers to become better scholastic journalism professionals. Similar courses were held on five other campuses throughout the nation.

I had the distinct pleasure to be able to sit in and participate in the study. It is refreshing to see both the college and professional journalism groups come together to begin helping the high school teacher. The high school teachers participating in the seminar came from all types of schools and school situations in several states other than just Texas, although the majority were teachers in Texas. They spent many hours in and out of class working on assignments. I tell you this so you will understand it wasn't a two-week "gripe" session as happens quite often when teachers get together.

The last day of the seminar included a presentation by Austin American-Statesman Executive Editor Rich Oppel. In that seminar, he discussed the job of the adviser and the importance of building a relationship with the principal in this post-Hazelwood era.



Randy Vonderheid
Assistant Academic Director

Oppel suggested that teachers help students establish a rapport with the principal. He related a conversation he had with Mark Goodman, Student Press Law Center executive director. "The biggest conflicts come up when the principal is blindsided, or they feel like the student or adviser was intentionally trying to embarrass them," Goodman said. Oppel said then, "why hide the controversial story from the principal before it is published?" He suggested sharing it with the principal. "Say you have a sensitive story. Say you want the 'publisher' to know about it before it is published — I do the same with our publisher, Michael Laosa."

When approached this way, Oppel said the principal may agree or disagree with the story, much like a newspaper publisher. "A principal usually is a pretty sharp person and probably has a reason (to censor the story). Offer to include the principal's objection in the story if you can get it published."

"But if you disagree with the principal's judgment, say so — and why. Good educators will quickly recognize these transactions as valuable learning experiences."

I agree. When I taught a workshop of high school newspaper editors this summer, I emphasized to them that very idea. Establish a rapport with your principal. Set up a weekly meeting with him or her. These meetings do not have to be long. Sometimes they may last two to five minutes, but it gives the student newspaper editor, probably the only really powerful position a student can hold in the school, an opportunity to discuss things with the person that is in charge of the school.

Let the principal in on decisions made in the journalism room, not because he is the "all-powerful Oz" figure, but because he is the head of the school. We sometimes see administrators as "the opposition" rather than part of the team that makes a school a success. The principal is

in charge of a lot of things, and one of the things a principal hates is for something to happen on campus without his knowledge — thus the censorship issue.

If a principal is not aware of something he or she will be more wary of it. But if the editor has discussed a story with him and let the administrator know why the staff is approaching this subject, that increased communication will make the situation better. The principal can help the editor be more accurate with facts. The meeting will also give the editor a chance to get the principal's side.

By establishing a rapport with the principal the editor can see the principal as someone other than a rule-maker. I told the students in this workshop they would be surprised that sometimes the principal might even have some good story ideas. The principal, too, would see that the students, the editor in particular, are not taking their positions as newspaper staff lightly. The staff in general and the editor in particular are trying to be responsible. A weekly meeting with the principal does not have to turn in to a weekly censor session. Every principal I have worked with was always appreciative of the fact they get to know more of what is going on in the school. I have found out, too, that students become more sensitive to issues because they see other viewpoints rather than just the one they were focusing on.

I advocated to these students that it's also not a bad idea to put the principal, and even another teacher, on the editorial board. If the board is set up properly, these two cannot overrule editorials, but they will bring in a viewpoint students may not have seen.

Later in his speech, Oppel directed his comments toward principals, noting that schools house a critical component of civilized society — the press — in one of the classrooms. What better teaching opportunity exists, he asked.

He then pointed a question to administrators (who were not present in the seminar).

"Don't see the newspaper as 'positive public relations vehicle' where only happy chatter can exist. Don't allow students to create disasters (committing a libel, for example), but allow them the mistakes of judgment that might make you wince."

Nothing will build better public relations for a school

continued on page 9

"But if you disagree with the principal's judgment, say so — and why. Good educators will quickly recognize these transactions as valuable learning experiences."

Rich Oppel

50 named to All-State journalism staff

Fifty students were named to the 2000-2001 All-State Journalism staff. To be named to the staff, students participated in UIL activities as well as ILPC and other scholastic journalism activities. Students earned points through winning or participating in

contests, and when enough points were accumulated, each student was named to the All-State staff. Applications for the 2001-2002 staff are available on the UIL website: <http://www.uil.utexas.edu>.

Alex Kenig, Westlake High School
Keith Stevens, Prosper High School
Amy Casteen, Marcus High School
Tanner Walker, Rocksprings High School
Terry (TJ) Griffin, Decatur High School
Chris Abbs, Decatur High School
Keely Gray, Comfort High School
Bo Allaire, Cypress Falls High School
Tiffany Jenkins, Cypress Falls High School
Crystal Villasana, Cypress Falls High School
Brent Bunker, Cypress Falls High School
Hollyn Sauer, Cypress Falls High School
Ben Rajabi, Cypress Falls High School
Sarah McDaniel, Duncanville High School
Matt Dalrymple, Duncanville High School
Brad Bean, Duncanville High School
Christopher Neumann, El Paso High School
Kristin Cypert, Haskell High School
Syria Castillo, San Antonio Southwest High School
Evelyn Carranza, San Antonio Southwest High School
Jonathan Smith, Tyler Robert E. Lee High School
Ryan Newberry, Waco Midway High School
Jamie Fussell, Alvin High School
Jaime Hudspeth, White Oak High School
Julia Lowrey, White Oak High School

Loren Davis, White Oak High School
Josh Bardwell, White Oak High School
Meghann Sarah Colton, San Antonio Lee High School
Ryan Holeywell, Langham Creek High School
Megan Richardson, Lindale High School
Seth Phillips, Lindale High School
Christi Crow, Lindale High School
Mark Glover, Gorman High School
Valeri Quinones, San Antonio Southwest High School
Misty Wiberg, Midland Greenwood High School
Tiffany Shaw, Midland Greenwood High School
Geneva Stubbs, Mabank High School
Amanda McGlothlin, Hillcrest High School
Sarah Kagan, Hillcrest High School
Drew Davenport, Hillcrest High School
Blake Coleman, Hillcrest High School
Jonathan York, Tyler Lee High School
Askari Mohammad, Alief Hastings High School
Mary Vu, Alief Hastings High School
David Rosen, Alief Hastings High School
Jodi Spies, Glen Rose High School
Lindsay King, Del Valle High School
Adeliza Perez, Hebronville High School
Nicole Durkin, The Woodlands Senior High School
Kristal Goehring, The Woodlands Senior High School

Communicators group to again host HS journalism contest

Texas Professional Communicators, an affiliate of National Federation of Press Women, will again conduct the Edith Fox King High School Journalism Contest for students in grades nine through 12. A high school Teacher of the Year also will also be recognized.

Information and official entry forms will be mailed to all UIL high school journalism departments in early October, and deadline for submitting entries will be early February 2002.

Categories will include work done by students during the current school year. Categories will include editorial, news, feature, sports, column, feature photo, cartooning, graphics, single page layout and review.

Questions may be directed to Donna Hunt, TPC High School Journalism Contest director, 31 Via Esplanade, Denison, TX 75021; telephone, 903/465-8412; e-mail, dhunlimited@texoma.net.

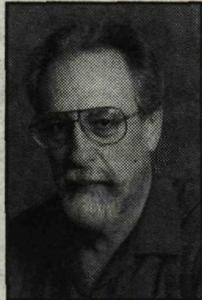
It's not too early to begin planning for the TAJE fall convention, Oct. 27-29 in San Antonio. Contact Rhonda Moore at rhondamoore@ev1.net or Pat Gathright at pgath002@neisd.net for more information

Sound problems

Use of music during one-act play must conform to 10-minute limitations

My challenge is to bring focus back to the UIL office from a summer with a real vacation and down time to rehab the body and spirit.

Oh yes. I went back to China for 16 days! From Shanghai, the most modern city in the world, to Yichang, I included a five-day cruise up the Yangtze River, stopping at the Three Gorges construction site. When completed, it will be the largest dam project in the world and includes locks faster than those in existence and a ship elevator that handles ocean-going liners. I also visited the home of the Flying Tigers (ask your grandparents) and went on to Xián's (the only walled city left in China) world-class museums, plus Terra Cotta Warriors. After five days of history in Beijing and the Great Wall, which included the 2008



Lynn Murray
Drama Director

mented limitation has been imposed. Section 1033 (c)(1)(G) appears in the new 2001-2002 Addendum to the *Handbook for One-Act Play, 14th edition*, which is available for purchase on a special UIL order form sent to all principals and superintendents. It is also available on the UIL web site with the other high school Academic order forms.

If you have a 14th edition Handbook, you do not need another. You do need the Addendum! It is an extensive underlined/boldface revision to pages 2-44, Section 1033 and approved lists of long and short plays. The cost is \$3 plus \$2 shipping if ordered alone. The addendum will be available on the web, given time constraints.

A quick review will convince most people this major revision is the forerunner of the 15th edition Handbook which will be a must for Fall 2002. An attempt has been made to incorporate the drama material published in the *Leaguer* for the past two years. I had every intention of retiring before a new Handbook deadline could catch me, but we are down to the last 1,000 copies, and I see little value in reprinting when revision is necessary.

For the record, this is my final year as State Drama Director. After this year, I will do whatever Dr. (Bill) Farney wishes to facilitate the transition to my successor.

Start OAP preparation this year by reading Section 1033 in the 2001-2002 C & CR. It has been mailed to all member school and appears on the UIL web site. The new address (shorter) is www.uil.texas.edu. The wording and changes are current except for the final sound/music revision noted above. This change will not show until later in the fall.

The sound/music revision, made necessary by those insisting on pushing the envelope, will satisfy those that want an exact answer and dismay those who insist that 22 minutes is not a violation of the current sound/music rule.

If the current statement had been strictly enforced last year at all levels, two of the eight shows at State in each conference could have been disqualified.

The new approach will take the pressure off contest managers, make directors fully responsible and place the final call in the hands of the appropriate executive committee. The required sound/music cue sheet (log) accuracy will be the determining factor.

Timers will be responsible for verification of the total sound/music time and contest managers responsible for reporting violations. The sound/music log should add little to the director's preparation process. Adding sound/music cue numbers with a time indication on a cue sheet should be part of the script preparation to satisfy Section 1033 (c)(1)(I) Script Integrity.

This rule appears on pages 125-126 in the C & CR. This script provision is a requirement and the contest manager cannot allow a company to perform unless it is met.

This is the most appropriate time of the year to submit scripts or adaptations that are not on approved lists. September submissions allow time to seek alternatives or resubmit if there are problems that can be solved. Scripts submitted that have sound/music notations, including all stage directions not cut, that do not comply with Section 1033 (c)(1)(G) and/or (I) in the Addendum will not be approved. Make sure each special script request meets all the requirements of Section 1033 (c)(1).

OAP Enrollment cards have been mailed to all member schools, including those newly opened. If high school theatre directors have not seen the card and material,

check with your principal (3A, 4A, 5A) or superintendent (2A, 1A). If not found, stop at the UIL coordinator's office for a second look. Let us know if you fail to locate. If your school receives anything from UIL, you are on the mailing list. This material will be helpful to all and especially to new or relocated theatre directors. The OAP Handbook Addendum order form was **not** included. You must go to your administrator or the UIL web site.

Information about Student Activities Conferences is listed on the web, in the *Leaguer* and in the OAP enrollment mailing. A session for directors and a separate session for contest managers will be included.

The Handbook Addendum will be available for \$3.25, which includes tax. A major effort is being made to assure everybody has access to this publication. We are preparing an index for the addendum that will be available ASAP. To confuse the issue, the Addendum pages are 1-49 which covers pages 1-44 of the 14th edition plus the approved list changes.

All current critic judges on TETA Adjudicators Organization/UIL accredited list have received two renewal mailings. Out of 190, 80 have submitted renewals as of August 15. Members have until Sept. 15 to pay 2001-2002 dues. After that date, the dues double. If judges fail to renew by Oct. 15, their name will be removed from the web page and after Nov. 15, recertification is required. The current list will appear in the October *Leaguer* and the web will be routinely updated until Nov. 15. Further updates will not be made, mistakes notwithstanding, until after the TETA convention in January.

Please use the many highly qualified newer critic judges on the TETAAO/UIL Approved List. It is especially important because TETAAO limits each critic to six contests per year. Create contracts (contract updated page 32 of the new Addendum) as you are making the verbal agreement. A copy of the contract must be sent to this office.

To save several telephone calls, you might note that the 2002 State Meet OAP Contest critics are: Kathy Barber-A, Jim Mammarella-2A, Stan Denman-3A, Royal Brantley-4A, Lou-Ida Marsh-5A. These judges were actually selected by theatre director critic judge questionnaires evaluated over a three-year period and nominated by TETAAO. Nominations were approved by this office in July.

Area and regional contest managers must act immediately to contract area/regional recommended critics. Remember to send a copy of all judging contracts to the state office immediately. Verbal agreements must be followed by a written contract or they are not valid. Nobody seems to remember the exact agreement when judges don't show or contest manager doesn't confirm what was arranged.

For the record, the 52nd Annual Convention of the Texas Education Theatre Association is set for Jan. 23-27 at the Dallas Fort-Worth Hyatt at the D/FW Airport. Becky Bailey (bbailey52@aol.com), convention director; Bronwyn Sullenberger (bsullenberger@keller.isd.org), programming chair; and J.E. Masters (masterj@hpsid.org, yes, leave off the "s" in his e-mail address, the new TETA directory is wrong) exhibits chair are fast putting it together. If you wish to contribute, contact them, not me.

I'm clueless but should have more Theatre Fest 2002 information by October. Be prepared to stay at the Hyatt and book now! Don't book unless you stay. It will cost both you and TETA.



photo courtesy of Southlake HS

Award Winner

As part of Southlake Carroll's state-winning 4A one-act play, Paganini, Chris Henry, as the violin merchant, and Jeff Irwin as Paganini, perform for the audience. Irwin was named as an All-Star cast member. The one-act play contest celebrated its 75th anniversary last year.

Olympics celebration, and a burning desire to return to western food, I found myself back in Austin.

Oh yes, this column is supposed to be about theatre and the UIL OAP Contest, and so it shall be. There are as many changes in OAP as there are changes in China, and about as fast.

Music is again a hot topic as it was last September. The basic sound/music definition approved by the State Executive Committee still stands, but a 10-minute docu-

UIL Accounting office offers helpful hints for ordering

It's the same at the beginning of every school year — the daily trek to the school or school district accountant asking if funds have been released so teachers can start ordering UIL materials.

The first step is to find information on ordering the different materials UIL offers, such as the *Constitution and Contest Rules*, academic study materials and

music forms. Order forms for the 2001-2002 school year can be found in a number of places. Forms for elementary and

junior high materials can be found in the *A+ Handbook*. Forms for high school materials can be found in the *Academic Coordinators Handbook*. The UIL web site (<http://www.uil.texas.edu>) also has all the forms ready to be downloaded and printed.

The UIL Accounting department expects material to be shipped from three to five working days after the order has been entered into the computer.

In order to speed up the process for entering the orders into the computer UIL accounting officials have asked schools to do the following:

- (1) Enclose the school district's purchase order with the UIL order form. UIL cannot accept orders without the school district's purchase order;
- (2) Include shipping and handling in the total amount of the order;
- (3) Send payment for orders of \$15 or less;
- (4) Use the current order form.

Orders received on outdated order forms or not including the correct shipping and handling will be returned to the ISD business office.

UIL cannot accept phone orders or credit card orders. The organization does accept orders over the fax, though. The UIL fax number is (512) 471-5908.

Last year UIL had several duplicate orders. One of the problems causing this is that there is no indication on the order or check that a payment is being made for the materials received. This causes some confusion in the UIL Accounting office and the school district business office.

"It would help tremendously if all checks had our invoice number or the school district purchase order number on them if paying for material already received," said Sandra Deel, UIL accounting department head.

As in the past, the UIL will continue to wait until all items have been shipped before invoicing an order. If a payment is being made prior to an order being invoiced, it is requested to list the order number on the check.

Questions concerning orders or invoices should be directed to Mary Rocha or Pauline Norman at (512) 471-5883. Accounting office personnel work from 7:30 a.m. to 5 p.m. Monday through Thursday and from 7:30 a.m. to 4:30 p.m. on Friday for in office sales or to answer questions from member schools.

REMINDER Membership fees are due by Oct. 1, 2001

TILF presents over \$1.32 million in scholarships

There's big money out there — but it only goes to the very best! The Texas Interscholastic League Foundation (TILF) announced that it will disburse \$1.32 million to 692 students this school year.

TILF announced in June that 445 students were selected from 628 applicants to receive new TILF scholarships based on accomplishments during the 2000-2001 school year. Those students, along with 247 others whose scholarships were renewed in July for their second, third or fourth year, will attend 70 colleges and universities in Texas.

For the 2001-2002 school year, the Abell-Hanger Foundation of Midland increased its two-year scholarships number from 50 to 75 and the amount from \$5,000 to \$6,000, payable \$3,000 a year. This alone increases the scholarship amount presented by the foundation by \$200,000.

The Nelda C. and H. J. Lutchter Stark Foundation of Orange will increase their level of giving by \$60 a year for all recipients.

Spalding Sports Worldwide has increased their level of giving for 2001-2002 school year from \$15,000 to \$20,000, and plans are to increase it to \$40,000 for each of the next three years.

In addition to these foundations, others have also made arrangements for additional scholarships.

The UIL Legislative Council Scholarship honors the Legislative Council Chairman each year. This year TILF honored Chairman Dr. James Terry, Deputy Superintendent of Mesquite ISD, for his service to the council.

TILF also honored the two retiring spring 2001 UIL Legislative Council members with \$1,000 appreciation scholarships. Clayton Downing, Superintendent of Lewisville ISD, was honored for his five years of service to the council and Robert Ryan, Superintendent of Seminole ISD, was honored for his 13 years of service.

All TILF applicants must qualify by competing in one of the UIL Academic contests on the state level. Some donors have additional requirements that applicants must meet.

Students must begin their higher education at an approved Texas college or university by the fall term following their high school graduation. Applications are available in March of each year and are accepted from April 1 through the Tuesday following the UIL Academic State Meet, during the applicants' graduation year. Applicants are notified in mid-June each year if they have received a scholarship.

"The applicants' GPA and entrance exam scores seem to reach higher levels each year," TILF Executive Director and Secretary Dr. Bailey Marshall said. "Every student who applied can be successful in college, and in their chosen profession. Unfortunately we do not have scholarships for all applicants."

The percentage of new students receiving a scholarship this year was 71 percent of those who applied. Of the new students receiving scholarships, 76 percent had an SAT (or ACT equivalent) score of 1200 or above. Twenty five recipients scored 1500 and above, and four had a perfect 1600.

"The TILF scholarship recipients continue to succeed in college better than students with similar test scores and rank in class," Dr. Marshall said. "This agrees with research that indicates that students who participate in extra curricular activities have a higher success rate in college. I know of no other scholarship board that has selected students that have done as well as the TILF recipients. The college grade point averages for the TILF scholarship students continue to be outstanding."

The past years' GPA's were: 33 percent 4.0; 66 percent above 3.5; and 85 percent above 3.0, Marshall reported.

The TILF board is continually working to acquire more money for the endowed funds and for annual scholarships, he explained.

The new TILF goals are to increase the permanent endowment to \$6 million and to raise the value of the scholarships, Marshall said.

"Annual donations are now averaging over \$800,000," he said. "Perhaps one day there will be sufficient funds to award each applicant a scholarship."

Anyone interested in setting up an endowed or annual scholarship should contact the TILF office at (512) 471-5883.

All funds contributed to the endowed fund remain in an account for that person or organization if they so desire.

"When someone endows a scholarship, that scholarship is given in the name of the donor from now on," Marshall said. "There are no administrative funds used from a person's endowment or annual contribution. Every penny is used for scholarships. An annual report on the success of the recipients is mailed to the donor."

Marshall emphasized the TILF motto — "An Investment in Young Minds." "The TILF Scholarship Program can't be beat for donors who are looking for a way to help the youth of Texas," he said.

Recipients by Conference:	Recipients Rank in Class:
1A-96 first	108
2A-89 second	63
3A-102 third	39
4A-91 fourth	27
5A-67 fifth	26
445 Top 5 in class	263
Male Recipients	231
Female Recipients	214

Few rule changes seen in academics

continued from page 2

exact copy of the script being performed at each One-Act Play contest site for reference.

- The council approved an amendment that changes the computer applications contest so that it will be fully laptop by the spring of 2003.
- Second place medals will be awarded at region and state for individual winners in the chemistry, biology and physics portion of the science contest.
- Third place medals will be awarded to computer science teams at regional and state.
- Five points will be awarded all second place academic teams at district, regional and state meets, except that team computer science points at region and state will remain unchanged.
- The maximum points allowed in the Science Contest have been increased from 37 to 42.
- The pilot program of advancing the best second place per region to the regional meet, and the best second place team per region to the State Meet will be implemented state wide.
- Rather than a pilot economics contest, the UIL will pilot statewide a combined economics/geography/civics contest in the spring of 2002. The pilot will be conducted at the district level only. Points will not count toward district standing, and students will not advance to region.
- The elementary/junior high Art Contest scoring system was altered so that each team member score is weighted equally in the overall team score.
- The Merriam Webster's Collegiate Dictionary is no longer an official dictionary for elementary and junior high contests.
- The Editorial Writing Contest has been extended to seventh and eighth grade students.

It's A Fresh, New Year

Elementary, junior highs should start planning district contests soon

One of the nicest things about education is that when the new school year rolls around, everyone gets a fresh start.

My son began first grade this year, and as I walked him to his classroom I noted fresh paint, colorful bulletin boards and excited children in the halls.

Your campus also gets a fresh start in UIL this year.

It doesn't matter who did or didn't win last year's district championship, this year is a brand new game. Now is the time to recruit sponsors and participants. Don't wait until everyone is a bit jaded about the school year. Get your principal on board. Administrators determine the degree of success for UIL programs.

First things first. You may fill out a participation card on-line by accessing the UIL web site at www.uil.utexas.edu. The link to the on-line participation card is on the academics home page. I'll receive it a few minutes after you send it. Nothing like technology to speed up the process.

After cards are received, we will mail a free copy of the *A+ Handbook* to each campus along with various order forms. The academic study materials order form, the district organization order form, and the district meet requisition form are also posted on the web.

Choose the link to the elementary/junior high page and click on "forms." These are not interactive forms; you must print them and fax them to us at 512/232-7311.



Rhonda Alves
Assistant Academic Director

The sooner you return these, the faster we can process information and requests.

Editorial writing is a new event for seventh and eighth graders at the UIL district meet. Information on the event is included in the *A+ Handbook*. You will receive a sample prompt in the academic study materials packet.

Remember that this is the first year that *Merriam Webster's Collegiate Dictionary* will not be an official dictionary for elementary and junior high contests. *Merriam Webster's Intermediate Dictionary*, which has been used for several years, will be the only official dictionary for contests. You may still use the *Collegiate Dictionary* just as you have the right to use any dictionary for UIL contests, but content for tests is taken from the official dictionary.

A new list will be used for the art contest this year. Content for the event is on a two-year cycle so this year's pictures will also be used for the 2002-2003 school year.

Lists for music memory and spelling change every year. You may order the spelling list by returning the academic study materials order form, but you must either gather the music selections yourself or order them from an independent vendor. All vendors are posted on the elementary/junior high page under "other resources."

UIL presents fall workshops beginning with Texas Tech University in Lubbock Sept. 15. The workshop at the University of North Texas in Denton will take place Sept. 22. On Oct. 6 The University of Texas at Austin is UIL's host site, and the last workshop is scheduled Nov. 10 at Sam Houston State University in Huntsville. No registration or fee is required for attendance.

The workshops are referred to as Student Activities Conferences, or SACs, because high school students do

attend high school sessions. This is not the case for elementary and junior high sessions. These are for adults only. We cannot offer sessions for all 18 elementary and junior high events, but sessions on coordinating a program and tips for hosting a UIL district meet will be offered at each SAC along with sessions on some of the events.

Schedules for individual workshops will be posted on the UIL web site. Make plans to attend the SAC closest to you.

UIL inadvertently did not inform *Tune In, Inc.* that the price for the *Art Smart Bulletin* has increased to \$8. A corrected order form is included in the *A+ Handbook*, but please note the \$8 price if you are ordering from an order form, which lists the price as \$5.

Remember that membership in a UIL district is voluntary and that UIL does not create elementary and junior high districts. Schools may participate in meets in which membership includes campuses of various populations. AA schools do not have to compete with other AA campuses. This rule exists to allow geographical flexibility.

Do not wait for someone to contact your campus, but rather be proactive in obtaining information about the district meet from the director for the UIL district. Ask your principal who is on the district executive committee (DEC.) This is vital information in that the DEC determines the date of the meet, UIL events to be offered, and is responsible for handling any district protests. It is an extremely important governing body.

Do not hesitate to email me at rsalves@mail.utexas.edu or to call me at 512/471-5883 with any questions or concerns. I look forward to hearing from you, and I hope your fresh start lasts all year.

2ND PLACE POINTS ADDED

Second place academic teams will be awarded five points this spring. This includes journalism and speech, although the *C&CR* fails to list them in the point schedule. Check the Notices on the back page of this Leaguer.

Music memory contest recordings get more details

Details on Recordings used on Music Memory Contest Tapes 2001-2002

Titles for all competitors:

- Chopin *Etude for Piano #12 in c minor, "Revolutionary"*
Piano: Van Cliburn RCA CD 60726-2
- Copland "Fanfare for the Common Man"
St. Louis Symphony Orchestra; Conductor: Leonard Slatkin
RCA CD 60778-2
- Grieg *Peer Gynt: "Anitra's Dance"*
Gothenburg Symphony Orchestra; Conductor: Neeme Jarvi Deutsche Grammophon
CD 423 079-2
- Stravinsky *The Firebird: "The Infernal Dance"*
Chicago Symphony Orchestra; Conductor: Pierre Boulez
Deutsche Grammophon CD 437 850-2 London CD 443 818-2
- Verdi *Il Trovatore: "The Anvil Chorus"*
Chicago Symphony Chorus; Director: Margaret Hillis
Chicago Symphony Orchestra; Conductor: Sir Georg Solti
- Rossini *The Barber of Seville: "Largo al Factotum"*
Tenor: Luciano Pavarotti London Philharmonic; Conductor Sir Georg Solti
London CD 430 226-2
- Basie "Jumpin' At The Woodside" Count Basie Big Band Piano: Count Basie
Pathe Marconi EMI "The Jazz Club" LP 64865
- Falla *El Amor Brujo: "Ritual Firedance"* New York Philharmonic
Conductor: Leonard Bernstein Sony CD 44725
- Bremer "Early Light"
North Texas Wind Symphony; Conductor: Eugene Corporon
Klavier CD 11083
- Tower "Fanfare for the Uncommon Woman, #1"
St. Louis Symphony Orchestra; Conductor: Leonard Slatkin
RCA CD 60778-2

- Victoria Motet: "O magnum mysterium"
Robert Shaw Festival Singers; Director: Robert Shaw
Telarc CD 80531
 - Vivaldi *The Four Seasons: Spring* 1st Movement I Musici
Violin: Federico Agostini Phillips CD 426 847-2
- ### Titles for 3/4 ONLY
- Mozart *Piano Sonata #11 in A Major: 3rd Movement, "Rondo alla Turca"*
Piano: Glenn Gould Sony CD 52627
 - Haydn *Trumpet Concerto in E-flat Major: 3rd Movement*
Trumpet: Wynton Marsalis English Chamber Orchestra; Conductor: Raymond Leppard
Sony CD 57497
 - Rimsky-Korsakov *The Tale of Tsar Saltan: "The Flight of the Bumblebee"*
National Philharmonic Orchestra; Conductor: Leopold Stokowski
Sony CD 62647-2
 - Rodgers & Hammerstein *The Sound of Music: "My Favorite Things"*
Soprano: Julie Andrews Studio Orchestra; Conductor: Irwin Kostal
RCA LP LSOD-2005
- ### Titles for 5/6 ONLY
- Bach "Toccata and Fugue in d minor," BWV 565 Organ: Simon Preston
Deutsche Grammophon CD 427 668-2
 - Mozart *Symphony #40 in g minor: 1st Movement*
Cleveland Orchestra; Conductor: George Szell
Sony CD 46333
 - Beethoven *Symphony #3 in E-flat Major, Eroica* 3rd Movement
Chicago Symphony Orchestra; Conductor: Sir Georg Solti
London CD 430 400-2
 - Kern & Hammerstein *Showboat: "Ol' Man River"* Bass-Baritone:
Paul Robeson Columbia Concert Orchestra; Conductor: Emanuel Balaban
Sony CD 63223

Academic Invitational Meets

Aug. 27, 2001
Royse City High School
Contests: Baylor CX/LD workshop
Contact: Anne Payne
phone: (972) 636-9991
fax: (972) 635-2906
e-mail:
apayne_rc@yahoo.com

Sept. 22, 2001
Royse City High School
Contests: LD, CX, PO, PR, All Extemp. Math, Science
Contact: Anne Payne
phone: (972) 636-9991
fax: (972) 635-2906
e-mail:
apayne_rc@yahoo.com

Sept. 22, 2001
Mount Pleasant High School
Contest: CX contest only
Contact: Louie Barton
phone: (903) 575-2020 ext. 44
fax:
e-mail:
louiebarton@hotmail.com

Oct. 6, 2001
Denton High School
Contests: novice standard debate, varsity CX, extemp, prose, poetry & oratory
Contact: Karen Framer
Denton High School
phone: (940) 369-2000
fax: (940) 369-4953
e-mail:
kframer@dentonisd.org

Oct. 13, 2001
Hempstead High School
Contests: all events including Novice Debate
Contact: Tal Lostracco or Mark Pickell
phone: (979) 826-3331
fax:
e-mail:
pickell@hotmail.com

Oct. 20, 2001
Lockney High School
Contests: All academic and speech contests (limited to A and 2A schools only)
Contact: Sherri Neff
phone: (806) 652-3325
fax: (806) 652-4945
e-mail:
sneff@lockney.isd.tenet.edu

Oct. 26-27, 2001
Del Valle High School
Contests: L/D, CX, Extemp OI, HI, DI, Prose, Poetry, Duet, and video entries: PSA 30-60 sec, Commercials, Dramatic, Readers Theater, Humorous Video, Music Video
Contact:
Michael Cunningham
phone: (512) 386-3200
fax: (512) 386-3217
e-mail: mcunningham@delvalle.k12.tx.us

Nov. 2-3, 2001
Bryan High School
Contests: All academic contests. Speech/debate contests will begin Friday
Contact: Debbie Diss or James Lee
phone: (979) 731-7372
fax: (979) 731-7422
e-mail:
gemodiss@bryanisd.org
James_Lee@bryanisd.org

Nov. 17, 2001
Valley View High School
Contests: Junior High Math/Science contests
Contact: Patti Wilson
phone: (940) 726-3522
fax: (940) 726-3614
e-mail: pwilson@esc11.net

Nov. 30-Dec. 1, 2001
Bay City High School
Contests: All UIL speech events, plus acting events — solo, duet, ensemble, rec mime, music interp., auditioning, speech-impromptu, oratory; reading-storytelling, reader's theatre.
Contact:
Andy Berkovsky
phone: (979) 323-1387
fax: (979) 245-1220
e-mail:
dungeoneers@yahoo.com

Jan. 11-12, 2002
Denison High School
Contests: All UIL events
Contact: John Terry
phone: (903) 462-7125
fax: (903) 462-7217
voice mail: (903) 462-7183
e-mail:
jterry@denisonisd.net

Jan. 18-19, 2002
Hamshire-Fannett High School
Contests: all events except CX and LD debate (set A tests)
Contact: Sheila Sachitano
phone: (409) 243-2131 ext. 330
fax: (409) 243-2518

Jan. 25-26, 2001
Mount Pleasant High School
Contest: all events (CX, LD and Ready Writing will be held Jan. 25)
Contact: Louie Barton
phone: (903) 575-2020 ext. 44
fax: (903) 575-2036
e-mail:
louiebarton@hotmail.com

Feb. 2, 2002
Bishop High School
Contests: all academic - no speech or debate/open only to A, AA, or AAA schools
Contact: Joe Trevino
phone: (361) 584-3591 ext. 206
fax: (361) 584-2549
e-mail:
jtrevino@bishopcisid.esc2.net

Feb. 2, 2002
Valley View High School
Contests: Match/Science meet plus computer science
Contact: Patti Wilson
phone: (940) 726-3522
fax: (940) 726-3614
e-mail: pwilson@esc11.net

Feb. 9, 2002
Grandview High School
Contests: All UIL events (1st release date for set B contests)
Contact: Marilyn Rollins
phone: (817) 866-3320
fax: (817) 866-3351
e-mail: mrollins@gvisd.org

Feb. 9, 2002
Alexander High School - Laredo
Contests: All contests except CX debate
Contact: Mario Rosales
phone: (956) 718-9064
fax: (956) 718-9064
e-mail: mrosales@suvfus.net

Feb. 16, 2002
Tarkington High School
Contests: all academic events except debate (all materials from outside sources)
Contact: Dorothy McCreight
phone: 592-7739
fax: (281) 592-0693
e-mail: dmccreight@tarkington.isd.esc4.net

Feb. 22-23, 2002
A&M Consolidated High School
Contests: all academic and speech plus CX, LD, Humorous, Dramatic, Duet, Impromptu, Group Improv and Parliamentary Debate. New materials will be used in all academic events.
Contact: Lisa Birth
phone: (979) 764 - 5500
fax: (979) 693-0212
e-mail:
flingamo@yahoo.com

Feb. 23, 2002
Sherman High School
Contests: All events except CX debate (LD begins Feb. 22)
Contact: Karen Foster
phone: (903) 891-6440
fax: (903) 891-6446
e-mail:
kafoster@shermanisd.net

ECONOMICS PILOT FAILS, NEW CONTEST ON TRIAL

The pilot economics failed to generate the kind of enthusiasm the UIL had hoped, so a combined economics/geography/civics contest will be piloted this spring. It will resemble the science contest with its combined chemistry/biology/physics sections.

Questions will come from basic textbooks. This test will have a wider appeal to coaches and students, League officials feel.

The test will be provided with the district materials.

Winners will not advance to the region meet, and points will not count toward district standing.

The League will also include a form to allow students and coaches an opportunity to express their sentiments about the pilot contest.

National High School Activities Week set for Sept. 9-15

by Kim Rogers
Public Information Officer

The week of Sept. 9-15 marks this year's celebration of National High School Activities Week. In its second decade, National High School Activities Week seeks to

Administrators could offer help for publications

continued from page 5

than an award-winning school newspaper that, over the long haul, tells the story of the school, with all of its accomplishments and warts," he said.

Again, I agree. Students will make mistakes. We learn through mistakes. It is up to the adviser and principal to make sure those mistakes end up as learning situations, not as demoralizing actions. A good newspaper and yearbook program will help the school through the process of communications. As educators, we know the more communication that goes on in a society (and in our case, the school) the more positive it is because no one has to guess about the news of the school. Everyone knows what has happened because the newspaper has been able to report about it. This establishes credibility for all concerned.

Oppenended his presentation this way.

"Use the Hazelwood ruling as a last resort. The ruling doesn't affect off-campus publications, and in today's cyberworld any student can publish any article quickly on the Internet. Why push them out of the supervised world of the school newspaper into a world without rules?"

increase public awareness of the value of interscholastic activity programs. During this week, the UIL encourages its member schools to promote the values inherent in interscholastic athletics, fine arts, and academic programs.

"We have fundamental, empirical evidence to show that interscholastic activities provide a successful way in which to create healthy and successful citizens," said Robert Kanaby, National Federation of State High School Associations Executive Director. "Through (this week), we have an opportunity to reflect on our participation as well as the participation of our children. Our nation must continue to support these programs and the life skills they provide America's youth."

National High School Activities Week was created in 1980 as a means to promote the need for interscholastic activity programs across the country. In 1983, President Ronald Reagan and the U.S. Congress officially set aside one week to recognize the importance of these activities, and the UIL continues to support that designation.

Information regarding National High School Activities Week and ways to promote it was sent to every school last month. Those schools that did not receive this packet should visit the UIL web-site for information regarding National High School Activities Week at www.uil.utexas.edu.

Specific days for National High School Activities Week celebration

- **Sunday, Sept. 9—National Be A Sport Day:** to encourage awareness and discussion about the importance of sportsmanship, ethics, and integrity to the conduct of interscholastic programs.
- **Monday, Sept. 10—National Fine Arts Activities Day:** to focus on the students, coaches, and sponsors involved in fine arts programs.
- **Tuesday, Sept. 11—National Officials Day:** to salute the approximately 500,000 individuals who serve as contest officials and judges.
- **Wednesday, Sept. 12—National Youth Health Awareness Day:** to promote education and prevention efforts that encourage healthy lifestyles.
- **Thursday, Sept. 13—National Coaches Day:** to recognize the contributions of high school coaches.
- **Friday, Sept. 14—National Fan Appreciation Day:** to thank the spectators who support activity programs throughout the year.
- **Saturday, Sept. 15—National Community Service/Participation Day:** to give back to your community and show your appreciation for their support of your programs.

Changes in music rules spelled out in C&CR

By Richard Floyd
UIL Music Director

We continue to experience only minimal changes in the UIL Music Contest rules and procedures. In fact we have enjoyed a remarkable period of stability

in recent years. This year is no exception, as you will find that there are only a few revisions to the UIL Music Plan.

Even so, these rule revisions are important and should be noted as you plan for the 2001-2002 school year. Remember that each of these rule changes was discussed by the TMEA/UIL Music Advisory Committee, reviewed by the Technical Advisory Committee and then adopted by the UIL Legislative Council. They are currently in effect.

Each rule change is referenced as it appears in the 2001-2002 *UIL Constitution and Contest Rules*.

NON UIL CONTEST PARTICIPATION - Section 1102. For years there has been a rule that stated that a school music organization could enter one competition on school time within the school term in addition to the UIL music competition. That rule no longer exists. Participation in all music events is now governed by local school policy. Thus the number of times a school district may allow a student to miss a class for extracurricular participation during a school year is determined by the school district board of trustees.

SMALL SCHOOL ADVANCEMENT TO THE STATE MARCHING BAND CONTEST - Section 1106. Beginning with the fall of 2001 the state will be divided into five areas for conference A-AA-AAA marching band competition. Conferences AAAA and AAAAA will continue to operate in the traditional seven-area alignment. In order to maintain comparable participation for all conferences, the A-

AA-AAA schools will be able to advance three (3) bands from each area resulting in a minimum of 15 bands in each conference at state. The number of bands at state from AAAA and AAAAA will remain at 14. The "one band per five" rule will continue in effect for areas that have more than 15 bands participate in a specific conference.

USE OF PHOTOCOPIED SCORES - Section 1110. In the past this rule has dictated that judges were to delay the performance of any organization that failed to provide numbered scores that conformed to copyright requirements. The enforcement of this rule resulted in delays that impacted the entire contest schedule and penalized the students when the violation was actually committed by the director. The revised version of this rule states that directors who are not in compliance are subject to penalty in accordance with the UIL penalty structure as outlined in Sections 27 and 29 of the *UIL Constitution and Contest Rules*.

FULL ORCHESTRA PERFORMANCE REQUIREMENTS - Prescribed Music List. There has been a major change in the performance requirements for full orchestras. In the past a full orchestra was required to perform one string orchestra piece and two full orchestra works. This is no longer the case. Directors can now elect to perform three full orchestra pieces if they also have a string orchestra from the same school entered in the contest.

Questions regarding any issues pertaining to the UIL Music Program or Eligibility for Extracurricular Activities can be submitted to the UIL Music Office by phone at (512) 471-5883 or via the Internet at uilmusic@uts.cc.utexas.edu.

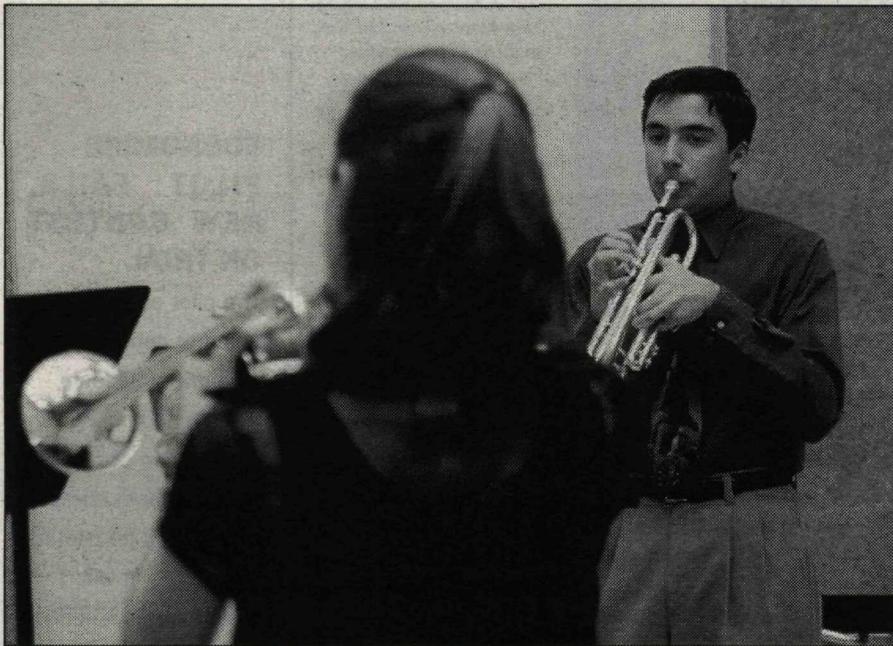


photo by Randy Vonderheid

Big Chance

Two students competing in the State Solo/Ensemble contest in May perform for the judge. Each contestant received an oral critique from the judge following their performance. Over 10,000 students participated in the annual event, held on the campus of The University of Texas campus and Southwest Texas State University campus.

Professionals make a difference

By Leland Sharrock
TMAA President

Where do the summers go? Even though most of us had some time off this summer, that time off seems to fly by faster each year. I do hope all of you have taken time to visit relatives, friends or favorite vacation spots to give your mind and body time to rejuvenate for another exciting year.

The TBA, TODA and TCDA conventions were a great success again as usual. The leaders of these organizations outdo themselves each year by providing incredible clinics, concert groups and exhibits. Many of our TMAA members are invited to give clinics, which says a lot about the outstanding teachers we have in TMAA.

Many of you attended our TMAA workshops to stay current on the requirements of our associations and to be better-informed judges. Our sincere hope is that you take with you new information, answers to any questions and a commitment to be a better adjudicator.

I'm sorry to say that the TMAA executive board devoted a great deal of time at this convention dealing with complaints about a few members who were not professional in their judging responsibilities this past year.

Our workshops continue to stress that the key to being a successful judge is to be professional at all times. But each year we have a few judges who create problems at our contests by not knowing and understanding the rules, by questioning directors about suspected rule violations in front of student performing groups, conferring with other judges before the ratings have been given, or making decisions that should be delegated to the contest chair or region executive secretary.

Our job is to know the rules and judge the performance, period! Any questions concerning the entry

being wrong, the wrong piece being performed, the ensemble personnel or the proper procedure of sight-reading instructions, should NEVER be discussed in front of the performing students. If there are violations, the judge NEVER handles these problems.

Your job is to report the infraction to the contest chair or region executive secretary at the conclusion of the performance. You are a guest who had been hired to critique and rate each performance; you are NOT HIRED TO ADMINISTER THE CONTEST.

This professionalism also continues in accepting judging assignments. It is our responsibility to mark those dates in our calendar. It is OUR responsibility to notify the region executive secretary as soon as possible if an unavoidable conflict occurs.

It is NOT professional to accept one judging job, then cancel because of a better offer. NOT returning a judging contract promptly is also unprofessional. Your region executive secretaries are responsible for hiring many judges each year. Your prompt response to all communication and total cooperation help them do their jobs efficiently and responsibly.

The TMAA executive committee has been working diligently to update and simplify the application process. We have tried to remove the "shroud of mystery" that some have found in working to become a TMAA member. Many of you have responded, as the membership in each division is growing larger each year.

Jay Dunnahoo has done an outstanding job setting up the TMAA office. He monitors our membership status and notifies us when we need to attend a judging workshop. You can help him by paying your dues on time, by attending the general session every three years and by attending the workshops in your adjudication area at least once every five years. These workshops are provided twice a year at our conventions to help you

improve your adjudication skills and to be updated on any rule changes. Attending the workshops and general business meeting is required to maintain membership in TMAA.

Frank Coachman has done a great job developing the TMEA web site. He has installed a link from the TMEA web site making it easier to access the TMAA site. Try it at <http://www.tmea.org>.

Be advised that the TMAA membership amended the constitution at our last general business meeting in February 2001, to create a nominating committee made up of the president-elect and three members from the general membership. This committee's duties are to take applications from TMAA members who are interested in an office that is becoming vacant. This committee will make recommendations at the next general business meeting in February 2002. The membership may also nominate candidates from the floor.

The following positions need to be filled at the 2002 TMEA general business membership meeting: vocal division vice-president, and two at-large positions on the CSAPP committee. If you are interested in any of those positions, please contact president-elect James Edwards at Jaced1@aol.com.

Finally, for directors planning to retire but have never been members of TMAA, you have a narrow window of opportunity to meet the application requirements in order to become a member. If you fall into this category and have any questions about becoming a member, call Jay Dunnahoo soon.

I'm very proud to serve TMAA, which is a great organization of professional music educators. By fully understanding the rules, judging by those rules, using common sense when applying the rules and meeting our obligations to TMAA, we can best serve our state's music students.

TMAA
Constructive
Comments

Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
TO:

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

What are goals of music program?

Total educational experience should be more important than winning

It's marching season! The time of the year that generates more phone calls and e-mails from concerned parents to the state UIL Music Office than any other.

Why? Rehearsal schedules.

Prior to the beginning of the fall semester, bands spend countless hours, often in the heat of the day, learning drill and beginning the process of refining their contest show. Most of these rehearsals are mandatory and require enormous sacrifices on the part of many students and parents.

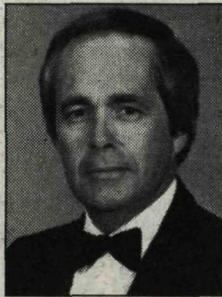
Once the school year begins the 8-hour rule is often pushed to the limit to squeeze in a few more minutes of rehearsal and achieve a "competitive advantage".

One Saturday competition after another from late September to early November are commonplace. This obsession with marching competition tends to dominate the fall schedule of many bands while creating extensive demands on the lives of band members and families statewide. The statement, "If I had known marching band would take this much time in the fall I would never have allowed my son or daughter to begin music instruction in the 6th grade" is commonplace. How sad.

How can this be? After all, the Policy and Ethics Statement in the UIL Constitution and Contest Rules states that directors should maintain a reasonable and proper balance of pre-school and out-of-school rehearsal schedules. It goes on to suggest that directors should recognize the importance of the total educational process and remain sensitive to each student's needs in terms of academic pursuits, family life and extracurricular activities.

The answer is simple. The quest for competitive success has clouded many a director's vision of what is a proper balance of rehearsal that serves the best interest of the band program without eroding the total educational, social and personal needs of students and their families.

At the same time marching band priorities vary from one part of the state to another. In addition there is a diversity of expectations from small rural schools to large metropolitan campuses in regards to the amount of rehearsal time that might be viewed as proper. Thus it is unlikely one set of statewide guidelines could serve the



Richard Floyd
Music Director

best interest of all. Yet, every director and school administrator must examine this issue and establish policies that are rational and reflective of community expectations.

Directors must evaluate their rehearsal schedule to make sure it is reasonable and takes into account the multifaceted schedules of their students.

A family should not be penalized for taking a vacation in late July or early August during the only time that that mom and dad can be away from their work. Students should not be expected to spend every waking hour at the band hall, on the practice field or in uniform.

Fall schedules that require eight hours of rehearsal, Friday night football games and Saturday competitions week after week are clearly not compatible with the intent of the Policy and Ethics Statements stated above. Such practices are counter to the educational priorities that should guide the music education programs in our schools.

Directors should also examine the rationale that guides their decisions regarding rehearsals and performances.

Is the drill design a clone of the most recent trends in DCI performances perfected by 18-to 20-year olds rehearsing 60 hours a week all summer or is the show intended to be mastered within the context of a realistic public school academic setting? Is the mandatory Saturday rehearsal intended to reinforce the students' love of music or is it to gain a competitive edge over the band down the road? Is that extra 15 minutes of rehearsal while parents wait in the parking lot intended to solidify a music concept that is defined in the TEKS or is its purpose to tweak one more little detail for Saturday's competition? Is one more competition going to enrich the musical lives of each band member or is it simply going to offer the opportunity to acquire one more

trophy? How these questions are answered says much about our educational priorities and why we teach music in the school.

High school principals and music administrators have a role to play as well. School officials are encouraged to review the band schedule for their schools. "Everybody is doing it" should not be the rationale that determines



photo by Randy Vanderheid

the rehearsal and performance schedule for a given high school.

Policies should be established that define the amount of rehearsal and number of performances that are considered reasonable and proper for the students' best overall interest. The educational and social priorities of the school and community should be reflected in these policies. In addition some degree of flexibility should be present to accommodate unique and/or extenuating circumstances.

This does not suggest that the band program should operate at the whim and for the convenience of each individual participant. Great achievements do not come without dedication and commitment.

Students and parents must accept the reality that some sacrifices are in order. A successful marching band experience does involve teamwork and a certain degree of give and take on the part of all participants.

So why all of the concern? Texas music programs are viewed to be the finest in the nation. True, but it is generally acknowledged that in our state the trend towards more emphasis on marching band and marching band competitions continues.

Other areas of the nation have gone down this path. There are countless examples nationwide where the marching band has become the dominating force in the music program of the schools. In these settings the band exists for one reason and one reason only — to stage the next competitive show with little regard for the underlying motivating factors that led to the establishment of music education as an integral component in our public school curriculum in the first place.

This is clearly not the course that Texas music wants to follow. How well we avoid this trend and its inherent pitfalls remains the responsibility of every Texas high school band director, administrator and the school districts they serve.

Commitment

One of the rewards of a top band program is an appearance at the state marching contest, like this performer from the 2000 state contest. Many directors find a fine line between what is good for the program and what is good for the student.

Sight reading criteria sees minor change for 5A schools

When the new sight-reading format for band was adopted several years ago the original steering committee took a careful look at the criteria for each difficulty level.

It was noted at that time that 6/8 was and had been included in the criteria for AAAAAA varsity bands for some years. However the 6/8 time signature had not appeared in recent sight-reading selections.

During its deliberation the steering committee came to two conclusions regarding 6/8. First, it was agreed that it would be best to avoid 6/8 for a period of time as bands adjusted to the new system. Secondly, the committee recommended that when 6/8 was reintroduced into the sight-reading music, that fact would be widely commu-

nicated to band directors at the beginning of the school term.

That year is at hand. The AAAAA (Level 6) sight-reading music selection for 2002 will have a section in 6/8 time.

The section will be in 2 (dotted quarter note receiving the beat) with a tempo marking of Allegro Marcato. A relaxed march tempo should work fine.

In addition to this announcement the Region Music Executive Secretaries have been asked to include this information in their fall meeting reports.

All AAAAAA varsity band directors are encouraged to review 6/8 as they refine sight-reading skills during the 2001-2002 school term.

Prose, poetry categories offer wider range of topics

continued from page 4

First, there was a strong commitment to select categories that would encourage students to seek literature of quality. There was also a desire to expose students to types of prose they were less likely to explore on their own. Thus, the *Celebrate Non-Fiction: First-Person Narratives* prose category was designed. *Celebrate Fiction* seemed a natural compliment to this and achieved the request for a broad category.

Second, committee members believed that if students focused on a long piece of poetry and its intricacies, or on a particular poet and aspects of that writer's works, the process of analysis would be enhanced and the benefits of oral interpretation competition increased. As a result, *Celebrate the Poem* and *Celebrate the Poet* were birthed. Additionally, all members as coaches themselves heartily agreed that every effort should be made to simplify documentation requirements. We believe that was accomplished.

Category Restrictions

Material chosen shall meet the following restrictions:

- (a) all selections shall be published, printed material
- (b) selections from plays or screenplays shall not be used;
- (c) speeches shall not be used (prose); song lyrics published only as music shall not be used (poetry);
- (d) no contestant shall use an individual writer in more than one category in the contest;
- (e) no contestant shall use selections from the same literary work more than one year at UIL State Meet;
- (f) selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Prose Category A: Celebrate Non-Fiction: First-Person Narratives

The contestant shall perform a selection from a published work of non-fiction written in prose, from the first-person point of view.

The goal of this category is to encourage students to explore narratives of human experience as reported by

the author. Material should be drawn from one of the following published forms: memoirs, autobiographies, letters, diaries, journals or essays.

In this type of literary work, the author tells a story as he or she experienced it. The point of view will be personal, making use of the pronouns "I," "me," "mine" and "we." The selection shall not be drawn from published or unpublished speeches, "one-person" theatre, or theatrical monologues. Works by anonymous authors are not permissible.

In designing this category, the committee discussed different forms that would fulfill the desired focus particular to Category A, encompassing first-person as well as non-fiction. The *Handbook to Literature* indicates these are closely related to each other in that each is a recollection written down by the subject of the work. Letters were also included.

In order to remain within the spirit of the category, interviews and biographies were excluded, since they are literary forms commonly written by someone else one step removed from the actual experience.

Prose Category B: Celebrate Fiction

The contestant shall perform a selection from a published work of fiction written in prose. The selection should be drawn from a novel, novella, novelette, or short story.

The goal of this category is to encourage contestants to explore the imagination of authors from any country throughout the world. The author of this category may not be used in the other prose category. Works by an anonymous author are not permissible.

Documentation Requirements for Prose

For Category A, the contestant shall provide published documentation verifying the selection is classified as non-fiction.

For Category B, the contestant shall provide published documentation verifying the selection is classified as fiction.

Verification shall consist of Library of Congress or Dewey Decimal Classification system, or other published source such as *The New York Times* best-seller list.

Please note that when using the Dewey Decimal Classification system for documentation, two documents are necessary: the specific Dewey Classification Number of your literary work and the summary Guide to Dewey system, verifying the number does indeed fall within fiction or non-fiction, depending upon which you are documenting. The same would be true of the Library of Congress Classification system, unless the subject description included in the cataloguing information clearly provides the fiction or non-fiction designation.

Chapter 4 of the newly revised *UIL Prose and Poetry Handbook* provides greater detail and helpful hints on searching for proper documentation. Coaches are responsible for reviewing the handbook. Order forms are posted on the Academic page of the UIL web site.

Poetry Category A: Celebrate the Poem

The contestant shall perform either one published poem, or an excerpt from only one published poem. The goal of this category is to challenge the contestant to explore a single poetry selection and to communicate its literary style and quality through performance. The poet used in this category may not be used in the other poetry category. Works by an anonymous poet are not permissible.

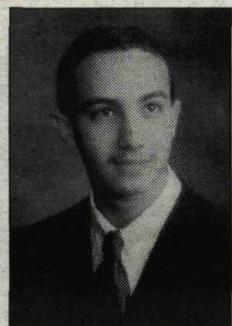
Poetry Category B: Celebrate The Poet

The contestant shall select one poet and perform two or more published poems, or two or more portions of poems, by that author.

The goal of this category is to encourage students to examine the body of an author's poetic works. In the choice of poems for performance, the student should feature some aspect of the poet's work, including but not limited to the following: its development over time, thematic or technical elements, use of imagery, or reflection of the poet's life.

The introduction and/or transitions should demonstrate the performer's understanding of the poet's work, as well as seek to enhance the audience's awareness of the poet's work. The poet used in this category may not be used in the other poetry category.

continued on page 13



"UIL competition has allowed me the opportunity to excel in extracurricular activities that are otherwise overshadowed by academics and/or sports. Moreover, the very nature of UIL merges academics and extracurricular involvement seamlessly."

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Corpus
Christi King
HS

Make early preparations for school year

continued from page 4

each of the four regions of the state. Scheduled are workshops for beginners to introduce them to events, plus advanced sessions in topic analysis, cutting edge performance techniques, and a myriad of additional topics covering every UIL speaking contest.

While your squad is attending sessions, we've planned workshops especially for coaches focusing on building a speech program, survival techniques for first-year coaches, discussion on the issue of ethics in forensics, and a brainstorming session exploring the future of UIL speech and debate contests. All the sessions are taught by outstanding coaches with success stories (and horror stories) of their own. Dates and the tentative program are located on the web and elsewhere in this Leaguer.

Plan to attend the Texas Speech Communication Association convention Oct. 10-13 at the Camino Real Hotel in El Paso. It's the best way to network with others in your discipline. The convention program includes over 70 workshops, including one presented by the UIL Speech Director introducing the new prose and poetry categories. Visit the TSCA web site for more information: <http://www.angelo.edu/dept/cdj/tsca.htm>.

Rule number three. Learn the rules. Study the *Constitution and Contest Rules*. It's posted on the web site, but order a hard copy so you can take it to the speech tournaments. Visit the UIL web site periodically for updates and read the *Leaguer* religiously.

A new rule in effect this year prohibits students from using the same literary work they have used previously in prose and poetry contests at UIL State Meet. Also added is the second place team points. The speech team at district, region and state that scores the most points overall in LD debate, informative speaking, persuasive speaking, prose and poetry receives 10 additional sweepstakes points. Second overall will receive five points.

In preparation for the district meet, expect to attend a Fall Planning Meeting for District Debate. Your spring meet host should organize the meeting and contact you. This meeting must be held prior to Nov. 1. If you don't hear about the meeting soon, ask your principal to inquire about when and where it will be held. You can prepare for the meeting by reviewing our suggested agenda posted on the speech web page.

Rule number four: Meet UIL deadlines. Cross-examination debate district meets can be held anytime between Jan. 2 and Feb. 18. The Academic Spring Meet, when the other five speaking events occur, is held in March. District entries are due at least 10 calendar days prior to the meet. District executive committees determine whether late entries will be accepted and under what conditions. Cross-examination debate, unlike the other speaking events which advance from district to region before qualifying for state competition, advance directly from district to state. Therefore, late entries to the CX State Meet will not be accepted.

Your entry into the State tournament consists of: (1) contest results form verifying winners. The form is sent to the State office by your district contest director or spring meet director. It is due 10 calendar days after the district meet is held or by Feb. 18, whichever is sooner. (2) judging form from individual school due for each team qualified (school must provide an experienced judge for the state tournament). That form can be found in the "Coaches Packet" received at the District Meet or on the UIL speech web page. It is due immediately, but no later than Feb. 21. (3) certification form (if applicable to your district); deadline Feb. 21.

Mark these dates on your master calendar in red ink now. This is the same week as TAAS testing so you'll probably need a reminder in red.

All other speaking events follow the district, region, and state advancement pattern. Contest officials at district and region are responsible for certifying the winners who advance to the next level.

Check the Speech-At-A-Glance posting on the web site for important UIL speech/debate dates for the 2001-2002 school year.

I keep telling my niece to make lists and check them often, and the wedding will come off without a hitch. The same will work for you. Just stay mindful of rules 1-4, check your list often, and the UIL year will come off with a big success! Best of luck on your adventure!

SirCam, Code Red stirs attention for school computers

by David Trussell
UIL Technology Coordinator

"Hi! How are you? I send you this file in order to have your advice See you later. Thanks"

If you've used e-mail at all in the past six weeks, chances are you've received a message like this one. The message itself is harmless, but the attachment that accompanies it carries the SirCam virus, one of the nastiest and longest-lived computer viruses to date. And if you attempted to open the attachment on a Windows-based computer, chances are everyone in your e-mail address book received an e-mail from you that began, "Hi! How are you? I send you this file...."

Last September, I wrote a column about computer viruses. I didn't expect to be writing about the same topic again so soon, but the proliferation of SirCam and the Code Red Worm over the past few weeks has made the subject more relevant than ever. We continue to receive e-mails carrying SirCam in our UIL departmental inboxes on a daily basis. A number of these messages have clearly come from school district e-mail accounts, so we know SirCam is a significant problem for member schools.

It's possible your computer is infected with SirCam and you don't know it. The virus does all of its damage in the background, so you may not realize what's happening until it's too late.

In addition to spreading itself using the e-mail address book, SirCam is also network-aware, which means it will attempt to copy itself to any other vulnerable machine on the local network. If you determine that one computer in your school is infected, many others are likely infected as well. This virus is also particularly malicious in the way it distributes itself. Rather than

using a standard, generic attachment like previous e-mail-borne viruses, SirCam selects a random file from the user's hard drive to send as the infected attachment. This file could be anything, from something benign like a list of recipes to something much more sensitive like financial records or students' grades.

On some computers, the virus may also create a file that fills up the entire hard drive, essentially rendering the computer unusable. And there is a strong possibility that on Oct. 16 the SirCam virus will attempt to delete all files on the hard drives of some infected computers. The SirCam virus is a problem that warrants serious and immediate attention. Unfortunately, many computer users have not taken the necessary steps to protect themselves against SirCam and other viruses.

The other computer virus that's made the news recently is the so-called "Code Red" worm. The objective of Code Red is not to damage individual computers, but rather to use a network of infected machines to launch attacks against government web sites and slow down traffic across the entire Internet. If you use a computer that runs Microsoft's Windows NT or Windows 2000 operating system, you should go to www.microsoft.com and download the free patch that protects your computer from Code Red.

If you use Macintosh computers (like we do in the UIL office), you might be tempted to breathe easy. Both SirCam and Code Red can only infect Windows-based computers, and all the other major virus outbreaks in the past couple of years have also been Windows-only. But while they are far less common than Windows viruses, there are serious viruses that do affect Macs, and a new one could show up at any time. There are also a number of Microsoft Word and Microsoft Excel "macro viruses"

that turn up fairly frequently on Macintosh computers. These macro viruses are more of a nuisance than a serious threat, but they can cause significant problems for machines that are infected for long periods of time.

Everyone, regardless of the type of computer they use, should install antivirus software. Installing and running up-to-date antivirus software will eliminate SirCam from computers that are already infected as well as protecting against future infections. There are a number of products available, but the most common are Norton Antivirus from Symantec (available for Macintosh and Windows) and products from Network Associates (Virex for the Mac and McAfee VirusScan for Windows). But it's not enough to simply install the software — you also have to keep it up to date. Updates are released regularly (typically once a month) to deal with new viruses as they are identified. Most companies charge a small subscription fee for access to updates. The cost of the software and updates is a small price to pay to prevent the kind of damage that viruses like SirCam can cause.

Schools and school districts can purchase volume licenses for antivirus software that allow all computers on the network to be protected. Most companies offer special license pricing for educational institutions. And there are tools available for most antivirus products that allow network administrators to install updates remotely, alleviating the need to visit each individual computer.

Common sense is also important in protecting your computer from viruses. Never attempt to open e-mail attachments from unknown sources. And even if you know the person who sent the message, be as sure as you can of what the attachment is BEFORE trying to open it. Remember that most people are not initially aware that their computer is infected.

Just like with biological viruses, the best way to protect yourself against computer viruses is prevention.

Finally, an important note about the Computer Science contest: The programming language for this year's contest will be C++. We will continue to use C++ for the 2001-2002 and 2002-2003 school years. The transition to Java will not happen until 2003-2004, at the same time as the transition of the Advanced Placement curriculum. Plan to attend one of our Student Activities Conferences this fall for more information on this year's contest and the future of UIL Computer Science.

Conferences prepare students for competition

continued from page 1

tions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

INSTRUCTIONAL SESSIONS are designed for beginning students, advanced students and coaches. Other sessions for coaches, administrators and academic coordinators will be offered as well. In addition, we are adding sessions for elementary and junior high academic coaches and coordinators.

CONFERENCES feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

BRING STUDENTS! Most sessions are intended to help students begin preparing for spring contests. Mark your calendar and plan to attend one or more of these free conferences.

TENTATIVE programs for each site will be posted on the UIL web site, and final programs will be available at each site.

Prose, poetry categories require less documentation

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Documentation Requirements for Poetry

Although Category A and B do not require documentation, contest material must meet category restrictions.

Bibliographic Information for both contests

Many coaches encourage their students to read from a typed manuscript rather than a photocopy of the literary work. This allows for a larger font that is easier to read and double-spacing, providing the performer make room for marking the script for performance. Students are urged to add bibliographic information for selections in the form of a footnote on their manuscript copy. All students are urged to take to the contest site the original published source of their selections.

New Rule Goes Into Effect

The Legislative Council passed a rule that no contestant shall use selections from the same literary work more than one year at UIL State Meet. This rule is in effect for 2001-2002.

The purpose of the rule is to support the goals of the contest. Philosophically, students who have successfully advanced to the State Meet and competed at the highest level of UIL competition with a piece of literature should perform different literature in all future State Meets in order to reap the educational benefits of the competition.

For clarification, "selection from the same literary work" means that if a student performed a cutting from Chapter one of a novel, he could not use a cutting from Chapter 10 from the same novel the next year at State. It does not mean that a student cannot read different poems or short stories published in the same anthology as those he or she performed the previous year at State.

For example, if a student performed a cutting from Mark Twain's *Adventures of Tom Sawyer* during his first trip to State, he would be eligible to perform a cutting from *Huckleberry Finn* the following year. Although related, these are clearly two separate literary works.

The Internet as a Resource

Links to literary sites are listed on our web page. Students are allowed to access the Internet to locate documentation as long as the site they have downloaded is a legitimate one.

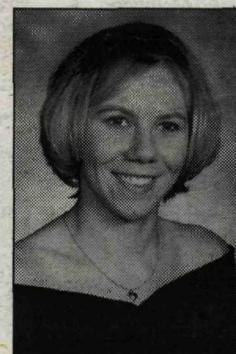
Acceptable Internet sites include those run by government agencies; college/university pages that are maintained by faculty and university department personnel, not students; on-line encyclopedias; book publishers; on-line libraries maintained by government agencies, colleges, universities.

If an on-line data service is used for documentation, the source of the published material should be included. Guidelines for using the World Wide Web for documentation purposes are addressed in the 2001-02 *UIL Prose and Poetry Handbook*.

Distinguishing Prose, Poetry and Drama

The Constitution and Contest Rules states that selections from plays or screenplays are not to be used in UIL oral interpretation contests. Unfortunately, many recently published plays look like prose or poetry on the page. Refer to the expanded section in the new handbook for ways to document the genre of your contest piece.

As with any time we introduce new categories, there will be additional questions and concerns. Continue reading the *Leaguer* and watching postings on the web page for answers to frequently asked questions. We welcome your feedback.



"My UIL academic experience has been a positive aspect of my life. It has taught me hard work and a sense of achievement. Through my particular event I learned many new skills that will help me later in life. I feel very privileged to have accomplished everything I have. This is an experience I'll never forget."

**Morgan Clements,
Ira HS**

Volleyball rule changes cause some concern

Since the National Federation volleyball rule changes were released last spring, I have received numerous calls, letters and e-mails regarding the intent of those rules.

With regard to the substitution rule, the most significant rule change for the 2001-2002 school year, teams are now allowed a maximum of 18 substitutions per game. In addition, each player is allowed unlimited entries within the team limit.

According to the National Federation Volleyball Rules Committee, this particular rule change allows teams to play consistently by allowing them to have their choice of players on the court throughout the contest. The committee wanted to make sure this rule change did not comprise either participation or competition.

Another rule change places responsibility on the coach to submit an accurate lineup. Two minutes prior to the end of the timed pre-match warm-up, a coach from each team shall submit to the scorer an accurate, written lineup of the uniform numbers for the six starting players in proper serving order. The first server should be identified by circling that player's number. (Note: The positions on the submitted written lineup take precedence over the circled player. Preventive officiating should be used when the first server's number is not circled.)

Officials are aware that many coaches have not consistently circled the first server, nor do they focus on an accurate lineup. Coaches tend to know who they



Rachel Seewald
Athletic Coordinator

want where, and attempt to tell officials who to put where. The clarification tells officials to enforce the written lineup. There may be a period of adjustment as officials start to enforce the new wording. But after a few matches, once coaches sense that officials are enforcing the change, coaches will become more responsive toward submitting accurate lineups.

The serving order is determined by the lineup submitted to the scorekeeper. If the incorrect first server is circled, the correction shall be made on the floor. If players on the floor are in an order other than what is written on the lineup, the players on the floor shall be arranged to match the written lineup.

Two National Federation Points of Emphasis this year include multiple contacts and sportsmanship.

Multiple Contacts

1. Multiple contact on the first contact must be one attempt. Example — What if the ball bounces off a player's shoulder (first attempt) and when it comes down the player plays it up with her fist (second attempt)? That is two attempts and would be considered first and second contact, which no player is allowed. The only way that would be legal is if the ball off the shoulder is part of a block. Then the play up with the fist would be legal whether it was a single contact or a multiple contact.
2. Multiple contact does not mean, and will never mean, prolonged contact.
3. Overhead finger action could mean finger action attempting to direct the ball. If a player is a back-row player attempting to save her face from a hard driven spike and it displaces her fingers, that is not considered finger action.
4. Multiple contact with overhead finger action is ille-

gal. That does not mean that players cannot or should not receive serve with an overhead pass. However, they must play the ball cleanly, avoiding both (a) prolonged contact and (b) multiple contact.

Sportsmanship

Good sportsmanship and proper conduct are integral parts of the interscholastic volleyball program. In recent years, more emphasis has been placed on encouraging sporting conduct as well as insisting that misconduct be addressed and penalized. The recent introduction of the volleyball yellow/red card system has assisted in addressing misconduct. Volleyball rules are quite clear in indicating that any type of cheering, yelling or other similar actions that are done in a manner to disconcert or be derogatory toward the opposing team or a specific opponent is considered inappropriate. Cheering and other support should always be positive in nature.

All National Federation rules now specifically address taunting in response to continuing concerns about unsportsmanlike conduct. Officials, coaches, players and team attendants shall not use language, gestures or body positioning which bait, taunt or are disrespectful to anyone involved in the contest.

Nationally, in terms of participants, volleyball is the No. 3 sport for girls at the high school level with 382,755 participants and ranks third in terms of school sponsorship with 13,426 high schools sponsoring the sport.

I would encourage any coach who would like to suggest a volleyball playing rule change, or comment on any of the current changes, to contact either myself or Diane Conrady, former volleyball coach at Windthorst High School, who currently serves on the National Federation Volleyball Rules Committee.

Best wishes for a great year.

PUBLIC REPRIMANDS

BASKETBALL

- Donald McIntyre, Whitesboro
- Jeremy Vanley, El Paso Parkland
- Mike Fountain, Spurger

BASEBALL

- Scott Sanchez, Abilene
- David Smart, Austin Westlake
- Ryan Burr, Crowley
- Ashby Porter, Paradise
- Glen Holmes, Dallas Lincoln
- Joe Castellano, Refugio

Rescheduling games gives new meaning to 'postpone'

One consistent issue we have approached in the last several years include district varsity games postponed because of bad weather. UIL policy allows a district varsity game to be replayed as an exception to the one contest per school week and school week limitations provided it is rescheduled on the next available date. This does not include junior varsity, seventh grade or any game in between. Regular season games cannot be reschedule as an exception to the contest per



Peter Contreras
Athletic Coordinator

school week and calendar week limitations. *District varsity games only.*

The problem and confusion occurs in what you think "the next available date is." Needless to say, our two interpretations of "the next available date" are the sometimes different. The following is what current UIL policy states and some examples to help reduce the confusion and problems.

Postponed District Varsity Games:
Exception for Rescheduled Games:

District varsity games postponed by weather or public disaster (not including illness) shall be rescheduled on the next date, other than Sunday, on which another district game is not scheduled. In the event weather or public disaster forces the makeup game to be rescheduled it shall be rescheduled on the next date as described earlier. These makeup games may be played as an exception to the school week

limitation.

District varsity games that are postponed by weather or public disaster and not played on the next available date shall be rescheduled and played on a date determined by the district executive committee. *Games rescheduled by the district executive committee may not be played as an exception to the one contest per school week or calendar week limitation. When a school chooses to not reschedule a district varsity game postponed because of weather or public disaster on the next available date, it loses its option to play that game as an exception to the one contest per school week and calendar week limitations.*

EXAMPLE #1: District baseball game scheduled for Tuesday is postponed because of rain. Next available date is Wednesday.

EXAMPLE #2: District baseball game scheduled for Tuesday is postponed because of rain. Local school district policy does not allow one of the teams to play on Wednesday. Rescheduled game can be played on Thursday because neither team has played a contest during the school week.

EXAMPLE #3: District softball game scheduled for Tuesday is postponed because of rain. Next available date is Wednesday and game is also rained out. Wednesday's rescheduled game on Thursday is also postponed because of rain. Next available date is Saturday because one or both teams have a regular scheduled district game on Friday.

EXAMPLE #4: District softball game scheduled for Tuesday is postponed because of rain. Next available date is Wednesday and game is also rained out. Wednesday's rescheduled game on Thursday is also postponed because of rain. Next available date is Saturday because one or both teams have a regular scheduled district game on Friday and that game (Saturday's) also cannot be played because of rain. Next available date is

Monday and is rescheduled for that date. The exception of one contest per school week is granted because both teams have attempted to reschedule the original scheduled game on the next available playing date.

EXAMPLE #5: District varsity basketball game is postponed because of snow on Tuesday. Game may be replayed on Wednesday, Thursday (district game already scheduled for Friday) or Saturday and be in compliance with school week and calendar week limitations.

- Cross Country: Every year, we rotate the running order at the state cross country championships to ensure the same conference is not always running first in the morning. More importantly, it equals out everyone who is traveling late on Friday night after the football game to make it on time. The schedule is in your Coaches Manual along with other state meet information, and is on this page.
- Golf: Questions were asked whether the state golf tournament would change or stay the same. I met with Austin Parks and Recreation Department (Golf Division) and the course pros. The majority of the comments last spring were favorable from coaches and the UIL and golf course staffs were also pleased. In light of that, the schedule will remain the same for 2002.

2002 State Golf Championships Schedule
May 6 & 7 (Monday-Tuesday)
1A Boys & Girls Morris Williams Golf Course
2A Boys & Girls Jimmy Clay Golf Course
4A Boys & Girls Roy Kizer Golf Course
May 9 & 10 (Thursday-Friday)
3A Boys & Girls Jimmy Clay Golf Course
5A Boys & Girls Roy Kizer Golf Course

(NOTE: Please check Coaches Manual for practice and state tournament round green fees and also telephone numbers to call for state tournament practice rounds.)

2001 State Cross Country Meet Schedule

Saturday - Nov. 10	
Old Settlers Park (Round Rock)	
10:00 a.m.	4A Girls
10:20 a.m.	4A Boys
10:50 a.m.	5A Girls
11:10 a.m.	5A Boys
11:40 a.m.	1A Girls
Noon	1A Boys
12:30 p.m.	2A Girls
12:50 p.m.	2A Boys
1:20 p.m.	3A Girls
1:40 p.m.	3A Boys

Newly created Medical Advisory Committee only one step to ensure safety of athletes

Ian Woosnam had a problem. Standing on the second tee at the British Open this past June his caddy had just uttered these now infamous words, "You're going to go ballistic."

Woosnam did indeed go ballistic. He and his caddy had failed to count his clubs and were one over the allowable 14. His tap-in birdie on the first hole tying him for the lead in the world's oldest golf tournament had vanished. The two-stroke penalty eventually cost him a chance to be the British Open champion.

While the caddy took the wrath of Woosnam's ire, amid thrown clubs and verbal abuse, the media scrutiny began. Whose responsibility was it? Was the caddy at fault? Or was Woosnam, the professional golfer, the guilty party?

This scenario is a perfect segue into our own state of affairs as we deal with the question of who is responsible when dealing with heat related issues in football and other UIL athletic activities.

During the past 10 years nearly 1.5 million high school athletes have participated in football. During that period there has been one death attributed to heat related issues. This is one death too many. With heavy media scrutiny following the recent death of two Texas students who played football it is evident this issue needs to be revisited for the benefit of all involved with each of our student-athletes.

The first order of business for every coach is to insure that every athlete is in compliance with Section 1205 of the UIL Constitution and Contest Rules.

Section 1205: ATHLETIC ELIGIBILITY

(a) INDIVIDUAL REPORT FORMS. It shall be the responsibility of each school to keep on file the following required annual forms for each student who participates in any practice, scrimmage, or game:

(1) *Medical.* Upon entering high school, a physical examination signed by a physician, a physician assistant licensed by a State Board of Physician Assistant Examiners or a registered nurse recognized as an advanced practice nurse by the Board of Nurse Examiners is required. Each year thereafter either a physical examination (as described above) or a medical screening is required. Standardized forms, available from the League office, may be used.

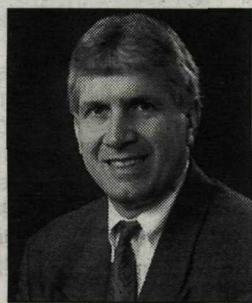
(2) *Parent or Guardian Permit.* Annual participation permit signed by the student's parent or guardian.

(3) *Rules Acknowledgment.* Annual UIL Rules Acknowledgment Form signed by the student and the student's parent or guardian.

The physical examination form and the medical history form was designed through the cooperation of UIL staff, the Southwest Trainers Association, the Texas Medical Association and legal counsel.

The importance of these documents is self-evident. Coaches who fail to properly check and secure these documents find themselves in dire straits if any athlete suffers a catastrophic injury or death.

Each sports manual produced by the UIL provides guidelines for coaches, when dealing with heat related stress. These guidelines offer suggestions for recognizing heat-related illnesses, management and prevention of heat related illness, risk factors, etc. It is important to note that athletes who participate outdoors in late summer and early autumn are particularly susceptible to heat



Charles Breithaupt
Athletic Director

related illnesses. However, athletes practicing indoors in non-air conditioned or poorly ventilated facilities are also susceptible.

Another document provided to each school is the Sports Medicine Handbook published by the National Federation of State High School Associations. This guidebook was produced by the National Federation Sports Medicine Advisory Committee. This new publication gives further guidance for coaches, parents and athletes when dealing with heat and other related sports medicine issues.

Part of the responsibility of every coach is the concern for the student-athlete. Coaches and trainers across the state do an excellent job educating athletes in relation to proper hydration and recognition of possible heat stress. Additionally, coaches should include the efforts of teammates when looking for signs of heat stress. The macho attitude of some athletes prevents them from admitting weakness during times of stress. Teammates of those athletes could be vital in aiding coaches and trainers. Teaching teammates to look for these signs of stress is imperative in the recognition of heat illnesses.

Another area of concern for coaches and trainers should be the education of parents. Parents of each athlete should be presented with written material relating to proper hydration and recognition of heat related illnesses. The inclusion of parents in this important matter provides them with a sense of security and arms them with information that can assist them during times of uneasiness.

The UIL has long been committed to the safety and well being of the nearly 1.2 million student-athletes who participate in interscholastic athletic events each year. In continuing this commitment, a Medical Advisory Committee recommended by the UIL Legislative Council Standing Committee on Athletics in June, will meet in early September as authorized by Legislative Council

Chairman, Dr. James Terry, Mesquite ISD Superintendent, in collaboration with Jim Nelson, Commissioner of Education.

This Committee will address issues concerning the health and safety of student-athletes across Texas, including the recent fatalities of football players in Luling and Houston. The Committee will be selected and will include at least the following:

- One physician specializing in Sports Medicine
- One physician specializing in Orthopedic Medicine
- One Neurologist or Neurosurgeon
- One Athletic Team physician
- One Certified Athletic Trainer
- One representative of the Texas High School Coaches Association
- And other representatives selected by Chairman Terry and Commissioner Nelson.

The recommendations of this committee will supplement the materials currently adopted by the UIL and the Sports Medicine Advisory Committee of the National Federation of State High School Associations. It is our intention that this committee will scrutinize all safety aspects of UIL athletic participation.

While heat has been the topic of conversation across the state the past few weeks, we must remember there are a variety of other topics of equal importance that must be considered. Coaches and trainers should remember the fate of Ian Woosnam. Regardless of where blame is placed it is the responsibility of each of us to ensure the safety of our athletes.

Let's leave no stone unturned in pursuing safety as we await recommendations from the newly formed Medical Advisory Committee. We should continue to be vigilant in implementing safety when young lives are at stake. It is our responsibility.



"Whether at the state track meet or at the state one-act play contest, I love competition, and UIL gave me an opportunity to see the results of hard work and determination. These results are a sense of accomplishment and satisfaction. The camaraderie between competitors from other schools was an incredible experience and cheering each other on at each level of competition is an amazing memory I will always cherish."

**Cassandra Cotton,
Perrin HS**

Lone Star Cup winners announced

by Kim Rogers
UIL Public Information Officer

Southlake Carroll, with a score of 136, was the top points earner in the Lone Star Cup competition and won the Conference 4A award. In addition to the trophy, presented by the Texas Dodge Dealers Association, the school also received a \$1,000 scholarship.

The winner in each other conference also earned a trophy as well as a \$1,000 scholarship. The awards were presented by the Texas Dodge Dealers at the annual Texas High School Coaches' Association Coaching School in Fort Worth in July.

The Lone Star Cup honors the best overall athletic and academic programs in Texas and is open to all UIL member high schools.

High schools accumulate points based on team performance in District and State championships.

Information about the Lone Star Cup can be found on the UIL web-site: www.uil.utexas.edu.

Top finishers in each conference include:

Conference 5A		
1	Humble Kingwood	74
2	Katy Taylor	68
	Klein	68
4	Austin Westlake	64
	Duncanville	64

Conference 4A		
1	Southlake Carroll	136
2	Dallas Highland Park	90
3	Cedar Park	72
4	Friendswood	68
5	Corpus Christi Calallen	62

Conference 3A		
1	Abilene Wylie	56
2	Forney	55
3	Everman	52
4	Wimberley	50
5	Graham	44
	Perryton	44
	Sinton	44

Conference 2A		
1	Celina	51
2	Olney	49
3	Weimar	48
4	Holliday	44
5	Colorado City	42

Conference 1A		
1	Shiner	60
2	Brock	56
3	Windthorst	48
4	Nazareth	44
5	Bremond	42

CORRECTION TO THE ACCOUNTING CONTEST IN REGARDS TO APPROVED CALCULATORS

The following calculators may NOT be used for the Accounting Contest: Hewlett-Packard 11C, 15C, 20S, 20SII, 32S, 32SII. These calculators are incorrectly included in the list of approved Accounting Contest calculators in the 2001-2002 C&CR, Section 920(h)(3). Section 920(h)(1) clearly states: Non-Programmable Calculators only. These HP calculators are programmable and, therefore, disallowed for the Accounting Contest.

CORRECTION TO THE 2001-2002 SPELLING LIST FOR GRADES 7-8

#441 "kolanut" should read "kola nut."

SECOND PLACE TEAM POINTS

addition to 902(m) Schedule of Points — it is not noted in the C&CR on the scoring for speech and journalism dealing with second place overall points. Second place most overall points should receive five (5) points added onto the total score of these two contests. These points, approved by the Legislative Council, are noted in the additional notes, but not on the scoring schedule as noted on page 57 of the *Constitution and Contest Rules*.

MUSIC MEMORY

Corrections to 2000-2001 A+ Handbook page 70

- (for students in grade 3/4 only)
13. HMS Pinafore: "We Sail the Ocean Blue"
 14. Orchestral Suite No. 2 in b minor: Rondeau
 15. Moonlight Sonata: 1st Movement
 16. Carmen: "Children's Chorus"
- (for students in grade 5/6 only)
13. The King and I: "I Whistle A Happy Tune"
 14. The Well Tempered Clavier, Book I
 15. Symphony No. 5: "1st Movement"
 16. Requiem: Sanctus

SPELLING & VOCABULARY

Note clarification of the C&CR and Word Power: Misuse of any non-alphabetic element, such as accent, apostrophe, hyphen, tilde, umlaut, etc., or capitalization is an error.

Also, the *American Heritage Dictionary of the English Language, Third Edition*, will continue to be the official dictionary until further notice, but the new Fourth Edition is also acceptable.

HOUSTON MILBY HS

The District 18-AAAAA Executive Committee placed all boys' athletic programs at Houston Milby High School on probation through March 23, 2002.

AUSTIN TRAVIS HS

The State Executive Committee placed Austin Travis High School on probation through April 17, 2002 for allowing an ineligible student to participate.

HOUSTON HS

The State Executive Committee issued a public reprimand to Douglas Kelt, Mike Roberts, Antonio Lara, Maurice D. McGowan, James Jasper, Max Wilson and John Kauffman, Houston High School and placed them on probation through August 2, 2002, for violation of the Football Plan, Section 1250 (e). The committee also upheld the two-game suspensions imposed by Houston ISD.

CORPUS CHRISTI MILLER HS

The State Executive Committee placed Mr. Kevin Wall on probation through August 2, 2002, for violations involving the boys' basketball program.

EL PASO BURGESS HS

The State Executive Committee suspended Jessica Rae Dennis, El Paso Burgess High School, from coaching/sponsoring any UIL activities through October 10, 2003, issued a public reprimand to Burgess High School, and placed the school

on probation through October 10, 2001 in all UIL activities, for allowing an ineligible student to participate in district, area and regional one-act play competition.

HUNTINGTON HS

The District 20-AAA Executive Committee issued a public reprimand to Huntington High School and placed the school on probation through October 30, 2001 in all UIL activities, for unsportsmanlike conduct (violations of the ethics and sportsmanship codes).

LANCASTER HS

The State Executive Committee issued the following penalty to Coach Doug Black, Lancaster High School, for violation of the Athletic Code: suspension from coaching the first two football games of the 2001-02 season, public reprimand, and probation through December 5, 2001. The committee also issued a public reprimand with probation through December 5, 2001, to Coach Lee Wilkins.

ALVARADO HS

The State Executive Committee issued a public reprimand with probation through December 5, 2001, to Mark Cunningham, Alvarado High School, for violation of the awards rule and 300-minute per week practice restriction.

BROWNSVILLE HANNA HS

The State Executive Committee issued a public reprimand to Brownsville Hanna High School and placed the boys' basketball program on probation through January 31, 2002 for violation of the Athletic Code.

BROWNSVILLE PACE HS

The State Executive Committee issued a public reprimand to Brownsville Pace High School and placed the boys' basketball program on probation through January 31, 2002 for violation of the Athletic Code.

ROBSTOWN HS

The State Executive Committee suspended Coach Steve Castro from the first five district baseball games of the 2000-01 school year and issued a public reprimand with probation through February 27, 2003 for violation of Section 481 (Gifts or Awards to Sponsor or Coach).

MANSFIELD HS

The State Executive Committee issued a public reprimand to Coach Eric Littlejohn with probation through February 27, 2002 for falsifying records.

CARROLLTON TURNER HS

The State Executive Committee suspended Coach Andy Steele from the first two non-district basketball games of the 2001-02 school year and placed him on probation through February 27, 2003 for violation of Section 1208 (j), (Ejection from Two Contests in One Week).

SMYER ISD

The State Executive Committee issued a public reprimand to Smyer ISD, with probation through February 27, 2002 for inappropriate behavior by fans at a junior high basketball game.

LAREDO NIXON HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to the Nixon High School soccer program for playing an ineligible foreign exchange student. In addition, Mr. Isidro Garcia was issued a public reprimand and placed on probation through April 11, 2002.

BOYD HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to Mr. Arnold Parker, Boyd High School, for violation of state law (no pass, no play).

KELLER FOSSIL RIDGE HS

The State Executive Committee issued a public reprimand with probation through April 11, 2003 to Mr. Doug Dulany, Fossil Ridge High School, for violation of the Athletic Code. The committee also issued a public reprimand to Mr. Kip Holloway, and placed him on probation through April 11, 2002.

PASADENA DOBIE HS

The State Executive Committee issued a public reprimand to Mr. Abraham Haje and the soccer program at Dobie High School, with probation through April 11, 2002 for violation of Section 1206 (b), Sunday Prohibition.

CHANNELVIEW HS

The State Executive Committee issued a public reprimand with probation through April 11, 2002 to Mr. Sergio Montanez and the soccer program at Channelview High School for violation of the age restriction.

ENNIS HS

The State Executive Committee issued a public reprimand to the soccer program at Ennis High School, with probation through April 11, 2002 for violation of the Athletic Code, inappropriate interaction with a game official by a student athlete. In addition, the student in question was suspended from participating in all UIL activities through April 11, 2002.

CONROE CANEY CREEK HS

The State Executive Committee issued a public reprimand to the basketball program at Caney Creek High School, with probation through April 11, 2002 for inappropriate interaction with a game official by a fan.

NAZARETH HS

The State Executive Committee issued a public reprimand to Mr. Ralph Albracht with probation through August 21, 2002 for violation of the baseball pitching limitation.

FORT WORTH EAGLE CHARTER SCHOOL

The State Executive Committee issued a public reprimand to Eagle Charter School, with probation through August 21, 2002 for failure to participate in spring meet activities during the 2000-2001 school year.

BROWNSVILLE LOPEZ HS

The State Executive Committee issued a public reprimand to Mr. J. J. Garcia with probation through August 21, 2002 for being ejected from a contest while on probation (Section 1208 [j] [3]).

HOUSTON PREPARED TABLE CHARTER SCHOOL

The State Executive Committee suspended Prepared Table Charter School from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

DALLAS JEFFERSON HS

The State Executive Committee issued a public reprimand to Jefferson High School with probation through August 21, 2002 for failure to participate in one-act play during the 2000-2001 school year.

DALLAS SPRUCE HS

The State Executive Committee suspended Dallas Spruce High School from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

DALLAS SCHOOL OF EDUCATION AND SOCIAL SERVICES

The State Executive Committee suspended Dallas School of Education and Social Services from one-act play competition for the 2001-2002 school year for failure to participate during the 2000-2001 school year.

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