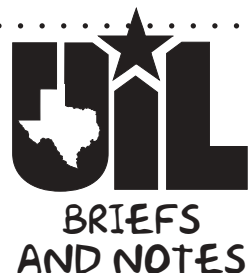


# Leaguer



## CALENDAR OF UPCOMING EVENTS

- Dec. 1 ..... ILPC Yearbook IAAs due; Soccer - 1st day of practice
- Dec. 10 ..... deadline to submit orders for Invitational Set A materials
- Dec. 13 ..... state football championships for 6-man, Div. I 2-5A
- Dec. 20 ..... state football championships for Div. I 1A; Div. II 2-5A
- Dec. 21 ..... deadline to request set additions for one-act and to submit plays not on Approved list for consideration
- Dec. 24-26 ..... no school facilities, personnel or equipment for athletic purposes for five consecutive days to include Dec. 24-26
- Jan. 2 ..... CX debate — 1st day for district competition/soccer — 1st day for scrimmages
- Jan. 5 ..... E/JH - 1st day for invitational meets
- Jan. 8 ..... soccer - 1st day for games
- Jan. 9 ..... first day for Academic invitational meets using Set A materials
- Jan. 10 ..... Deadline to submit orders for Academic Invitational Set B materials
- Jan. 15 ..... one-act play title entry cards mailed to schools
- Jan. 31 ..... E/JH last day to hold fall/winter district meets and 1st day to return materials to contestants/swimming and diving district certification deadline
- Feb. 1 ..... deadline to complete academic district meet organization and submit requisitions/E/JH 1st day for spring meets
- Feb. 2 ..... 1st day for softball and baseball practice
- Feb. 7 ..... last day for Academic Invitational Set A materials/Wrestling district certification deadline

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

## Evaluating Injuries

### *Medical Advisory Committee institutes 'concussion management protocol'*

**W**hen a high school athlete is injured, the coach makes a tough decision. And some times that decision can mean life or death.

By August 2004, the decision will be a lot easier thanks to new Concussion Management Protocol for UIL athletic activities, approved by the Legislative Council Oct. 20.

The Brain Injury Association of America and the Quality Standards Subcommittee of the American Academy of Neurology have developed these standards for use in determining grades of concussion, management recommendations and return to play.

There is currently no consistent, UIL-sanctioned system used by Texas high schools for concussion management.

"Lots of coaches in Texas have medical training, but there's no real standard for how to treat concussions," said Bill Schneider, UIL Medical Advisory Committee member and Midland Lee High School Athletic Trainer. "(Even before) a death in Austin last year, we felt it was time to do something."

Schneider said the committee wants to ensure that they take swift action to prevent catastrophic incidents in Texas high schools.

The UIL will provide approximately 10 cards to every school for coaches to use in case of such incidents. The card will contain information such as how to determine the grade of concussion, how to manage each concussion depending on its grade and frequency and also when the athlete should return to play.

"This is the simplest method for coaches to use to evaluate concussions," Schneider said. "It's really simple. It's as easy as 1-2-3."

In addition to the card being easy to use, UIL assistant athletic director Mark



photo courtesy of Barbers Hill High School journalism department, submitted as part of the ILPC Individual Achievement Award competition

Cousins said consistency is important in these situations.

"With this protocol, we can be assured that one student in one part of the state will be treated the exact same as a student in another part of the state," he said. "We want students who may have an injury to be treated in a very scientific and precise way."

Schneider also pointed out that there are inherent risks involved in playing sports, and the Medical Advisory Committee is taking pro-active steps to ensure the safety of all young Texas athletes.

"It's not fool-proof," he said. "But nothing is. Without readily available doctors and cat scans, coaches will be able to use the concussion management protocol card to find out when they need to send a kid to the hospital."

In addition to the above protocol, the UIL Legislative Council voted to pass the following at the meeting held on Oct. 19 and 20:

- Instituting a tie-breaker procedure for academic contests;
- Requiring a student/parent acknowledgment form to be signed by both the parent and the student be kept on file for each student competing in UIL marching band;
- Equalizing the seasons for girls and boys basketball, softball and baseball (This amendment would begin girls basketball and softball seasons one week earlier, to account for the girls basketball and softball state tournaments being held one week before the boys tournaments.);
- Altering the first available dates

### **More than a BooBoo**

Although minor injuries such as this will still be part of a trainer's responsibility, student and faculty trainers will have more help in the future to decide how bad a concussion is when a new "concussion management protocol" will be instituted next year. The new protocol was suggested by the UIL's Medical Advisory Committee.

story by Alyssa Armentrout, UIL journalism intern

continued on page 12



# A Different Perspective

**UIL provides more than just rules, regulations in its different programs**

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**Kim Rogers**, public  
information officer

**Rachel Seewald**,  
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**Ed Stidham**,  
Compliance officer

**David Trussell**,  
computer technology  
director

**Randy Vonderheid**  
assistant academic  
director, journalism

Texas public schools are fortunate to have an association of the stature of the UIL that provides oversight, assistance, and advocacy to the extracurricular opportunities students have access to statewide.

Students, parents, school coaches and administrators sometimes take for granted the marvelous job the UIL and its staff does day-in and day-out for the children of Texas.

Speaking from the perspective and experience of having once been a student-participant, a parent of children participating in extracurricular activities, a coach/sponsor of various extracurricular activities in numerous school districts and now an administrator of a school district that has numerous programs to try to involve students in a rewarding experience whatever their individual interest might be, I now have insight that at other times I might not have had.

The school district I currently serve in was recently awarded a prestigious statewide award for sportsmanship given jointly by the UIL and Texas State Farm Insurance. The UIL and the corporate sponsor sent representatives to our community to present the award, and I had an opportunity to visit with the UIL representative before and after the ceremony.

The particular event gave me the opportunity to reflectively look back at my association with this organization at the various states listed above. I can honestly say that over the course of my association with the UIL there have been times when I thought:

- That the UIL was the “BIG

BROTHER” responsible for keeping a new friend that has just moved into my school from participating at the same level I was participating;

- That the UIL was responsible every two years for drawing-up a map to realign school districts that had no rhyme or reason and certainly made no logical sense;

- That the UIL was responsible for taking 15 percent of gate proceeds for a playoff game when that money should go to our school and/or program; or

- That the UIL was out of touch with the needs of a child growing up in today’s world, and that its regulations were restrictive to the point of keeping children from participating in those activities that might be the only source of positive reinforcement in their lives.

This particular night as I visited with Mr. Ed Stidham, UIL compliance Officer, I thought from my heart:

- This gentleman is reflective of a group of extremely talented, educated people with a broad experience pool in the real world;

- The UIL tries to serve numerous school districts of various sizes, professional associations with the interest of their constituency in mind, and thousands of parents, teachers, and administrators. However, the UIL always places those interest subservient to the best interests of ALL the children participating in Texas;

- That the UIL truly is an advocate of good sportsmanship, fair-play, and all the other qualities we believe to be the benefits of extracurricular participation;

- That without the UIL, its leadership and staff, extracurricular participa-

tion in Texas would not be half as rewarding for children as it is year-in and year-out;

- That for every child that chooses to participate in an extracurricular activity in Texas the UIL is truly their greatest advocate; and

- That if I could be half as effective in my position as the UIL is, then I might be able to introspectively look back at my career and think “GOOD JOB.”

Simply stated:

- On behalf of the handicapped child who marches with the band, for the deaf child who runs track, for the child with a speech impediment who participates in debate;

- On behalf of every child yesterday, today, and tomorrow who is involved in an extracurricular activity and learns the value of hard work, the importance of striving to reach a personal/team goal, the value of fair play, and the importance of commitment and responsibility to a team, organization, or self;

- For every child who has ever heard the words “good job” from their coach, parent, or friend:

I humbly say, THANK YOU.

I hope this conveys my appreciation to you and your staff for all that you do to serve the children of Cisco and of Texas!

*This letter was written by Hal Porter, Superintendent, Cisco ISD*

## Academic Notes... Point system re-evaluated; math group to meet; social studies contest corrected

A select committee will examine and propose to the Legislative Council Academic Committee changes in the point distribution outlined in Sec. 901 (m) of the Constitution and Contest Rules. Details to be announced.

UIL mathematics contest director Larry White is in the process of working with a committee to update the UIL approved calculator list.

Math coaches are now being asked to respond to a survey and submit comments and suggestions.

The committee expects to meet during the Texas Math/Science

Coaches Association convention in March.

Please note the following change in the *Spring Meet Handbook*: page 134, Social Studies Contest; Grading the Contest: Delete “Each contestant shall be awarded one point for each correct answer.” Different questions receive different points. Instructions will be provided on each answer key.

Also, essays will be assigned a score based on a one to 20 (not 10) scale, with 20 being the highest score possible.

## Leaguer

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### STATE EXECUTIVE COMMITTEE

**Chairman:** Mike Motheral, superintendent, Sundown ISD; **Members:** Paul Galvan, Fort Worth ISD; Elizabeth Gardner, superintendent, Pflugerville ISD; Kenneth Judy, superintendent, Crawford ISD; Teresa L. Long, Austin; Ruth Meredith, Horseshoe Bay; Robert Payton, Dallas ISD; Sylvester Perez, superintendent, San Marcos CISD; William Smith, Greenville ISD; Ryder Warren, superintendent, Crane ISD.

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**5A** • Vernon Newsom, Mansfield ISD; Curtis Culwell,

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

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# Not just 'trivial pursuits'

## Science, other UIL contests provide more than hodgepodge of data

Though perhaps best remembered for his literary relationship with J. Frank Dobie and historian Walter Prescott Webb, former UIL director Roy Bedichek's day job was shaping the League into an extension of his philosophy of competition.



Bobby Hawthorne  
Academics Director

He was an intellectual, but not an effete intellectual inasmuch as some of his personal habits would make a longshoreman blush. Still, he read Plato with his pre-dawn coffee and morning stroll through his garden. He knew by heart long passages of the *Iliad* and the *Odyssey* and had read deeply in Tolstoy and Dostoevsky, Greek tragedies, Shakespeare, Wordsworth and Whitman. Though he believed that life was a matter of survival, Bedichek feared unfettered competition for the sake of local entertainment.

He wrote: "Just how to develop the fighting instinct without making gamecocks or bulldogs out of our children; just how to utilize rivalry in education without allowing the genie to run amuck; just how to graft upon this bitter stock cutting that shall bear the fruit of kindness, goodwill and mutual aid and mutual respect; just how to turn the power behind an absolutely egotistic impulse to good uses in the life of the individual and to society — this is the problem that has exercised not only the minds of philosophers but of practical educators in all ages."

Of course, Bedichek was referring primarily to athletics. But educators have also debated the educational value of academic competition per se and, in Texas, UIL academic contests in particular. For example:

"I have been the UIL science coordinator before, and the UIL form of competition is not science. It is a trivia contest in the form of a multiple choice test. There are no careers in science that involve who can take the best test. This could not be any further from what science is really all about. Science is a process more so than a body of knowledge. And it is that process that should be held up and stressed through competition.

"I do not think cramming as much trivia into your head as possible is going to prove to be very useful down the line. There simply isn't real thought involved in the UIL test-taking process."

I am not a science educator and cannot speak knowledgeably about the inherent scientific value of the UIL science contest. I accept it as an article of faith that all UIL academic contests are inherently valuable inasmuch as they require students to explore, to prepare themselves, to work with others, to think deeply and skillfully, to persevere and to learn to win and lose gracefully. In the process, they learn something about

the world within and beyond.

I don't believe UIL academic contests are a hodgepodge of intellectually bankrupt, disconnected trivia. Quite the contrary.

UIL academics encourages learning as an exciting endeavor, one that instills in students a desire to continue to learn throughout their lives.

Ready writing doesn't merely teach sentence structure and grammar, and informative speaking doesn't merely train students to mindlessly albeit fluently gabble on whether or not Ben and J Lo are going to make it as a couple.

Current issues and events doesn't require simply a short-term memory of people, places and events. It requires that students understand what these people, places and events mean.

All UIL contests require students to think and express themselves with intellectual discipline about matters of substance.

That's the philosophical side of it anyway. On a more practical level, we work closely with the Texas Math/Science Coaches Association, which advises us on a wide range of matters affecting not just the math and science contests but the entire UIL academic program. I have a close professional and personal relationship with Faye Parish, Brad Friesen and the rest of the TMSCA leadership. They're good people, and I trust and value their input.

At no time has TMSCA advised that the UIL change its science contest. To the contrary, a few years ago, when I, in a moment of frightening pretension, suggested the League divide the science contest into separate biology, physics and chemistry contests, TMSCA members stated politely but unequivocally that they wished to retain the contest in its present form. Should the TMSCA leadership and members — or the hundreds of current UIL science coaches — express their dissatisfaction with the current contest, then we will respond.

I realize the UIL science contest does not satisfy all requirements for scientific inquiry and exploration. We do not pretend that any UIL academic contest represents the alpha and omega of a specific discipline, whether it's journalism, speech communications, mathematics, drama, social studies or science. Rather, UIL contests are an extension of the classroom, complementary to other extracurricular endeavors and competitions.

I have serious qualms with any school that confuses UIL competition with basic curriculum, that, for example, limits its journalism program to an endless repetition of UIL news and feature writing prompts rather than having students write real stories about real people and timely issues for a real student publication.

It is also important to understand the UIL must conduct the science contest — and all of its contests — at district, region and State Meet levels in a fashion that is consistent with the time and space limitations

of the Spring Meet academic program.

A lot of our science competitors also compete in number sense, calculator applications and mathematics. I have a feeling they might be pressed for time if they spent the day building and crashing robots into one another.

But of course that's an uninformed opinion, so I asked two of our science directors, Dr. Linda Gaul and Dr. Denis Kohl, to weigh in on the question of whether UIL is real science or a glorified trivia contest. Dr. Gaul is an epidemiologist with the Texas Department

**"Is the UIL science test a perfect measure of a student's science knowledge? Of course not," Dr. Kohl stated. "Ideally, there should be both a 'book' component with extensive hand-written and hand-graded material, a comprehensive oral presentation and a 'hands-on lab component.' "If we can all agree that such an ideal procedure is not viable within the UIL contest framework, then we can ask what is viable."**

of Health. Dr. Kohl is a professor in the UT-Austin Department of Chemistry and Biochemistry.

"Is the UIL science test a perfect measure of a student's science knowledge? Of course not," Dr. Kohl stated. "Ideally, there should be both a 'book' component with extensive hand-written and hand-graded material, a comprehensive oral presentation and a 'hands-on lab component.'"

"If we can all agree that such an ideal procedure is not viable within the UIL contest framework, then we can ask what is viable.

"The complaint about the science contest mentions the robotics competition which gives students a great experience in design, teamwork, etc. The two types of competitions are very different but that doesn't make one better than the other. A student who competes in robotics may or may not be involved in robotics in college, but he/she will certainly be required to be involved in the courses that reflect exactly what is emphasized by the UIL science contest. A student who competes in the UIL science contest may be able to place out of science courses in college and take courses in robotics in college.

"Either way, it is the participation in high school competition that is valuable," Kohl added. "If the UIL contest is just a measure of knowledge of trivia, then all of our high school and college courses have the same problem."

Added Dr. Butler: "This is a familiar refrain. Yes, science is a way of thinking about the world, not a body of facts. However, it is very difficult to test a person's way of thinking about the world, especially

continued on page 12

# Fall offers chance for new beginning

It's no secret among my friends, family and colleagues that autumn is my favorite season. I love the red, gold, bronze and orange that nature paints the leaves, wool sweaters that appear in stores, the chance to fill my yard with pumpkins and eating delicious apples drenched in caramel and peanuts.

As the air grows crisp, it causes our horse, Buckshot, to become much friskier as he senses the change, too. He prances up and down the fence line, pawing with anticipation. I'm reminded of reciting a poem in elementary school with lines that begin "The frost is on the pumpkin."

Mostly, though, I think of Sook, a real-life character from one of author Truman Capote's imagery-filled stories. As though officially inaugurating this time of year, she exclaims as her breath smokes the windowpane, "It's fruitcake weather!"



Jana Riggins  
Assistant Academic Director

Fall is a fresh start. Another school year gets underway. Students enroll in a new schedule of classes and have the opportunity to fine-tune their talents in extra-curricular endeavors. Although my husband and I have hardly had time to breathe, running from our sons' football games three times a week (junior high on Tuesdays, JV on Thursdays, marching band on Friday nights) in addition to our regular family activities, we feel an incredible exhilaration each time we see the boys' long hours of practice turn almost magi-

cally into performance.

Autumn also means my colleagues and I hit the road. Our staff finds it exciting to travel to four areas of the state to conduct Student Activity Conferences. We enjoy the face-to-face contact with students and coaches that Student Activity Conferences provide, igniting a passion for competition in beginners and sharing strategies with advanced competitors.

Thanks to our hosts at University of North Texas, Texas Tech University, University of Texas – Austin and Sam Houston State University for allowing us the opportunity to use their campuses for this outreach. By conducting multiple workshops in oral interpretation, debate, and public speaking, we trained students from almost 300 different school districts from all five

conferences.

In spite of budget cuts, crowds were large. We appreciate the schools that made it an important part of their season.

I am especially grateful to dedicated instructors who presented sessions at these conferences: Jeannene Abney, Denton Ryan HS; Linda Alderson, Boling ISD; Karen Baker, Spirit Productions, Inc.; Sterling Bernette, National Center for Policy Analysis; Tim Cook, Extemp Topic Analysis; Ron Dodson, Austin; Betty Gentry, Fairfield ISD; Karen Gossett, Denton Ryan HS; Vicki Hall, Smithville ISD; Ron Hester, Snyder ISD; Kristi Hodgkiss, Paris-North Lamar HS; Mariana Jones, Georgetown ISD; Tim Jones, Callisburg ISD; Russell Kirkscey, Blanco ISD; Larry McCarty, Ingram-Tom Moore HS; Sandra Mullenax, Jewett – Leon HS; Matthew Murrell, Round Rock – McNeil HS; Greg Rehmke, Economic Thinking; Abby and Rick Rike, Aubrey ISD; Cinthia Salinas, The University of Texas – Austin; Danny Stottlemire, Seminole; Charlene Strickland, Hardin-Simmons University; Christy Trussell, Dripping Springs ISD; Joe Willis, Odessa College; and Marsha Wiseman, Olton ISD.

Student competitors always profit from viewing demonstrations of the events, so our thanks also to the school districts that provided student performers, many of whom were state medalists last season.

In addition to those dispersed at conferences, we have mailed out 100 resource guides for beginning UIL speech/debate coaches. If you are a new coach reading this and have not received one, please notify my office. The guide is designed to provide a thorough orientation to League speaking contests.

Oral Interpretation coaches are urged to submit your completed survey as soon as possible. The survey, posted online, requests your suggestions for new prose and poetry categories as well as input on the rules and procedures for these contests. Your opinions and those of your students are important to us.

Extemp coaches, don't forget to visit the speech page on the UIL web site for practice topics. I recently made the decision to list them exclusively on the web since Leaguer space was limited and the web allows me to increase their timeliness.

Since this is the last issue of the *Leaguer* prior to the commencement of Cross-Examination Debate district competition, allow me to provide answers to some common questions:

**Q: Can a student enter both CX and LD debate?**

**A:** No. Just as a student is allowed to enter one oral interpretation contest or one extemporaneous speaking contest, rules allow a student to enter one debate contest.

**Q: What if a student is listed as a CX alternate on the district entry but does not compete?**

**A:** The restriction against cross-entering a student in CX and LD takes effect when the student actually debates at district.

**Q: Who gets a copy of my CX district entry?**

**A:** Send your original to the spring meet director at least 10 calendar days prior to the date of the competition. In the past, you have also been required to send a copy to the State Office. This year, the district contest director has

the responsibility of forwarding copies of all district entries to the UIL State Office prior to the contest.

**Q: Why is my school required to provide a judge if we qualify for the CX State Meet?**

**A:** The Constitution & Contest Rules states that every school that qualifies a team is required to supply an experienced judge for the state tournament. Over 700 rounds of debate are administered at state. In addition to judges hired by the League, the required school judges help to provide a geographically balanced judging pool.

**Q: What if I don't submit my CX State judging forms on time?**

**A:** Not only do you risk your team not debating at State, but your school is accessed a \$100 late fee.

**Q: Where do I get these forms?**

**A:** They will be posted online on the UIL speech page.

**Q: What should we pay our CX debate judge at districts?**

**A:** Judging fees are getting out of hand. Coaches need to work to develop attitudes in their students while they are still in high school that, upon graduation, they should give back to the activity that gave so many skills and opportunities to them. Sadly, too many judges today are in it for the money. Districts that escalate judging fees beyond reason hurt all of us in the end, since judges often play one district's offer against another. Good, experienced judges should be paid, but \$20-\$25 per round ought to be the ceiling.

**Q: I'm a coach new to Texas. Why do rules vary at speech tournaments?**

**A:** You've come to a big state where forensics is also big! Unlike other states, Texas provides its students competition on three different speech circuits. Keeping the rules straight can be a challenge. You may wonder why we don't all just consolidate and make our rules and contests exactly the same. The answer is we think our students are the best and the brightest and because their tournament season extends all year long rather than being restricted like many states, they need the challenge that each of the different organizations' contests provide. That's why UIL provides an oral interpretation emphasis in prose and poetry, where NFL offers humorous and dramatic. TFA sponsors domestic and international divisions in Extemporaneous Speaking, but UIL conducts speaking contests in informative/persuasive, encouraging competitors to expand their expertise in both domestic and international issues. Be glad that your students have the opportunity to experience all three. Working together, we challenge them to new heights of communication skills.

**Q: Should UIL CX District tournaments hire judges committed to UIL standards?**

**A:** Absolutely! As my granddaddy always admonished me, "Dance with the one that brung ya!" Coaches are doing their students a disservice by not expecting UIL standards from their debaters when debating for UIL honors, simply because their squad debates also on a circuit that rewards a different debate style. As speech educators, a critical objective of our speech curriculum is to teach students to be proficient in audience analysis and adaptation. Competing to be a UIL state champion should not mean one standard at district and another at state. Real champions should be able to win, whatever the contest rules require.

**Preliminary ballots are in for next year's CX-debate resolution. On the first ballot, coaches were asked to rank the 5 topics designed by the national selection committee. Results from all states voting were tallied and 2 topics have now advanced to the final ballot. A Texas-authored resolution, Israel, will be on the ballot, along with a resolution concerning the United Nations. All coaches are urged to vote. Ballots have been mailed to your school, or you can vote online. Ballot must be returned no later than Jan. 7.**



# Design aspect of headline space part of total decision in counting for contest

The battle has been raging for years — why is it necessary to count letters in the headlines of the UIL headline contest?

People have argued that in today's computer age all it takes is a simple command to increase or decrease the size of a head, and it's not important any more to work with fitting headlines into specific spaces.

Of course, there are those, too, who want to eliminate the headline writing contest completely and include a sports writing contest, but that's a whole 'nuther column.

Those who attend the Student Activity Conferences can tell you that there are facets of UIL headline writing as it correlates with a successful journalism program. A headline works to entice the reader to the story and to tell the reader something about the story. That is what the public sees.

What the public doesn't see, but understands, is that a headline "grades" the news, and that a headline subconsciously tells the reader whether the story is more important or less important with the size of the headline. A large headline tells the reader, "this is an important story in today's paper." A smaller headline says, "this story doesn't warrant as much importance as other stories with larger headlines." The term we use when teaching headlines is that the size of the headline "grades" the story as to its importance. This is the first of two categories a journalist must consider with headlines.

In today's design expectations, the second consideration comes into play. In today's journalistic design, a newspaper puts the larger headlines at the top of the page and the smaller headlines at the bottom of the page.

In fact, this too is telling the reader "we put the more important stories at the top of the page so the reader will know where to look to find stories that have more impact on their lives."

A good designer will also tell student journalists they should never put large headlines at the bottom of the page and small ones at the top. This causes a balance issue in design terms and will cause mental frustrations with the reader.

How do I know this? Daily newspapers have paid "experts" millions of dollars to study how people read newspapers, what they want to see and what will cause problems with their ease in reading the newspaper.

Why is all this important to the UIL headline writing contest? All four of the journalism contests have been constructed so that contestants are able to put into real use what they are doing in contests — that



Randy Vonderheid  
Assistant Academic Director

is, creating a journalistically-sound publication, whether it be newspaper or yearbook. Since more people attribute a journalistically sound publication to newspaper, more people identify UIL journalism with newspaper. Of course, most student yearbooks would not put a news story or editorial in a yearbook — although that would not be absolutely forbidden. There are always different ways students can work that type of writing into the yearbook with sidebars and other secondary coverage.

I know there are many schools in Texas that participate in UIL journalism that do not have student newspapers. I wish that weren't the case, but I accept the fact that there are. What does UIL journalism offer to these students? It offers an opportunity for students to (and to steal a cliché here) get their feet wet with a wonderful vocation, and it offers them an opportunity to improve their writing skills. I've had many English teachers tell me and they appreciate getting my journalism kids because "they know how to write."

Headline writing is a good example. A good headline writer must have a strong vocabulary and know when and where to use words without misleading the reader. A good headline writer knows that the better headlines use specifics in the headlines. A good headline writer can get to the point quicker than someone

## Use of computers still questioned

As the use of computers changes in the UIL journalism and ready writing contests, many academic coaches are working on making the change.

"One thing I am seeing is that a lot of districts still think it is up to the host school or district executive committee as to whether computers can still be used," assistant academic director Randy Vonderheid said. "The host school or DEC does not have that decision any more. Each individual school will make the decision in using computers."

According to Vonderheid, several schools are unsure of the electrical needs for the contest.

"Academic coordinators are responsible for making sure the journalism contests and the ready writing contest have been assigned to rooms that have access to electrical outlets. Host schools should also be prepared with two or three extension cords and some power strips if there are not enough plugs in the rooms being used for the contest."

Individual schools using computers should also be prepared by bringing their own extension cords and power strips.

"Don't expect others to have your equipment," Vonderheid said. "The best thing is to come to the contest with all the hardware you will need to make sure your kids compete in an expedient way. I would also have paper that I know works with my printers. Don't leave anything to chance."

The change in the use of computers was made so students could use computers from district through state.

whose writing is done just to impress his English teacher.

Not too many years ago I remember the difficulty it took to train students for the headline writing contest. The creators of the contest tried to pattern it after professional papers that in that time were using "hot lead" and had to worry about all the letters being different sizes. There was no kerning, stretching or other manipulations we can do today. Those writers had to worry about capital letters being one and a half counts, lower case letters being one count and the exceptions — m and w — as well as lower case "f, l, i, t, j." Students were expected to memorize all those counts and create and count six headlines in 30 minutes (not 45 minutes as is today's contest).

It was difficult getting kids enthused about those, but I had many kids who wanted that challenge and met it. Students are always enthused about challenges they feel they can succeed — no matter the difficulty it may cause.

Though some may disagree with the design aspect, it is an important consideration in creating a school publication — or even a professional publication. Check some of the better newspapers and even magazines around, and you'll see the basic journalism design requirements covered with those.

"I've been asked continuously since I've assumed the position of director of journalism when students would be able to use computers at state contest," Vonderheid said. "This is the most logical and expedient way to do this. I surveyed journalism teachers around the state, met with a special committee and, with their help, came up with this plan."

The plan was approved by the UIL Legislative Council last fall.

"All the superintendents seemed positive in making the change," Vonderheid said. "They said that if it concerned a positive experience for their kids, then they were for it."

Vonderheid doesn't expect the majority of students to use computers.

"I anticipate approximately 20-30 percent to use computers," he said. "The majority of students will still write out their contests in long hand."

The journalism director has a few suggestions for host schools.

"I would call or e-mail each of the schools in your district and ask how many students will be using computers," he said. "That way, the journalism director and ready writing director will know what to expect the day of the contest. It's always best to be prepared. Fewer surprises happen that way."

District contests are scheduled March 22-27 for District 1 and March 29-April 3 for District 2. Regional contests are scheduled for April 23-24 and state meet is set for May 6-8.

**ILPC Members — look for your next mailing before Christmas, which will include all the information for submission of newspapers for critique as well as IAA competition. In addition, broadcast submissions will change from a Sept. 1 deadline to Feb. 1 deadline. Look for that information also. If you haven't joined ILPC and still wish to, contact Randy Vonderheid at [rvonderheid@mail.utexas.edu](mailto:rvonderheid@mail.utexas.edu)**

# One-act play selection must include community standards in consideration

We are fast approaching that time when many choices have to be made regarding play title selection.

If you have plans to stay away from the approved lists, it's important you get your cuttings in as soon as you can. The Dec. 21 deadline will be here soon, and the committee will be swamped with material to consider.

In selecting a play, it is important you ask yourself a simple question and it's not "what?" The question that really has an impact is "why?"

It is important to understand that our selection of material not only has an impact on your program but on theatre education as a whole. I understand that Hazelwood vs Kuhlmeier established local "community standards" as the means by which we enforce the "standards" rule.

We have to remember, though, that there comes a time when North meets South and East meets West and problems occur. Are we doing this particular title



Luis Muñoz  
Director of Theatre

to make a point, to satisfy a personal desire or to give our students a positive educational experience?

Over the years questions over language, theme and suggestive choices have come through this office. Very

few of these come from directors or administrators. Most come from the general public.

It is the duty of directors and their administrator to make a responsible selection for the children they work with. This is not a question of censorship, but rather the responsibility we have to provide our children with a vehicle with which they can become better citizens and artists.

Make sure you discuss the choice of script and even some questionable business with your administrators and be certain you have their SOLID support.

There are times when this office requests written affidavits from administrators telling us they understand what you are doing and the community you represent would also approve. Why? We want to make sure all concerned knows what they are doing and have carefully considered the potential ramifications of their actions.

Another question that has to be considered relates to an observation I made earlier. When North, South, East and West meet, is this the play that best represents you, your students, your program, your school

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

## Total Enrollment

Nov. 1 has come and gone and those that will enroll in this year's OAP contest have done so. By this time last year 1,172 schools had enrolled, and this year 1,177 have enrolled. Those of you who enrolled should receive an enrollment packet from our office.

The enrollment packet is sent to directors and principals at each school. There are many important forms and announcements that should be read carefully. Sometimes they look like the same form letters you've received year after year but the content may change.

## Contest Managers Guide

The new *Guide for UIL One-Act Play Contest Managers* is now complete and will be sent to all of our contest managers later this year. The guide helps the contest manager prepare to run an OAP contest. The publication tries to clarify rules and provides the contest manager with sample forms and several to-do lists. If you are contest managing and would like to get a copy before the Spring mailing, e-mail us at [lmunoz@mail.utexas.edu](mailto:lmunoz@mail.utexas.edu).

## Scrolling Gels

Many of our new auditoriums are being outfitted with "scrolling gels" to replace strip lights. Normally, these are "robotic" fixtures and may not be used for contest. Under certain conditions, however, they may be used as part of the basic set. If these are the only means by which you can create color washes on stage or on the apron, contact us for permission.

## Clinics

A few weeks ago the Legislative Council passed an amendment to the *Constitution* and restricted the amount of time a cast, crew and director may have with a specific clinician at a workshop, clinic or festival. This amendment was proposed by the Texas Educational Theatre Association's UIL Advisory Committee and the TETA Adjudicator's Organization. The last issue of the *Leaguer* dealt with this topic. Under the new amendment, contact with a specific clinician is restricted to two two-hour sessions on two different dates. The two hours includes performance time. The *C&CR* now reads as follows:

Section 1033: ONE-ACT PLAY CONTEST

5. Faculty Director.

A. Directors shall not accept nor solicit aid in preparation of the play, or in coaching the actors, designing props, makeup, costumes, scenery, lighting or in directing the contest play. (This provision is not intended to prevent directors from obtaining costumes from professional costume rental houses or from taking their companies to the several theatre conferences and workshops conducted by the League and by numerous high schools, colleges, and universities. Neither does it prevent use of a critic judge at a contest or festival so long as three or more casts participate at

the same site on the same day.) AT NON-UIL CONTESTS, WORKSHOPS OR FESTIVALS, COMPANIES ARE RESTRICTED TO NO MORE THAN TWO SESSIONS WITH THE SAME CLINICIAN/CRITIC JUDGE PER SCHOOL YEAR. EACH SESSION SHALL INCLUDE A PERFORMANCE OF THE PLAY AND MAY NOT EXCEED TWO HOURS. Violations of this rule may result in the school and/or director being subject to the full range of penalties outlined in Sections 27 and Section 29.

Pending approval by the Commissioner of Education this amendment will be effective August 1, 2004.

## Student Activities Conferences

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

Over 2,000 students attended the OAP sessions. We are studying the evaluation forms you returned as we make plans for next year's road trips. If you have any suggestions, we'd love to hear from you.

## TETAAO Contracts

Jenny Nichols, administrative assistant, needs you to return a copy of any and all judging contracts for 2004. It is extremely important we have this information. If you've ever had to replace a judge the day of the contest, you will know why we have to have the information on file.

If you haven't contracted a judge by now, you need to. The judge's list should grow after the January TETA Theatrefest. New judges will be certified that week. Those names will be added to the list on the UIL web-site shortly after that.

## Theatrefest 2004

Make plans to head to Houston for this year's Theatrefest, Jan. 21-25. Hundreds of workshops on every topic you can think of are scheduled for those three days. There's no better place to get focused and ready to go. It doesn't matter if you're there for the first or 50th time, there are always sessions to inspire you. Check the TETA web site at [www.tetatx.com](http://www.tetatx.com).

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

Demonstration performances by Barbers Hill and Kingwood, followed by critiques, are scheduled for Thursday. Dr. Stan Denman, Baylor University, and Lou-Ida Marsh will serve as guest adjudicators. The UIL Open Forum is scheduled for 4:30 p.m. on Friday.

## Contest Manager Workshop

John Woods, retired, and Kevin Hurst, Alief ISD, will serve as presenters for the UIL/AO Contest Manager Workshop Saturday, Jan. 24, from 9 a.m. to noon. The workshop is free to all. It is important contest

**Are we doing this particular title to make a point, to satisfy a personal desire or to give our students a positive educational experience?**





#### Learning How To Fight

Students from Wimberley High School, under the direction of director Gary Wyatt, demonstrate stage combat techniques. This was one of many workshops for one-act play given during the University of Texas-Austin Student Activities Conference.

#### Tips From The Pros

Charles Jeffries and Lou-Ida Marsh lecture on the finer points of choosing your cast and cutting your play for UIL at the Austin Student Activities Conference. Over 1,000 students and teachers participated in the different workshops held at the conference.

## Legislative council passes speech, one-act play proposals

On Oct. 20, the Legislative Council approved the following academic proposals, which will go into effect Aug. 1, 2004 pending approval of the State Commissioner of Education (athletic proposals have been listed elsewhere in this issue):

- Districts with only one school competing in cross-examination debate will be required to meet

certification requirements in order to advance to the State Meet.

- Singing in prose and poetry contests is limited.
- Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed in the informative and persuasive speaking prep rooms.
- A school that fails to notify contest officials in a

timely manner that a its Lincoln Douglas or cross examination debate teams will not compete at district may be suspended for one year in debate.

- Team tie-breaker procedures in current issues and events, calculator applications, number sense, accounting, mathematics, literary criticism, and science changed. In case two or more teams tie for first place, the highest overall net score of the fourth place member of the team will be used to break the tie. Should two or more contestants who are the fourth-place member of their team have the same overall net score, then a tie will be declared and all involved in the tie shall advance. A team that does not contain a fourth member forfeits the right to participate in the tiebreaker. At the State Meet, a tie for first place overall team shall not be broken.

- In calculator applications, tie breaking procedures will be used to break ties and award medals in individual competition.

- In the event of a tie in the science individual and top scorers competition, the formula for percent accuracy shall be used to break the tie. The formula is percent accuracy equals number of problems correct divided by the number of problems attempted. The contestant with the highest percent accuracy shall be awarded the higher place. If the percent accuracy scores are the same, then a tie exists.

- The time a one-act play cast, crew and director may have with a specific clinician at a workshop, clinic or festival is restricted to no more than two sessions with the same clinician/critic/judge per school year. Each session shall include a performance of the play and may not exceed two hours.

## Prepare for spring activities by attending Theatrefest

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managers with little or no experience with the OAP and its rules attend this workshop. The success of the contest hinges on this person, and directors should take it upon themselves to contact their local managers-to-be and talk them into coming to Austin for a weekend. Their exposure to the realities of management will only help you. After all, "in a well-planned one-act play contest, there are no losers."

Information on this workshop was included in the packets sent to directors and principals last week. There will be lots of handouts, advice, discussion of procedure and clarification of rules that will help in preparation and planning. Contest managers will receive copies of the new *Guide to Contest Management*.

### Rules Workshop

I will conduct a session on UIL rules at 6 p.m. Friday. This session is designed to introduce and explain OAP rules to new directors. We will cover the

areas of entry and eligibility, play selection and approval, and technical issues. Nichols will be assisting me.

### OAP A-Z Workshop

If you've been assigned OAP "duty," just moved in from out-of-state or have never had a theatre course in your life, this workshop is for you. This workshop, scheduled for the entire day on Saturday, will focus on the basics of directing the OAP. Workshops on play selection and cutting, casting, blocking, using sets and lights and working with the actor are scheduled throughout the day.

Workshop presenters include: Nichols, UIL administrative assistant; Craig Hertel, Lindsay High School; Gloria McLuckie, New Diana; Paula Rodriguez, San Antonio College; Terry McGonagill, Mount Vernon High School; Scott Tipton, Rogers High School; Larry Wisdom, Van High School; Kelly Russell, Baylor University; Tal Lostracco, Trinity Valley College, and Denise Green, Stinnett.

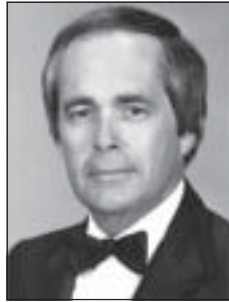
# Alamodome plays host to successful UIL state marching band contest

State Marching Band Contest has come and gone. First, congratulations to the 54 bands that were contestants in this year's event. The quality was exceptional, and the variety of marching styles certainly represented the diversity of Texas in a very special way.

During the two days of the competition there were 73 performances and approximately 20 hours of music and marching.

Comments received since the contest suggests that the UIL's first venture into the Alamodome for marching competition is viewed favorably, having provided a very positive experience for the students, the directors and the schools they represented. Even so, the UIL is already evaluating every component of the contest and making plans to refine the process in 2004.

Plans for moving into the Alamodome began in December 2002 with negotiations to determine the feasibility of utilizing these facilities for the state contest. While the cost of using a professionally managed indoor stadium are significant, it was determined



Richard Floyd  
Music Director

that the move was in the best interest of our students and the exceptional band programs across Texas to sample such a venue.

Now that our first competition in an indoor facility is complete, we have a much clearer picture of the advantages and disadvantages of such a space.

The advantages are many. An indoor venue offers a consistency of performance factors that can never be matched in even the most sophisticated open stadiums. In short bands have no sun in their eyes, no shadows, no wind and most important, no rain.

In addition, the temperature remains 72 degrees from 8 a.m. when the first band marches until 10 p.m. when the contest is competed and the awards have been presented.

Another unexpected benefit was the noticeable lack of ambient noise and the resulting quiet of the spectators throughout the contest. There were no train whistles, planes overhead, idling buses and bands in warm-up to infringe upon the performances unfolding on the field. The silence during each band's performance afforded judges and fans alike a perfect setting to enjoy the musical talents being demonstrated.

Many directors were concerned about the acoustics in the Alamodome since they differ from what one would encounter outside. This concern is compounded by the fact that the sound varies dramatically from

place to place throughout the spectator viewing area.

However, the judging stations on the lip of the fourth floor press box afford the adjudicators very desirable acoustics and a near optimum sight line. While there is a slight reverberation off the opposing walls of the facility the sound is clear and accurate. In particular woodwind tone quality carries with exceptional presence thus the need for amplification is minimized.

The sound of military bands tended to remain consistent whether they were marching toward the sideline or up and down the field towards the goal lines. The smaller bands in the A and AA competition were heard with ease, and the sound was never lost in the cacophony of noise that can surround an outdoor stadium.

In summary the benefits of this acoustical setting far outweighed the fears that many had regarding the reverb that one associates with indoor facilities.

Other benefits include ample bus parking, paved warm-up areas, separate warm-up areas for pit percussion, and easy access to the stadium floor. The availability of indoor warm-up spaces is available, should it ever be needed, and an almost unlimited spectator seating are two more advantages.

Certainly there are factors that are less than ideal. There is no question that cost is an issue to some. Ticket prices had to be raised to help offset increased costs. There is a charge for parking. Concession prices are controlled by the Alamodome. Concessionaires are in excess of what one would encounter at an educationally sponsored facility.

There is already concern for ample parking should the AAAAA preliminaries be held in this facility. The Alamodome shows lots of wear and tear, thus presenting some "rough edges" over which we have no control. All of these factors are being carefully studied as plans for next year began to unfold.

There may be solutions for some while others may have to be accepted as the cost of "doing business" with a professionally managed facility. Continued evaluation and negotiations will determine how the UIL moves forward for future years.

An event of this magnitude requires the efforts of countless individuals and organizations. The management of the Alamodome has sought opportunities to host UIL events for many years and its desire to provide an optimum venue for the State Marching Band Contest was a key ingredient in the success that we enjoyed. There was constant evidence the staff of the Alamodome was tireless in its efforts to ensure the contest ran as problem-free as possible.

Special thanks is also in order for the role the North East Independent School District Music Department played in hosting the event. Under the leadership of Fine Arts Director Ferd Vollmar and Churchill Director of Bands Albert Lo, the coordina-

## TMAA to recognize charter members at convention

by James Edwards  
TMAA president

Vision has been the trademark of Texas music educators for decades. In particular, it was vision by the charter members of the Texas Music Adjudicators Association to establish a judging organization, which would work hand-in-hand with the UIL to instill integrity, insure high standards, and codify the training process of an approved list of music judges.

On Feb. 13, 2004, TMAA will be honoring these charter members at the annual business meeting held in conjunction with the Texas Music Educators Association Convention in San Antonio. It is my sincere hope that all TMAA members can be present on this important occasion to help celebrate these pioneers of our profession.

UIL and TMAA have long worked together to establish what many consider the finest public school music programs in the country.

It is an undeniable fact that music contests have added strength to our various music programs. As quality music educators, it is important that each of us be willing to give back to our profession by serving as

judges and becoming a part of the professional system which has given so much to so many, both teachers and students alike.

In following a tradition of excellence, the TMAA Executive Board continues to work diligently to improve all aspects of our organization. Recent changes have been made which will streamline membership requirements.

Both workshop and general meeting requirements are now on a four-year cycle, which will allow members to satisfy both in the same year. In addition, due to a very crowded convention schedule, the general meeting will be moved at the TMEA convention, in February of 2005, to an early morning time to avoid clinic and concert conflicts.

In closing I would like to thank once again the leadership of TMEA for allowing the Texas Music Adjudicators Association to meet and conduct workshops during the annual convention.

It is truly this spirit of cooperation and vision among all the music organizations, which keeps music in Texas strong.

**TMAA**  
Constructive  
Comments

Texas Music  
Adjudicators Association

ADDRESS TMAA  
CORRESPONDENCE  
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Executive Secretary  
Texas Music  
Adjudicators  
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## Parents sometimes feel rules don't apply to their child

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justification. Usually the rationalization would be understood, while not necessarily pleasing the complainant.

Today, the questioner does not even listen to the rationalization and/or justification. They simply seek another avenue for the answer they desire (i.e. higher authority, elected official or court of law).

It is most difficult for a teacher, coach or administrator to effectively intervene in the life of a child when the direction, correction or discipline of the child is called into question.

Students must conform to the rules and laws of the land if order is to be preserved in extracurricular activities. Only those who lead disciplined lives can truly experience the freedom they desire. An undisciplined student misses out on many of the lessons extracurricular activities can provide.

Winston Bennett, a basketball coach who was recently fired at Kentucky State following an altercation with one of his players, said, "young people today are very different. They can't stand to be corrected, and they insist that the world revolves around their agenda. It's our duty as leaders and mentors to teach them that the world owes them nothing and the only way they are going to get something from the world is to give, and not take."

Even teachers in early elementary grades report they are experiencing the same phenomena.

A veteran teacher in a suburban Central Texas school said, "when a first grader can tell you 'I don't have to do that and you can't make me' that does not bode well for the future. This used to occur in isolation. Now it happens everyday in classrooms throughout the nation."

Extracurricular activities were created to provide competition to prepare students for citizenship. It appears many parents feel athletics are only about showcasing their child. They often feel urgency for their child to be above any rules and regulations.

## Medical committee works to develop helpful strategies

continued from page 15

of Concussions, Sideline Evaluation Techniques and Return to Play Criteria based on the grade of concussion and length of time with symptoms.

UIL is currently developing information to provide to interested parties on the progress of the protocol and how it will be implemented and operated at the local level. Additionally, UIL is in the process of working to secure 25,000 palm cards that will be available to schools and coaches, provided by the UIL and the Brain Injury Association of America.

As more information becomes available on these and other important health and safety related issues, you can be sure that the MAC and the UIL will work diligently to provide schools, students and parents the most current and up to date facts to ensure that all students who participate in UIL activities do so safely.

UIL rules have been established by the consensus of the membership. We begin the school year with rules approved by the Commissioner of Education. It is an important reminder that the Governor appoints the Commissioner of Education, so government oversight is part of the process. To change rules during a current season flies in the face of fairness. But, as we have seen, fairness does not always pacify an irate parent.

School personnel deals with disgruntled students and parents on a daily basis. When the resistance to rules meets the UIL in a district or state committee and eventually the courtroom, the UIL has pledged to enforce the rules schools have agreed upon in advance.

In this way it appears we are uncaring and that we place rules above kids. This criticism smacks of indifference to the precepts we hold dear. The child always comes first. However, one child in violation of a rule does not supercede the thousands who compete according to the rules.

## UIL marching competition a sound success in Alamodome

continued from page 8

tion of band check-in, warm-up, and other logistical considerations was handled in an efficient, courteous manner.

Consistent attention to these vital behind the scenes operations is paramount in the success of an event of this magnitude and countless band parents from Churchill High School were present throughout the contest to make sure the needs of every band were met in a timely, efficient fashion.

Another valued partner in this endeavor was the Texas Bandmasters Association. The TBA Board generously provided a hospitality room for participating band directors, school administrators and other guests attending the competition. This feature was indeed welcome and much appreciated by all. Members of the TBA Board also remained on site through-

## Directors asked to use PML options before going elsewhere

Many band directors avail themselves of the opportunity to submit works not found on the Prescribed Music List to be approved for performance at UIL Concert and Sight-reading Contest.

Directors are reminded that this is the first year of a totally revised repertoire list. It represents countless hours of evaluation and study on the part of committee members and other music educators.

It is the hope of the Prescribed Music List Band Committee that directors will carefully consider the many new options on the list before submitting a work

We are in difficult times. Blinded by unfair attacks and tactics on all sides, the UIL moves forward because collectively we know what is best for students. Unfortunately, all students are not eligible. This does not negate the fact that hundreds of thousands enjoy competition held on a level playing field.

The future of our country is dependent upon those who will teach our young people the two most important words in the English language-yes and no. "Yes, you are worthy! Yes, that was a great job! Yes, I liked how you did that! Yes, that's the way to go! And, No, you can do better. No, that was not your best. No, I expect more from you."

Both of these words are important. An imbalance of one word over the other creates an imperfect child.

Unlike the old man on the bus, we do get involved. Each and every day educators are actively involved in the lives of American youth. Here's a holiday wish, hoping you will continue to be that Good Samaritan, fighting the good fight and staying the course and teaching students the importance of both yes and no.



*"UIL to me is the ability to advance myself through local competition. Through violin solo and ensemble and forensic events I have seen myself grow from the understanding that my hardest competition is myself. Every year I strive to beat my previous record and ultimately reinvent myself."*

Barbara E.  
McNealy  
Midland Lee HS

out the contest to provide any service or assistance required. Al Sturchio, TBA Executive Director, even drove three judges to the airport at the end of the AAAA preliminaries on Tuesday!

It is the collective vision of the UIL and the Texas Bandmasters Association that these organizations will forge a partnership intended to enrich the "State Marching Band Contest experience" for all participants.

It appears the Alamodome affords us many features that directors, school administrators, parents and band fans value. With careful planning and continued refinement the potential benefits for hosting this event in an indoor facility strongly suggests the UIL should return to San Antonio for 2004 and perhaps beyond.

A final decision intended to meet the expectations of all involved and provide the most positive setting and experience for the outstanding bands of Texas will be forthcoming in the very near future.

for committee approval.

While each submission will be carefully reviewed directors should be advised that the committee will be reluctant to approve works that they have already rejected for inclusion on the list.

It is preferred that submissions be limited to new compositions, works in manuscript, rental works or lesser known works that perhaps did not receive committee consideration.

Deadline for submitting a Substitution Request Form is Feb. 1.



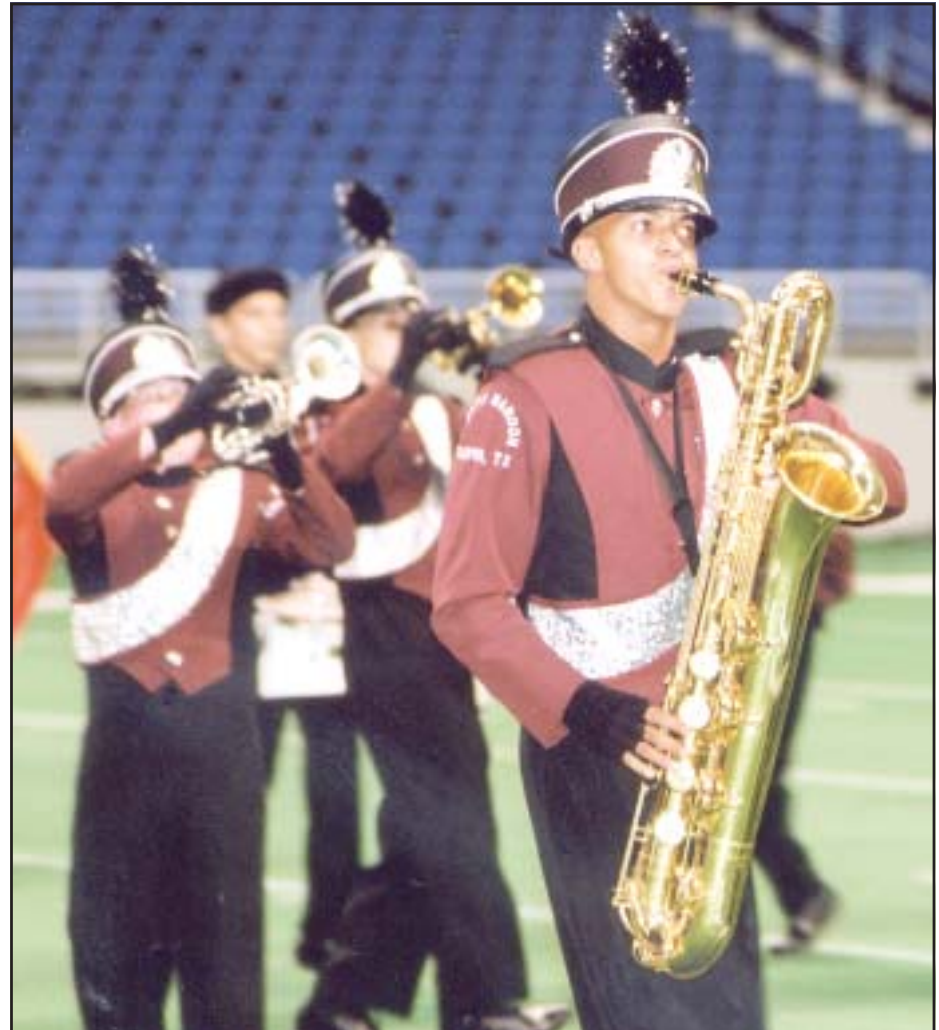
### We're Number One!

When the Argyle band is named as the top 2A band in the state, the drum major celebrates.



### Leader of the Pack

In the five minute set-up time before their presentation, Cooper band director Jeff Bradford marches his band on the field in preparation for the competition.



## PVIL band directors honored



### Thanks For Coming

During the state marching band competition, the UIL honored those members of the Prairie View Interscholastic League for their contributions to the history of marching bands in Texas. The organization was disbanded in the 1960s, and the UIL, under the direction of Dr. Bill Farney, is working to incorporate the records of the PVIL into the records of UIL. Above, master of ceremonies Dr. Charles Akins makes some opening remarks to the audience.

### In Honor Of...

In recognition for a job well done, University of Texas vice president Dr. James Hill (right) presents an award to one former band director of the PVIL. Over 30 former band directors were honored during the dinner.

photos by Randy Vonderheid



### Eye On The Boss

(top right this page) Concentrating on his music as well as marching, this player keeps his eye on the drum major.

### Graceful

A Flag corps member adds color and musical grace to help her group in their presentation.





## Alamodome hosts winning bands

Although they may not be considered pioneers, the A, 2A, and 4A schools were the first to experience the UIL state marching band contest indoors as the competitions was moved inside for the first time in its history.

Last year 5A bands suffered through torrential rains at the football stadium at Baylor University, pushing band directors throughout the state to begin asking for alternative venues. The UIL music department listened to their concerns and moved the competition indoors.

The event became a two-day extravaganza for marching band enthusiasts as the A and 2A bands

took the field Nov. 3 and the 4A bands took over on Nov. 4. Winners of the competitions include:

(A) Sundown HS (\*State Co-champion); Throckmorton HS (\*State Co-champion); 3rd place - Charlotte HS; 4th place - Overton HS; 5th place - Sudan HS.

(2A) Argyle HS (State Champion); 2nd place - Cooper HS; 3rd place - Hemphill HS; 4th place - Forsan HS; 5th place - Crane HS.

(4A) Richland HS (State Champion); 2nd place - Friendswood HS; 3rd place - Connally HS; 4th place - Roma HS; 5th place - Birdville HS; 6th place - Sherman HS; 7th place - Brenham HS.



*(top left this page)*

### **Marching To The Beat**

Keeping his concentration, this member performs a solo while marching.

*(top right this page)*

### **To The Crowd**

Members of this band face their instruments toward the fans and judges for a better sound and better score.

*(bottom left this page)*

### **A Tap Here; A Tap There**

Two members play selective notes so the band's performance will include the individual sounds that make a performance top-notch.

*(bottom right this page)*

### **One...Two...Three...Four**

This drum major leads her band onto the field for their state championship performance. Each drum major was asked by the public address announcer whether the band was ready. At that request, drum majors saluted the crowd and began the performance.



# HEB continues community service award; adds \$5,000 prize for health care project

HEB Pharmacy and the UIL have once again joined together to honor member schools that exemplify community service within their hometowns, and this year will include a \$5,000 cash award to one school in the state that brings school and community spirit together with a project that is directly related to health care initiatives.

The HEB Pharmacy/UIL Community Service Award was created last year to reward Texas high schools for making a difference in their hometowns in an effort to enhance their community's way of life.

One school in each conference (A-5A) received a \$1,000 cash award, donated by HEB Pharmacy, whose projects most positively affect their communities.

This year, HEB Pharmacy has expanded its community service awards to include a \$500 cash award for a school in each of the classifications with a runner-up service project in addition to the \$1,000 cash award given to the winner in each conference. Additionally, the \$5,000 health care specific award may be awarded to one school overall with the top service project

directly related to improving health care initiatives.

Information regarding the award has been sent to school administrators and is available on the UIL web-site.

"All UIL member schools are encouraged to compete for this worthwhile award," UIL Director Dr. Bill Farney said. "The percentage of student body involvement, percentage of community participation, and percentage of the community affected will weigh heavily in determining the winners. Additionally, the execution of the project and level of success will also be taken into consideration."

In order to qualify for the \$5,000 health care specific award, schools must perform a service project that is primarily focused on health care initiatives in

the community. The project should address a specific need and increase awareness of health care issues.

To be considered for the award, projects must be school sponsored and be completed by May 31, 2004. Documentation must be provided to the UIL on the official HEB Pharmacy/UIL Community Service Award nomination form by June 14, 2004.

"HEB Pharmacy and the UIL hope to recognize outstanding Texas high schools that exemplify an admirable sense of community spirit and giving," Farney said.

For more information about the HEB Pharmacy/UIL Community Service Award or to obtain the official nomination form, visit the UIL web-site at [www.uil.utexas.edu](http://www.uil.utexas.edu).

## Science contest gives participants background for hands-on work

*continued from page 3*

when they are young and don't have much experience with the process of science.

"In my view, the purpose of teaching science in grade school should be to give students some basic understanding of the world around them. Ideally, it should also pique their interest, and they will feel some of the excitement about it that we do. But teaching science is not the task of UIL. This task belongs to the school system and to a certain extent the parents.

"The task of UIL is to reward students who actively pursue an interest in science with some of the means to obtain further education," she added. "It was decided a long time ago, by people I don't even know, that these rewards should go to those who show the greatest 'ability' in science. This is a laudable goal, in my mind. But assessing ability is never easy. My philosophy is that students who read widely in science, participate and perform well in the classroom, and in other ways attempts to educate themselves in science will accumulate a body of knowledge about the world around them. As they accumulate this information, they will begin analyzing it — comparing pieces of information from different areas and noticing patterns, questioning seemingly odd bits of 'fact' and otherwise extending what they know into new areas.

"Considering the logistical and other difficulties of conducting personal, unbiased interviews or using some other individualized means of assessment, we use multiple choice exams. We ask a wide variety of questions over a wide variety of subjects. I firmly believe that a person who has been spending time accumulating a body of information about the world around them and then analyzing this information will do better on these contests than someone who 'crams' in a lot of trivia immediately before participating in a contest. The term 'trivia' is often used in referring to scientific knowledge. But it is used by people who

don't understand how the world around us is made up of a lot of very small parts, and you have to accumulate and fit together a lot of these pieces before you can develop a solid understanding of the subject matter.

"We can have long debates about the use of terminology in science," Dr. Butler said. "There is a lot of it, and I've read that the average college freshman biology class has more new vocabulary words presented than a typical freshman foreign language class. I try not to ask questions such as what is the name of such-and-such a structure. But a lot of this terminology must be learned. We can't be saying 10 words every time we want to discuss 'mitosis,' for example. We need to learn the term and its meaning. I believe the UIL contests we write are useful indicators of the quality of a person's education in science."

## Council sets guidelines for band competitors

*continued from page 1*

for volleyball scrimmages and games.

The UIL Legislative Council also set guidelines for schools not wishing to participate in UIL marching competition in a year that conference was not advancing to state.

The decision stated that any school that competes in the UIL marching contest must additionally follow all rules set by the UIL for the year following the year they compete, including the 8-hour-per-week limit on marching practice.

All marching bands are governed by the Texas Education Agency's "No Pass, No Play" bill.

UIL State Director of Music Activities Richard Floyd said the UIL wants to ensure a fair competition for Texas marching bands.

"Texas band directors have decided they wanted limitations to discourage bands from practicing more than eight hours per week," he said. "No one band should have a competitive advantage over other bands."



*photo by Alyssa Armentrout*

### Winning Papers

With winning papers in hand, these two students celebrate as they realize they have scored high enough in their state academic contest to qualify as one of the top six winners in the contest. First through sixth place winners receive medals at the State Academic contest, set for May 6-8, 2004.



# Junior high to pilot Social Studies contest

*Schools encouraged to register with UIL office before participating in district contests*

One of the biggest adjustments I've had to make in returning to Austin after six years in colder climates is my concept of fall.

Halloween has come and gone, Thanksgiving is just around the corner, and the days are getting shorter, so I know it's that time of year. But I've made it into November without breaking out the sweaters and wool blazers, and I haven't needed an extra pair of gloves in every vehicle and book bag, just in case. In fact, chances are I'll never wear a significant part of my wardrobe again. But the beautifully mild weather and a wonderful front porch have made that adjustment an easy one.

One of the biggest changes in the elementary and junior high UIL academic programs in those six years has been the addition of district meets in the fall or winter, and adjusting to that hasn't been as easy.

The beginning of school always brings a flood of questions as coordinators, coaches and students begin

preparing for a new year of UIL activities, but when the district competition is scheduled for November, the usual excitement is frequently tinged with panic. We're receiving district organization forms listing schools that haven't yet registered to participate, and fielding frantic calls from people wanting to order the A+ Spelling booklets — for students who will be tested over the words in less than two weeks!

That is frustrating if you believe, as I do, that our elementary and junior high academic programs ought to be used to encourage as many students as possible to stretch their academic skills before the district competitors are finally selected.

I won my very first UIL ribbon (not first place, I must admit) in third grade spelling, and still remember the thrill I felt when my father con-



Treva Dayton  
Assistant Academic Director

gratulated me. He had extremely high expectations, so his praise for a job well done was a treasure. He wasn't at all impressed with the ribbon, but with the fact that I'd worked hard to succeed in a spelling contest, when we both knew I was a terrible speller.

I'd like elementary students across Texas to have experiences that build such memories, and encourage those responsible for scheduling district competition to explore the *Art Smart Bulletin* or the Official Music Memory List, take a practice test in Science, Number Sense or Calculator, or review the TEKS covered in the such contests as Dictionary Skills or Maps, Graphs & Charts before selecting a date. A review of any of the contests will remind you of the academic challenge they provide for students and of their value as classroom material.

## Modern Oratory Topics

One of the challenging speaking events for junior high students is modern oratory.

If you've worked with the event in the past, you know that students must deliver a 3-6 minute speech without the use of notes. In the process of preparing for the contest, the student will need to:

1. define the problem;
2. determine the pro and con issues;
3. research the issue;

## SOCIAL STUDIES SAMPLE TEST QUESTIONS

1. Use the headline below and your knowledge of social studies to select the correct answer.

### The Civil War Ends!

- A) 1620
- B) 1776
- C) 1787
- D) 1865

2. All of the following were governors of the state of Texas EXCEPT:

- A) George W. Bush
- B) Cleto Rodriguez
- C) John Connally, Jr.
- D) Sam Houston

3. One of the early reasons for European exploration that led to the discovery of the Americas was

- A) a search for a new trade route to Asia.
- B) a desire to convert Native Americans to Christianity.
- C) a search for the Fountain of Youth.
- D) a search for 'cities of gold.'

4. Which of the following explored East Texas and claimed it for the French?

- A) De Soto
- B) La Salle
- C) de Champlain
- D) Cartier

4. look at both sides of an issue;
5. reach a conclusion; and
6. support that conclusion with documentation.

To achieve and maintain the educational goals of the contest activity, the teacher and/or parent may guide the development of the research and writing of the speech, but shall not be permitted to write the speech for the student

We hope your students find these topics to be timely and interesting, and we welcome your suggestions for future topic areas.

## Pilot Social Studies Contest

Students competing in district meets this spring will have an opportunity to participate in the new UIL pilot Social Studies contest. We will provide social studies tests and keys for grades 5-6 and grades 7-8. The tests for both divisions will contain 40 questions, and both divisions will have 30 minutes for the contest.

Because this pilot event is not on the District Meet Requisition Form, we will include a contest packet in each set of spring district materials. The packet will contain one copy of the test, which must be duplicated by the contest director. The packet will also include an answer key, a student answer sheet and a contest roster.

Contest material will be based on the TEKS for social studies, and taken from state adopted textbooks. Questions for the 5-6 division will include approximately 20 percent from fourth grade, 50 percent from fifth grade and 30 percent from sixth grade social studies TEKS.

Questions for the 7-8 division will include approximately 20 percent from the sixth grade, 50 percent from the seventh grade, and 30 percent from the eighth grade social studies TEKS. The majority of test questions will be in multiple-choice format. At this time, there is no team competition and no tie breaker element for the contest.

We hope many districts will take advantage of the opportunity to try this new event, and we will design an evaluation form so that social studies coaches can provide feedback about the contest format, content, level of difficulty, etc.

The pilot contest results will not earn any points in the overall district championship, but participating this year will give your students a head start for the following year.

## 2003-2004 MODERN ORATORY TOPICS

Contestants must select one of the following topics for developing the oration.

1. Is alcohol a bigger problem than other drugs in America?
2. Should NASA continue manned space flights?
3. Should public and private schools receive equal funding from the state?
4. Is America adequately caring for its elderly?
5. Are Affirmative Action programs still needed?

# After successful seasons, boosters must be aware of 'valuable consideration' rule

## PUBLIC REPRIMANDS

### VOLLEYBALL

Robin Rackley,  
Pasadena Dobie HS

### FOOTBALL

Xavier Rangel,  
Rocksprings HS

With the volleyball season just concluding and football playoffs down to the last few teams, it is an exciting, yet hectic, time of year.

With this excitement comes a barrage of phone calls from eager and enthusiastic parents who want to reward and honor their players for a season of hard work, dedication and commitment.

It is understandable for parents and booster clubs to want to share in the excitement generated by the playoffs. However, it is important to keep in mind that there are strict rules regarding booster clubs and their role as it pertains to student-athletes.

In a nutshell, booster clubs cannot give students anything, including awards. Booster groups, parents or individuals may donate money or merchandise to the school with prior approval of the administration, but they cannot give anything directly to a student-athlete or team.

Meals for athletes are governed by the following State Executive Committee interpretation of Section 441: VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

1. Pre-season. School athletic teams may be given no more than one pre-season meal, per sport, per school year such as a fish fry, ice cream supper, etc. provided it is approved by the school and given by a nonprofit organization, usually the booster club, before the team plays in its first contest. It may be given after a scrimmage.

2. Post-season. School athletic teams are limited to no more than one post-season meal or banquet, per sport, per school year, and it must be given by a nonprofit organization and approved by the school. Banquet favors or gifts are considered valuable consideration and are a violation if they are given to a student-athlete at any time.

3. Other.

Except as specifically allowed by rule, at any time school athletic teams and athletes may be invited to and may attend functions where free admission is offered, or where refreshments and/or meals are served, provided *all students from that high school* are invited to attend for the same fee and on the same basis as the athletes or the athletic team. Athletes or athletic teams may be recognized at these functions, but may not accept anything not given to all other students.

Often times parents, booster groups, including cheerleaders and drill or pep squads, want to provide meals or snacks for athletes after a practice or game. This would be a violation of the amateur rule because it is deemed valuable consideration. Other items that are considered valuable consideration, and thus a violation of the amateur rule include, but are not limited to:



Rachel Seewald  
Assistant Athletic Director

1. meals, snacks, or snack foods during or after practices;

2. parties given by parents or other students strictly for an athletic team;

3. anything that is not given, or offered, to the entire student body on the same basis that it is given to or offered to an athlete.

Gatherings of school athletic teams at parents' or patrons' homes require each athlete to contribute equally to any food or refreshment. Burden of proof is on the athlete, their head coach and the school if these occasions are questioned. No overnight lodging, sports instruction or practice is permitted.

Unfortunately, when overzealous parents provide food, parties or gifts to athletes, it is the student and school who suffer. The penalty to a student-athlete for violating the amateur rule, and accepting valuable consideration for participation in school athletics is forfeiture of athletic eligibility in the sport in which the violation occurred. Valuable consideration is defined as tangible or intangible property or service including anything that is usable, wearable, salable or consumable.

The exploitation of student-athletes, especially at the high school level, is very disturbing, to say the least. In light of recent events surrounding LeBron James, it's easy to see just how out of hand a situation can quickly become.

## UIL medical committee provides directions on safety in school sports

When the UIL Medical Advisory Committee (MAC) was formed in 2002, the goal and function of the committee was to provide direction and advice to the UIL Legislative Council in the area of student safety.

In its two years of existence the MAC has recommended various policy changes designed to improve the safety of the millions of participants in UIL extracurricular activity programs.

Included in these recommendations were a redesign of the UIL Medical History and Pre-Participation Physical Examination Form. Additionally, the MAC proposed an additional physical for students in their third year of high school.

This school year finds the MAC involved in a number of different and important proposals that can increase the health and safety of UIL participant students.

The first is the creation of the Health and Safety Section of the UIL web-site. Included in this section are all items in relation to the health and safety

The UIL amateur rule is a safeguard against the commercialization of high school students. It is imperative this rule be in place not only to protect athletes, but to emphasize and enforce the educational goals of interscholastic athletics.

The best advice for parents and booster clubs is to maintain communication with the school administration on all activities. They should also invite administrators to all booster club meetings, make sure the administration has a copy of all club publications, and finally, clear all activities through the administration.

The role of booster clubs should be to help enrich the school's participation in extracurricular activities. The fund-raising role of booster clubs is especially crucial with school budgets becoming increasingly tight.

Money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion.

The UIL staff encourages the positive support of student-athletes. At the same time, we want to make sure the support being given is in compliance with UIL rules.

Congratulations to all the state championship volleyball teams, and best of luck to all the teams remaining in the football playoffs.



Mark Cousins  
Assistant Athletic Director

protections and information available from UIL and other entities such as the Texas Department of Health, the NCAA, the National Federation of State High School Associations, the National Athletic Trainers Association and the American College of Sports Medicine.

Of particular interest is the issue of Staph infections in schools. Thanks to the Texas Department of Health (TDH), UIL has provided to schools and students information on staphylococcal infections for school athletic departments and students on the UIL web-site.

According to the TDH, antibiotic-resistant bacteria currently pose a significant health threat. Since the summer of 2002, outbreaks of skin infections caused by antibiotic-resistant bacteria have been reported in sports teams including wrestling, volleyball, and most frequently, football teams.

A person on your athletic team may have already experienced an infectious disease that has not responded to antibiotics.

The development of resistance to any antibiotic is dependent on many factors, including the widespread use of antibiotics, not taking all of the prescribed antibiotics, sharing antibiotics, or inappropriate prescribing.



# Coaches, sponsors help students understand true meaning of 'yes,' 'no'

There is a story told about an older man and his friend who got on a city bus. A young man asked him what time it was and the older man simply ignored him. As the young man walked away, the old man's friend asked, "Why were you so rude to the young man?" The older man answered, "If I had given him the time of day, he'd want to know where I am going. Then we might talk about our interests. If we did that, he might invite himself to my house for dinner. If he came to my house, he would meet my lovely daughter. If he met her, they would fall in love and frankly, I don't want my daughter marrying someone who can't afford a watch."



Charles Breithaupt  
Athletic Director

states, "We live in a world of people who don't want to be bothered." In recent years a phenomenon known as "cocooning" has developed. This is an increasing desire to isolate ourselves.

It's possible, and common, to drive into a gated community right past your neighbors, hit the garage door opener, pull your vehicle into your garage and enter your house directly from the garage, never speaking to another person. We now bank from home, communicate through e-mail, shop on-line, get dinner at a drive-up window, and when we finally use the phone we talk to an automated system."

We have become a "fast-food, fast-service, forget people, give me what I want society." People are quite often left out of the equation. We have developed lifestyles of avoidance. Many people tell themselves, "don't get too close to people; we may have to help them."

We try to keep all relationships superficial. If we keep everyone at arm's length, we won't have to get involved and can avoid getting hurt.

In the educational arena we have desperately tried to bridge this gap. Extracurricular activities have been a model for reaching out to young people. When society has left students to fend for themselves, activity programs have become the "good samaritan." These programs assist students in achieving their goals and aspirations, despite seemingly insurmountable odds.

However, school personnel who dedicate their own lives to improve the quality of life for their students face increasing resistance in their endeavors.

The frustration in dealing with the prevalent attitudes forced on schools in today's society has caused many to throw up their hands in despair and eventually leave the profession.

What we find is that the word "no" means very little in our society. There was a time when folks accepted "no" for an answer-period. Later people accepted no, but expressed displeasure. This was followed by an era of accepting "no" but demanding

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## Medical advisory committee helping schools with several safety areas

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While the situation is alarming, everyone can help in the effective control and prevention of antibiotic resistant infections. The information provided by TDH is to assist you specifically in the control and prevention of staphylococcal (commonly called staph) infections. However, these measures are effective against almost all infectious diseases.

The MAC has also discussed the issue of Automated External Defibrillators (AEDs) in schools. Members of the MAC have encouraged UIL and public schools to make at least one, but optimally two, AEDs available in every school. Additionally, the MAC recommends that in addition to the AED, the school have an individual trained in the use of an AED and an emergency plan to deal with life threatening situations involving school-related activities.

The following web address and contact information is for Life Signs America, which is a fund-raising company focusing on providing AED's to schools, at no cost, in return for placement of one Eye Catcher electronic sign. Schools can contact Life Signs America online at [www.LifeSignsAmerica.com](http://www.LifeSignsAmerica.com) or call David Wright at 1-888-453-9223 to inquire about this program.

Information on AED's is also provided by the American Heart Association on their website at [www.cpr-ecc.org/Cpr\\_aed/cpr\\_aed\\_menu.htm](http://www.cpr-ecc.org/Cpr_aed/cpr_aed_menu.htm). Also, information on funding resources for AED's from the National Center for Early Defibrillation is available on their website at [www.early-defib.org/03\\_06\\_05.html](http://www.early-defib.org/03_06_05.html).

At the October Legislative Council meeting, it was reported on the survey that 277 schools currently have the availability of an AED on campus. It is the hope of the MAC and the UIL that this number will increase in the coming year.

Perhaps the most significant recommendation of the MAC is taking shape as we speak. In October, the Legislative Council approved the creation and implementation of a Concussion Management Protocol (CMP) for all UIL athletic activities beginning in the 2004-2005 school year. The CMP is based on materials created by the Brain Injury Association of America and the American Academy of Neurology and presented as part of their Management of Concussion in Sports Public Education Campaign. The protocol includes specific information on the Grading of Concussions,

Concussion Management Recommendations, Frequently Observed Symptoms

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## Regional competition re-scheduled for TAKS testing

The UIL fully understands the importance of TAKS testing to our member schools and has been aware of a conflict between some regional sports events and the TAKS testing schedule since the TEA testing calendar was published. The TAKS tests has been scheduled the week of April 26-May 1.

As always, the UIL attempts to minimize conflicts between activities. For the 2003-2004 school year, there is a conflict between the athletic regional spring meets and TAKS.

The UIL calendar is set many years in advance. The athletic regional spring meet has been held the last week of April for over 20 years. However, in recognition of the importance of these exams to students and to schools, steps have been taken to make sure the tests occur uninterrupted and allow students full participation in athletic regional meet activities.

After consulting with all 20 regional sites, the UIL has been able to alter the dates for regional competition in tennis and golf. The TAKS tests are Tuesday - Thursday, therefore track and field regional competitions are not affected.

Attached is the altered schedule for regional athletic competition in golf and tennis.

Should you have any questions, please contact the UIL athletic department or the regional host for your conference and region.

### 2003-2004 Altered Schedule for UIL Regional Athletic Activities

Conference	Region	Tennis	Golf
1A	1	April 21-22	April 19-20
	2	April 21-22	April 19-20
	3	April 19-20	April 19-20
	4	April 19-20	April 19-20
2A	1	April 30 - May 1	April 21-22
	2	April 19-22	April 19-22
	3	April 19-20	April 19-20
	4	April 19-20	April 19-20
3A	1	April 21-22	April 19-20
	2	April 21-22	April 19-20
	3	April 19-20	April 19-20
	4	April 19-20	April 19-20
4A	1	April 19-20	April 19-20
	2	April 21-22	April 19-20
	3	April 19-20	April 19-20
	4	April 19-20	April 19-20
5A	1	April 30 - May 1	April 19-20
	2	April 20-21	April 20-21
	3	April 19-20	April 19-20
	4	April 19-20	April 19-20

## HIGH SCHOOL

### HIGH SCHOOL SPELLING & VOCABULARY

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

### CALCULATOR APPLICATIONS

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

### ONE-ACT PLAY CONTEST

#### c. CONTEST PLAY SELECTION AND ELIGIBILITY.

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

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

#### Conclusion:

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

### ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2002-03 school year:

**DALLAS SPRUCE HS** - Suspension for the 2003-04 school year;

**HOUSTON JORDAN HS** - Public reprimand and probation through May 27, 2004;

**LA MARQUE HS** - Public reprimand and probation through May 27, 2004.

### SOCIAL STUDIES

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

### EVENT PAIRING CHECKLIST

Science conflicts with Lincoln-Douglas Debate and Literary Criticism. Science does not conflict with Poetry Interpretation. Science and Computer Science do not conflict.

### ACCOUNTING

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

### ARLINGTON MARTIN HS

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

### HOUSTON PREPARED TABLE CHARTER SCHOOL

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

### BIG SANDY HARMONY HS

The State Executive Committee issued a public reprimand to Coach Joe Koesel, Big Sandy Harmony High School, with

probation through September 3, 2004, for violation of the Athletic Code and state law (selling dietary supplements to athletes).

### LIBERTY HS

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

### GALVESTON BALL HS

The District 24-5A Executive Committee issued a public reprimand to Galveston Ball High School and placed the school on probation for the 2002-03 and 2003-04 school years for violation of Section 1202, Employment of Coaches.

### CHRISTOVAL HS

The District 16-A Executive Committee issued a public reprimand to Christoval High School, with probation through the 2003 football season, for violation of Section 1202 (a) (1). In addition, the State Executive Committee issued a public reprimand with probation through January 15, 2004, to Coach Robert Willis.

### ELKHART SLOCUM HS

The District 24-1A Executive Committee issued a public reprimand to Elkhart Slocum High School and placed the school on probation through January 10, 2004 for lack of fan control during an athletic contest.

### EL PASO PARKLAND HS

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

### ORANGE LITTLE CYPRESS-MAURICEVILLE HS

The State Executive Committee issued a public reprimand with probation through March 18, 2004 to the baseball program at Little Cypress-Mauriceville High School and to Assistant Baseball Coach Wayne Stephenson for verbal abuse and physical contact with game officials. The committee also commended the school for the prompt action taken and stated that the penalty given to the school was based on the fact that the district had banned the fans involved from all activities for the remainder of the school year.

### HOUSTON REAGAN HS

The State Executive Committee issued a public reprimand to Coach Rolando Treviño with probation through April 22, 2004, for inappropriate interaction with game officials. In addition, Coach Treviño and a student representative were suspended from the first home soccer game of the 2003-04 school.

### HOUSTON WESTBURY HS

The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through April 22, 2004 and suspended him from one game for verbal and physical abuse of a game official.

### ARLINGTON HOUSTON HS

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

### COMO-PICKTON HS

The State Executive Committee issued a public reprimand to Coach Josh Luttrall and Coach Sam Walker with probation through April 22, 2004, for violation of Section 1202 (a), Employment of Coaches.

### GRANBURY HS

The State Executive Committee issued a public reprimand to Coach Pat Watson, with probation through May 27, 2004, and suspended him from one game for making physical contact with a game official.

### LAMPASAS HS

The State Executive Committee issued a public reprimand to Coach Tommy Waters, with probation through May 27, 2004, for selling dietary supplements to student athletes.

Please note the following correction to the UIL Constitution and Contest Rules. Section 1250 (i) (3): FOOTBALL PLAN should be amended as follows:

#### (i) SITE AND DAY OF GAME.

(3) *Playoff Games.* Unless mutually agreeable otherwise, the place for playing a playoff game shall be determined on a "home and home" basis for the past two football seasons (2001-2002). The team that was the visiting team the last time the two teams met on a home field in a post-district playoff game may require the game be played at its home field. In case of disagreement between two teams who have not played a post-district playoff game during the past two football seasons, the game site shall be decided by a coin toss.

### DALLAS KIMBALL HS

The State Executive Committee ruled that Dallas Kimball High School must forfeit all basketball games in which an ineligible player participated during the 2002-03 school year. The committee also issued a public reprimand to Coach Royce Johnson, suspended him from the first three games of the 2003-04 basketball season, and placed him on probation through September 23, 2005, for providing transportation to student

athletes in violation of the Amateur Athletic Rule.

### CORPUS CHRISTI CARROLL HS

The State Executive Committee issued a public reprimand to Coach Terry Morris, Corpus Christi Carroll High School, for violation of off-season and non-school participation regulations.

### SPRING BRANCH SMITHSON VALLEY HS

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

### INTRA-DISTRICT TRANSFERS

#### Section 440 (b) (3)

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

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