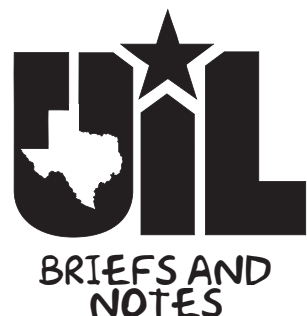


Leaguer



CALENDAR OF UPCOMING EVENTS

- April 14-16** Soccer state tournament
- April 16-17** ILPC Spring Convention
- April 18-23** OAP regional meets
- April 22-23** Regional Academic meets
- April 25-30** Golf, tennis and track & field regional meets
- May 5-7** Academics and OAP State Meet
- May 7** State Wind Ensemble Festival
- May 9-10** Tennis State Meet
- May 9-10** Golf State Meet - 1A, 2A, 4A
- May 10** Last day to postmark TILF scholarship applications
- May 12-13** Golf State Meet - 3A, 5A
- May 13-14** Track & field State Meet
- May 16** Elem/JH last day to hold spring district meet and first day to return materials to contestants
- May 28-30** Texas State Solo & Ensemble Contest
- June 2-4** Softball State Tournament
- June 9-11** Baseball State Tournament
- June 24-27** ILPC Summer Workshop

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

Waiving good-bye

After 11 years, waiver officer decides to retire and travel

By Amy Casteen

Staff Intern

This summer, UIL Waiver Officer Sam Harper will retire to golf courses, hunting trips and traveling the world with his wife.

Again.

After 11 years of working with the UIL, Harper plans to leave his position and, in essence, “re-retire.” Harper coached for 34 years before retiring for the first time in 1991. He returned to the workforce when he joined the UIL staff three years later.

After his first retirement, Harper spent much of his time on the golf course and the lake.

“From May 1991 until June 1992, all I did was fish and golf,” he said. “It got old.”

When asked in passing by friend Carroll Ray Daniel if he wanted to work at the League in 1994, Harper’s initial reaction was ‘no.’ However, after speaking with then UIL Executive Director Dr. Bailey Marshall and then UIL Athletic Director Dr. Bill Farney, Harper accepted the part-time

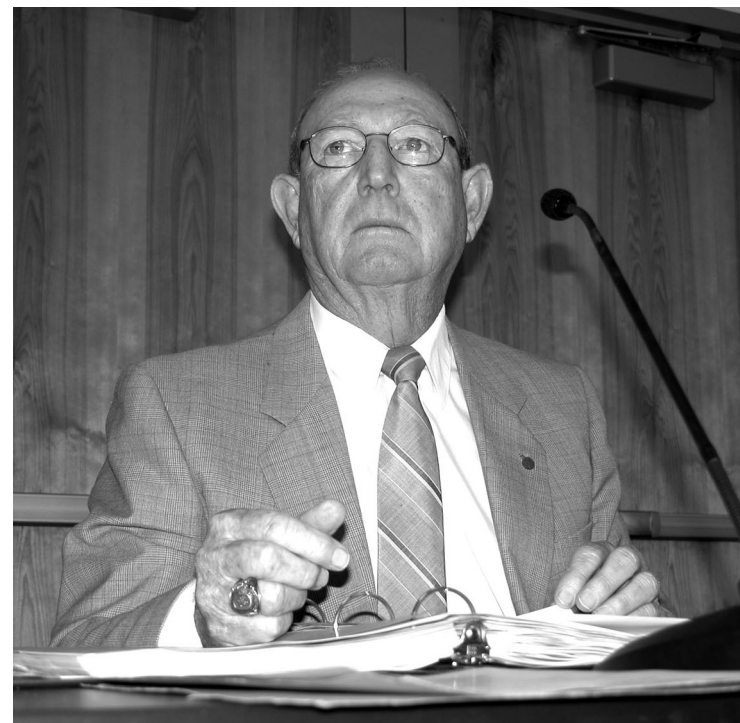
“Mr. Harper has handled these duties for the last 11 years with a generous amount of grace, judgment and compassion.”

*-Dr. Bill Farney,
executive director*

waiver officer position and began his job at the UIL in August of that year.

The UIL’s waiver officer holds an emotional position, said Farney, who is the current Executive Director. The job requires making a decision for students who have been ruled ineligible and who are seeking a waiver to be able to participate. The consideration of all aspects of an appeal involves attention to detail, adherence to rules and a judgment that must weigh all the factors of the student’s circumstance, Farney said.

“Mr. Harper has handled these duties for the last 11 years with a generous amount of grace, judgment and compassion,” Farney



Sam Harper, the waiver review officer, presents information at a Waiver Review Board hearing, April 4. Photo by Jeanne Acton

said. “It has been my impression that Mr. Harper has approached his task trying to find every means to rule students eligible rather than seeking ways to deny appeals. His work will leave a continuing legacy for the spirit and the intent of the University Interscholastic League’s focus on students.”

To date, for the 2004-05 school year, Harper has reviewed 515 waivers requesting his judgment on eligibility, with nine cases pending decision, said Harper’s

assistant, Dawniel Stewart. In the four years that she has worked with Harper, Stewart said she has grown to know him on several different levels.

“I’ve gotten to know him personally by working with him in the office and I’ve gotten to know him emotionally because of the decisions he writes on the appeals,” Stewart said. “I know his personality because the job he has is so emotional and difficult.”

See Harper, page 15

Capital Conference set for July, adds classes for Title 1 schools

By Skylar Evans

UIL Intern

Held each summer at The University of Texas at Austin, the UIL Capital Conference offers everything a beginning speech coach, one-act play director or campus academic coordinator needs to know, from eligibility rules to setting up a budget to using the Internet to researching a literary criticism question.

Featuring many of the state’s most outstanding and successful academic coaches and coordinators, as well as many of the League’s state

contest directors, the Capital Conference is the most economical and effective way to start your UIL competitive year.

The conference, which will be held July 8-9, also will have a series of classes designed specifically for Title 1 schools and schools that traditionally have been under-represented in UIL academic competitions.

Registration

Registration on or before June 1 — \$50 per person • \$20 cancellation fee.

After June 1 (including walk-in) — \$75 per

person. Registration information and forms are posted on the UIL Web site.

The Program

This year’s program will consist of more than 60 sessions scheduled over two days.

Last year’s sessions included curriculum ideas for speech coaches, tips for one-act play directors, building winning math/science programs, cross examination debate topic analysis, keys to hosting a successful invitational meet, motivational methods for students and coach-

See Conference, page 10



A serious matter

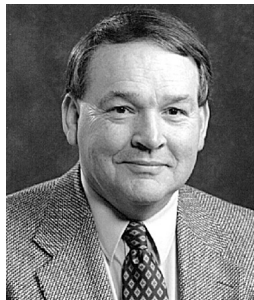
Steroid issue must go through rule-making procedure

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UIL Director
MANAGING EDITOR
Jeanne Acton,
assistant academic
director

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director of policy
Jana Riggins,
assistant academic
director
Kim Rogers,
public information
director
Ed Stidham,
compliance director
David Trussell,
computer technology
director



Bill Farney
UIL Director

testing and ban any athlete who tests positive from further competition.

When UIL staff members informed the media that the rule-making process does not give UIL the authority to change rules, some media have expressed opinions that we should have that authority. Since we do not, we are an ineffective organization, they say.

The UIL's authority comes from a referendum process whereby all member schools vote on a proposal for a new rule or rule change before it goes into effect.

Usually, the vote is taken in November with the Commissioner of Education's approval in January.

The rule would then go into effect for the following school year.

One reason new rules are not implemented during a school year is to prevent two different sets of rules in the same year.

In other words, schools want a rule that applies to fall sports to apply equally to winter and

spring sports.

When the Legislative Council considers any new rule, cost of implementation is carefully assessed so that the member schools can budget during the spring for added costs during the next fiscal year.

In fact, a fiscal note is listed on the referendum ballot so that superintendents know how much a particular rule change will cost.

This rule-change policy has served the schools effectively because proper notice of the change can be disseminated to all coaches, administrators and parents.

Notice to parents is critical because any rule requiring additional student fees could factor into a decision of whether or not their students can afford to participate in school activities.

Most assuredly, performance-enhancing drugs will be on the Legislative Council standing committee's summer agenda.

Representing all schools, the Legislative Council members will give serious discussion to the steroid issue, as they have always done when dealing with the health and safety of our students.

The council will be concerned about the serious side-effects of steroids, possible competitive advantages of those using steroids, the negative image and message sent by drug usage, and yes, the cost of testing.

All superintendents will be concerned about legal issues—student privacy and the appeals process.

Even though funding any program of testing is expensive, they will not fail to discuss the issue because of costs.

Looking at their most prevalent problems of alcohol abuse by teenagers, tobacco usage and recreational drugs, they will, as always, seek to problem solve.

Many issues are at stake here. Two mistakes of opinion can be made. One is that the majority of athletes are taking steroids, and two, that the issue is not a problem in their school.

Adding to the dilemma are numerous statements from students who say they "know" that half the football team is on steroids.

Whether true or not, the media has published these statements as gospel. The result is a public who now questions any successful team as surely taking performance-enhancing drugs.

Parents of opposing teams tend to believe that a team defeating their children's team must be taking illegal substances.

A more persistent problem is that parents are blaming schools for failure to detect steroid users. With so much information available, it would seem that parents would notice visible signs of abnormal aggression, sudden increases in muscle mass and the expenditure of funds on steroids.

Are adolescents now given so much freedom that these signs go unnoticed in many homes?

Dr. Charles Breithaupt, in another article in this edition of *The Leaguer*, has an excellent discussion of the steroid issues.

He lists many of the steps taken by the UIL with information provided for athletes, parents and coaches.

One suggestion makes sense above all others: Regardless what is done to address the problems of steroids, a program of information and education

Leaguer

"ISSN 0897-4314"

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

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

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

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

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

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

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More than just a trip to Red Lobster

UIL academic competitions allow students to shine, show off hard work



Bobby Hawthorne
Academic Director

When she's feeling particularly brave — or foolish — Jana Riggins invites me to speak at the Cross Examination Debate State Tournament's opening assembly. I don't know much about CX debate, but I enjoy the opportunity to address an audience of speech coaches and

their charges. It's even more sobering because the lectern rests in front of the tournament guru table, so sitting within spitting distance of me are five or six of the finest speech educators on the planet.

I can only imagine what's going through their minds as I stumble through my notes.

"Leans on podium."

"Shuffles notes."

"Wears brown shoes."

"Needs a haircut."

It's humbling.

Last year, my wife and I took a short trip to Paris, so I wrote a speech and dared Jana to read it at the opening assembly. Here's what I wrote:

"I regret that I cannot be there to welcome you in person, but my wife purchased cheap tickets to Paris, France as part of the federal government's Defense of Marriage Act, although I'm sure the Bush administration would have preferred that we spend our American dollars in a country that is a member of the Coalition of the Willing but frankly, we didn't want to visit El Salvador or Ethiopia.

"First, congratulations on earning the right to compete at State. No matter what else happens in the next few days ahead, you'll always have the memory of competing at UT-Austin. In my junior year in high school, I qualified to state in feature writing, where I bombed. But that's okay because my memories of the trip are among my fondest from high school.

"So enjoy this moment. Tour the campus. Check out the Tower and the Perry-Castaneda Library. Wander up and down the Drag, and don't worry about the beggars with the body piercings and tattoos. Most likely, they're liberal arts majors.

"Second, I want you to give a big hand to Jana Riggins and her staff. You can't imagine how hard they've worked to put together this tournament, particularly since CX is the first UIL academic contest to use the Spring Meet Online Entry System, which has been quite a challenge inasmuch as a few teachers out there apparently can't read clear written instructions.

"Third: Give your coach a round of applause. Heck, give them a standing ovation. They deserve it. Sure, they're paid like Halliburton executives to spend

the two or three hundred hours it takes to prepare you for district, but my guess is, they do it — not just for the fat wads of cash — but because they love working with bright, motivated young people like yourself. Which leads me to this:

"Fourth: Give yourself a round of applause. Whether you walk out of here with a Gold Medal or nothing more than handshake and a headache, be proud of yourself. You worked hard. You competed. You represent the best of your generation, and we admire you.

"Finally, I expect to see many of you back in Austin for the Academic State Meet in May and you sophomores and juniors back here next year, unless my wife finds cheap tickets to Spain or Italy."

My wife didn't, and thus, I was available to welcome the 4A and 5A CX state qualifiers on Saint Patty's Day, 2005.

I didn't speak to the 1A, 2A and 3A qualifiers earlier in the week because I didn't want to follow Gov. Perry, who gave a heartfelt speech that I wish I'd recorded.

This isn't verbatim, but he said something along the lines of, "What you do, the sacrifices you've made, the commitment you've shown may be lost on some people, but it's not lost on me."

I thought he was great, although I'm not sure how the gurus at the head table measured his performance.

"Doesn't lean on podium."

"Spoke without notes."

"Ostrich cowboy boots? Cool."

"Hair? Perfecto!"

"Plan to give school teachers a raise? Needs polish."

Of course, the small school kids are a much easier crowd than the 4A and 5A qualifiers. The small-town kids are content to debate, ride the escalators in the University Teaching Center, shop at Old Navy, eat the Shrimp Lover's Combo at Red Lobster and head home.

The big-school kids are more demanding. We could trot out Oprah Winfrey, and some of them would yawn.

It reminds me of the difference between the kids attending our scholarship foundation banquet at UT and the banquet at Texas A&M. The UT kids tend to come from cities or their suburbs, the Aggies from one-stoplight hamlets where a night on the town means a trip to Dairy Mart.

For example:

(UT kid) "Good evening. My name is Heather Laurel. I graduated from Humongous High and am a sophomore ethnomusicology major with a 4.3 grade point average.

I competed in UIL prose interpretation and all the writing contests and was a member of the

all-state choir. I'm currently a member of Campus Wellness Center for Stray Kittens. My life-goal is to bring joy and harmony and sunshine to all the world."

(A&M kid) "Hidy. ('Hidy,' the other Aggies respond.) My name is Buck. I'm from Shoot First, Texas and am a junior petroleum and finance major here at Aggieland," at which point about a third of the room makes the same noise you or I would make if we sat on a wet toilet seat.

"I competed in UIL calculator applications and mathematics, and was an all-district tackle and shot putter. I plan to graduate next year, get a job with an oil company and vote Republican."

At which point, the whole room responds, "Whoop," which apparently means, in Aggie-talk, "Righteous."

This is all foreign to me. I'm an inveterate Longhorn. My daughter is a UT junior. We live and die UT.

But do I admire the kids at A&M and am willing to bet it all that whatever progress this nation makes in the next decade or two will be brainchild of a couple of Aggies with graphing calculators and two hours free time.

Fact is, I admire all of these young people. While I'm sure each has their own special reason for having competed in UIL academic contests, I don't think I'm off-base by suggesting they competed because:

- competing in UIL offered them an opportunity to get out of class, even out of town now and then.

- UIL provided a social circle, if not a social life.

- UIL was academically challenging at a time when some of their classes were not.

- they were forced to. Drafted. Shanghaied. They were minding their own business, listening to their MP3s or saving the world from alien vampire robots on their notebook computers, not bothering anyone, and out of nowhere, a teacher tapped them on the shoulder, thrust the Handbook to Literature in their paws and said, "Read."

The remarkable thing is, they did. They read. Studied Steinbeck and Walt Whitman before, during and after school. Rehearsed the one-act play on weekends. Crunched endless calculator numbers. Survived on cold pizza, flat Dr Pepper and stale potato chips. Rode countless miles on a

See Academics, page 11

Whether you walk out of here with a Gold Medal or nothing more than handshake and a headache, be proud of yourself. You worked hard. You competed. You represent the best of your generation, and we admire you.

The brain-stopping moments

Students invited to share what they learned this year — the good and the bad



Jana Riggins
Speech Director

"The human brain starts working the moment you are born and never stops until you stand up to speak in public."

At some point in our lives, we can all relate to George Jessel's famous quotation. As you have coached your students through invitational tournaments to district

and perhaps beyond, at least one of your students has likely experienced a brain stop. Strange as it may sound, that experience may have been as educational as when they gave their best speech or performance ever.

For my final *Leaguer* column this year, I'd like to publish brief statements of what your students

have learned from competing in UIL speech and debate.

Please invite your students to relate in an email to me jriggins@mail.utexas.edu what they have learned from the school finance topic in LD debate or one of the new categories in oral interpretation or a topic they drew in extemporaneous speaking or insights they have drawn after researching the United

Nations peacekeeping resolution in CX debate. I'd even like to hear about that brain stop moment.

New State Contest Director

M'Liss Hindman of Tyler Junior College will serve as the 2005 State Prose and Poetry Contest Director. Earlier this year, M'Liss accepted these duties, joining Charlene Strickland of Hardin-Simons University and Wayne Kraemer of Texas State University as speech consultants for the League. Hindman fills the position previously held by Cinthia Salinas.

M'Liss has spent the past 26 years serving as the Forensic Director for TJC. She brings a wealth of tournament administration experience to UIL. For eight years, she has served as the Tournament Director for Phi Rho Pi Nationals, the largest collegiate forensic tournament in the country.

Selected as the National Community College Educator of the Year by Southern Communication Association and Community College Educator of the Year by the Texas Speech Communication Association, she is a Piper Professor Award Nominee and recipient of the White Teaching

Chair of Excellence.

Completing communication degrees at Texas Tech University and the University of Houston, she has held executive offices in the Texas Speech Communication Association, Texas Intercollegiate Forensics Association, Phi Rho Pi and served as a committee chair for the American Forensic Association.

As far as UIL experience goes, she currently hosts the Region III - 2A meet on her Tyler campus. M'Liss shares that "UIL has been a part of my life since I competed in storytelling in the second grade."

The League is delighted to welcome her aboard. Sponsors are encouraged to attend the Coaches Conference on Thursday night of State Meet to meet M'Liss in person.

Speech Honor Crew Applications

Honor Crew applications are posted online at www.uil.utexas.edu/aca/speech/honor.html.

The State Speech Honor Crew is designed for exemplary speech students who are not already involved in the State Meet. It is required that students be nominated by their UIL speech coach. Nominations should be based on academic and competitive excellence in your school's speech and debate program.

Since maturity is vital to the role these students play in the State Meet, it is recommended that students be upperclassmen.

Students nominated must be academically capable and eligible. A maximum of 35 honor crew members will be selected. Every effort will be made to select members from all regions and all conferences.

It will be necessary for those selected to be in Austin from late afternoon Thursday, May 5, through Saturday afternoon, May 7 since they are needed to complete not only the preliminary rounds of speech/debate, but the final rounds as well. Students who cannot fully participate should not be recommended.

We have traditionally opened our Speech Awards ceremony with recognition of these Honor Crew members. Each recommending school is responsible for providing housing and transportation to and from State Meet.

Students selected as Speech Honor Crew members will be involved in a learning experience otherwise available only to State Meet participants. They will receive preparation for their responsibilities by the State Speech and Debate Director and Contest Staff.

A mandatory hour-long orientation and training session for honor crew members will begin promptly at 7:30 p.m. on Thursday, May 5

in the Thompson Conference Center, University of Texas campus.

Early applications are advisable. Final selection will be made and notification sent as far in advance of State Meet as possible.

Ethics in Extemp

It is becoming fairly commonplace for public personalities to be exposed for violating ethical codes in their profession.

Corporate executive scandals abound. Journalists, television personalities, and public leaders have been caught in lies. Why should competitors be any different?

Extemporaneous speakers are called to the highest standards. Because source citation is critical to this event, a speaker can be tempted to fabricate evidence in order to convince their judge they are well-read.

Ethics does not begin and end with the competitor, however. It takes every member of the forensic community, coach and judge included, to ensure that fair and just values are upheld. The UIL Informative and Persuasive Speaking Handbook explains what it means to be an ethical extemper, coach, and judge.

Speakers should document accurately, not just some of the time, but in every speech they deliver. Quotations should be used accurately. Information should never be fabricated. Contestants should know the rules about what is and is not allowed in files, being certain that rules are followed, regardless of the likelihood of getting caught.

Coaches should let their competitors know that fabrication of evidence will not be tolerated and should be willing to penalize ethical violations committed by squad members.

Help students avoid temptation by providing speakers with the tools they need to be successful. This includes not only reading resources, but also memorization strategies they can practice in order to cite sources accurately.

Let your students clearly know that winning is less important than following the rules in order to reap the long-term educational benefits of the extemporaneous speaking contest.

Judges should hold competitors to reasonable supporting material standards. Documenting 20 pieces of evidence from 15 different sources in a 7-minute speech hardly leaves time for superb analysis.

Be reasonable in your expectations. Make the speaker's use of a note card less important than accurate source citation.

It takes all three — contestants, coaches, and judges — supporting ethical standards so that the educational benefits and integrity of extemporaneous speaking events continue to thrive.

Ethics does not begin and end with the competitor, however. It takes every member of the forensic community, coach and judge included, to ensure that fair and just values are upheld.

Just a few tips before the regional contest



Jeanne Acton
Journalism Director

After judging two district journalism meets this month, I have come to the conclusion that many students do not read the tips sheets for the contests.

As a teacher, I remember trying to coax my students to read the tip sheets before going to the contests. It wasn't

an easy job.

My students figured since they wrote well for our newspaper, they would do fine at the contests. We were usually disappointed.

So, before regionals, I want to try a new angle — sneaking the writing tips into my column. Perhaps, students won't be as opposed to reading a column as to reading another worksheet.

Here goes.

General tips: Do not use 'there is' even if it doesn't start your sentence. There is always a more active way to write the sentence.

Do not use Leaguetown High School in your story. It's your school. You are writing for your newspaper. What other high school could you possibly be talking about?

Do not include cliches. Avoid them like the plague.

Spell names correctly. The judges receive the same prompts you do, and they check.

Don't use all the information. You do not

have time, nor is it all news worthy. Underline, highlight, bracket — do something — to select the important information to help you when you are writing.

In the news writing contest, students must write a basic news lead with the newest, most important information first. This is what threw my students when they competed. They wanted to put a fancy feature lead on the story rather than write a 5 Ws and H lead. We never won much in news. The judges do not want cute in this contest. They want the facts written in inverted pyramid-style.

In the two contests I judged, many students missed the news peg, and thus, missed the lead. This makes a student's chances of winning the contest minimal.

After the lead, simply write a concise (important word) transition/quote story. Make sure you use quotes from the more important people (at least one student).

In the feature writing contest, write a feature lead, not a news lead. Make it descriptive. Make it relevant. Do not write a quote lead, and please, please do not write an "Imagine ..." lead. I promise the judges will read your lead aloud and giggle. If you are not sure why you shouldn't write an 'imagine' lead, consider this: imagine if all leads started like this. They could. It's scary.

Remember, you are allowed to set a scene for the feature prompt.

After you write your moving, descriptive lead, write a nut graph. This is a summary paragraph that tells the readers where the story is going. Without it, most stories lack direction. Think of it as your

thesis sentence of feature writing.

Use long quotes. More than one sentence quotes. Senior Jeanne Acton agrees, is not the best transition, but I know I read something similar in most papers.

For the editorial contest, the best advice I can give is, take a stand. Pick a side and defend it.

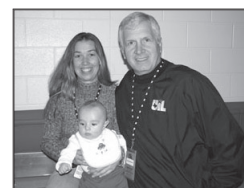
My students always bombed in editorials. They were too wishy-washy. It was like they wanted to please both sides. Why? The only people who read your papers are the judges, your teacher and maybe you. The prompt is fictional. You will not make anyone angry with your position.

In the two district contests I judged, only a handful of students bothered to take a stand. And guess what, they won. Their editorials were not mind-blowing. They were simple. A stance. A few arguments with a little evidence. Rebutted the opposition. A solution.

My advice for headline writing is practice. This contest is about being accurate and creative in a very short amount of time. Remember, though, accuracy is more important than creativity.

Regional meets are approaching fast. Be prepared. Read the comments the judges wrote on your paper. Read the tip sheet for your prompt. Share this column with the judges.

If you win at regionals, you come to Austin. That alone should be motivation (unless, of course, you live here.) If you make it to state, you also are eligible to apply for an abundance of scholarships through Texas Interscholastic League Foundation (see page 10). Good luck. I look forward to seeing you at state.



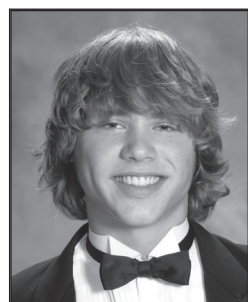
Charlie Update

He's five and a half months, and he attended his first state tournament last month — wrestling. At the tournament he hung out with Athletic Director Charles Breithaupt and Glenda Anderson.

He can sit up (for about a minute) by himself and he started solid foods this week — baby rice cereal. Not Rice Krispies, like my husband thought.

Charlie is ready to show off all his tricks at ILPC conference this month.

Passion for journalism pushes student to excel



Tony Emerson
Big Spring HS

(In a column a few months ago, students were asked to submit articles on how journalism impacted their lives. The following is one submission.)

"Nothing great in the world has ever been accomplished without passion." — G. W. F. Hegel

Four years in Big Spring High School's journalism program have completely transformed my personality and positively shifted my values. At the initiation of my high school career, I was introverted, caring primarily about getting through the day. The only class I genuinely enjoyed was Journalism I.

I knew, at the time, this was something I enjoyed doing. I didn't know it would serve as the purpose of persevering during my high school

career. I had found my passion, and today I realize how grateful I am that my passion helped me achieve skills which have guided me and will guide me in the future.

As I progressed through journalism, eventually moving into newspaper, I was taught to value excellence. As part of a successful department in Big Spring, I learned the importance of diligence in all aspects. My honors extend from three-time All-State journalist to editor-in-chief of *The Corral*, which won a Star Award last year, to a UIL state championship.

Writing for Leaguetown also helped me hone my writing skills. Memorizing rules for headline writing, how to be concise from news writing, how to tell a captivating story from feature writing and how to support my opinions from editorial writing are skills that will help me in the future after leaving my editor's desk at *The Corral*.

Most importantly, I learned a skill vital to writing textbook-perfect articles in UIL competition: how to improve through studying my past mistakes.

While most are content with mediocrity, my journalism adviser, Leland Mallet, drove me and my classmates to be the best at everything we do. This striving for perfection, a capability I acquired from newspaper and UIL writing competitions, has enhanced my abilities in academics. I have since moved to the top 10 percent of my class, received near-perfect scores on the ACT and SAT and succeeded in college-level classes.

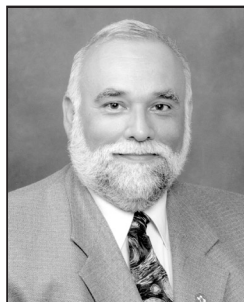
Journalism has also taught me skills outside of academic performance. I learned to work well under long-term deadlines from newspaper class and short-term deadlines from writing competitions.

I learned the value of teamwork from long nights with the staff on the infamous deadline week before publication.

Though my passion for journalism may fade as I pursue an advertising degree from The University of Texas at Austin, my passion for excellence will not. I will always preserve the values journalism taught me and the honors journalism rewarded me.

Share your work

Just because competition is over, doesn't mean the curtain should be drawn



Luis Muñoz
One Act Play Director

UIL Social Studies (High School) 2005-06 Reading List

Primary reading selection – Citizen Soldiers, Stephen E. Ambrose, Simon & Schuster, 1997. ISBN 0-684-81525-7

Documents — Questions will be taken from Web sites relevant to the following events:

- Washington Naval Conference of 1921-22 (International Conference on Naval Limitation)
- Lad-Lease Act
- Tehran Conference
- FDR's "Four Freedoms" address to Congress
- FDR's third and fourth inaugural addresses
- Atlantic Charter
- Yalta Conference
- United Nations Charter
- Casablanca Conference
- Wannsee Conference
- Potsdam Conference

Supplemental reading list — General knowledge questions may be taken from the following Web sites:

- <http://www.historyplace.com/worldwar2/timeline/ww2time.htm>
- <http://www.ushmm.org/outreach/ww2.htm>
- <http://www.bbc.co.uk/history/war/wwtwo/>

You'll receive your copy of the *Leaguer* some time after the second of the district competition weeks. Area contests are well on their way and 320 schools are still in competition. These will be reduced to 120 by April 10 and 40 by April 24. Congratulations to all of you.

I hope all of you had a positive educational experience and have grown from your participation in OAP. However, make sure you don't stop there. Continue to work on the show. Try those notes that the adjudicator offered. Do those scenes you couldn't do because of time constraints. Go ahead and add that 16th or 17th student or use the scenic items you weren't allowed to use.

If you haven't performed for your school and community, make sure you schedule a performance or two as soon as possible. When thinking about scheduling, don't forget about the nursing or children's homes in your area.

Share your work, if appropriate, with them. OAP's are designed to travel and set up in a minimal amount of time. I can tell you from experience that it will be time well spent and a satisfying experience for all.

As artists we should never forget that theatre by its very nature is based on sharing. Be it a story, a theme, a lesson or a communal laugh, the theatre's power is in the communion that takes place in performance. So don't be in a rush to put the show away. Get all you can out of it. Your greatest experience may be down the road.

Please take time to fill out and return your critic judge questionnaire.

You may have noticed the new form that was designed by Paula Rodriguez (San Antonio College) and Kelly Russell (Texas A&M Corpus Christi) and revised and approved by the TETAAO. Remember to use it with the respect and care that you expect out of an oral critique.

Online Entry

A lot of staff time and *Leaguer* space over the last two years has been dedicated to the Online Spring Meet Entry System.

I want to thank the great majority of you who entered your participants in a timely manner. Fewer than 10 percent of you received reminder e-mails from the state office and even fewer had to go through your District Executive Committee to enter after the 10 day deadline. There are things on both ends of the Internet that can help facilitate the process. Please provide us with your input.

On your end make sure that you include discussion of the online entry during your planning meetings. Make sure you know who is going to set up the meets, who is going to enter the contestants at each school and who is going to update and certify the results.

Check on Feb. 1 to make sure the designated person in your district has set up the meets. When you get ready to mail out your eligibility notice, remind the designated individual at your school to enter the participants.

It is also important that you no longer use alpha or geographic designations for your zones. There is no such thing as a "North Zone" or "Zone A." These are things of the past. *Zones must be designated numerically* (Zone 1, Zone 2 or Zone 3) and these designations should be assigned at the planning meeting. This created many problems for those trying to enter results.

Let me remind you that you need only enter your students for the first level of competition. If you have substitutions, you need to follow the procedures outlined in the current HANDBOOK. The state office handles all entries after the zone and district levels.

Some had to be reminded that the Eligibility Notice is still required for all levels. The online entry is in addition to and not in place of the paper forms. Rules require that they be "postmarked" 10 days prior to the first level of competition and by Monday midnight following the other levels. In the future, *do not fax your zone and district and area eligibility notices to the state office*. Being swamped by 1100+ faxes and then another 1100+ mailed copies creates confusion and incredible paper waste. *Do fax your regional eligibility notices*.

State Meet

The 2005 State Meet is scheduled for May 5-7 in Austin. It should be an incredible three days of the state's best theatre work. Performances are scheduled to begin at 4 p.m. each day. Conference 3A is on Thursday, 4A and 2A is on Friday and 5A and 1A are scheduled for Saturday.

All of you who qualify are invited to enter your students or yourself for the OAP State Honor Crew. You will be asked to work hard, have fun and be a part of the world's largest theatre event.

The OAP Honor Crew was initiated in 1977 when the State Office invited Austin ISD high school theatre arts students to serve on the State Meet One-Act Play Contest production staff. For several years, we experimented with students from 10 Austin area school districts.

In 1982, this highly successful program was made available to students from all UIL member high schools and students from 24 districts were chosen in the first competitive process.

You may nominate no more than two outstand-

ing technical theatre students who are sophomores or juniors. Students selected as Honor Members of the State Meet OAP staff will be involved in a learning experience otherwise available only to State Meet participants. They will be prepared for their responsibilities by the State Meet staff and crews.

In order to provide the best learning experience, the students selected must be allowed to participate fully in production operations for the complete State Meet. Students certain to be involved in UIL State Meet activities should not be recommended and those selected prior to regional meets that become State Meet participants must be withdrawn.

Extra students and sponsors cannot be accommodated. Two sponsors from the same school must be noted on the application and approved prior to arrival. Orientation for honor crew will begin at 4 p.m. Wednesday, May 4. Preparation and production activities are scheduled from 6:30 a.m. to 11:30 p.m. for the three days of the State Meet. Student schedules will be set to allow for seeing some performances, but the schedule will be demanding.

Nominations for State Meet OAP Honor Crew must be postmarked no later than April 11. Applications for positions on the Honor Crew can be downloaded as pdf files from the UIL Web site.

The UIL Website

This brings me to another topic. Based on the number of calls we get asking for certain pieces of information, it is obvious that some of you have not spent enough time surfing the UIL Web site. It is currently being redesigned and updated, and it promises to be a great site. What info can you find there?

The C&CR

The *Leaguer*

The Area Site Lists

The Advancing Schools (As soon as we get reports, we put them online)

The Regional Competitors (after Area)

State Meet Participants

State Meet Results (As they are announced)

The Approved Play Lists

The Critic Judge List

Spend a little time there.

Region 3-AA

Please note that the site for Region 3-AA has been changed from Stephen F. Austin University to McMichael Middle School in Nacogdoches.

If you qualify for this contest, make sure you contact Allen Oster (936) 468-4003 aoster@sfasu.edu for information not found in the regional handbook.

(Also available on-line on the "Academics" page of the UIL Web site.)

Information time

To help us plan, give us your feedback on contests



Treva Dayton
Elementary/JH Director

Congratulations to those who have participated in a UIL district meet, and good luck if you still have competition ahead! Our hats off to all the educators, administrators and volunteers who have contributed their time and energy to provide rewarding and challenging experiences – through preparation, practice and actual competition – for young students. We appreciate your efforts and the difference you make in students’ lives.

We remind district directors to complete the Academic District Participation Summary and fax or mail it to the League office as soon as possible after your meet. You can find the form on our web site and in the appendix of the *A+ Handbook*. If you had a fall district meet and failed to submit it, please do so now. This is the only method we have of gauging elementary and junior high participation in our academic programs, and such information is essential in planning for the future.

Although not required, we are also interested in

receiving the contest rosters with contestants’ scores for the listening, music memory and art contests. The UIL Academic Committee and Legislative Council have approved scoring changing in these events for the 2005-06 school year, and we need as much data as possible for evaluating those changes. All approved EJJH academic rule changes will be addressed in the next *Leaguer*, and posted on our web site.

In addition, we’d like your feedback about the social studies pilot contest. An ad hoc committee has been appointed and will meet early this summer to review the contest and your feedback. It will make recommendations concerning the format and content should the council adopt it as an official event. An evaluation form was included in each district contest packet, but if you coached students for the event and have not had the opportunity to comment, we’d love to hear from you.

As the current semester winds to a close, many districts will begin preliminary planning for next year’s UIL competition. Please refer to the 2005-06 EJJH calendar when considering contest dates to ensure that material will be available. Fall/winter district meet material will be available December 1-January 31, and spring district meet material may

See Elem/JH, page 11

EJJH UIL Academic Calendar 2005-2006

- After May 1** **Register online** to participate the following year
- Early Sept.**..... **Hold** district organizational meeting for Fall/Winter (Dec. 1 - Jan. 31) district meets
- Sept. 15**..... **Deadline** for returning District Organization Form for Fall/Winter (Dec. 1 - Jan. 31) district meets
- **Deadline** for the district director to return the District Meet Material Request Form for Fall/Winter (Dec. 1 - Jan. 31) district meets
- **Deadline** to submit orders for materials for elementary and junior high school invitational contests (hosting school only)
- Oct. 1** **Deadline for Participation Registration**
- Before Oct. 15** **Hold** district organizational meeting for Spring district meets
- Oct. 15** **Deadline** for returning District Organization Form for Spring (Feb. 1 - May 16) district meets
- **Deadline** for the district director to return the District Meet Material Request Form for Spring (Feb. 1 - May 16) district meets
- Nov. 1** **First day** to hold elementary and junior high school invitational meets (Nov. 1 - March 31)
- Dec. 1** **First day** elementary and junior high school Fall/Winter (Dec. 1 - Jan. 31) district materials will be available
- Jan. 31** **First day** to return elementary and junior high school Fall/Winter district contest materials to participating schools
- Feb. 1** **First day** elementary and junior high school Spring (Feb. 1 - May 15) district materials will be available
- March 31** **First day** to return elementary and junior high school invitational contest materials
- Third Monday in May** **First day** to return elementary and junior high school Spring district contest materials to participating schools
- May 31** **Last day** to return Academic District Participation Survey

Music Memory can be rewarding curriculum for the entire school year

By Mollie Tower

Former UIL Music Memory Consultant

“Education in music . . . is far closer to intrinsic education, that is, of learning your identity, than other parts of education. If education doesn’t do that, it is useless.” Abraham H. Maslow

- Have you ever heard a soaring melody that lifted your spirits and filled your heart with joy - music that you knew you wanted to hear over and over again?
- Have you ever heard a beautiful tune that linked you immediately to the symphony concert, the ballet or the opera where you first heard it?
- Have you ever heard a short excerpt of a famous melody in a TV commercial, and because you knew it so well, you were able to enjoy hearing the rest of the song in your head?

These are the kinds of experiences we want to provide to your children for a lifetime of listening pleasure. The goal of this article is to encourage Music Memory coaches around the state to give careful consideration to teaching this program as full school year curriculum.

It has been taught in that manner in Austin ISD since 1980. For students to fully understand the materials and achieve the life-long learning that we know can occur, it takes many repetitions over an extended amount of time. The current push to hold contests in the fall completely negates all our information about best teaching practices.

The Music Memory program gives students a collection of famous melodies that they can whistle or sing, or for which they can purchase tickets to live performances or a recording to enjoy over and over throughout their lives. The selections are carefully chosen from the five major historical periods — Renaissance, Baroque, Classical, Romantic and Contemporary (including jazz) — to be appropriate for students in grades three through six, and to be excellent examples of music that has stood the test of time. Respected composers of orchestral, vocal, choral, band and keyboard pieces are featured.

Music Memory originally began as a national program after a speech was given in 1918 at the Music Supervisors Association Conference (now the Music Educators National Conference).

It spread throughout the country, and was a strong force in music education through the 1940s. UIL sponsored the program as a full school year curriculum in Texas during that time. The program then died out until I revived it in the 1979-1980 school year, with the help of six pioneering Austin music teachers.

The Music Memory program, as a full school year curriculum, was given a national award in 1987. *The American School Board Journal* and the *Executive Editor*, two national publications, ran a curriculum idea contest.

More than 1,000 programs were submitted from all over the country. Music Memory was selected as one of the “100

Official Music Memory List 2005-2006

Composer	Major Work	Selection
Praetorius	Suite in D	I. "Courante"
Handel	Water Music Suite, No. 2 in D	"Alla Hornpipe"
Vivaldi	Gloria in D	"Gloria in excelsis Deo"
Bach		Fugue in g minor
Beethoven	Symphony No. 6, "Pastorale"	4 th Movement
Mozart	The Marriage of Figaro	Overture
Haydn	Symphony No. 88	4 th Movement
Mussorgsky/Ravel	Pictures at an Exhibition	"Hut of Baba Yaga"
Elgar	Pomp and Circumstance, Op. 39	No. 1 in D
Verdi	Rigoletto	"La donna è mobile"
Granados	Danzas Españolas	"Playera"
de Falla		"Spanish Dance"
Barber		"Commando March"
Holst	The Planets	"Jupiter, the Bringer of Jollity"
Gillespie		"A Night in Tunisia"
Monk		"Travel Song"

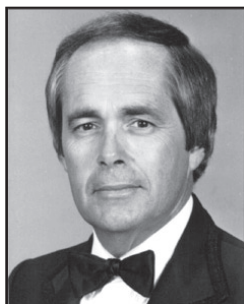
*There are no separate titles for grades 3/4 and 5/6.

Most Creative and Replicable Curriculum Programs” in the nation. The Music Memory program has been successfully taught in thousands of schools across Texas for the past 25 years. Please consider including it in your school as a worthy part of the full school year curriculum.

Start teaching the pieces in September, and request that the Music Memory Contest be held at the spring meet in your area.

Growing pains

Committee designs new alignments to address population growth



Richard Floyd
Director of Music

Few issues can generate more debate among Texas high school band, choir and orchestra directors than realignment. Why? Whereas in athletics and academics the issue of reclassification and alignment is visited biannually and is an ongoing process, modifications in music region alignment,

commonly driven by population growth or shifts in population centers, tend to be much less frequent.

In fact, since the 1970's only two regions have been added to the music region alignment structure. Region 23 was created to meet the growth needs of the Houston area in 1997 and in 2001 Region 24 was added to address similar concerns in the Dallas/Fort Worth metroplex. Thus, such actions do stimulate dialogue as music educators across the state "take ownership" of the process and rightfully voice their personal priorities regarding alignment options under consideration.

The practice of waiting until problems reach critical mass before examining alignment issues has accommodated growth in the past. However, current population projections suggest that a more pro-active plan of action was essential if we are to meet future needs.

In reality, school districts in metropolitan districts are adding new high schools at an astonishing pace. A recent newspaper editorial indicated that Austin will exceed San Antonio in population in the coming decade. Dallas, Fort Worth, Houston, Laredo and the Rio Grande Valley continue to experience record growth. In a recent address, the commissioner of education stated that Texas will

add the equivalent of a Fort Worth Independent School District to the school population of Texas every year for the foreseeable future. In short, times are changing and the strategies of the past will no longer meet the challenges we now face.

In order to examine this phenomenon the UIL, in cooperation with the Texas Music Educators Association, assembled a committee of music educators representing all music disciplines, areas of the state and school classifications. This committee met in the summer of 2003.

Why involve the TMEA one might ask? Simply put, the music regional alignment of Texas serves the educational and competitive needs of a broad spectrum of music activities. For over half a century the UIL and TMEA have worked together to provide an infrastructure that affords music students in Texas multiple opportunities for educational competitive experiences. In recent years, the Texas Association of Small School Bands has also become a critical component of this complex structure.

Thus, it was crucial that plans for the future would need to embrace the vision and priorities of all entities dedicated to the music students of Texas. After extensive examination of participation data and population projections, the study committee determined that a plan comprised of 28 regions and 7 areas be formulated. Furthermore, it was proposed that region alignment would remain consistent while area alignments would be crafted to meet the specific needs and priorities of the UIL, TMEA and ATSSB. In other words while the region alignment would be consistent for all entities, area alignments would be configured to meet the specific needs of each competitive process.

In the final analysis the new alignment is not intended to simply address the immediate problems of growth in certain areas of the state but rather

to create a template that will accommodate the dramatic population growth of the next decade. As one examines the new plan one should consider the following criteria that drove the process:

(1) Regions should be developed that, to the greatest extent possible offer reasonable competitive parity for bands, choirs and orchestras within each region.

(2) Future growth including the documented opening of future new high schools should be factored in to the alignment for each region.

(3) Regions in metropolitan areas should be configured to accommodate the inevitable growth that will occur into the next decade.

The new alignment will be announced on April 15 and will go into effect for the 2006-2007 school term. It will be posted simultaneously on both the UIL and TMEA websites. In the coming months plans will be launched to create Region Executive Committees for the new regions and new UIL Music Region Executive Secretaries will be hired. Plans will also be finalized to provide "seed money" to launch each of the new regions. Every effort will be made to insure that implementation of the new region alignment will move forward in a positive fashion and as problem-free as possible.

No alignment in UIL music contest history has been guided by such an extensive amount of data and grass roots input. Countless hours of research and planning have been invested in the process with the singular goal of creating a region and area alignment that addresses immediate needs while preparing for the growth of the future. No, not everyone will be pleased with what they see. Yes, there will be "growing pains" as the plan is implemented. But with the help of school administrators and music directors the new plan should serve the competitive needs of educators and music students throughout Texas well into the next decade.

Judges must adjust to the new critique sheets

David Lambert

Concert Band VP for TMAA

You can't teach an old dog new tricks. A zebra can't change its stripes. Old habits are hard to break. If it ain't broke, don't fix it. UIL judges just can't change the way they write critiques.

Yes, they can ... and they should.

Change is not easy — any kind of change. It is human nature to establish a "comfort zone." When we do things the same way for numerous times, those things become habits, and as we know, old habits are hard to break.

In the past, the UIL music critique sheets were

designed so that the adjudicator wrote a commentary on each selection that the group performed. Judging involved trying to give as much detail to each selection as possible so as to justify the rating that was given. Over time, it became evident that, while this did have merit, it often limited the understanding of the comments to the conductor and, occasionally, the performers.

Parents and administrators reading the critiques often did not understand what the comments meant. Clearly, there had to be a solution that would meet the needs of all.

To answer that need, a committee was organized

to study the issue and create an adjudication sheet that would still provide positive comments and suggestions for improvement to the performers, while speaking to more than the selection(s) performed that day.

Their goal was to develop a critique sheet that could be easily understood by all who read it. Hence, the "new sheet", as it is often still called, came into existence.

However, many adjudicators still treat the "new sheets" as if they were the "old sheets." Some still feel the need to write an evaluation of each

See New critique sheets, page 9

View New Music
Region Alignment
for Fall 2006
at
www.uil.utexas.edu
Available
April 15, 2005

TMAA
Constructive
Comments
Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
TO:

Dr. Jay Dunnahoo
Executive Secretary
Texas Music
Adjudicators
Association
410 Coronado Dr.
Kerrville, TX 78028
830/792-5224
Fax: 830/792-5917
(see article page 9)

New critique sheets: Breaking an old habit doesn't come easy

continued from page 8
selection performed rather than a critique of the overall performance.

Old habits do die hard and some of us still refuse to accept the fact that we have a "new" critique sheet for concert and sight-reading that requires us to take a different approach in writing our evaluation of a musical performance.

Now, rather than giving a critique of each selection performed, we can write a summary of how the group performed tonally, technically, and musically.

Rather than telling the performers things they probably already know, 'You began rushing at measure 35 and it almost fell apart, or the intonation was not good at rehearsal letter C.', we can take a more global approach to the evaluation.

Hopefully, the student performers are aware of the errors that occurred during their performance. The adjudicator really doesn't need to tell them this information in detail.

The students will be better served by giving them a summary of how they performed in the three areas of sound, technique and musicianship.

In some cases, the evaluator is supplying taped comments and can elaborate as much as he or she wants on particular details as they occur throughout each selection of the performance. In all cases, the adjudicator has the musical score on which he or she can circle and write comments as the group performs.

At the end of the performance, the adjudicator can then give commentary on how the group performed in the aforementioned areas. Also, at the adjudicator's disposal are a series of captions within each area where pluses or minuses can be circled to better explain the problems that took place or where the performance was exceptionally good.

If something was extremely good, circle the plus option. If it was a persistent problem that affected the overall performance, circle the minus. If it was neither, circle nothing.

The idea is to provide an adjudication sheet that will justify the rating and allow a parent, student, teacher, or an administrator to understand why the group was evaluated as it was.

It also provides the performers with a critique that will allow them to address needs for improvements overall rather than how to correct only specific problems related to the selections performed on a given day.

This approach may require adjudicators to be more thoughtful in the way their comments are written. After all, those little boxes on the critique sheet aren't very big and we want to give positive feedback as well as suggestions to the performing group as to how they might improve.

For example, it is easy to say something like, "Today's performance had some serious intonation problems."

It tells the students something that they did wrong, not too negative, just a matter of fact. While it addresses the performance it does so in general terms. There were problems with intonation.

However, it doesn't tell the students how they might improve the problem. If the comment is turned around with a more positive spin and reads, "try to develop some exercises that require the members of the organization to listen more carefully to one another and many of the problems that you had with intonation today might be improved."

This comment points out the problem but it also recommends a possible solution. If the adjudicator has a specific exercise that has worked for him or her, include it on the back of the adjudication sheet if the box does not allow ample room.

Another comment might be, "there seems to be an overall lack of dynamic contrast in your performance today."

Perhaps a more effective statement might be, "the group should try to emphasize the natural rise and fall of the musical lines to achieve better dynamic contrast and create more emotion in your performance."

The second statement still tells the performers what the adjudicator believed to be wrong. The performance lacked dynamics and emotion. However, this brief statement also includes a possible solution without going into great detail. The examples are endless.

All the adjudicator needs to do is change the way he or she addresses the problem. Approach it with the idea of helping the performers improve, not just pointing out the specific flaws that were heard. Too often when we face something new, we tend to avoid it rather than embracing it to see if, in fact, it might actually be a better way to accomplish the same goal.

I urge all of you who take on the role of adjudicator this year to make a concerted effort to use the "new sheet" as it was intended.

Address the performers about their tone, their technical abilities and, above all else, their musicianship. If you still must address each selection, turn the adjudication sheet over and do so on the back. But first and foremost, help our young musicians see a bigger picture.

Help them see beyond how well they performed three selections on the stage or how well they sight-read a single piece of music on a given day. Help them to understand how to improve their overall abilities so they can better comprehend and perform the next musical selection that is placed before them.

Lone Star Cup update #3

Standings include: Marching Band, Team Tennis, Cross Country, Volleyball, Football, Swimming and Diving, Wrestling, Basketball

5A

1. Humble Kingwood	54
2. Southlake Carroll	50
3. Austin Westlake	46
4. Cedar Park & The Woodlands (Conroe)	38
6. San Antonio Churchill	34
7. Plano West & Lubbock Coronado	32
9. Brownsville Rivera	30
10. North Crowley, DeSoto & Humble	28

4A

1. Dallas Highland Park	56
2. Boerne	48
3. Lewisville Hebron & Dallas Lincoln	38
5. Pflugerville Connally	36
6. Frisco	34
7. SA Houston & Fort Worth Dunbar	32
9. Klein Oak	30
10. Corpus Christi Calallen,	28
Dallas South Oak Cliff,	28
Amarillo Palo Duro &	28
Corpus Christi Flour Bluff	28

3A

1. Canyon	62
2. Glen Rose & Wimberley	36
4. Gilmer, Devine & Silsbee	34
7. Abilene Wylie	30
8. Graham, Van & Texarkana Liberty-Eylau	28

2A

1. Kountze	42
2. Poth	36
3. Quitman & Canadian	34
5. Argyle, Crawford, Celina &	30
Little River Academy	30
9. Tuscola Jim Ned	28
10. Crane, Howe, Wall	26

1A

1. Windthorst	40
2. Throckmorton	34
3. Nazareth	30
4. Sulphur Springs North Hopkins	28
5. Briscoe Fort Elliott	26
6. Stratford, Morton, Seagraves	24
9. Harleton, Goldthwaite, New Deal	22

TILF scholarship opportunities open

All UIL Academic Regional Meet winners should check the UIL Web site for scholarship information from the Texas Interscholastic League Foundation, and you may download an application.

This year an option to fill in your application before printing the application is available. It will not save, and you do not send it on-line. Graduating high school seniors who compete in the UIL Academic State Meet either this year, or in previous years, may apply for TILF scholarships between April 1 - May 10, 2005.

Since the inception of TILF in 1958, over \$19 million has been disbursed through colleges in Texas to 14,500 academically talented students.

Brochures and applications were mailed to all high school principals and counselors in March of this year, and can be viewed on the UIL Web site at uil.utexas.edu.

Click on the TILF button at the UIL website.

All TILF scholarship applicants must meet these five requirements:

1. Compete in one of the UIL Academic State Meet Contests (applicants must have competed on the state level of competition), including: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* and Lincoln-Douglas), Journalism (Editorial Writing, Feature Writing, Headline Writing and News Writing), Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writ-

ing, Science, Social Studies, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking and Persuasive Speaking) and Spelling & Vocabulary.

Special Note: *Only Cross-Examination Debate State Meet competitors advancing to the second day elimination rounds as one of the top 16 teams may apply. Do not list first day CX competition on page one of the application.

2. Submit high school transcript including verified ACT and/or SAT scores, verified rank in graduating class and size of graduating class. Transcript should be complete through mid-year of the senior year and include the seven-semester high school grade point average converted to a 0-100 scale with decimals, (i.e., 93.45.) Additional six weeks grade reports are appreciated. School may place materials in a sealed envelope, if desired.

3. Submit a completed application and parents' IRS 1040 forms, pages one and two, to the League office between by May 10, 2005

4. Graduate from high school during the current year and begin college or university in Texas by the following fall semester.

5. Attend an accredited college or university in Texas, take a 12-hour per

term minimum course load, and maintain a minimum 2.5 grade point average. Some donors require a higher GPA and more hours per term.

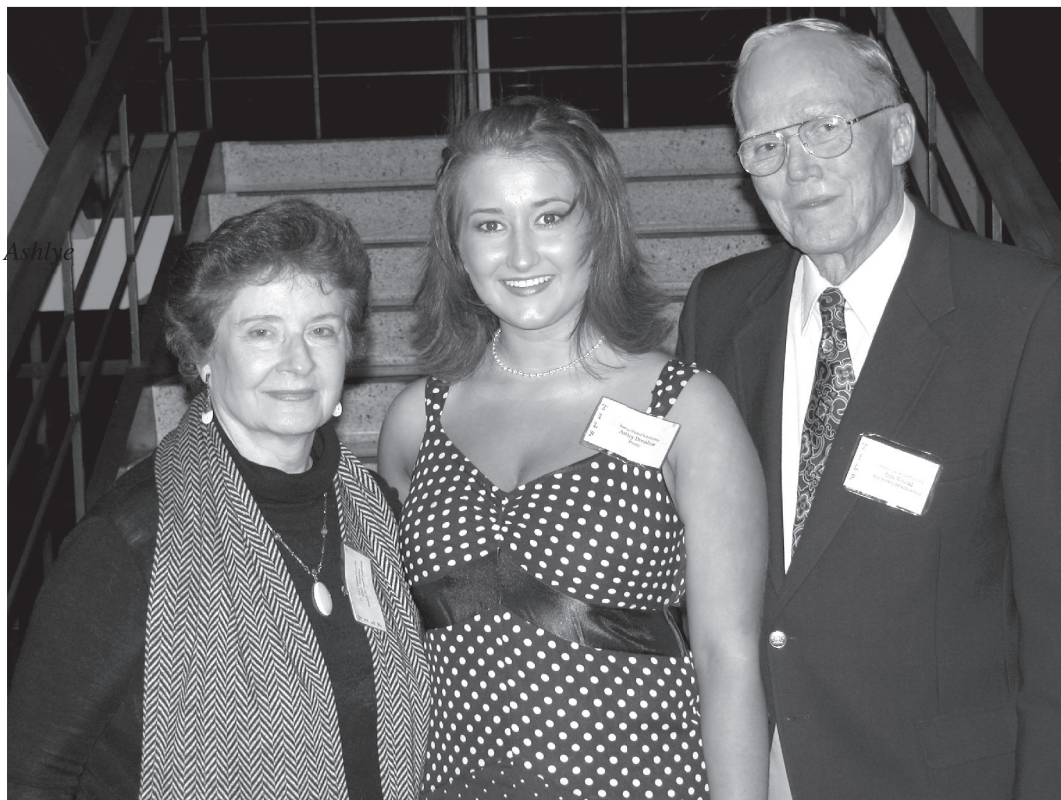
Scholars' grades impressive

During the 2004 fall semester, grades for 502 scholarship recipients attending 54 colleges and universities in Texas compiled some impressive GPA statistics. Approximately 29 percent of the students made a 4.0 GPA, 62 percent made a 3.5 or better GPA, and 83 percent made a 3.0 or better GPA. Though not everyone that applies can receive a TILF scholarship, certainly those who are eligible to apply should do so.

Students who have participated in the UIL Academic State Meet during any year in high school are eligible to apply to TILF during their senior year.

Qualified students may write for 2005-2006 Scholarship Opportunities and an application by enclosing a self-addressed, stamped (two first class stamps) envelope to: TILF, Box 8028, Austin, Texas 78713-8028.

Recipients must begin school by the fall following graduation from high school and must attend school at a college or university in Texas. Applications must be postmarked by May 10, 2005. Announcements will be mailed to all applicants on June 17, 2005.



At the TILF banquet, UT student Ashley Donahue (center) stands with Mary Stamps and Jack Whited, the donors for her scholarship. Photo by Jeanne Acton

Conference: Many sessions offered to prepare directors for upcoming year

continued from page 1

es, preparing for the music memory contest and building grass-root support through academic booster clubs. Now in its ninth year, the 2005 Capital Conference promises to be the best ever.

Sessions include:

- mastering the UIL High School Spring Meet online entry system
- getting organized
- UIL and state eligibility rules
- building a UIL academic program in a Title 1 school

- analysis of the new CX topic
- polishing the one-act play
- recruiting coaches and students
- regional academic meets: challenges and opportunities
- stipends, contracts and other money matters
- resources for the new prose and poetry categories
- the role of the academic coordinator
- building a strong speech & debate program
- organizing the one-act play contest
- math and science contests
- creating a strong elementary/junior high

program

- coaching individual elementary/junior high contests
- tips on hosting invitational and district meets
- working with the athletic department, booster clubs and other groups
- training high school speech judges
- tips for the new one-act play director

Specific classes will be offered for first-time as well as veteran coordinators/coaches/directors for high school and elementary/junior high.

2005-06 Literary Criticism Reading List

FICTION

Selections by William Faulkner (1949 Nobel Prize winner) in *The Portable Faulkner*, edited by Malcolm Cowley. ISBN 0-14-243728-X. 2003 paperback. List price: \$17, Penguin Classics. Penguin Group USA, 403 Murray Hill Parkway, East Rutherford, NJ 07073-2136. Toll free 1-800-788-6262.

Texas Educational Paperbacks price: \$11.05.

Texas Educational Paperbacks — 4433 Mint Way, Dallas, TX 75236; 800/443-2078; 800/437-7070 (fax); daver@tepbooks.com.

The following sections of *The Portable Faulkner* have been selected for the competition.

- “A Justice.” Time: 1820. pp. 3-18.
- “The Courthouse” from *Requiem for a Nun*. pp. 19-50.
- “Was.” from *Go Down, Moses*. Time: 1859. pp. 76-96.
- “Raid.” from *The Unvanquished*. Time: 1864. pp. 99-128.
- “Wash.” Time: 1869. pp. 129-142.
- “An Odor of Verbena.” Time: 1874. pp. 143-173.
- “Spotted Horses.” from *The Hamlet*. pp. 291-350.

- “That Evening Sun.” Time: 1902. pp. 353-371.

- “A Rose for Emily.” Time: 1924. pp. 392-402.

- “Dilsey.” from *The Sound and the Fury*. Time: 1928. pp. 403-43.

- “Percy Grim.” from *A Light in August*. Time: 1930. pp. 559-570.

- “Delta Autumn.” from *Go Down, Moses*. Time: 1940. pp. 571-594.

POETRY

Selections by Alfred, Lord Tennyson (Poet Laureate of England) in *The Mentor Book of Major British Poets*, edited by Oscar Williams. List price, \$5.95. ISBN 0-451-62537-0. New American Library, P.O. Box 999, Bergenfield, NJ 07621. Toll free 1-800-331-4624.

Texas Educational Paperbacks price: \$4.52.

All 36 of the selections in *The Mentor Book of Major British Poets* have been chosen for UIL competition. Any unabridged edition of these selections will be appropriate for the competition.

- Mariana
- A Spirit Haunts the Year’s Last House
- Tithonus

- Of Old Sat Freedom on the Heights

- St. Agnes’ Eve

- The Lotus-Eaters

- Ulysses

- Tears, Idle Tears

- Now Sleeps the Crystal Petal

- Come Down, O Maid

- The Splendour Falls

- The Eagle: A Fragment from *In Memoriam*

- A. H. H.

- Strong Son of God, Immortal Love

- I Held It Truth with Him Who Sings

- Dark House, by White Once More I Stand

- If One Should Bring Me This Report

- I Envy Not in Any Moods

- If Sleep and Death Be Truly One

- The Baby New to Earth and Sky

- Be Near Me When My Light Is Low

- O Yet We Trust that somehow good

- When on My Bed the Moonlight Falls

- I Cannot See the Features Right

- What Hope Is Here for Modern Rhyme

- How Pure at Heart and Sound in Head

- Ring Out, Wild Bells

- O Wast Thou with Me

- O Living Will that Shall Endure

- The Two Voices

- See What a Lovely Shell

- I Have Led her Home, My Love

- Cower in the Crannied Wall

- To Virgil

- Break, Break, Break

- Crossing the Bar

DRAMA

Arms and the Man by George Bernard Shaw (1925 Nobel Prize winner). List price: \$2. ISBN 0-486-26476-9. 1990 paperback. Dover Publishing Company, 31 East Second, Mineola, NY. Toll free 1-800-223-3139.

The play is also available in *Plays by George Bernard Shaw*, ISBN 0-451-52434-9, Signet Classic from the Penguin Group and in other anthologies of Shaw’s plays. Texas Educational Paperbacks price: \$4.52.

Handbook — Authority for Part I of the contest, Literary History and Literary Terms: A Handbook to Literature, eds. C. Hugh Holman and William Harmon, 7th, 8th, or 9th edition. ISBN 0-13-097998-98. The book is available only from Prentice-Hall. Toll free: 1-800-848-9500.

Academics: Contests bring out the best in students

continued from page 3

beat-up school bus to invitational meets. Overcame butterflies and writer’s cramp. Won some they should have lost. Lost some they should have won. Survived to tell the story.

Chances are, they did all this in relative anonymity. Might have received some recognition over the school PA system Monday morning, but probably didn’t. Daily newspapers rarely cover high school kids unless they’re shooting a ball or a gun.

Oh well, I’m satisfied knowing these kids are the best the state has to offer.

The world is crying out for young people who are creative, diligent and disciplined, kids who are motivated by something more than celebrity and fortune. The cure for muscular dystrophy won’t be found in front of a studio audience. This nation’s fiscal mess won’t be solved by people grandstanding in front of a TV camera.

Only those willing to devote the time, energy, focus and passion will be capable of solving our planet’s most vexing problems: hunger, war, disease, injustice.

And they’ll have to overcome enormous odds to do so. The entrenched global interests will sur-

render their stations neither quickly nor quietly. The struggles ahead will dwarf the battles already fought, I fear.

But I take heart in knowing that the young people who’ve participated in our contests are better equipped for the coming scrape than if they’d not participated. We’ve nudged them in the right direction and they took the jump.

So what did they get from it, beyond possibly a medal or ribbon or trip to the Red Lobster in Lubbock or Waco? They forged friendships that will last a lifetime. The made memories they’ll cherish forever. They learned how to think on the spot, how to write with power and clarity, how to speak with confidence in a public setting, how to solve a seemingly unsolvable problem.

They learned they possessed the discipline, the grit to drag themselves out of bed at 5:30 on a Saturday morning after arriving home from an away football game at 1:30 to catch a 6:15 bus going to an invitational meet 150 miles away. They learned to survive on cold pizza, flat Dr Pepper and stale potato chips.

They learned it’s OK to be smart.

What more could anyone want or need?

Elem/JH: Review calendar before planning fall/spring meets

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be used Feb. 1 through May 15, 2006.

Schools hosting a meet outside those time periods will have to purchase our UIL invitational meet materials (available Nov. 1 – March 31) or procure test materials from some other source.

I’ve received several calls about the Official 2005-06 Music Memory List, and have included it in this issue, along with a guest column by former music memory consultant Molly Tower. I know many music coaches enjoy working with the selections over the summer as they devise teaching strategies and classroom activities.

As you arrange your own summer schedule, and the well deserved ‘down time’ with no plans at all, we encourage you to attend the UIL Capitol Conference. The conference takes place July 8-9 at the University of Texas at Austin.

Elementary and junior high sessions on coaching specific events, building programs and running meets help coaches and administrators develop strong academic programs that complement student learning across the curriculum. More information and the registration form are posted on our web at <http://www.uil.utexas.edu/aca/CapCon05.html>. Experienced coaches and coordinators serve as presenters, and we’re planning to include workshops suggested by participants last year. Conference attendees can receive Continuing Professional Education credits for workshops attended. If you are interested in presenting a workshop session, please contact me.

Taking home the title



Spring means championships. (Above) Athletic Coordinator Mark Cousins hands out medals at the State Wrestling Meet held in the Delco Center in Austin. (Right) The Brock High School team shows off its trophy and medals after winning the 2A State Basketball Championship at the Erwin Center. Photos by Jeanne Acton

Souls, not soles

Good coaches have the potential to change students' lives forever

By Brent Northup

Film Critic

(The following article is reprinted with permission from the author. It was originally published in the Helena Independent Record.)

Having been a coach of athletes and speakers all my life, I'm drawn to movies about coaches. I believe, in self-defense I suppose, that it's possible for a caring coach to play a role in transforming lives.

I also believe a selfish overly-competitive coach can do considerable damage with the lives placed in his or her care.

One well-placed arm around the shoulder or one ill-timed criticism can change the weather in a student's life, for better or for worse.

I'll delay the start of the review to travel down a short dusty road to share a quick story of a coach of the best kind.

His name was C. Lee Turner, and he coached speech and ran the theater program at an inner city high school in Houston in the 1970s. His students came from poor homes, if they had homes at all.

C. Lee taught these students to believe in themselves. He let them sleep on the floor of his home any night they needed a safe haven. He supervised their study and helped some to obtain acting scholarships to prestigious schools.

The plays produced at M.C. Williams High School during his years rivaled the productions at professional

theater companies.

At the same time, I coached speech at Kinkaid School, a prestigious, mostly white private school in Houston. I surprised a few parents when I informed them that I was taking their sons and daughters on a field trip to M.C. Williams high school so these future diplomats and corporate leaders could soak up the wisdom of C. Lee Turner.

Memories of C. Lee Turner flooded back to me as I watched *Coach Carter*, the based-on-life tale of a basketball coach who valued education more than winning games at his inner city school, Richmond High in California.

The story is well known: Coach Carter required his players to sign a contract promising to maintain a 2.3 grade point average or be suspended from playing.

A task-master, Carter turns these undisciplined kids into a UCLA-like machine that ends the first semester undefeated.

But then grades arrive, and Carter benches the whole team and cancels practices and games. He says no one goes back to the court until grades rise.

Needless to say, the community goes crazy, demanding the return of their winning team to the court.

Parents are outraged.

Even the principal seems more concerned about winning than learning, although she slowly sees the wisdom of Carter's ways.

Samuel L. Jackson turns in a memorable, authentic performance as the coach who cares more about the hearts and heads of his players than their jump shots and

rebounds.

It's a film full of clichés, but a believable script and dead-accurate acting draws us into the story as if it's the first such tale we've ever encountered.

I was hooked early, stayed late and loved every moment. The script, bound to historical facts, avoids the Hollywood ending and, in so doing, magnifies the power of the message.

As Coach Carter rescues a street kid from drugs and steers him towards a life that will include college, I thought back to C. Lee Turner and smiled.

Thank goodness for such courageous teachers/coaches who are willing to sacrifice their own sanity and peace of mind to bring hope into the lives of their most challenging student-athletes.

I can only imagine the heartfelt thank you cards coaches C. Lee Turner and Ken Carter receive at Christmas from people whose lives were forever changed because they found a mentor who loved them too much to let them fail.

My own life reached a crossroads in 1962 when my Port Angeles High School track coach Art Fiero walked up to me after I cost our 880-yard team a relay victory and put an arm around my shoulder.

He said I would still be his anchor the next week but that I would be coming early, staying late and working very hard at practice.

I'm still thankful for Coach Fiero's love in time of defeat. Good coaches teach hope more than hoops, living more than running — and because of that lives are forever changed.

NCAA freshman eligibility standards: Number of required core classes to increase in 2005



Rachel Harrison
Athletic Coordinator

The NCAA recently provided new information to the UIL staff regarding initial-eligibility requirements and the NCAA Clearinghouse.

As most of you are aware, student-athletes who plan

to participate in athletics at an NCAA Division I or Division II institution must meet certain academic rules in order to participate as freshmen. Both Divisions I and II have increased the number of core courses prospective student-athletes must take in high school. The increase is from 13 to 14 core courses and is effective for any student who enrolls in college on or after August 1, 2005. Additionally, Division I only increases to 16 core courses for students who enroll on or after August 1, 2008.

It is vitally important that prospective student-athletes and their parents are aware of NCAA initial-eligibility requirements and the need to register with the NCAA Initial-Eligibility Clearinghouse. The NCAA asks all prospective student-athletes in Texas who wish to register with

the clearinghouse do so online. Prospective student-athletes will complete the clearinghouse application online, access their information using a PIN-protected system and have e-mail access to the clearinghouse. High school personnel also will have access to the clearinghouse via e-mail. The clearinghouse web site may be accessed directly at www.ncaaclearinghouse.net.

For more information regarding the new NCAA requirements, go to www.ncaa.org. Click on "Student-athletes and Parents" in the "Custom Home Pages" section. You can also call the NCAA Initial-Eligibility Clearinghouse toll-free at 877/262-1492. You may contact the NCAA at 317/917-6222.

QUICK FACTS

THE NEW RULE:

- **INCREASES** the number of core courses from 13 to 14. This additional core course may be in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy.

- **CHANGES** the Division I initial-eligibility index, or sliding scale.

- The 16 core-course rule **INCREASES** the number of core courses from 14 to 16 for Division I only. Students must complete

three years of mathematics (Algebra I or higher), and four years of additional core courses. The additional core course may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of the requirements are listed below.

DIVISION I

2005-2007

14 CORE COURSES:

- four years of English.
- two years of mathematics (Algebra I or higher)
- two years of natural/physical science (one year of lab if offered by high school).
- one year of additional English, mathematics or natural/physical science.
- two years of social science.
- three years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION I

16 CORE-COURSE RULE

2008 and after

16 CORE COURSES:

- four years of English.
- three years of mathematics (Algebra I or higher).
- two years of natural/physical science (one year of lab if offered by high school).
- one year of additional English, math-

ematics or natural/physical science.

two years of social science.

four years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II

2005 and after

14 CORE COURSES:

- three years of English.
- two years of mathematics (Algebra I or higher).
- two years of natural/physical science (one year of lab if offered by high school).
- two years of additional English, mathematics or natural/physical science.
- two years of social science.
- three years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

PLEASE NOTE: Computer science is being **eliminated** as an acceptable core-course area for students first entering any college or university on or after Aug. 1, 2005. Students entering college on or after Aug. 1, 2005 may not use any computer science courses in meeting the core-course requirements, unless the course receives graduation credit in mathematics or natural/physical science, and is listed as such on the high school's list of NCAA-approved core courses.

Spring means it's time to organize for the state tennis tournament



Darryl Beasley
Asst. Athletic Director

It is that time of year. Spring. It brings the vernal equinox when night and day is nearly the same length. It also brings daylight savings time. We have more daylight in the evenings to begin our spring cleaning. We can store our winter clothes and organize the garage. This is a great opportunity to get things in order.

It is also time for spring tennis and preparing for post-season

competition. This column should help with organization and proceedings from district to regional and regional to state for spring tennis.

District tournaments may be held on April 4-9 or April 11-16, with each school entering two boys' singles, two girls' singles, and two boys' doubles and two girls' doubles teams. First and second place in district, single and doubles, boys and girls, advance to the regional contests.

Your district tournament entries should be mailed to the director on or before the 10th day before the first day of the tournament, and districts may authorize a scratch meeting after the entries are submitted for substitutions.

After your district tournament, the director will certify all entries to the regional tournament director. The regional tournaments may be held April 25-30. You will need to contact your regional director for exact dates and time.

At the regional contest, substitutions can be made in a school tennis doubles team but not in singles. Call the regional director prior to Monday afternoon, April 18, regarding changes in doubles teams.

The regional tournament director has two options for making the draw. Those two options are draw by lot or by seeding. Regardless of procedure, the first place winners and the second place winners from the same district will be in opposite brackets. The regional directors will certify all entries to the State Tournament director.

The spring tennis state tournament will be held May 9-10 at Penick-Allison on the UT Campus for 4A and 5A and at World of Tennis at Lakeway for 1A, 2A and 3A.

Coaches can pick up packets at 7 a.m. Monday, May 9, at their site. Before the state tournament begins, a substitute may be made by the qualifying school in doubles but not in singles. If possible, call the League office prior to Monday afternoon, May 2, regarding changes in doubles teams. Other doubles substitutes may be permitted before the beginning of the tournament by notifying the site director. Substitution can be made for illness, injury, loss or gain of academic eligibility or if a student is penalized by the school for misconduct or violation of the code of conduct.

The UIL staff will do the pairings for the state tournament by conducting a drawing to determine the brackets. The UIL staff will ensure that a regional winner will play a regional runner-up in the first round. Seeding will not be used. Therefore, seeding information is not needed or required. The draw will be random, and regional representatives will be placed in opposite halves of the bracket.

Now, we are prepared for post-season spring tennis. The spring cleaning is done, and it is time to enjoy a little spring fever. Get outdoors and begin the march to the state tournament.

No easy answer

Steroid issue raises many concerns with no clear, simple solution

PUBLIC REPRIMANDS

BASKETBALL

Danny Harrison, Ferris
Mike Gossett, Hallettsville
Curtis Knight, Round Rock
Terry Parker, Martinsville
David Beaver, Collinsville
Kyle Moore, Gladewater
Sabine
Lance Lewis, San Antonio
Lanier
Carl Pennington, Wichita Falls

SOCCER

Domingo Guterrez, Uvalde
John Tuggle, Mineral Wells
Randy Hammontree, Palestine
Eric Littlejohn, Fort Worth Paschal
Bruce McCall, Round Rock Stony Point
Warren Cottle, San Angelo Central
Luis Cardona, Odessa Permian
Eduardo Silva, United LBJ
Ernesto Espinoza, Socorro
Primo Guterrez, Klein Forest

BASEBALL

Todd Sparks, Pittsburg
Peter Schmidt, Hutto
Charlie Zielman, Ysleta Bel Air

SOFTBALL

Leigh Ann Stolle, Hutto

FOOTBALL

Brian Justice, Goose Creek Highlands Junior High



Charles Breithaupt
Athletic Director

Earlier this year nine students in a suburban school in the metroplex confessed to having used anabolic steroids. While this brought on a great deal of national media attention and many questions and suggestions, it was not the first time the UIL has addressed this very serious problem.

The UIL has been part of a 20-year odyssey designed to educate parents, students and coaches about performance enhancing drugs, including anabolic steroids.

We have delivered materials to our member schools, supplied to us from the National Federation of High School Associations and the NCAA. We have designed materials for the education of each aforementioned group regarding these harmful drugs. The UIL has disseminated videotapes and posters to schools and has created materials that may be easily reviewed and downloaded from our web site.

Furthermore, the UIL has discussed the dangers of performance enhancing supplements and drugs with nearly 20,000 coaches across the state.

We have participated in educational seminars for superintendents and principals with the key message being the health and safety of our student athletes.

Additionally we worked with the Region X ESC to establish the first steroid summit in our state in late February. We have pledged our efforts to work with other Educational Service Centers to provide the same program.

Additionally, the UIL Legislative Council, along with the Commissioner of Education formed a Medical Advisory Committee to investigate the practices and programs of the UIL. This committee of medical practitioners advises and recommends rule proposals relating to the safety of student athletes to the UIL Legislative Council.

The UIL has taken a firm hand through the years in areas relating to safety. UIL rules limit the length of seasons, games and practices. Most importantly, the UIL requires specific standards for pre-participation physical examinations and medical history forms.

The UIL, through the Medical Advisory Committee, has developed a standardized concussion management protocol. This committee has tackled numerous health related issues including heat stress and heart related issues. The Medical Advisory Committee has discussed at great length their

concern with performance enhancing supplements including anabolic steroids.

Many involved in the lives of these athletes in question would play the blame game. Parents are quick to blame the school and its coaches for failing to act responsibly in dealing with this issue. Schools blame parents for failing to monitor their own children. Many would blame law enforcement for failing to enforce the law.

The media blames the UIL for failing to have a testing component. Many of us blame BALCO, Barry Bonds, Mark McGwire and Sammy Sosa.

The truth is that we share the blame. But, today should not be about affixing blame.

We should be about the business of collaborating to find a way to solve this problem that plagues our society. Some surveys indicate that schools do not feel steroids are a problem with their students.

On the other hand, one study claims that one out of every 16 students have experimented with steroids. Either way, if one student is using anabolic steroids, we should work diligently to stamp out this problem.

Our efforts have not been centered on penalties and punishment. We have focused our energy on finding the best solution for the youth of our state. Our staff has met with the NCAA, the Big XII Conference, the National Athletic Trainers Association, the National Football League and Major League Baseball regarding testing programs. The advice we have received from each of these groups is to proceed cautiously. Their advice has been that a poorly designed testing program is worse than no program at all.

We have also investigated educational components that would serve as a deterrent to steroid usage. The spokesman for one such company, Dr. Lynn Goldberg, suggests that testing and scare tactics do not work. He has commented that the slogan "Just say no" does not work. His belief is that a proper education program that provides positive alternatives serves as more positive deterrent than does testing.

So, we are left with these facts. The UIL has nearly 1300 high schools and almost 1500 middle schools. Within those schools over 1.25 million students participate in athletics.

If we combine the professional sports of football, baseball and basketball we find fewer than 100 teams and less than 3,000 professional athletes. This is fewer than we have participating in six-man football in Texas.

Major league sports have billion dollar support systems. The commercialization of these sports allows for gigantic television packages further supporting their gluttony. Therefore, they have

no issues with the costs of testing.

Perhaps one possible funding solution would be to collect a \$1 surcharge on every ticket sold to a professional game in Texas. This minimal amount could generate approximately \$7 million that could be used to implement both a testing and educational program in Texas high schools.

The NCAA has many of the same resources. There are fewer than 300,000 student athletes participating across the country.

But armed with billion dollar contracts with CBS for the rights to March Madness, not to mention the Bowl Championship Series in football it is easy to see why the NCAA does not hesitate to test for steroids.

In the professional leagues as well as with the NCAA there is one common denominator. They are all dealing with adults. We, on the other hand, are dealing with minors. While the Supreme Court has ruled that local school boards may institute testing there has been no legal test involving state associations. That may be why none of the other 49 state associations have entered into the testing business.

Other problems must be considered if testing is to be implemented. As our schools weigh the expense of testing, privacy concerns and loopholes in testing procedures will be major concerns. The nature of the test is critical.

Tests that require close monitoring will likely prove to be invasive to our students. Masking agents and other devious methods used to beat the tests are also prevalent.

Finally, if testing is implemented, what penalty will be given to those who test positive? Should zero tolerance be the standard? Should the policy be three strikes, and you're out? Should a team be required to forfeit if an individual tests positive?

In any case the UIL staff will continue to collect information.

We will continue our pursuit of the best educational materials for our schools. At the same time, we will investigate the best practices for testing for illicit steroids.

Once this information is collected, it will be presented to the UIL Advisory Committee on April 14. Following this meeting the same information will be provided to the Medical Advisory Committee on April 17.

Finally, the UIL staff will forward proposals from these two committees to the UIL Legislative Council on June 14.

The odyssey continues, as the UIL is open to any and all suggestions regarding this serious topic. Here's hoping that through our collaboration we can and will do what is best for our greatest natural resource – the students of the state of Texas.

Reminders of upcoming changes



Peter Contreras
Athletic Coordinator

The spring is a blur for coaches, athletic directors, athletic trainers and athletic secretaries. Changes are not good at this time of the school year, and new information somehow quickly becomes old information.

In that spirit, maybe the following information will help.

Legislative Council

Legislative Council proposals that were approved by Commissioner of Education Dr. Shirley Neely last month are as follows:

- Expand the playoffs from three teams to four teams in Conference 5A in the team sports of football, volleyball, basketball, soccer and baseball. Effective with the 2006-2007 school year.

- Expand the playoffs from two teams to three teams in Conference 1A in the team sports of football, volleyball, basketball, soccer and baseball. Effective with the 2006-2007 school year.

- Eliminate the Texas Cup in Conference 1A. Effective next season.

- Add mixed doubles to the spring tennis plan, effective next school year.

- Extend the time period for the summer strength and conditioning program by one week in July, effective this summer.

The changes to the summer strength and conditioning program will allow sessions to be held after the last official day of school through the fourth Thursday in July.

Also, sessions conducted by school coaches can only include students who are incoming ninth graders or above from their attendance zone.

Golf

Some information in the coaches manual about the state golf tournament has been changed. Prices

for tournament green fees increased slightly. The following is the price scale for the practice rounds and tournament rounds.

Practice Rounds: May 8-11

Morris Williams — \$18;

Jimmy Clay — \$6.75 and \$18

Roy Kizer — \$21 and \$30

Tournament Rounds

May 9-10 and May 12-13

Morris Williams — \$38

Jimmy Clay — \$38

Roy Kizer — \$38

(The \$38 fee is per player for the two-day tournament and includes range balls each day. Additional range balls may be purchased for \$3 (small bucket) and \$5 (large bucket).

Make all checks payable to the City of Austin.

CORRECTION

In the Jan./Feb. issue of the Leaguer, we incorrectly reprimanded a coach. Heath Gibson of Collinsville should not have received a public reprimand. Collinsville basketball coach David Beaver should have received the reprimand. We apologize for this error.

Harper: Waiver officer retires for the second time

continued from page 1

While the position of waiver officer is stressful at times, he said the work environment at the UIL office was ideal.

"I told (current Athletic Director and Assistant Executive Director) Dr. (Charles) Breithaupt that this is the best job I ever had," Harper said.

"And not because of the money, but just because of the work conditions."

Harper had several jobs throughout his life.

His coaching career began in 1957 in Sinton, TX, where he coached football for 14 years and served as the Athletic Director for the last four years there.

From Sinton, Harper moved to Corpus Christi to coach and teach biology at Ray High School for 16 years. In 1987, he moved to Austin where he coached football and created the wrestling program at Austin High School.

In addition to coaching, Harper had many odd jobs as well.

He worked in highway construction, was a federal grain inspector and even ran a swimming pool at one point.

"If you didn't work in the summer, it was hard for your family to survive," Harper said.

This summer, Harper will work for the last time by helping with the transition for the next waiver officer.

He hasn't set a definite date as his last day at the UIL. His plans for his re-retirement aren't concrete, but Harper said in addition to golfing, hunting and reading, he will enjoy traveling the world with his wife again.

They've been to China, Spain, Africa, Scandinavia — every continent except Antarctica.

"We may even go there one of these days," Harper said. "We'd like to go to Israel, but it's been so dangerous over there that we haven't had a

chance to make that trip."

His next trip will be to Eastern Europe this summer.

That trip will be followed by many trips back to the UIL office to visit his friends.

"I'll miss this place," he said. "When you've been around for 11 years, people become family."



Sam Harper, the UIL waiver officer, will retire after working for 11 years at UIL. Photo by Jeanne Acton

HIGH SCHOOL CALCULATOR APPLICATIONS
Sec. 924 (g) (7) — All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus ~~four~~ TWO points for incorrect, skipped or illegible answers.

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

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

SUNDAY PARTICIPATION
Section 900 (b)
Students are not prohibited from participating in non-school-sponsored competitions and activities. Parents may take their children to meets provided that the school does not pay entry fees or other

related expenses and the coaches do not attend the competition. The fact that a tournament entry contains information as to which high school a student attends or information about the high school itself (address, coach, telephone, FAX, etc.) does not in and of itself constitute a violation. It may initiate an investigation into whether a violation occurred.

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

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

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

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

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

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

Section 924.g.1: (addition)
It is the responsibility of contestants to present to verifiers calculators cleared of all programmable memory and numerical storage registers. Failure to clear programs will result in disqualification of that violating calculator which may not be replaced. Clearable programs include but are not limited to program steps, equations, functions that can be cleared, applications, programs and executable items stored in archived locations. Contestants with no qualified calculators after verification will be disqualified.

(Change) Section 924.g has been amended to start with: Prior to the contest, verifiers present shall verify that calculators are adequately cleared by contestants. Calculators with clearable programs shall be disqualified. Contestants with no qualified calculators will be disqualified.

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

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

HOUSTON PREPARED TABLE CHARTER SCHOOL
The State Executive Committee suspended Prepared Table Charter School from all UIL activities until a school administrator appears before the Committee to answer allegations involving misconduct by coach and players.
ONE-ACT PLAY
The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2003-04 school year:

BROADDUS HS
Public reprimand and suspension for the 2004-05 school year;
BYERS HS
Public reprimand and probation through August 17, 2005;
DALLAS TOWNVIEW SCHOOL OF BUSINESS
Public reprimand and probation through August 17, 2005;
HOUSTON MADISON HS
Public reprimand and suspension for the 2004-05 school year;
NORTH HOUSTON HS FOR BUSINESS
Public reprimand and probation through August 17, 2005;
WOLFE CITY HS
Public reprimand and suspension for the 2004-05 school year.

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

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

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

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

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

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

INTRA-DISTRICT TRANSFERS
Section 440 (b) (3)
This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD’s vocational high school, magnet school, or optional attendance area school as long as they exercise that option at their first opportunity. If the student leaves the vocational high school, magnet school, or optional attendance area school and returns to the school of the parents’ residence, the student is not eligible for varsity athletic competition for at least one year from the date of enrollment in the school of the parents’ residence.

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

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

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

IOLA HS
The State Executive Committee suspended Coach Randy McDougald from one non-district football game during the 2005-06 school year for improper interaction with a game official.

MARLIN HS
The State Executive Committee suspended Marlin High School from participating in soccer for the 2004-05 school year for failure to complete the 2003-04 season.

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

Distribution rights

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