

Leaguer



**Briefs and
Notes**

Calendar of upcoming events

- Sept. 15**EJH
Academics: Deadline to submit fall/winter district meet organization form and material request
- Sept. 15**Deadline for Sponsor Excellence Award
- Sept. 15**EJH
Academics: Deadline to submit fall/winter district meet organization form and material request
- Oct. 1**UIL membership fees due
- Oct. 1**CX Debate: Deadline to hold planning meetings
- Oct. 1**EJH
Academics: Participation registration due
- Oct. 1**One-Act Play: Enrollment cards due
- Oct. 1**Spring Meet: District directors and academic coordinators names due
- Nov. 1**EJH
Academics: Deadline to submit spring district meet organization form and material request

Academic Notes

2007 Student Activities Conferences

- Sept. 15 - University of North Texas
- Sept. 22 Texas Tech University
- Oct. 13 - University of Texas
- Nov. 3 - Sam Houston State University

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

At Random:

Steroid testing set to begin this fall

By Jeanne Acton and Andrea Negri

UIL Staff

High school athletes may face a new test this year that has nothing to do with TAKS.

Under Senate Bill 8, which was passed in the last Legislative session, high school students who participate in UIL athletic activities may be required to submit to random testing for illegal steroid use.

Under the bill, UIL is required to administer random testing at about 30 percent of Texas high schools and test a “statistically significant” number of students – between 20,000 and 25,000, or approximately 3 percent.

Cliff Odenwald, UIL associate athletic director, said testing will begin this fall and continue throughout the year. “We will test several times during the school year,” he said.

Currently, UIL is selecting a testing company to administer the testing program.

A company should be selected by mid-September, Odenwald said. The testing company will conduct a double-blind random sample to



At the Legislative Council meeting in June Supt. Vernon Newsom discussed possible penalties for testing positive. Supt. Sylvester Perez sits to his left and Supt. Sandra Mossman to his right. Photo by Jeanne Acton

select the high schools and students for the testing. “Neither the UIL, the company nor the schools will have any control over who is selected,” said Mark Cousins, UIL athletic coordinator. “The testing company will contact the selected schools to get a list of the athletes. Then, the testing company will run another random sample to select the athletes for testing.”

All athletes, including females, are eligible for testing.

“There are more girls using steroids than you might think,” Cousins said. “The latest data indicate that about 1% of high school girls in Texas have reported ever utilizing steroids.”

Students who have a prescription from a medical practitioner are
See steroids, page 16

The new drug Czar

Odenwald joins staff to oversee steroid program

By Andrea Negri

UIL Intern

After 14 years as an athletic administrator, including several years in the Plano Independent School District, Cliff Odenwald joins the UIL athletics staff, a change that he calls “an opportunity of a lifetime.”

“UIL is perceived as the best statewide extracurricular organization in the nation,” Odenwald said. “To help all the kids in the state ... is just a great opportunity.”

Now in his 30th year in athletics, Odenwald started his career at Abilene Wylie high school coaching football and track. He eventually went back to coach at his alma mater, McMurry University, where he played football as a student.

As athletics director for Plano ISD, Odenwald said he often worked with UIL and was excited when the associate athletic director position became available.

“My wife and I had always said if we had the



Cliff Odenwald, associate athletic director opportunity to come to Austin, we’d move to the Hill Country,” Odenwald said.

Odenwald and his wife, Sally, will celebrate their 29th wedding anniversary in November. They have two children: Eric, a youth minister in Fredericksburg, and Alana, an elementary school teacher and mother of Odenwald’s first grandchild, Chandler.

See Odenwald, page 17

Lynn Murray (middle). Photo courtesy of NFHS

Murray awarded NFHS Citation

By Amber Groce

Special Contributor

July 4th celebrations came a little early this year for former UIL Theatre Director Lynn Murray.

On July 3, Lynn Murray received the Citation award at the 2007 National Federation of High School’s Summer Meeting Luncheon held in Palm Desert, California.

“It is a real honor to be selected as the Citation recipient for Section 6 of the NFHS, because

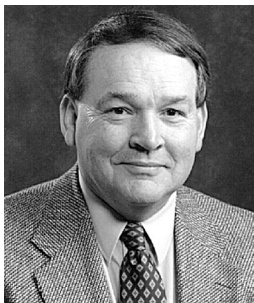
See Murray, page 12

See page 10 for new No-Pass, No-Play course exemption rules



A young boy's journey

War poem gives its reader the strength to participate and even win



Bill Farney
UIL Director

He paced the hall outside the auditorium and listened to the muffled speech coming from the stage inside. His turn was next – his so-called moment in the spotlight. Scanning the hallway for a bathroom, he hoped he wouldn't throw

up. "Why did I volunteer to enter this?" he thought.

Then he remembered that his English teacher had strongly encouraged him. "It will be good for you. Besides, what else are you going to do that day? School will not be in session. You'd just be horsing around, probably get in trouble."

She was right. His father and he were living in his grandmother's unused cafe. His stepmother had moved out and a divorce was eminent. What little supervision he had was from his grandmother because Dad worked long construction hours – when he had work. The boy's grades in school reflected his lack of parental presence.

Yet, he liked school mostly. But he often felt unsure of himself around friends who had normal parents. He was envious of them and felt sorry for himself. Still, he enjoyed a certain freedom to roam the woods and fields and approach his studies in a less-than-scholarly way.

He wasn't wild. He was definitely unstructured, and his teachers stayed after him to not waste his talents. "What talent?" he thought. "Right now I'm wishing I were someplace else."

It was almost time to do his poem. Nausea had subsided, replaced by a cold sweat that made the collar of his father's dress shirt feel much tighter

and his cousin's borrowed flannel suit much hotter on this unusually warm April morning. There was no air conditioning in the auditorium, just some rackety exhaust fans.

He agonized, "What if I embarrass myself? I will just go hide someplace where I won't have to be around people."

He fretted more about speaking in front of people he knew. Some of those didn't think he would amount to very much anyway – much less finish school. Strangers, even out-of-town grown-ups, didn't bother him as much.

"Don't look them in the eyes," a senior girl had told him. "Look just over their heads and be sure to turn occasionally to look at different sides of the room."

He knew there was a secret, yet undiscovered by him, of appearing cool and calm on the outside while the inside was full of fear and trembling.

"Remember the duck," Grandma had said, "all peaceful-like on the water, but furiously peddling underwater where nobody can see."

He couldn't think about ducks now. They didn't have to get up in front of all these people.

His number was called, "Contestant number five." Not knowing how his feet and legs were moving – because they seemed detached from his body – he found his mark. No podium to hold on to or hide behind. No security blanket now. Just him.

And then he began. Somehow his voice was deeper, the new tone that had started lately to replace his former girl-like tenor. He had never been around a war, but he wanted his audience to feel empathy for the people in his poem: the dead soldier's grieving mother, the baby who would never see her daddy, and the wreck-of-a-man veteran with his legs blown off, sentenced to begging and selling pencils to passers-by on the street. Though the boy didn't even know whether

the poem was about World War I or World War II or any particular war, he grew stronger with each line, paused for effect and clearly formed his words. He wondered if the kings who had planned it were all really satisfied. While they played their game of checkers, 11 million people died.

He looked at faces now and was surprised that several in the audience were crying quietly. The emotion-charged words were taking the audience to a reality they could not personally live. The symbol of an unknown soldier representing all fallen unidentified casualties evoked vivid pictures of actual human loss.

The young man knew he would make it now. The sweating had stopped, his heart had slowed down, and he would not falter with his lines. Like his football coach had explained in September: every time you do something different — no matter how good or bad you do it — it becomes easier the next time to try something different. He finished with the final jingoistic "...I am the unknown soldier and maybe I died in vain. But if I were alive and my country called, I'd do it all over again."

He was through. A mixture of relief and satisfaction swept through him as he exited the stage. He hadn't embarrassed himself, nobody had laughed at him. He was grateful for the preparation he had. "That wasn't so bad. What was I scared of?"

Later, he sat with the other competitors waiting for the judges to announce the winners. Six places were awarded. He hoped for a ribbon or medal, but lost hope after third through sixth were announced. For sure, after his name was not called for second place he was thinking, "Well, I tried. That's good for something."

He can still remember the disbelief when first place was called. His name! Did he hear that correctly? Wow! When he went down front to get

See poem, page 16

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State Meet and TAKS tests

TEA answers questions about how to resolve the possible conflict



Treva Dayton
Academic Director

As many of you already know, there is a conflict with TAKS testing and the UIL Academic State Meet. We are unable to move the Academic State Meet from May 2-3, due to facilities requirements, the UT Austin spring calendar and the need to coordinate schedules with UIL music and athletic activities. We will have to condense the State Meet into two days rather than three, scheduling all the contests previously held on Thursday to Friday or Saturday, and we have moved conferences 3A, 4A and 5A of the State One-Act Play Contest a week earlier to avoid conflicts with TAKS testing.

The July 10 letter to schools posted on the TEA Web site states that it was not possible to move the Friday, May 2 Social Studies TAKS test, but that TEA would work individually with schools to reschedule that test to Monday, April 28 if students had conflicts with the UIL events. Gloria Zyskowski, Director of the TEA Student Assessment Division, has provided the following answers to several questions that should help you make decisions about the most appropriate option for your school.

Q: May schools apply now to move the social studies test date to April 28?

"Experience has shown that circumstances,

both local and statewide, may change after very early submission dates, and requests that are approved many months in advance may no longer be necessary by the time of testing. It is advisable, therefore, that request forms be submitted only when a district is certain that students have qualified to compete in the Academic State Meet in 2008. However, regarding your concern about districts not being able to set campus calendars and/or have adequate time to notify parents, teachers and students if the testing schedule needs to be modified, we can grant districts provisional schedule changes in anticipation of having students participate in the state meet."

Q: Is there a certain form that schools should use?

"For several years the Student Assessment Division has had in place guidelines and a process for ensuring that all eligible examinees can participate in both extracurricular activities and state-mandated testing. These guidelines and a form to be submitted to the Calendar Task Force via fax at (512) 463-9302 for approval of a modified testing schedule or off-site testing of examinees can be found on our Web site at http://www.tea.state.tx.us/student.assessment/atoz/Guidelines_and_Procedures_for_Changes_to_Test_Schedule.pdf." [UIL has also posted this link on the academic Web page.]

Q: When the test date change is approved by TEA, do all students on that campus take the social studies TAKS test on Monday, April 28?

"Campuses that receive provisional approval need only to follow the schedule they have requested if it turns out they have students who will be participating in the meet. However, districts that are granted a provisional schedule change but do not have students participating will be expected to follow the state's posted testing schedule."

"Campuses with few affected examinees may want to consider the option of testing those students off-site at the event rather than modify the published testing schedule, which must be changed for all students on a particular campus."

Q: What about other campuses within an ISD?

"If approved, the modified schedule change applies only to the particular campus(es); all other campuses within a district should administer the assessment according to the state testing calendar. Districts may, of course, request that a schedule change apply to all campuses."

"Members of the Calendar Task Force will be happy to discuss the individual needs of any school district with that district's testing coordinator as well as explain and guide the coordinator through the submission process. The Student Assessment Division remains committed to ensuring that all students are able to enjoy UIL activities while fulfilling their testing obligations."

The Student Assessment Division may be reached at (512) 463-9536. It is important to remember that schools requesting off-site testing are responsible for securing testing space and providing the necessary trained test administrators.

REMINDER

COORDINATORS
Please register online as the academic coordinator for your campus or district on the academic web site, even if you have previously done so. We need current and accurate emails to contact coordinators when needed.

July's Capital Conference was a 'huge' success

By Treva Dayton
Academic Director

As classroom teachers or school administrators, you no doubt have a 'plan' for your classroom or campus from day one of the new school year. I know I always did.

Those plans – which will differ based on personalities, experiences and the worlds in which you teach – might be to establish discipline and control, or rapport, or a caring, learning environment, or all of those things combined. They might include creating a place for kids to belong, a place for kids to excel, or at the very least to experience growth and develop self-esteem through learning and success at the highest level they can achieve.

Whatever your plans along those lines, I wish you great success. And I hope they include a dedicated effort to offer students – and yourselves – a chance to learn through UIL academic activities.

We were extremely pleased at the great turnout for the Capital Conference in Austin this past July, although more than a little nervous as the registrations kept pouring in about how we were going to feed everyone lunch or squeeze them all into classrooms available. We had more than 700 academic coaches, coordinators, theatre directors and journalism advisors



Fred Tarpley, the Literary Criticism state director, signs in-service forms at the Capital Conference. More than 700 academic coaches and coordinators attended the two-day conference held at the University of Texas. Photo by Jeanne Acton

See Conference, page 13

Ready for the fall

August marks the start for a new year of speech/debate categories and topics



Jana Riggins
Speech Director

Fall is here! Spring is known for being the season of renewal but for educators, autumn is definitely the time when we feel campus-wide enthusiasm. So much is new: class schedules, students on your roll, faces on the faculty mixed with the familiar. Sometimes,

even your classroom itself is brand new. If you're not quite that lucky, there's always that fresh coat of wax the janitors kindly covered your floor with during summer vacation.

For me, fall is definitely the most invigorating time of year. While you've been changing out your bulletin boards, recycling last year's debate briefs, and prepping for new oral interpretation contest requirements, we've been creating new things for you at UIL, too!

All the speech manuals have new editions. A large part of my office time this summer has been spent rewriting and updating to provide you with current information in the manuals and on the official speech Web page. I encourage you to order copies of the manuals to give your students the latest rule changes and clarifications they will need to be successful this season.

Contest-wise, the newest details are the categories for high school prose and poetry interpretation.

Category A of Prose is "Exploring the Southern Experience" and contestants must read a published selection that explores the culture, heritage, struggle, triumph, or mystique of life in the South. In addition, the selection must be written by an author born in one of designated 12 states: Alabama, Arkansas, Florida, Georgia, Louisiana, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, or West Virginia. The selection can be fiction or non-fiction.

Category B of Prose is "Exploring Prose Fiction" and contestants must read a published work of prose fiction written either by a single author or written collaboratively by two or more writers. The goal is to encourage students to explore the many diverse realms of prose fiction including short stories, novels, science fiction, fantasy or folklore. Therefore, in this category, a work by an anonymous author is permissible.

Poetry categories include "Exploring Excellence in Poetry", in which students perform a published poem or excerpts of poems written by an award-winning poet. All works read in this

category must be by a single poet and must be included on one of the following approved lists: Pulitzer Prize for Poetry, National Book Award for Poetry, PEN Voelcker Award for Poetry, PEN Joyce Osterweil Award for Poetry, PEN Beyond Margins Award, Pushcart Prize for Poetry, Los Angeles Times Book Prize for Poetry, Bobbitt National Prize for Poetry, Cave Canem Poet Winners, First Book Awards for Poetry from the Native Writers Circle of the Americas, Academy Fellowship, Frost Medal for Distinguished Achievement, Kingsley Tufts Poetry Award, Kate Tufts Discovery Award, National Book Critics Circle Awards, Lenore Marshall Prize, Witter Bynner Poetry Prize.

No other award lists are acceptable and nominees are not eligible, only those designated winners of the award(s). Contestants may read not only the poem for which the poet won the prize but any published poem by the award-winning poet. The UIL Web site provides Web links to each award, as well as a consolidated list of the poets who have won these awards to make research easy.

For clarification, the C&CR lists two Tufts poetry awards. The reference is to both the Kingsley Tufts award and the Kate Tufts Discovery award. It is important to note that in the award-winning category, anonymous poets are not acceptable and woven programs are prohibited.

Category B of Poetry is "Exploring Poetry," and as the title suggests, offers contestants a variety of choices. The contestant may 1) perform a single poem or excerpt of a poem by one poet or 2) perform a thematic collection of up to six poems by one or more poets.

Unlike Category A that prohibits weaving, if a contestant chooses to perform a thematic collection in Category B, the rules allow the contestant to weave the program, but the contestant must state in the introduction that the poetry is woven. Students may choose, instead, to incorporate verbal transitions without weaving. Either performance technique is acceptable.

Complete descriptions of each category are included in the latest *Constitution and Contest Rules*. Gain insight and explanation by ordering the 20007-08 *UIL Prose and Poetry Handbook*. Thorough discussion of requirements for documentation is included—information you cannot afford to miss. Resources have also been posted online so check out the links under Prose and Poetry.



Aimee Kasprzyk explains the new Southern Experience prose category.
Photo by Jeanne Acton

In addition, six sessions highlighting the new categories are planned for each of the fall Student Activities Conferences so that you and your students will have opportunities to enter the contest year with a strong understanding of them. Demonstrations include the proper way to weave literature. You are urged to attend.

New topics also challenge debaters in CX and LD Debate this season. The CX Debate resolution adopted nationally is *RESOLVED: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa*. The resolution will be debated for the entire year.

LD debaters have a fall topic and a spring topic. The current resolution is *RESOLVED: In a criminal interrogation, the end justifies the means*. This resolution will be debated at invitational tournaments September through December, with the spring topic being released in early December.

Extemporaneous speakers have plenty of reason to listen to news reports, read newspapers and magazines, and surf the Internet for updates on the national and international scene.

The presidential race will keep us guessing for months to come. Shortly, on the speech page of the UIL Web site, practice speaking topics will be posted and continually updated throughout the year for your convenience in training your speakers

Discussion topics for tournament hospitality rooms

To encourage more participation in CX Debate,
See Speech, page 14

'Legs' has left the building

Randy Vonderheid retires after being a leader in scholastic journalism for 3 decades



Jeanne Acton
Journalism Director

When I first met Randy Vonderheid in the mid 1980s, two things stood out immediately — his all-girl staffs and his legs.

All-girl journalism staffs weren't that unusual, but Randy always had almost all-girl staffs. And these weren't just

any girls. These were the cute girls, gorgeous girls, beautiful girls. And they weren't just good looking. They had brains. To this day, I don't know how he did it.

And then there were his legs — skinny, chalky legs. Chicken legs. Perhaps his legs drew attention because of his short shorts, those gray polyester stretch sans-a-belt shorts that coaches used to wear. Or maybe it was because I wasn't used to seeing teachers in shorts. Or maybe it was because I was jealous (this is Randy's theory). Nevertheless, I noticed his thin, pale legs.

And so, even though I was only in high school and was supposed to refer to all adults as Mr. This or Mrs. That, I nicknamed him "Legs." Not Mr. Legs. Just Legs.

And the name stuck (well, for me at least).

As far as the all-girl staff, well, I really couldn't give him a nickname for that — after all, he was a public school teacher. But I have harassed him quite a bit over the last 20 years. In fact, I can't believe he survived his six-year reign as ILPC director without a harem.

In typical Randy fashion, he took all of the chiding in stride and always had a quick-witted rebuttal to my harassment.

But today, I pledge the harassment ends now.

Not because I've become a kinder, gentler person (I haven't), but because Randy Vonderheid



Randy Vonderheid at his last ILPC workshop as director

has left the classroom. After 24 years of advising high school newspapers and yearbooks, Randy has retired.

For three decades Randy has been a powerful force in the world of scholastic journalism. As a teacher and as the ILPC director, he impacted thousands of high school journalists across the state and country. Over the years, his students (remember, mostly girls) have won just about every state and national award around. He's also collected quite a few himself.

And now, it's time for one more.

This summer we renamed the ILPC Scholarship the Randy Vonderheid Scholarship.

"It's really humbling that the organization has done something in my honor — something I would have never expected or anticipated," Randy said.

Without a doubt, there is not a more appropriate name for the ILPC scholarship. Randy has dedicated his life to Texas scholastic journalism. Over the years he taught at Carthage, DeSoto, North Garland and most recently Frisco Centen-

nial High School.

He was the ILPC director for six years, and during his tenure here, Randy changed the organization by bringing in broadcast journalism. He also started the ILPC scholarship to honor a high-achieving journalism student.

Like so many advisers, Randy began his journalism career as sports editor on his yearbook staff in high school. He continued the path in college where his college professors praised his writing.

As graduation grew near, Randy knew it was his writing that would drive his career. "Reporting was the only thing

that paid worse than teaching," he said.

So he chose teaching. "I think I made the right choice," he said.

He did. Thousands of high school students who were lucky to have Randy as their adviser would agree. Even though Randy is retiring from teaching, he isn't retiring from scholastic journalism. Without hesitation, he said he would continue to stay involved and support Texas programs.

He also plans to substitute teach and do some freelance photography and writing now that he has time to devote himself to it.

But for now, he is content with sleeping a little later, taking a long time to read the Dallas Morning News, taking care of his mother and improving his golf game, which if my sources are correct, isn't likely to scare Tiger Woods.

But that little dig aside, no more smart-aleck remarks about Randy.

But as for the "Legs" nickname, that one is going to stay, especially if I see him in another pair of those gray coach's shorts.

ILPC membership due Nov. 1; changes on the horizon

By Jeanne Acton
ILPC Director

As you start your year, don't forget ILPC membership is due Nov. 1. You should have received our mail-out by now with membership forms and updates. If not, go to the Web site http://www.uil.utexas.edu/academics/journalism/ilpc_forms.html and download membership forms.

If you have questions or trouble downloading the form, please email or call (jeacton@mail.utexas.edu or 512-471-5883).

At the end of the summer this year, an ILPC Advisory committee met to discuss possible changes to the program.

It was a productive day, and we made several changes to ILPC.

The bulk of the changes are new contest categories for your students.

Perhaps the biggest change and challenge will be the introduction of online newspaper IAAs and critiques. In the next *Leaguer*, I will explain the new contests and list the new categories. Changes

for the yearbook contests will not go into effect until the 2008-09 school year, except for a new current year category.

I want to thank all of the committee members for their time, energy and innovative ideas. I think everyone is going to like the changes.

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

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

2007

Journalism All-State Staff

Scott Johnson MS
Rachel Plumley
A&M Consolidated HS

Laura Acuff
Elizabeth Blomstedt
Clare Lynch
Suzanne Swierc

Buffalo HS

Mitchell Pate
Kaitlyn Shaw

Carthage HS

Amelia Hudson

Cypress Falls HS

Chelsea Ruffino
Lisa Winston

Decatur HS

Kayla Slimp

Grandview HS

Katie Davis

Wesley Shea

Harlingen HS

Travis Cornejo

Haskell HS

Meredith Harvey

Hondo HS

Rachel Frey

Klein Collins HS

Erin Jentz

Taylor LeMay

Lewisville HS

Lena Price

Lindale HS

Bethany Johnsen

Neil McCray

Jordan Roquemore

Amy Skipper

Britni Williamson

Mansfield Timber-
view HS

Marissa Hall

Marcus HS

Mary Stanfield

Michelle Ward

Redwater HS

Sarah Williams

Rocksprings HS

Emily Carson

Westlake HS

Hillary Kunz

Shannon Soule

White Oak HS

Tiffany Henry

Whitehouse HS

Caitlan Bartle

Alyssa Bennington

Caitlin Giddens

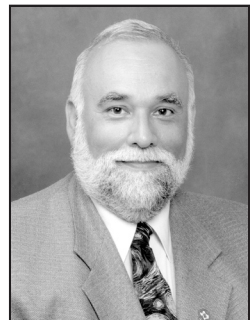
Meredith Mohr

Yoakum HS

Mitchell Franz

A year full of challenges

State OAP moves venues and changes dates for 2007-08, new handbook outlines significant changes



Luis Muñoz
Theatre Director

Welcome Back!

We hope that you have had a chance to rest and reenergize before we start the new school year. 2007-2008 will be full of new challenges for all of us. Please take time to look at the current calendar found on the UIL Web site. Final dates for academic events can be found there. We realize that the first week for OAP contests will conflict with many of your Spring Break dates and with the Easter weekend. If your district would like to schedule OAP contests during the week of March 10-15, the District Chair will need to request permission from Jana Riggins, Director of Speech and Debate. Make sure that the dates you request are not in conflict with the State CX Debate Meet for your particular conference.

State Meet – A Blast from the Past!

As a result of the changes in dates for TAKS testing and the renovations at Bass Concert Hall, the dates for the OAP State Meet are spread out over two weekends. They are as follows:

- Conference 3A – Thursday, April 24
- Conference 4A – Friday, April 25
- Conference 5A – Saturday, April 26

- Conference 2A – Friday, May 2
- Conference 1A – Saturday, May 3

After 25 years, the OAP State Meet will return to Hogg Memorial Auditorium on the UT-Austin campus. The historical landmark (see picture) has a capacity of 1200 and will provide the intimacy the 3A-5A productions have missed and the house size that 1A-2A productions have needed. A downloadable pdf document with basic information on the site is available on the UIL Web site.

1A and 2A schools who have TAKS conflicts with OAP State Meet on Friday May 2 will be able to request campus-wide early testing on Monday, April 28 or off-site testing for those competing. For more information on this issue, please read Treva Dayton's article in this issue of *The Leaguer* and check for updates on the UIL Web site.

New Handbook

The 17th edition of the *Handbook for One-Act Play* is now available for purchase. It is extremely important that you order your copy ASAP. Please archive or discard the 16th edition. There are significant changes and interpretations that are found in the new edition. You may want to compare the two and highlight the new information. The new edition no longer has the C&CR in it. You will need to download and print the current rules each year. Try to attend a Student Activities Workshop in your area. A workshop discussing the changes will be scheduled at each one. An updated version



Hogg Auditorium — past, present and future. Photo courtesy of the PAC

of the *Guide For UIL One-Act Play Contest Managers* is also available. The 4th edition reflects changes to the *Handbook*.

State and Regional Judges

This summer the TETAAO met to select state and regional meet judges. The rule requiring that the state office assign regional judges goes into effect this year. The administrative committee of the AO reviewed judge's evaluations for the last three years and selected 25 adjudicators.

The list of regional assignments can be found on the UIL Web site. Make sure that you check on assignments before selecting judges or signing up for clinics. State Meet judges for 2008 are:

- 5A — Royal Brantley, West Texas A&M
- 4A — Marion Castleberry, Baylor University
- 3A — Jim Mammarella, San Antonio

See **Theater**, page 11

Fishing, contracts and festivals – Adjudicators prepare for 2007-2008

Paula Rodriguez

Chair-Elect TETAAO

Welcome back UIL One-Act Play Adjudicators! By now, hopefully, you have received your evaluations from the Spring UIL season and are preparing for the upcoming year and the new UIL season. The TETAAO, in an effort to better communicate with the membership, will address issues specifically geared to the organization through a series of articles for the *UIL Leaguer*.

Last year several adjudicators received emails from Contest Managers or other appointed representatives who were searching for judges for OAP contests. No problem, right? There is no rule regarding sending mass emails. Certified judges need to be aware that some inexperienced contest managers may see the list of adjudicators and send a request to as many as possible and see who 'bites' or responds first; in other words, "fishing for judges". Be aware, judges, that

this is happening, although in rare instances. There are numerous stories of adjudicators agreeing to a contest, refusing future contests, only to discover that another judge was hired without further communication. Double-check the specifics of your contest by speaking with a Contest Manager or district representative by phone, if possible.

Aug. 15 was the first day to accept judging assignments for the 2007-2008 OAP season. According to the *UIL Handbook for One-Act Play*, it is recommended that a contract should be issued within 10 days of any verbal agreement. Please sign, date and send copies to the contest manager and State Theatre Director. You should have the signature of the Contest Manager on your contract as well. Please discuss the details of your contract with the Contest Manager to avoid possible miscommunication.

Another new item from TETAAO is the Clinic Conflict Form. Current and future adjudicators should be aware.

According to the *UIL Handbook for One-Act Play*, "You should not judge productions in the OAP contest at any level that you have previously critiqued or judged in a festival, workshop or local contest. This year, festival hosts should provide you with a list of schools that includes the school's district, area, region and conference. You will be asked to acknowledge that you have reviewed the list. That Clinic Conflict form will be sent to the State Theatre office." This Clinic Conflict form may be downloaded from the UIL Drama Web site, <http://www.uil.utexas.edu/academics/drama>. You, the judge, are responsible for keeping track of which schools you are judging.

The Texas Educational Theatre Association Adjudicators Organization (TETAAO) encourages the membership to take part in Student Activity Conferences, workshops and, of course, Theatrefest 2008. Have a great OAP season.

A new year means new challenges

EJH deadlines adjusted to accommodate new school calendar



David Trussell
Elem/JH Director

Fall is my favorite time of year. I know, I know... the calendar says the first day of fall isn't until Sept. 23 and most of us won't start seeing autumn-like temperatures until at least November. But still, there's something about the start of school that just means fall.

There's that feeling of anticipation that goes with the start of every new school year, that renewed sense of untapped potential just waiting to be discovered. Nowhere is that more true than in UIL activities, where students who are new to your program begin to explore what they can really do and returning students challenge themselves to reach even higher. It's an exciting time for students and teachers alike.

As you begin your UIL preparations, there are some important things to know:

Registration

Every school that participates in the elementary/junior high academic program must register with the state office every year. This is how we keep our contact information current and how we are able to send you a complimentary copy of the new *A+ Handbook*.

You can find the online registration form at www.uil.utexas.edu/academics/elem_jrhigh. The online registration system is now in its second year, so the bugs have been ironed out. Instead of having to type in all your information and send us a new form every year, with the online system you can search for your school, view the information we have on file and send us only any changes that are needed (new UIL coordinator, new principal, etc.). You also receive an immediate confirmation that your form has been received, as well as a follow-up e-mail a few days later.

The deadline for participation registration is Oct. 1. If your school is in an ISD with at least one UIL member high school, there are no separate membership fees for elementary/junior high participation. If you do not have a member high school, contact the UIL office for membership information.

Calendar/Deadlines

The move to a later start date for the school year has had quite a domino effect, and the dust didn't really begin to finally settle until mid-July.

This has been a more serious problem for our high school activities than for elementary/junior high, but there are still some concerns to address for EJH competition. Toward that end, here is a quick rundown of dates that have (or haven't) been adjusted for 2007-08.

- Invitational meets – dates are still Nov. 1 through April 1, with April 1 being the first date for the return of materials. The deadline to order invitational materials remains Sept. 15, though we can sometimes provide some flexibility for meets that don't occur until January

or later. Orders for November and December invitational meets MUST be submitted by the Sept. 15 deadline. The Invitational Meet Materials Order Form is available on the UIL web site and in the *A+ Handbook*.

- Fall/Winter District meets – dates are still Dec. 1 through Jan. 31, with Jan. 31 as the first date to return materials. The deadline for submitting district forms has been extended to Sept. 25.

Meeting this deadline is absolutely critical for December meets. District forms received after the deadline may not be accepted.

- Spring District meets – dates have been adjusted to Feb. 1 through May 24, to allow additional time to schedule meets after spring TAKS testing. May 24 will be the first date for the return of spring contest materials. The deadline for submitting spring district forms has been extended to Nov. 1.

If these adjusted dates prove effective, we'll look at making them a regular part of the calendar for subsequent school years.

District Forms

UIL districts for elementary/junior high competition are organized locally (unlike high schools, whose districts are assigned by the state office). This means we don't know which schools you're competing with unless you tell us. Likewise, elementary/junior high districts are not required to offer every EJH contest (though we encourage you to offer as many as possible).

This means we don't know which district contest materials you need unless you tell us. Traditionally there have been two forms for districts to submit: the District Organization Form and the District Meet Materials Request Form. These forms still exist and are included in the back of the *A+ Handbook*.

However, there is also a new online version of these forms that all districts are encouraged to take advantage of. The new online form will make the process of submitting your paperwork easier, and it will be much more efficient for us to keep track of district meets.

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

Notes on Meet Scheduling

To make scheduling easier and allow more time for judging entries, many districts have moved their writing contests to a week or so prior to the rest of their meet. There's nothing wrong with that, provided you keep contest release dates in mind when you make your schedule. For example, if the main part of your meet is scheduled for Dec. 1, you cannot receive fall/winter district writing prompts to use on Nov. 26.

While you will receive your shipment several days in advance of your meet (even if it's on Dec. 1), no fall/winter materials may be used prior to Dec. 1. If you plan a schedule similar to the one described above, you must make other arrangements for writing prompts.

Also, be sure not to schedule a meet that crosses the district timeframes — i.e., you can't schedule one part of

your meet in January and one part in February, since that puts you half in fall/winter and half in spring.

Finally, when you submit your district forms, be very clear about your meet dates. If the main part of your meet is on Jan. 25, but you're doing Ready Writing and Spelling on Jan. 12, be sure that the earlier date is also included on your form. Shipments of contest materials are based on the dates you provide on your form.

Study Materials

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

This year begins a new two-year cycle for the Art contest, so you'll need new prints and new copies of the Art Smart bulletin.

The materials you purchase this year can be used next year as well. Art Smart is available for purchase from UIL or Tune In (www.elizajan.com). Prints and other materials are available exclusively from Tune In.

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

For Maps, Graphs & Charts, the official source for the contest continues to be the Nystrom Desk Atlas. However, there is a new edition of the Nystrom atlas this year that contains significant changes. If you haven't planned for new atlases in this year's budget, don't worry — this school year and next will be a transition period during which we'll ensure that all atlas questions can be answered using either the new or previous editions. Atlases can be ordered direct from UIL at a discounted price using the EJH Study Materials Order Form.

Social Studies

The growth and development of the Social Studies contest continues for 2007-08 with the addition of a study guide. The format of the contest remains basically the same, with each division of the contest covering elements of three different broad areas of the Social Studies curriculum (Texas, U.S. and World).

However, the study guide significantly narrows the scope of what will be tested, so contestants and event coaches will have a much more specific idea of how to prepare. We've also retained the primary sources component, and integrated that with the study guide.

The guide can be downloaded from the EJH section of the UIL web site. More information on Social Studies in next month's column.

And finally...

As the newness of the school year starts to wear off and be replaced by the monotony of routine, try to hold on to some of that beginning-of-the-year enthusiasm. I can't think of a better way to do that than through the challenge and excitement of UIL competition.

Minor changes set for new school year



Richard Floyd
Director of Music

As we begin the 2007–08 school term, we continue to operate in a stable music contest environment. While there have been some minor revisions in our contest rules, you will find that the overall structure of our UIL music programs remain intact.

Even so, there are some rule revisions intended to give more flexibility in contest entries, clarify sight-reading procedures and reduce paperwork that should be noted. Remember, these rules were adopted by the superintendents who sit on the UIL Legislative Council and have been approved by the Commissioner of Education.

SECTION 1108 (g) – ADDITIONAL S & E ENTRIES AFTER DEADLINE – Beginning with this school term, entries inadvertently omitted from the original solo and ensemble contest entry form may be submitted after the entry deadline. However, the region executive committee shall assess a late fee for such late entries. In addition, the region executive committee may refuse the entry if it disrupts planning of the contest schedule.

SECTION 1111 (f)(2)(A) – CLARIFICATION REGARDING BAND STUDENTS FINGERING PASSAGES DURING THE INSTRUCTION PERIOD – There has always been disagreement regarding the legality of “key clicking” during the discussion period. This rule has been revised to clearly state that fingering is

acceptable and any audible sounds produced by the “key clicking” are not considered a violation of this rule. However, the students cannot count, sing or audibly reproduce the music in any other fashion.

SECTION 1112 (a)(2) – SELECTION OF MIDDLE SCHOOL CONTEST JUDGES – This language change is not a requirement but rather a recommendation and some regions already observe this guideline. Simply stated, regions are encouraged to apply the same criteria for the selection of middle school music contest judges that currently applies to all high school UIL music contests.

SECTION 1112 (a)(11) – JUDGES’ HONORARIUM – Judge Honorarium for organization events has been increased to \$250 per day plus \$50 for each hour over a scheduled eight-hour day and for solo and ensemble events has been increased to \$200 per day plus \$37.50 for each hour over a scheduled eight-hour day.

SECTION 1112 (c) (7) – JUDGES SHALL NOT ADD PLUS (+) OR MINUS (-) – This language is simply a reiteration of a rule that has been in effect for many years. Judges are expected to use the Five Rating System without the application of pluses or minuses.

SECTION 1102 (a) – ELIMINATION OF MUSIC ACCEPTANCE FORM – Beginning with the next biennium, it will no longer be necessary for school districts to file music acceptance forms in the years of reclassification and alignment. High schools will compete based on their assignment to conferences in even number years. Provisions will be in place for middle schools and junior highs schools to communicate directly with their region executive secretary to change

classification or, in the case of new schools, indicate their intent to participate. The elimination of this requirement will result in a reduction of paperwork for school officials, region executive secretaries and the UIL state office.

As previously announced, a new UIL Prescribed Music List has been adopted and will be in effect for the next four years. It would be impossible to list the multitude of public school music teachers, private instructors, university professors and other musicians who gave so generously of their time and knowledge to create this revision. Their combined efforts have resulted in the most extensive and carefully researched Prescribed Music List revision in history. The UIL and each contributor hopes that the content of the new PML will serve well the needs and priorities of the music teachers and student musicians of the state of Texas.

As the new school year begins with the adoption of a new Prescribed Music List, educators and administrators alike should be mindful that the selection of contest repertoire is one of the most important tasks during any school year.

The art of choosing music carries responsibilities of the highest magnitude since our students’ musical growth is dependent upon the wisdom of each decision. The music chosen will clearly reflect the depth, quality and integrity of our music programs and our priorities as music educators.

Therefore, the success of all performing ensembles, and, more importantly, the music education of the students of Texas, is determined in large part by how well each director meets the challenge of providing appropriate, stimulating and rewarding literature.

All the best for a wonderful year!



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(see article page 9)

Getting Better: New tools offer new opportunities to improve

Nick Nixon, President

Texas Music Adjudicators Association

I have fond memories of being a young school-age boy in Dalhart. My natural penchant for organization, having things all lined up and staying in the lines, made my school days pretty pleasant, all in all. In those days, “thinking outside the box” was not a trait that most teachers enjoyed, so my yes-sir, no-sir approach was well-received.

I also was comforted by the sequence of it all. First grade, check. Second grade, check. I actually worried occasionally about the time that would surely come when I ran out of grade levels. Additionally, I loved that every year gave me a chance to start over, to set new goals, learn new things and perhaps even correct some of the mistakes I had made the previous year. As a teacher, I definitely continued that love (and relief) of the ability to start anew each school year.

As members of TMAA, I hope that we all

embrace the opportunity to get better at what we do year to year. One of the ways we are getting better is by the use of the “new” UIL critique sheets. This sheet challenges us to listen globally, rather than measure-by-measure. It encourages us to write sheets that are more meaningful and instructive to the directors and ensembles that we serve. Adjudicators who have been writing critiques for many years (including myself) are challenged to break old habits, and old ways of thinking and listening, but the result is definitely worth the effort.

The next step in our ability to improve our performance as adjudicators is the use of performance rubrics, or descriptors of what a performance should sound like, for the various musical elements at the different ratings. For example, in the area of technique for band or orchestra, a Division I rubric might be “Manual dexterity and flexibility are near flawless with only minor flaws that

recover quickly.” The same rubric for Division II would be, “Manual dexterity and flexibility are excellent, but there are often lapses that do not recover quickly.”

Our use of such an instrument can only lead to more consistent ratings and improved critique sheets. Special thanks to President-Elect David Lambert, and our divisional vice presidents, Rob Toups, Scott Coulson, Penelope Meitz, and Sharon Paul, who are working diligently to develop and finalize these documents for ultimate approval by UIL. Our workshops have already begun using these rubrics and will continue to do so.

The ultimate success of a new tool depends on our ability to assimilate it into our judging style. It takes some work and study, but the improvements we make in this area are well worth it, as we strive to make our Texas music programs the very best they can be. Welcome to another new year, full of opportunities to do everything better.

CI&E and the TEKS

Participants learn and use a plethora of skills and knowledge to prepare for contest



Bobby Hawthorne
Current Issues and Events Director

Last spring, I was asked to snorkel through the TEKS for government, history, English, journalism, introductory horticulture, AP comparative psychedelic art — you name it — to compile a laundry list of knowledge and skills that

participants in the UIL Current Issues and Events contest gain, and if there's one thing I learned from all of this, it's that the people who wrote the TEKS used the words "knowledge" and "skills" a lot.

I also confirmed:

- CI&E participants learn to gather, store and retrieve information. I knew this already but it's nice to have the importance of it validated now and then. Young people are buried in data. It's no small task to dig your way through it, and it's even harder figuring out which information is important enough to retain and which is another stupid missing person story of no major consequence except to the person who's missing and his or her immediate kin.

- CI&E participants must possess a basic knowledge of state, national and international events: who, what, where, why and how. It's important to know what's happening in China insofar as poisoned toothpaste is concerned and why. It's important to understand the difference between a Shiite and a Sunni. It's important to know who is leading the U.S. Senate, the Justice Department and the Texas Legislature.

And not just for the sake of rote memorization. Granted, there's a lot of memorization involved, but it's hardly rote. Background knowledge and the vocabulary that comes with it are vital to reading comprehension. If you don't know

who Raoul Wallenberg is, then you can't understand the meaning of the following sentence by Frank Rich of *The New York Times*, "Though the (Iraqi) war's godfathers saw themselves as ridding the world of another Hitler, their legacy includes a humanitarian catastrophe that will need its own Raoul Wallenbergs and Oskar Schindlers if lives are to be saved."

Best-selling author and scholar E.D. Hirsch, Jr. wrote, "Formal comprehension skills can only take students so far; knowledge is what enables their comprehension to keep increasing."

And that's why it's important to know who John Roberts is and how the decisions he and the others on the U.S. Supreme Court hand down affect our daily lives.

- Participants in CI&E must make sense of all the data they've collected. They're required to hone their critical reading skills, to analyze and interpret, determine cause and effect, evaluate the credibility of sources, and recognize faulty and deceptive arguments.

For example, if they're writing about global warming, they'd need to understand that information provided by the Advancement of Sound Science Coalition is likely to be less than purely objective inasmuch as the ASSC is funded by the fossil fuel lobby.

At last year's regional meet, participants were given the following prompt: *In late February, UN Secretary-General Ban Ki-Moon said, "The majority of the United Nations work still focuses on preventing and ending conflict. But the danger posed by war to all of humanity and to our planet is at least matched by the climate crisis and global warming."*

Explain his reasons for making such a claim.

Students may believe what they want about global warming, but we'd expect them to use more credible sources than the oil and gas industry for their argument, say, someone like James Hansen, director of NASA's God-

dard Institute for Space Studies, who said the scientific community generally agrees that temperatures on Earth are rising because of the greenhouse effect, and most of that increase comes from burning fossil fuels.

- Finally, CI&E participants are required to write clearly, succinctly, precisely and logically. Judges in this contest do not reward pomposity and do not tolerate inaccuracy, so if the essay prompt deals with the global economy or U.S. economic policy, the following isn't likely to receive much of a reception:

We, as beings of Earth, dwell upon a world that transcends permanent ownership and tends to elude the certainty of everlasting occupation and unchanging political reign. As lands continually pass through hands of power and foreign masses forever reside just beyond the reach of any given ruler's eye, often times the spirit of imperialistic desire comes encroaching upon the thrones of leadership and power. As success looms in the horizon and sustains the ever-greener grass on the other side, eyes in power tend to adopt one of the most devastating and yet innate qualities of human character: greed.

If students mean to say, "Greed is bad but it's not likely to go away," then we'd prefer they write it that simply, and we're not going to reward them for saying in 100 words what they can say in 10.

To summarize, participants in CI&E learn how to gather, organize, store, evaluate, decode, analyze, compare, contrast, infer and interpret information gleaned from a variety of credible sources, then retrieve and assimilate it upon demand, then produce an expository essay that abides by all the conventions of proper language use as well as brings new meaning to, new understanding of a specific topic.

If you can get as much knowledge and skills out of any activity — UIL or otherwise — do it.

CS contestants get their "hands on" computers at district meets

By Mike Scott

Computer Science State Co-director

UIL is conducting a pilot of a hands-on computer science programming contest at the district level. The pilot began last year, with 38 of 160 districts participating. The pilot is being held again during the 2008 district meets on a voluntary basis to determine the viability of making it an official part of the district meet.

The hands-on programming contest has been an official part of the regional and state meet computer science contests for many years and its inclusion at the district level is a logical progression.

The district UIL Computer Science contest currently consists only of a written, 40-question multiple choice exam.

This determines individual and team placement. The regional and state con-

The hands-on programming contest is a highly interactive and challenging competition.

tests include a written exam for individual placement and as part of the team score. The other portion of the team score at the regional and state meets is determined by a programming contest, modeled on the Association for Computing Machinery's International Collegiate Programming Contest.

The hands-on programming contest is a highly interactive and challenging

competition.

Teams are presented with a packet of 12 problems, each describing a different scenario.

They include a description of the situation, the format of the input and output and some sample data.

Contestants must devise an algorithm to solve the problem and implement it as a Java computer program. They must ensure their solution handles all the nuances laid out in the problem statement.

When teams believe they have a valid solution to a problem, they submit their source code to the contest judges who test the solution on various sets of data. Incorrect solutions may be reworked by teams for resubmission.

This is a team competition because several contestants work together to solve

complex problems, as well as determine how to split up other problems so they can be solved efficiently.

Having observed the state programming contest last year, I saw firsthand how exciting and fun the hands-on programming contest is. Unlike a standard contest where students compete individually, students collaborate in the programming competition.

They work together to understand and solve extremely difficult problems under a time constraint.

I have consistently received feedback that the programming portion of the Computer Science contest is the most enjoyable aspect of the event.

Running a hands on programming contest with a small number of teams, as there

See CS, page 14

TEA defines No-Pass, No-Play course exemptions

By Mark Cousins
Athletic Coordinator

Based on the language of Senate Bill 1517, please find the following information on courses eligible for exemption from No Pass No Play for the beginning of the 2007-2008 school year.

The Texas Education Agency (TEA) is currently developing language for submission to and approval by the State Board of Education for a more comprehensive, official list of eligible course exemptions.

Once finalized, the approved list will be circulated and become the official policy on courses eligible for exemption.

Until that list is finalized and based on the language

of SB 1517, the following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code:

- Any College Board Advanced Placement (AP) Course or International Baccalaureate (IB) Course. and;

- Honors* and high school/college concurrent enrollment classes (that are included in Part One of the "Community College General Academic Course Guide Manual") in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics or language other than English.

* Districts may identify honors courses only in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English as eligible for exemption.

A list of these courses must be submitted, with an affidavit from the superintendent or principal stipulating that the local board of education has approved the listed courses for the applicable school year, to the UIL not later than the end of the first semester of this school year.

It is important to remember that school districts may voluntarily impose stricter standards than those cited in this document.

Time for celebration

National High School Activities Week set for Oct. 14-20

By Treva Dayton
Academic Director

The crowd at the volleyball game rises to their feet in applause, but it isn't for either of the two well-coached and eager-to-play teams on the court. Instead, fans and players are responding to the 'thank you' to the game officials just read over the PA system.

It's Oct. 16 and National Officials Day, one of a week-long themed celebration of high schools activities, the people who make them possible and the personal life habits and skills such activities help develop among those who participate.

"It is always nice to hear that you are doing a good job," said Sandra Welch, volleyball president for Texas Association of Sports Officials. "Being recognized and appreciated really matters."

National High School Activities Week was created in 1980 by the NFHS as a means to promote the value of interscholastic activity programs across the country, and in 1983, President Reagan and the US Congress officially set aside one week to recognize the importance of these activities.

For almost three decades, schools across the nation have participated in highlighting their athletic and fine arts programs and recognizing their dedicated coaches, sponsors and directors, fans and officials.

Sunday, Oct. 14 is designated as National Be a Sport Day, and because sportsmanship, ethics and fair play are the basis for sound educational athletics and fine arts programs, this theme is often emphasized throughout the week as the bedrock of successful programs that help prepare young people for the future and encourage a sense of teamwork within schools and communities.

In addition to days designated to recognize

athletic and fine arts participants, fans, officials, and coaches and advisors, Wednesday is National Health Awareness Day, a time to promote education and prevention efforts to encourage healthy lifestyles.

The week concludes with National Community Service/Participation Day, and provides an ideal opportunity to organize a service project that allows young people to give back to their community.

This annual fall event does not celebrate the record of any individual team or the success of a fine arts group, but rather the overall importance and value of interscholastic activities programs.

Ken Pickering, assistant executive director of the South Dakota High School Activities Association, said, "The intent of the Activities Week promotion is to inform the public that high school activities are not only fun to attend, not just a frill or a luxury, but a critical extension of the classroom and an important part of a young person's educational experience."

Robert Kanaby, National Federation of State High School Associations Executive Director, said, "We have fundamental, empirical evidence that interscholastic activities provide a successful way in which to create healthy and successful citizens.

"Through National High School Activities Week, we have an opportunity to reflect on our participation as well as the participation of our children. Our nation must continue to support these programs and the life skills they provide America's youth," he continued.

(This article previously ran in High School Today, a National Federation of High School's publication. It was reprinted with permission)



National Be a Sport Day



National Fine Arts Activities Day



National Youth Awareness Health Day



National Coaches/Sponsors/Advisors Day

- **Sunday, Oct. 14** — National Be A Sport Day: to encourage awareness and discussion about the importance of sportsmanship, ethics and integrity to the conduct of interscholastic programs.

- **Monday, Oct. 15** — National Fine Arts Activities Day: to focus on the students, coaches and sponsors involved in fine arts programs.

- **Tuesday, Oct. 16** — National Officials Day: to salute the approximately 500,000 individuals who serve as contest officials and judges.

- **Wednesday, Oct. 17** — National Youth Health Awareness Day: to promote education and prevention efforts that encourage healthy lifestyles.

- **Thursday, Oct. 18** — National Coaches/Sponsors/Advisors Day: to recognize the contributions of high school coaches, sponsors and advisors.

- **Friday, Oct. 19** — National Fan Appreciation Day: to thank the spectators who support activity programs throughout the year.

TILF awards \$1.2 million in scholarships

By Brenda Baxendale
TILF Scholarship Coordinator

The Texas Interscholastic League Foundation is pleased to announce that during the 2007-08 academic school year, approximately \$1.2 million will be awarded to more than 600 students.

This past summer, the Foundation selected 377 new recipients to receive scholarships. The Foundation received more than 700 applications. Another 267 scholarships will be renewed for continuing students. The students represent close to 70 colleges and universities in the state.

Students qualify to apply for TILF scholarships by competing in one of 23 UIL Academic Contests at the state level. Once selected by the TILF Board of Directors to receive a scholarship, there are additional requirements students must meet.

They include minimum GPAs, major restrictions, minimum enrollment hours, and special requirements stipulated by the donors.

Students must begin their higher education at an accredited Texas college or university by the fall term following their high school graduation.

Applications become available during March of each year and are accepted from April 1 through the first

TILF scholarship recipients perform at higher levels than students with similar test scores and rank in class.

Tuesday following the UIL Academic State Meet of the applicant's graduation year. Award announcements are mailed to all applicants and their high school principals by the end of June.

According to Executive Director, Dr. Bailey Marshall, the applicant pool's average GPA and entrance exam scores reach higher levels each year.

Additionally, once attending college, TILF scholarship recipients perform at higher levels than students with similar test scores and rank in class.

This is corroborated by research that indicates that students who participate in extra curricular activities have a higher success rate in college. Unfortunately, there is currently not enough funding available to issue each qualified applicant a scholarship but the TILF continues to pursue additional donors.

The percentage of students receiving a scholarship is approximately 50% of those that apply. Of the new students

receiving scholarships this year, 61 percent had an SAT (or ACT equivalent) score of 1760 or above. 17 percent of the new recipients ranked first in their class and 47 percent ranked in the top four of their graduating classes.

The TILF began awarding scholarships in 1954 and was chartered in 1959. TILF hopes to contact all past recipients in the next couple of years for updates on their careers and lives. Former recipients are invited to visit our Web site to enter their information at http://www.uil.utexas.edu/db/tilf_survey.lasso

For information on setting up an endowed or annual scholarship, contact the TILF office at (512) 232-4937. One hundred percent of donations are used for scholarships.

There are no administrative expenses withheld from donated funds. An annual report on the success of the recipients is mailed to the donor at the end of each school year.

TILF's motto is "An Investment in Young Minds." Call today for information on how we can work with you to create the scholarship program that works best for you and provides the greatest support to the youth of Texas. Congratulations to all scholarship recipients and a special word of gratitude to all donors. The TILF would not exist without your generosity.

Theater: Fall means a whole new beginning for the One Act Play season

continued from page 6

College

- 2A — Ron Dodson, Austin
- 1A — Robin Robinson, Grayson College

Planning Meetings

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

Theatrical Design Contest

The mailings have gone out regarding this year's Theatrical Design Contest. This year students will be asked to design a "fantasy/medieval" *Hamlet*. Last year's participation increased by more than 50 percent, and we are looking forward to continued growth. If you do not receive the packet, you may download it from the UIL Web site. A few changes were made to the required elements. The side section has been replaced with an image collage and the costume section now requires five plates instead of three. The entry deadline is Dec. 1.

New CM Guide

The fourth edition of the *Guide for OAP*

Contest Managers is now available and can be ordered from the League. The publication has been updated to reflect changes in the 17th edition of the *Handbook for One-Act Play*. Make sure that you get a copy of this publication.

TETA Convention

Theatrefest 2008 is scheduled for Jan. 24-27, 2008. Please note that the dates cover a Thursday through Sunday. The programming is tentatively scheduled to end at 4 p.m. on Sunday.

The change in dates was done in order to provide you with the best room rates available. The A-Z workshop is tentatively scheduled on Friday and the TETAOCritic Judging Workshops are tentatively scheduled for Sunday. Keep checking the TETA Web site for updates and other important information.

Enrollment Cards

The mailing containing your enrollment cards went out via US Mail on Aug. 16. Your administrator (3A-5A principals and 1A-2A superintendents) should receive the mailing. Your card must be postmarked no later than Oct. 1, 2007, to be accepted by this office. Late entries require a majority vote of the District Executive Committee to be allowed to compete. If you have not received your card by Sept. 1, contact the

League office to request a replacement. You should provide an address that you trust will get your mail to you. If you want confirmation that we have received your card, please send a stamped, self-addressed envelope with your enrollment card. Return receipt of this envelope will serve as confirmation.

Loan Library and Approval Prices

Increases in the cost of postage and student wages has forced us to increase the costs for borrowing scripts from the Drama Loan Library and for play and set approvals. The cost for using the Drama Loan Library has increased from \$3 to \$5.

Plays submitted for approval now cost \$25 per title. Set approvals submitted with a play approval do not require an additional fee. Set approvals for plays on the approved list cost \$25. The one fee covers all set approvals for the title. You do not need to send \$25 for each set request in a single title.

I.E. Clark

Isaac Edgar Clark, OAP director and publisher, passed away at age 87 on May 28, 2007.

As a Schulenburg High School faculty member for 32 years, I. E. gained recognition in journalism and drama. His UIL one-act plays advanced to state competition

15 times. His students won first place five times, second place five times, and third place two times. His typing students won two state championships.

The Shorthorn, the high school newspaper which I. E. edited as a senior and sponsored as a teacher, won top ratings so many times that the ILPC asked I. E. to write a handbook on publishing a high school newspaper, which was distributed throughout Texas.

Requests from other teachers for I. E.'s cuttings of the classics for UIL competition resulted in his starting a family play-publishing business in 1956 — still active as I. E. Clark Publications. After I. E.'s retirement in 1977, the play business became a much-loved full-time job and a connection with many friends made through the years.

His last big honor came in 2005 when he was named one of four recipients of the Texas Educational Theatre Association's Emeritus Award, based on his contributions to Texas educational drama since World War II. He is survived by his wife of 61 years, Lila Rhea Norwood Clark; daughters, Candace Clark and Robin Clark Hudnall; and son-in-law Clayton Hudnall. Grandchildren are Elizabeth Worthington Palacios and her husband Martin, Emily Worthington, and Caroline and Clark Hudnall.

Murray: Former Theater Arts director awarded NFHS citation

continued from page 1

those five states have so many people who have dedicated their lives to serving young people through education-based extracurricular activities," said Treva Dayton, UIL academic director.

Citation recipients are individuals whose contributions have had an impact on high school activity programs. Other important criteria of the award include the overall contributions, years of service, organization and continuity of an activity program, contributions to the profession both in and out of the state, and admiration and respect of colleagues. Section 6 includes Texas, Arkansas, Oklahoma, New Mexico and Colorado.

"I cannot imagine anyone more deserving than Lynn Murray, who has touched the lives of countless students – and educators – during his years as the UIL theatre director and through his work with students teachers at UT," Dayton said. "His legacy is truly awesome."

UIL Director Bill Farney nominated Murray for the award "because he is so ardent in promoting and supporting the theatre arts program. I have never worked with anyone more professional than Lynn; he does a suburb job not only with UIL, but in what we stand for.

"He is a real fine guy, a personal friend," Farney continued. "He is someone you would want to have in your family."

Murray earned his bachelor's degree in fine arts and finished his graduate studies at the University of Texas at Austin.

Upon graduation, he served as president of the Texas Theatre Council, the Texas Educational Theatre Association and the Secondary School Theatre Association of

the American Theatre Association.

Murray also taught at Sam Houston State University where he directed an annual summer theatre program.

"I built onto the summer theatre program making it a six week camp," Murray said. "I wanted to give the teachers a chance to complete graduate work or extend their degrees because Texas was one of the first states to require certification."

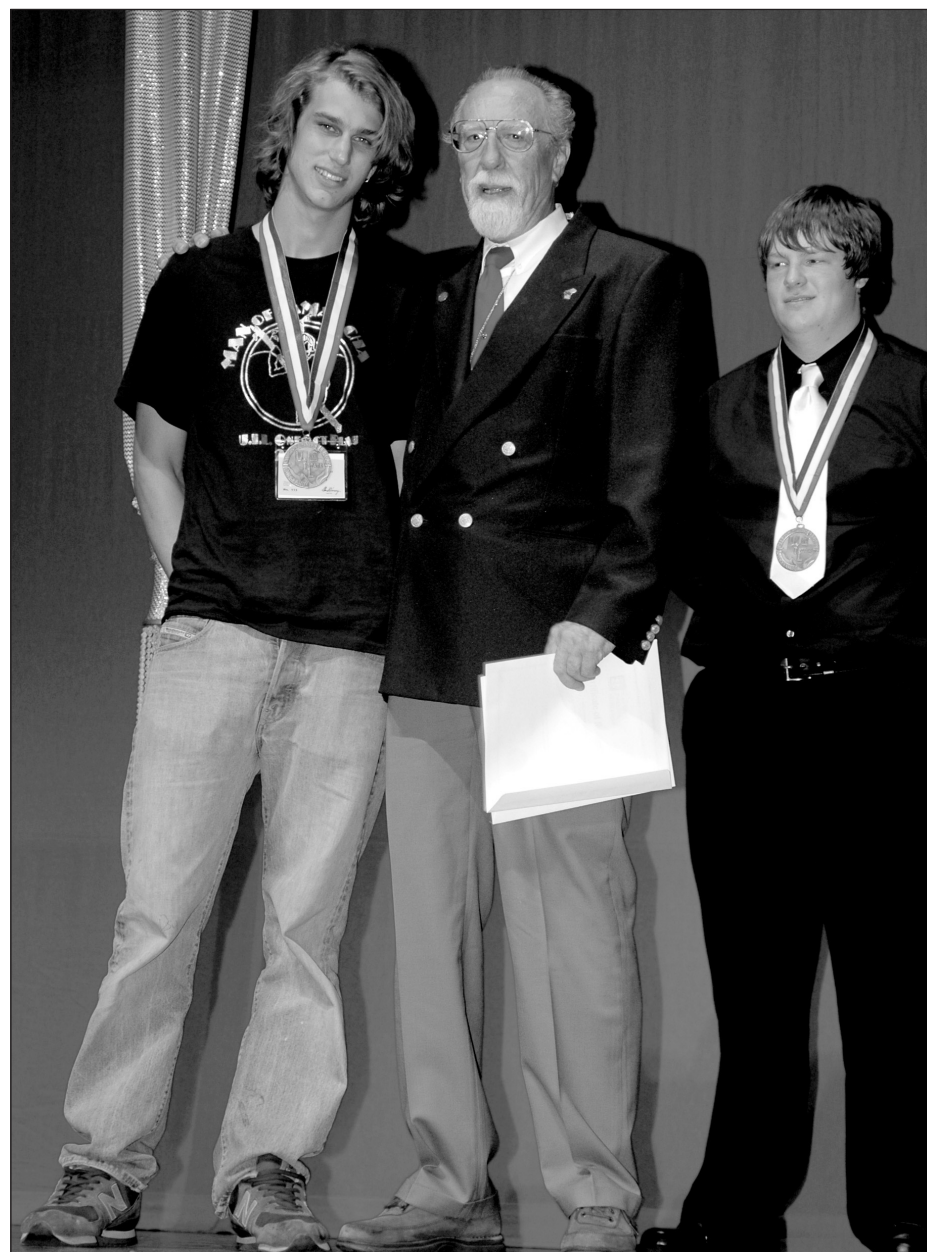
Murray served 33 years as the drama director of UIL, where he is still a consultant. He developed the UIL's one-act play program during his supervision, which has become the largest theatrical contest in the world.

"The league is all about accessibility for students, and I wanted to enforce that [as theatre director]," he said. "I started promoting the program in the 1966-67 school year with the development of a handbook, conferences, and allowed accessibility for more schools."

Under his direction, the UIL drama program received the first annual F. Loren Winship Award for long-term outstanding contribution to the mission of secondary school theatre.

In addition to his work with UIL, Murray directed the University of Texas Department of Theatre and Dance Summer Theatre Workshop for Texas high school students and was associate director of student teaching in theatre and dance for 30 years.

"I first met Mr. Murray when I was a sophomore in high school and attended the Summer Theatre Workshop at UT-Austin," Luis Muñoz, UIL theatre director, said. "It's almost impossible to put into words the influence that Mr. Murray has had on



Lynn Murray presents medals at the 2006 State Academic Meet.

thousands of theatre professionals and students in this country. His contributions in curriculum and advocacy are unparalleled. He has touched many lives."

Along with the Citation award, Murray's previous achievements include the Texas

Educational Theatre Association Founders' Award in 1980 and the Secondary School Theatre Association Founders' Award in 1985. In 2006, the 80th annual State One-Act Play Contest was dedicated to Murray.

H-E-B Pharmacy-UIL Community Service Award winner announced for 2006-07

For the sixth consecutive year, H-E-B Pharmacy and the UIL will award over \$10,000 to high schools committed to making their communities better.

The H-E-B Pharmacy-UIL Community Service Award was created in 2002 to reward Texas high schools for making a difference in their hometowns in an effort to enhance their community's way of life. The \$1,000 award for first place, donated by H-E-B Pharmacy, will be awarded to one high school in each classification (1A-5A) whose projects most positively affect their communities. The money, in turn, is to be used toward a future service project sponsored by the school.

In 2004, a healthcare-related service project category

was added to further H-E-B Pharmacy's mission to be the provider of choice for a patient's pharmacy healthcare needs. The winner of the Healthcare Community Service Award must perform a service project that is primarily focused on healthcare or healthcare initiatives in the community. The winner of the health care service award receives a grand prize of \$5,000, and the second place school receives \$2,500.

All UIL member schools are encouraged to compete for the community service award.

The winner of the 2007 Healthcare Community Service Award for the second straight year was Alvarado High School. Second place for the Healthcare Community

Service Award and winner of the \$2500 prize was Sinton High School.

The recipients of the 2007 H-E-B Pharmacy-UIL Community Service Award include:

- 1A First Place—New Home High School
- 1A Second Place—Petrolia High School
- 2A First Place—Shallowater High School
- 2A Second Place—Somerville High School
- 3A First Place—Medina Valley High School
- 3A Second Place—Progreso High School
- 4A First Place—Waco Midway High School
- 5A First Place—Abilene High School
- 5A Second Place—Eules Trinity High School

Conference: More than 100 sessions offered at two-day event

continued from page 3

who attended the 102 workshops offered.

The conference attendees all received a UIL lanyard for their name badges and a matching light blue and white UIL tote bag, so it looked like a running, bubbling stream across the elevated campus walkway as everyone headed for lunch. Although you don't normally hope for sunshine in the heat of an Austin summer, after a month of continuous rain, we were happy the weather was on our side.

We didn't run out of food, and lots of folks enjoyed eating outside, catching up on news from old friends and meeting new ones. And according to the feedback we received both during the event and afterwards, the conference was a tremendous success. That took planning.

Planning and effort on the part of our entire academic staff and our marvelous bunch of student workers, for sure. And by our print department, our accounting and purchasing department, our meeting planner, and all the folks who held down the fort at UIL – seeing that business went on as usual – while we made it happen and recovered.

But more importantly, it took planning and commitment and the willingness to share on the part of our presenters who prepared for and provided the sessions many of which got rave reviews.

We had wonderful demonstrations for several of the speech and debate sessions, and great tips for coaches, coordinators and theatre directors across the board. If you couldn't join us this past year, hope you plan to do so next summer.

In the meantime, we hope you will attend one of our Student Activities Conferences this fall. The dates for those are printed on the front page and additional information and the general schedule is available on our Web site. We post programs with buildings, rooms and presenters as each site schedule is finalized. These conferences are a great way to get a head start on preparing for spring meet competition and to hear state contest directors discuss the specifics of academic contests.

There's no conference gift, but there's



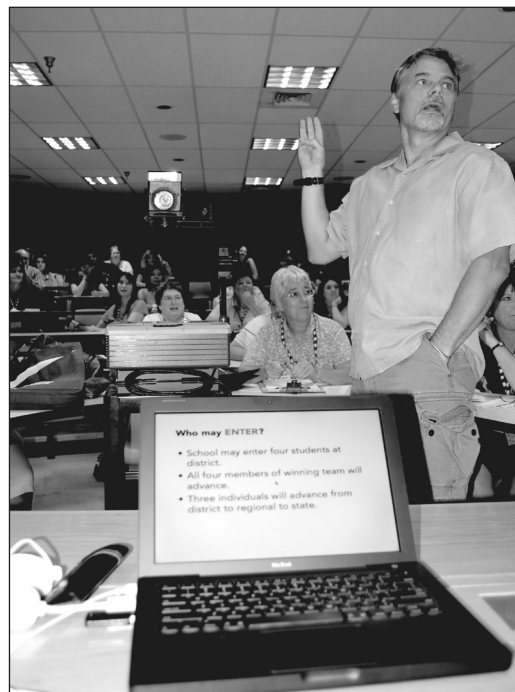
no fee or registration, either. See that academic coaches and potential competitors know what's available, and join us! It's well worth your time and offers a shorter version of the same great learning opportunities as the Capital Conference.

The *UIL Academic Coordinator's Manual* has recently been mailed to all high schools, so if you're a coordinator and didn't get one, check with your principal or the people who sort campus mail. Please take the time to read it. If no one can locate it, email and let us know. It contains information that will help as you plan for the coming year.

Unfortunately, plans – regardless of their merit – don't always work out as we intended, and sometimes you'll have to deal with the 'what now'? Happens all the time. Please see the related article on how to deal with our changed Spring Meet Schedule, due to the TAKS test schedule.

But also know that whenever possible within state law, the rules of the C&CR, established deadlines and calendars, and the handbooks and manuals that pertain to each event, we'll do everything we can to assist you. We're here to answer your questions, provide the information you need, help you solve problems, and cheer you on for all your efforts and for what you do for kids.

We are, after all, in this together. For the kids. Have a great year!



(Top left) Treva Dayton, the academic director, presents a session to campus academic coordinators. (Above) Bobby Hawthorne, *Current Issues and Events* state director, presents an overview of the contest at the Capital Conference. Photos by Jeanne Acton



(Middle) Theater Director Luis Muñoz answers questions during one of his sessions at the conference. (Above) Speech director Jana Riggins enjoys a speech session about ethics. Photos by Jeanne Acton

Speech: State office wants feedback about novice topics

continued from page 4

many states limit the topic areas for novice debates for all or part of the forensic year. Those states that use this approach seek to select topics that offer a balance between the affirmative and negative positions, provide easy research, and the opportunity for meaningful case debate rather than generic argumentation. In addition, some states also restrict the use of Kritiks and counterplans.

This summer, I chaired a Novice Case Areas committee for the National Federation of High School Associations where we selected four potential novice case areas for the 2007-2008 national policy debate Africa topic: AIDS prevention: the affirmative plan eliminates the abstinence earmark in the President's Emergency Plan for AIDS Relief (PEPFAR) and redirects that funding for other AIDS prevention programs; Malaria prevention: the affirmative plan increases funding for DDT-based malaria prevention programs in the President's Malaria Initiative; Food aid: the affirmative plan eliminates the current U.S. requirement that three-fourths of U.S. food aid be purchased in the U.S. and increases the local purchase of food aid, and Public Health Workers: the affirmative plan increases funding for the training of indigenous public health workers.

This certainly makes the Africa topic more manageable for new debaters and prevents the intimidation factor inherent in debate of going into your first round being terrified you won't have evidence to clash with the opposition.

Texas has not instituted the novice case area restriction but I would be interested in your feedback on whether you think this would be a positive step in encouraging young students to participate in a contest that has strong academic benefits.

A proposal brought before the NFHS Topic Selection Committee is to delay the release of the CX Debate topic until Aug. 1 each year. Currently, the topic is released in January for the ensuing year.

This proposal targets the never-ending debate season and some summer institutes where the focus has shifted from teaching students how to use evidence to simply producing evidence in large quantities. This discussion may warrant a full *Leaguer*



Coach Janet Melton of Lampasas presents a session on "Ethics in Forensics" at this summer's Capital Conference. Photo by Jeanne Acton

article so let me know if you're interested enough to hear more.

2008-09 prospective debate resolutions are posted online: health care, agricultural subsidies, energy, Central Asia, and immigration.

Please read the study reports and discuss them with other coaches and your students. A ballot will be mailed to you in September.

Council Proposals Being Considered

The Academic Committee of the Legislative Council met in June and requested staff to study the following proposals:

1) Automatically award a contestant going overtime in the State Meet final round of prose or poetry last place instead of disqualification, thus allowing the contestant to receive recognition as a state finalist, a medal and finalist points.

2) Mandate a tiebreaker debate or ex-

panded elimination bracket in the event there are more undefeated debaters than slots in the elimination bracket as originally planned.

3) Align magnet schools into their own districts or allow traditional schools in same district to also advance teams to CX State.

4) Eliminate the Sunday Rule or allow local school districts to determine restrictions or alter the Sunday Rule to increase the number of Sunday competitions allowed.

Your opinions are important. Please email me feedback on these important issues that impact UIL speech and debate.

Best of luck throughout the forensic year! I look forward to seeing you at Super Conferences in your area this fall and in San Antonio at the Texas Speech Communication Association state convention Oct. 3-6.

CS: Hands-on pilot continues this year

continued from page 11

would be at a district meet, is not very difficult. Teams are usually required to provide their own computer that has the required software already loaded onto it.

The required software is simply a Java programming language compiler and possibly an interactive development environment (IDE), such as Eclipse, JCreator or BlueJ, to help write and compile programs. Teams must also provide some means to submit solutions to the judges.

These are usually floppy disks or flash drives, although some contests use networking software to simplify the transfer of information between contestants and judges. Judging the contest requires two or three computers and judges.

Coaches can serve as judges. The contest also requires a couple of runners who ferry information and disks between the contestants and judges. Student volunteers usually serve as runners. UIL provides a copy of the contest materials along with software to judge and score the contest.

It is recommended this software be installed prior to the day of the contest. The hands-on pilot currently has a one hour period for programming. With instructions and set up, the contest takes a total of about two hours on the day of the contest, plus some preparation time prior to the actual day of the contest.

Demonstration sessions on how to run a hands-on contest will be offered at Student Activities Conferences this fall. Meet directors and academic coordinators are encouraged to attend.

UIL will contact district meet directors this year to determine which districts wish to participate in the pilot as part of the spring 2008 district meet. If you would like your district to participate, I strongly urge you to contact your district meet coordinator and volunteer to help.

Materials will be sent only to those districts that confirm they will be conducting the pilot. As a pilot, the hands-on portion of the contest has no bearing on district results, either in the Computer Science contest itself or the district sweepstakes results. However, awards can and should be presented to teams who place in the pilot.

Hands-on programming is very challenging and enjoyable for students. We hope all districts will participate in the pilot and give their students the opportunity to experience this exciting extension to the Computer Science contest.

State Softball Tourney

(Far Right) The Boerne team celebrates as it clinches the win over Brenham in the 4A State Semi-final game. The girls went on to win the 4A Championship Title. (Right) Senior Carlee Winkelmann works for the out during the semi-final game at State.



(Above) Sam Tipton, executive director of the Girls' Coaches Association, presents third place medals to the McKinney North team. (Right) Senior Victoria Beltran goes for another strike out during the game against Brenham. Prior to state, Beltran had a 36-9 pitching record and a .535 batting average.



(Top) A Denton Ryan player attempts a slap hit during the semi-final game against McKinney North. Ryan won the game and advanced to the 4A finals where the team lost to Boerne. (Above) The Denton Ryan catcher makes a close play at home during the semi-final game.

Photos by Jeanne Acton

Steroids: Random testing to begin during fall 2007

Continued from page 1
exempt from penalties.

Student-athletes and their parents also must sign an agreement that states they will not use illegal steroids and will submit to testing if selected.

In addition to random student testing this year, all athletic coaches are required to watch a 16-minute steroid education DVD.

"We are very proud of the DVD," Cousins said. "The DVD uses professional and Olympic athletes and successful coaches to send the message that you don't need steroids to be successful."

UIL mailed all athletic directors copies of the DVD, and it is also available on the UIL Web site.

"We are encouraging our coaches to share it with their students and parents," Odenwald said.

The bill also requires UIL to "provide for a period of ineligibility from participation in an athletic competition ... for any student with a confirmed positive test result or any student who refuses to submit to random testing."

In order to establish penalties before the beginning of the 2007-2008 school year, the Legislative Council in June unanimously passed a proposal that would

suspend athletes for 30 days for a first offense, one academic school year for a second offense, and permanently for a third positive drug test.

Cousins said the penalties could change after the Legislative Council meets in late October.

The projected cost per year is \$3 million. The state will provide \$6 million over the next two years.

After December 2008, UIL and the Texas Legislature will address future funding for the program.

If the state continues the mandated testing program, but does not provide further appropriations, UIL will be forced to consider other options such as grants, an increase in membership fees or a surcharge on athletic event tickets.

"None of these seem to be very acceptable at this particular point," said Dr. Bill Farney, UIL executive director. "But our staff will be studying, along with [the council's] input, ways that we could do this."

A young boy's journey to self-confidence

continued from page 2

his medal, he still couldn't believe it. The applause was nice.

That night he woke up from a dream in which someone had rushed down shouting, "You cheated," and took his medal back. But he checked and it was still on the table by his bed.

A structured fairy tale would have him winning every contest after that. Having tasted success, he would be the first to walk on the moon, win a multi-million dollar lottery, discover a cure for cancer, and as in storybooks, live happily ever after.

He did get serious about school, graduated and went to college, developing a deeper appreciation for his teachers. He believed in himself because they believed in him. To this day he associates with teachers all the time – teachers who dwell on challenging their students, encouraging and enabling them to be better people.

Is there another nation that has been

as richly blessed by its teachers as has the United States of America? At last we find ourselves through the selfless dedication of others.

As a man, the boy recalled the unmarked graves of Union and Confederate soldiers near Gettysburg. He visited Concord, Massachusetts, where near a path to the bridge a simple stone marker had been inscribed: "They came three thousands miles to die, while British mothers mourned," and in France near the beachheads of World War II he visited the unknown German soldiers' graves in a pastoral Normandy village, then the thousands of white crosses at the American cemetery; some marked with the Star of David, but too many inscribed simply "Known only to God."

Then the words of the poem of his youth took on a deeper meaning. He looked across the deep blue waters of the channel toward England, felt the tragedy of it all. Now was his time to cry.



Dr. Farney talks to the UIL Legislative Council in June about possible penalties for steroid abuse. Photo by J. Acton

A recent study by Texas A&M University showed that steroid abuse fell from about 2 percent to 1.5 percent in grades seven through 12 in 2006.

A survey UIL conducted during the 2006-2007 school year revealed that 127 UIL member schools reported testing for steroids, while 405 test for recreational drugs, Cousins said.

Cousins said the random testing program will help remind coaches "to continue to preach to kids about the dangers of performance enhancing substances."



Dr. Cousins answers questions about the testing.

Lone Star Cup awards announced

The UIL and Texas Dodge Dealers will again present the Lone Star Cup, honoring the best overall athletic and academic programs in Texas for the 2006-2007 school year.

Now in its eleventh year, the Lone Star Cup is awarded to high schools that accumulate the most points based on their team performance in academic and athletic district and state championships.

Point standings updates were released throughout the school year on the UIL Web site and the *High School Spotlight* on Fox Sports Net, and official final results were announced July 2.

This fall, the UIL and Texas Dodge Dealers will present the 2007 Lone Star Cup trophy, along with a \$1,000 prize, to one high school in each of the five UIL classifications.

Among the winners this year, Dallas Highland Park High School finished first in

conference 4A for the fourth consecutive year and seventh time overall.

Plano West won conference 5A in a tiebreaker over Humble Kingwood by winning state championships in Team Tennis and Girls Soccer.

Lindsay High School also won for the second straight year in conference 1A.

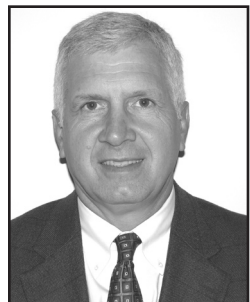
The UIL and Texas Dodge Dealers remain committed to promoting overall excellence in high schools across the state and look forward to another competitive race for the 2008 Lone Star Cup.

Recipients of the 2007 Lone Star Cup:

- 1A—Lindsay High School
- 2A—Tatum High School
- 3A—Canyon High School
- 4A—Dallas Highland Park High School
- 5A—Plano West High School

Changing with the times

Staff uses experience, wisdom and research before making new proposals



Charles Breithaupt
Athletic Director

There has been a lot of change in the last 15 years at the University Interscholastic League. The only thing that has remained constant is change. We have evolved just as our schools have evolved. We have adapted as much as our membership has adapted in this

constantly changing society.

Listening to a sermon a few weeks ago had me reminiscing about the change process we encounter at the UIL. The preacher was discussing change as it applies to business. The story went like this. A long-time business owner, wanting to motivate his employees, was determined to give the Employee of the Month special recognition. Each month the owner would go on the floor of the factory, stop production and present the monthly winner with appropriate recognition and a gift. The gift was always a gold tie tack.

As time went along and numerous employees accepted their gift with gratitude, an employee of the younger generation was to be recognized as the employee of the month. Following the usual speech, the boss gave the gift box to the young man. The young man promptly opened the gift, declared how beautiful it was and promptly stuck it in his ear.

That story certainly provides an accurate picture of how change occurs. Not only do the young think differently than the more experienced, society as a whole processes information in a much different methodology than ever before.

On the whole, my generation is fearful of change. Even though the baby boomer generation clamored for change through the 60s, we have become resistant to change in many ways during our middle age.

Never an advocate for change for the sake of change, it has become necessary for the UIL staff to analyze every proposal and every request

with an eye on evolution rather than revolution. How has our society and how have our clients, the schools, evolved though the years? Rather than viewing change through cynical eyes, we have been led to change because often, change is evidently necessary.

Thus, much wisdom must be applied before automatically making a change in any area. Wisdom in athletic administration is hard earned. It comes from developing a code based on non-negotiable principles. It appears after much experience and a lot of water running under the bridge.

Wisdom comes in many different packages. Another story provides an example of such wisdom. A group of young boys liked to play a little game using a nickel and a dime. The boys would ask another rather dull boy named Elmer to pick a coin. Invariably, Elmer would choose the nickel. The other boys would laugh and make light of the dim-witted Elmer.

Eventually, one of the boys had an out-of-town friend with him, and they encountered Elmer. The boy said, "Watch this! Elmer always picks the bigger coin."

He held out a nickel in one hand and a dime in the other and asked Elmer to choose. As usual, Elmer picked the nickel. Walking away with his pals, the boy said, "Can you believe Elmer? He always takes the nickel."

The new kid wasn't pleased with how Elmer had been treated and went after Elmer. He asked Elmer, "Don't you realize what they are doing? Don't you know that the dime is worth more than the nickel?"

Elmer grinned and said, "Sure I do! But, if I pick the dime they'll never ask me to choose again!"

This type of wisdom is often evident within the UIL staff. While it appears that we may not know what we are doing, the process we utilize often masks wisdom.

Many times we must use wisdom, but it must be saturated with the will of the membership. Even though we may believe a particular proposal would be best for the schools, many times the membership fails to recognize the merit of the proposal; thus the proposal fails. That does not and should

not prevent any staff member from "thinking outside of the box." Rather, it should encourage staff to dig deeper in its rationale when dealing with any new idea.

The League has survived for nearly 100 years because it is a grass roots organization. The rules are made by the membership and those rules are adjudicated by the same membership. The perception that we live in an ivory tower, handing down rules and rulings, is false. Every rule we have is in place simply because good school leaders find them necessary to create a fair and equitable playing field.

Wisdom is shown in a variety of ways by the UIL staff. Often times our best decision is the status quo. That does not mean that we are not constantly thinking, nor does it mean we are not aggressively seeking better solutions. Our role is to provide information and options. This information is then presented to the elected Legislative Council members. We try to provide accurate and unbiased opinions of the pros and cons of any proposal. If our opinions are requested, then the staff is free to express its opinion.

The staff does not take this responsibility lightly. We attempt to process every rule proposal with an open mind. We often debate the merits of particular proposals and ideas. The staff then makes this information available to the Council in an open hearing.

Staff often originates ideas. Until the Legislative Council signs off on these ideas, they do not become official proposals. Many times the Council asks staff to survey the schools or even place proposals on referendum ballots. Thus, these ideas evolve into proposals and their fate is left in the hands of the membership.

League staff will always try to incorporate experience and wisdom into the formation and germination of any idea as it evolves into a proposal. But, we will always stop short of forcing our opinions on the membership. Just as Elmer showed wisdom and discernment in his decision-making, the UIL staff must continue to recognize the opportunity we have to choose. We do not take this responsibility lightly.

PUBLIC REPRIMANDS

BASEBALL

Abilene HS – Mark James
Alvarado HS – Robert Boyette
Austin Lanier HS – Jacob Anderson
Avalon HS – Cody Davis
Beaumont Central HS – Kirvis Fontenot
Chico HS – Keith Toland
Dallas Bryan Adams HS – Allen Harris
Dayton HS – Brandon Craus
El Campo HS – Kerry Brandl
El Paso Burges HS – Armando Romero
El Paso Chapin HS – Tony Ponce
Elkhart HS – Stuart Smith
Granger HS – Stephen Wisdom
Houston Yates HS – Steve Robinson
Houston Strake Jesuit HS – Rodney Villadiego
Hubbard HS – Pacer Bourland
Kermit HS – Steven Flores
La Grange HS – Darren Seymour
Lewisville Flower Mound HS – Steve Stinson
Mabank HS – Jason Lindsay
Mission Sharyland HS – Chris Brown
Mission Sharyland HS – Barton Bickerton
Rosebud Lott HS – Keith Klause
Shepherd HS – Shane Hanks
Taylor HS – Doug Kuhl

FOOTBALL

Edcouch Elsa HS – Feliciano Garcia
Edcouch Elsa HS – Steve Martinez
Ysleta Riverside HS – Mike Herrera

Odenwald: Testing is first priority for new staffer

continued from page 1

Odenwald said he and his family enjoy water sports and boating and that they "get on the lake as often as [they] can."

Odenwald also said he has always enjoyed watching University of Texas sports and that he looks forward to seeing the games in person.

His first goal is to make sure the first year of random steroid testing goes smoothly.

"This will be the largest steroid testing program in the world," he said.

However, Odenwald said steroid testing won't be his only concern.

Serving student-athletes has always been a priority in his career, and his work at UIL helps him do so, Odenwald said.

"It's always been centered around what's best for kids, their coaches and the teams," he said.



Cliff Odenwald

Taking the lead

Coaches have a responsibility to be good leaders for their athletes and programs

PUBLIC REPRIMANDS

BASKETBALL

Baird HS – Clay Barnett
Blooming Grove HS
– Kendra Atkinson
Clear Creek Brookside
MS – Michael O'Connell
Conroe Oakridge HS
– Toby Latiolais
Hillsboro The Woodlands
HS – James (Pat) Kennedy
Cypress Fairbanks HS
– Amby Clinksdale
Edinburg Economedes HS
– Raymond Botello
Edinburg Economedes HS
– Jaime Olivarez
Hillsboro HS – Michael Jackson
Lamar Terry HS – Jeffrey Ives
Longview Spring Hill HS
– Rodney Riley
Meridian HS – Rickey Holmsley
Mertzon Irion County HS
– Tracy Honea
Spring Branch Northbrook
HS – Deshun Baker
Vidor HS – Velinda Arbuckle



Cliff Odenwald
Associate Athletic Director

One of the reasons I entered the teaching and coaching profession was to give back to a profession that had given me so much. My father died when I was nine years old and my mother, Sylvia Odenwald, worked hard to teach me that I could achieve whatever

I wanted. While my mother served as a great role model, the coaches in my life became my male role models. These men taught me that hard work, dedication, discipline, teamwork, good sportsmanship, and goal-setting were not only the keys to success on the field, but were also the key to being successful in life.

In today's terms I was an "at-risk student," and as we all know, extra-curricular activities provide the best "at risk" programs in education. I am proof that those programs help keep young people headed in the right direction.

There are more at-risk students today than at any other time in the history of our country. It is extremely important that all coaches be strong leaders and mentors not only to at-risk student-athletes, but to all participants in our UIL programs.

When you choose teaching and coaching as a profession, you are automatically placed in a leadership role. I did not completely understand this responsibility 29 years ago when I started my

professional career as a history teacher, freshmen/JV football coach, freshmen basketball coach, and assistant track coach at Abilene Wylie High School.

I didn't understand, at that point in my career, that in some cases I would be the only consistent factor in some students' daily lives. I was given the responsibility to lead that group of students and instill in them the qualities taught to me by my former coaches and teachers.

The role of "leader" is automatically given to all in our profession and must be taken seriously. Whether or not you are a successful leader is completely up to you.

The leadership role took on new meaning as my responsibilities and assignments changed. The higher the level of responsibility I was assigned — the more demanding the leadership role. As my professional titles and duties have changed over my career, my leadership responsibilities have also changed.

As I advanced in my coaching career from assistant coach to head coach, my responsibilities increased. Moving from head coach into an athletic administrative position shifted my leadership responsibilities again.

I came to understand that the decisions I made affected student-athletes, coaches, campuses and district programs. My focus was still the student-athlete, first and foremost, but I realized the importance of broadening my vision to include all aspects of the district's athletic programs.

Now, all my decisions or policies changes were based on what was fair and equitable for all athletic programs and not just one particular program.

With my new responsibilities as the UIL associate athletic director and supervisor of the new steroid-testing program, my leadership role takes on a new direction.

The leadership exhibited and decisions made will affect all student-athletes and athletic teams in the state.

As we start a new school year, the following will help us stay focused on our leadership roles: 1) Be positive; 2) Be prepared; 3) Be fair and consistent; 4) Be a good sport; and 5) Be a good communicator.

The entire UIL athletic staff is diligently working to ensure that the steroid-testing program is correctly implemented and that all details are covered. Coaches should continue to reference the UIL Web site for all of the updates on the steroid-testing and education programs.

I want to take this opportunity to thank all of the coaches who were my role models and who instilled in me the qualities it takes to be successful on a team and in life.

I would also like to thank all of the head coaches, athletic directors, assistant superintendents, and superintendents who demonstrated what true leadership means.

Teachers and coaches should never underestimate the influence they have on students and athletes. When you choose this profession you sign up to be a leader, and you will help develop the leaders of tomorrow.

I agree with Dr. Curtis Culwell, Superintendent of Garland ISD, who often tells people that of all the titles he has been given — the one he is most proud of is "Coach."

Got Football Championship Video?



Has your school ever participated in a state championship football game? Do you have any championship football game footage? Any year, any classification, any division. If so, the UIL needs your assistance. Please contact Cody Havard at the UIL office via email at cody.havard@mail.utexas.edu or phone.

Your help is greatly appreciated.

Tough assignment

Role of DEC is to enforce rules, certify eligibility of athletes



Rachel Harrison
Athletic Coordinator

I know the summer is coming to an end when I start to see stacks of PAPF's accumulating on my desk. Yes, it's definitely that time of year! Among the many forms required by the UIL, the PAPF is probably one of the most extensive and time consuming. Last year our staff processed

7,010 PAPF's, and this year we've already received 650. Students change schools for a myriad of reasons, but it is the role of the DEC to verify that the change is not for athletic purposes.

District Executive Committees bear a huge responsibility when certifying the eligibility of student-athletes.

With regard to the PAPF, the areas of particular concern should include:

- If a student's new and old address are the same, there should be an adequate explanation for changing schools;
- If parents have not moved, why is the student changing schools?;
- If the entire family does not change residence a "dual residency" may exist, which is a violation of the Parent Residence Rule. There should be adequate explanation;
- If a student's parents are divorced, the residence of the student is presumed to be that of either parent.

The Varsity Eligibility Form must also be approved by the DEC. This form should be checked carefully for each student's date of birth, date of first enrollment in the ninth grade, date of enrollment this year, and address.

The duties and responsibilities of the DEC are outlined both in the Constitution & Contest Rules and the District Executive Committee Handbook. New information this year includes a rule change regarding penalties the DEC can impose for students.

In the past, a DEC could suspend a student for up to three years.

The new rule change shortens the maximum period of ineligibility a DEC could assess to students from three years to one year. The DEC could recommend to the State Executive Committee that the period of ineligibility be longer than one year.

Questions often arise when a DEC must convene to hear alleged violations of UIL rules. Complaints can be received through a variety of

The DEC may appoint a committee to investigate the complaint and to submit a report to the DEC or hold an informal discussion at a regularly scheduled meeting based on a self-reported violation by a participant school.

sources such as self-reporting from a participant school, protests or reports of violations by another participant school, protests by individuals, or referral by the UIL staff with an investigation report. The UIL staff investigates all complaints received that are in the jurisdiction of the State Executive Committee. Violations in the jurisdiction of the DEC are referred to the appropriate committee with a copy of the staff findings and a request that a copy of the DEC minutes considering the complaint be sent to the UIL office.

The DEC may appoint a committee to investigate the complaint and to submit a report to the DEC or hold an informal discussion at a regularly scheduled meeting based on a self-reported violation by a participant school. Any investigation of allegations that can result in a penalty of a reprimand to school personnel must follow a fair process.

Student eligibility cases may be appealed to the Commissioner of Education through the State Executive Committee. It is imperative that a fair process be afforded to the student and parent. The DEC hearing process should include the following:

- Notice of the specific allegation shall be given to each person and/or participant school accused prior to the meeting. All involved parties shall be given five days notice of the hearing. The parties could mutually agree in writing to waive the five day requirement.
- All persons and member schools accused shall be given a chance to present testimony and/or documents regarding the allegations during the meeting in which a decision is to be made. As part of the hearing notice, all parties shall be informed by the Committee if any time limits are to be placed on a party's presentation of their case. The Committee chair should have discretion to grant additional time to interested parties as circumstances warrant.
- All parties may be represented by legal counsel if they desire. Legal counsel may present the cases, ask questions through the committee and summarize.

• Plaintiffs have the right to face their accusers.

• Hearsay evidence shall not be considered.

• Time limits for testimony apply equally to both parties.

• Witnesses must give sworn testimony.

• When a school is aligned into multiple districts, the initial DEC decision is applicable in all other districts, unless new and credible information is presented.

All meetings of the DEC are open to anyone who wants to observe, except portions of those cases that might carry a penalty to school district personnel. In those cases, before making a determination as to whether a person has violated the rule, the chair should announce, "An executive session will be held at this time pursuant to the Texas Open Meeting Act of the Texas Government Act, Subchapter D, Articles 551.071 and 551.074". The DEC shall consider a case that could result in a penalty to school district personnel. No other items of business will be considered during the executive session.

Committee members, the person accused of the violation, and legal counsel representing that person (if any) should be in the executive session. If it is determined that a rule was violated and if the committee votes to issue a reprimand, it must be done in open session.

If the committee decides that a penalty greater than reprimand should be considered, the motion to refer the case to the State Executive Committee shall also be made in open session.

Referral to the SEC should occur only after the DEC has investigated the case and is convinced of the guilt of the individual. Referral should also carry a specific recommendation for a penalty exceeding reprimand.

District Executive Committees are forced to make tough decisions. Their role is vital in the grass roots administration of UIL activities. They face the responsibility of enforcing rules, conducting investigations, verifying eligibility, settling disputes within a district, determining tie breakers and any other action that is reasonable, necessary or desirable, and consistent with the UIL Constitution & Contest Rules, the rules of the State Board of Education, and the law.

If you've ever served on a DEC, you know how time-consuming it can be.

The UIL staff relies heavily on DEC's to ensure that all schools are participating on a level playing field.

This level of structure is an integral part of making the UIL and its member schools such a success.

PUBLIC REPRIMANDS

VOLLEYBALL

Killeen HS – Mark Caranza

WRESTLING

La Joya HS – Jose Lopez

SOCCER

Brownsville Pace HS
– Jose Jimenez
Greenville HS – Casey Osborn
Hidalgo HS – Esquiel Morales
Joshua HS – Gary Walker
Pasadena Memorial HS
– Scott MacNeish
San Angelo Central HS
– Andres Hernandez
San Angelo Lakeview HS
– Joshua Johnson
Waco HS – Jonathan Jarrett

SOFTBALL

Amarillo HS – Kasey Kinne
Denton Guyer HS – Keith Medford
Fort Worth Polytechnical HS – Tony Theriault
Waco La Vega HS – Kristen Williams

UIL HS Poetry, Category A – Award-winning Poets
Two Tuft Awards are included on the acceptable poetry award list for Category A of Poetry: the Kingsley Tuft Award and the Kate Tuft Discovery Award.

S. GRAND PRAIRIE HS
The State Executive Committee issued a public reprimand to Coach Shawn Hoover with probation through Feb. 21, 2008.

IRVING HS
The State Executive Committee issued a public reprimand to Coach Steven Perry with probation through February 16, 2008.

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.

UVALDE HIGH SCHOOL
The State Executive Committee issued a public reprimand to Coach Michael Hernandez, and placed him on probation through January 9, 2008, for violation of Section 1208 (j) (3).

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

DALLAS I AM THAT I AM ACADEMY
The State Executive Committee Dallas I Am That I Am Academy on probation in all activities through October 31, 2007 for numerous violations of UIL rules.

EMPLOYMENT OF COACHES
Addition to Official Interpretation #29 (Section 1033 [b] [5] and Section 1202):
A full-time substitute who has coached during the school year would be permitted to continue coaching until the UIL competitive year has ended. Example: state baseball playoffs.

CORPUS CHRISTI MOODY HS
The State Executive Committee issued a public reprimand with probation through May 16, 2008 to Corpus Christi Moody High School. The State Executive Committee also issued a public reprimand to Coach Paula Salinas Rodriguez, with probation through May 16, 2008.

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

CORPUS CHRISTI CALALLEN HS
The State Executive Committee issued a public reprimand to Coach Steve Chapman with probation through March 3, 2009 for violation of Section 1208 (j) (3), Ejection from Contest While on Probation.

IRVING MACARTHUR HS
The State Executive Committee issued a public reprimand to Michael DeSpain with probation through August 21, 2008 for violation of Section 1110 (c) (2), Eligibility, and Section 1110 (f), Organization Roster.

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

SAN ANTONIO SOUTHWEST HS
The State Executive Committee issued a public reprimand to San Antonio Southwest High School with probation for their volleyball team through October 23, 2007, in lieu of forfeiture of contest.

COLLINSVILLE ISD
The District 11-1A Executive Committee issued a public reprimand to Collinsville ISD with probation through the 2007-2008 football season, for violation of Section 1478 (h) (2).

COLLINSVILLE HS
The State Executive Committee issued a to Bobby Stastny with probation through February 8,

2009 for violation of Section 51 (a) (8).

BRYAN BRAZOS INQUIRY AND CREATIVITY SCHOOL
The State Executive Committee suspended Bryan Brazos Inquiry and Creativity School for the remainder of the 2006-2007 and the 2007-2008 boys and girls varsity basketball seasons.

INGLESIDE MS
The State Executive Committee issued a public reprimand to Coach Homero Trevino with probation through February 26, 2008, for violation of Section 1208 (j), Ejection from Contest, and suspended him from one track meet because he had not received COPE training, as required by Section 1208 (j) (2).

LEWISVILLE MARCUS HS
The State Executive Committee issued a public reprimand to Lewisville Marcus High School Soccer Program with probation through April 24, 2008, for violation of Section 1201 (a) (3), Physical and Verbal Abuse of a Sports Official by a Student Athlete. The State Executive Committee also issued a public reprimand to Coach John Gall with probation through April 24, 2008, for violation of Section 1201 (a) (3), Physical and Verbal Abuse of a Sports Official by a Student Athlete.

DICKINSON HS
The State Executive Committee issued a public reprimand to Coach Mack Brown with probation through May 22, 2008 and a one game suspension for the 2007-2008 soccer season for violation of Section 1208 (j), Ejection from Contest.

EL PASO BURGESS HS
The State Executive Committee issued a public reprimand to Coach John Skelton with probation through May 20, 2008 and suspension from the first football game of the 2007-2008 football season for violation of Section 1208 (j), Ejection from Contest.

ELGIN MIDDLE SCHOOL
The State Executive Committee issued a public reprimand to Coach Christy Wagner with probation through February 19, 2008 and a one meet suspension for the 2006-2007 track season

for violation of Section 1208 (j), Ejection from Contest.

HOUSTON MILBY HS
The State Executive Committee issued a public reprimand to Coach Eric Woloson with probation through May 22, 2008 and two game suspension for the 2007-2008 baseball season for violation of Section 1208 (j), Ejection from Contest.

INGLESIDE MIDDLE SCHOOL
The State Executive Committee issued a public reprimand to Coach Homero Trevino with probation through February 26, 2008 and a one-game suspension for the 2007 track season for violation of Section 1208 (j), Ejection from Contest.

LAREDO UNITED SOUTH HS
The State Executive Committee issued a public reprimand to Coach David Marsello with probation through May 15, 2008 and a suspension for the first two games of the 2007-2008 baseball tournament season for violation of Section 1208 (j), Ejection from Contest.

MISSION SHARYLAND HS
The State Executive Committee issued a public reprimand to Coach Jeff Moubray with probation through May 15, 2008 and a suspension from the first two games of the 2007-2008 baseball season for violation of Section 1208 (j), Ejection from Contest.

MISSION SHARYLAND HS
The State Executive Committee issued a public reprimand to Coach Rick Lozano with probation through May 15, 2008 and a suspension from the first tournament game of the 2007-2008 baseball season for violation of Section 1208 (j), Ejection from Contest.

DRIPPING SPRINGS HS
The State Executive Committee issued a public reprimand to Coach David Ellis with probation through May 20, 2008 for violation of Section 1208 (j), Ejection from Contest, with his name to be published in the Leaguer for a period of twelve months because of lack of COPE training prior to his coaching season.

HOUSTON LAMAR HS
The State Executive Committee issued a public reprimand to Coach Dennis Gillespie with probation through January 23, 2009 with a two-game suspension for the 2007-2008 basketball season for violation of Section 1208 (j), Ejection from Contest.

FORT BEND WILLOWRIDGE HS
The State Executive Committee issued a public reprimand to Coach Gregory Hollman with probation through January 23, 2008 for violation of Section 1208 (j), Ejection from Contest.

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

LITTLE ELM HS
The State Executive Committee issued a public reprimand to Coach Wendy Edwards with probation through May 21, 2008 for violation of Section 1208 (j), Ejection from Contest.

MILANO HS
The State Executive Committee issued a public reprimand to Coach Powell Compton with probation through May 21, 2008 for violation of Section 1208 (j), Ejection from Contest.

SAN ANTONIO HOLMES HS
The State Executive Committee issued a public reprimand to Coach Merry Brown with probation through February 12, 2009 and a four game suspension for the 2007-2008 varsity girls' basketball season for violation of Section 1208 (j), Ejection from Contest.

ARLINGTON LAMAR HS
The State Executive Committee issued a public reprimand to Coach Cheryl Edwards with probation through August 14, 2008 for violation of Section 400 (d), Playing an Ineligible Player, No Pass No Play.

ARLINGTON BOWIE HS
The State Executive Committee issued a public reprimand to Abbie Jo Fischer for violation of Section 400 (d), Playing an Ineligible

Student, No Pass No Play.

FORT HANCOCK HS
The State Executive Committee issued a public reprimand to Fort Hancock High School with probation through August 14, 2008 for violation of UIL Pitching Limitations. The State Executive Committee also issued a public reprimand to Coach Steve Taylor with probation through August 14, 2008 for violation of UIL Pitching Limitations.

COTULLA HS
The State Executive Committee issued a public reprimand to Cotulla High School for violation of Section 1220 (h) (2).

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

AUSTIN REAGAN HS
The State Executive Committee issued a public reprimand to Reagan High School with probation through August 14, 2008 for violation of Section 1033 (b) (6), Failure to Participate in One-Act Play Contest.

FORT WORTH DIAMOND HILL-JARVIS HS
The State Executive Committee issued a public reprimand to Diamond Hill-Jarvis High School with probation through August 14, 2008 for violation of Section 1033 (b) (6), Failure to Participate in One-Act Play Contest.

NEW LONDON WEST RUSK HS
The State Executive Committee issued a public reprimand to West Rusk High School with probation through August 14, 2008 for violation of Section 1033 (b) (6), Failure to Participate in One-Act Play Contest.

Distribution rights

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

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