

Leaguer



Briefs and Notes

Calendar of upcoming events

- Feb 22** Swimming and Diving State Meet
- Feb. 22**Wrestling State Meet
- Feb. 23**OAP: Title entry cards
- Feb. 28** Girls' Basketball State Tournament
- March 1**ILPC: Max Haddick Teacher of the Year and Edith Fox King Awards nomination due
- March 1** Solo & Ensemble: First day for online registration
- March 1** ILPC: First day for online registration for Summer Workshop
- March 1** ILPC: Deadline for current year Yearbook IAAs
- March 5**Legislative Council Finance Committee meeting
- March 6-8**Boys' Basketball State Tournament
- March 8** Academics: Last day for invitational meets using Set B materials
- March 10-11** CX State Tournament 1A, 2A & 3A
- March 14-15** CX State Tournament 4A & 5A
- March 15** Solo & Ensemble: Last day for region contests
- March 17-22** Academics: First week for district meets and OAP zone
- March 24-29** Academics: Last week for district meets and OAP zone

Council approves testing protocol

League develops plan from scratch in less than 6 months

By **Jeanne Acton**
Journalism director

It's common knowledge to most educators that in June the Legislature passed Senate Bill 8 mandating random drug testing for anabolic steroids for Texas high school athletics.

What many may not realize though is this high school testing plan will be the largest steroid testing in the country.

"In terms of scope and number of samples, it's even bigger than the NCAA and Olympic testing programs," Kim Rogers, public information director, said.

In less than six months, the UIL team working with legal counsel created a complete and detailed protocol for the random anabolic steroid testing.

"This was a very short amount of time because we had to, for the most part, create a protocol from the ground up," Rogers said. "We had no other models to look to. It's actually quite extraordinary that we are able to implement this program during the spring semester."

See Steroid, page 14

See FAQ, page 18



(Above) At the Legislative Council meeting in January, Dr. Charles Breithaupt answers questions about the steroid testing protocol. Dr. Mark Cousins (not shown) briefed the council on the 18-page document. (Left) Members of the council unanimously approve the protocol. Random anabolic steroid testing will begin this semester at high schools. Photos by Jeanne Acton



Linda Tarrant presents at a Student Activities Conference. Photo by Bobby Hawthorne

Q&A ♦ 2 academic state directors share their stories, experiences

By **Andrea Negri**
UIL Staff

The following is part of a series of question and answer profiles on the Academic state contest directors.

Linda Tarrant
Computer Applications State Director

Q: How did you start working for UIL?

A: For several years prior to working with

the Computer Applications, my company had produced software and printed products for studying the UIL spelling lists annually. Pat Wisdom dropped a note in her column that UIL was looking for a test writer for Computer Applications; so I collected more information from Pat and ultimately started working with the contest as director.

Q: When did you start working at UIL?

See directors, page 14



Never a simple answer

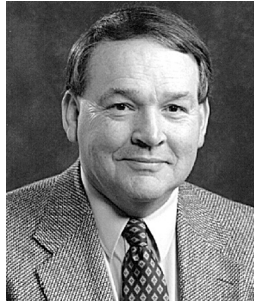
Travel distance and equity drive the reclassification and realignment process

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Bill Farney
UIL Director

release. Expanding suburban populations in Houston, Dallas, San Antonio and Austin witnessed the lion's share of new schools.

In inner cities, more schools dropped from 5A, resulting in outlying suburban schools being added to the district. Those schools in less-populated parts of the state saw some decline in numbers of students.

The population shift from rural to urban caused a number of schools to drop down a conference from the current alignment. Some schools will have to travel more than before, especially in West Texas. With rising gasoline prices, this is always a concern.

The two principle concerns in any realignment are travel and equity. Always a concern is the smaller school playing a larger enrollment school.

The UIL Legislative Council has approved a number of provisions over the past few years to deal with equity of school size and reduce the gap in largest-to-smallest within a conference.

- Six-man football has two distinct conferences and two separate state champions.
- Conference 1A basketball is in two divisions with a Division I (large) state champion and a Division II (smaller enrollment) state champion.
- Conference 3A has been reduced from 220 schools to approximately 180 schools to narrow the enrollment different from the largest to the smallest school.

The recent release of the 2008-2009 and 2009-2010 realignment produced a usual array of surprises.

Twenty-two new schools (mostly 4A and 5A) continued the trend of the enrollment cut-off numbers spiraling higher with each new two-year

• A study is now ongoing that could (if approved) offer relief in football. This study would divide each conference equally with the smaller half enrollment schools being placed in districts and the larger half being placed in districts. Each of the divisions would play to a separate state championship.

Schools from the smaller enrollment division would play schools from the larger division only in non-district games if they chose to do so.

The reason the study is looking at football is because that is where larger schools tend to have an advantage over smaller schools. Later this spring, a projected district-by-district sample alignment will be released for information, analysis and study.

There will be opportunity to respond. If there is enough interest, the Legislative Council could place the concept on the agenda for official consideration.

There are two distinct sides. The schools in the lower enrollment within each conference see it as a system whereby they would not have to compete with larger schools for district and playoffs. Most of these schools are single high school districts.

The second group consists of the multiple high school districts that now have all their schools in the same district. Under the study plan, their schools would no longer be in one district together. Their main concern is primarily the facility problems, i.e., scheduling and administration of two different districts.

For example, many of these school districts have seven or more schools and only one varsity stadium.

Obviously, all of their schools cannot play the same night.

Many are already using Thursday, Friday and Saturday for varsity games. While they may agree with a study for equity's sake, these districts fear the logistics of it.

With more than 1,300 member high schools, the UIL is faced with the varying needs of the

very small to the very large schools. Added to the problem is the tremendous size of Texas. Formulating policies that can best produce an alignment to fit the varying needs of all schools has been a challenge since the inception of the League.

Some states do not mandate districts. They simply release conference groupings and let schools arrange (in football) their own 10-game schedules. To determine playoff qualifiers, a weighted system is used similar to the ranking system employed by the NCAA in creating a 65-team bracket for the Division I basketball tournament.

That method, as we know, also has its problems and, obviously, a good deal of controversy. If it were used by Texas high schools in football and/or any other team sports, state champions like Katy High School and Trinity would have trouble getting games. Travel expenses would escalate, as coaches would range far and wide to find teams that offered a good chance for a win.

Whatever method is used to facilitate districts and conferences, there will always be problems of travel and equity in size of student body.

If there were 10 conferences instead of five – or 20 conferences – there would still be a sizable difference in the smallest and largest school in a conference. Assuredly there would be travel problems. Somebody has to play Amarillo, Texarkana, Laredo, etc.

Those schools in sparsely populated areas would need games, just as they do now.

The League will keep searching for better ways to create alignments. Aided by newer methods and technology, changes will be made. My prediction is that changes — when they occur — will come in steps, not in wholesale revisions.

The people of the state have supported the system of state championship playoffs. Future competition depends on regular systematic evaluation of what we are doing now and a majority of the schools supporting any future recommendations for revision.

We will fail only if we stop looking for innovative solutions.

Leaguer

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Stay the course

Speech class must remain independent to retain its educational value



Jana Riggins
Speech Director

“Thinking out of the box” is what teachers strive to entice students to do. Educators should exemplify the same in preparing lessons that invigorate their curriculum and engage young minds. But when guest columnist for a recent issue of the *Leaguer* Jeff

Cranmore advocated what he called an “out of the box” idea on one of the ways we can address the issue of the 4x4 state curriculum requirement, I had to offer a rebuttal.

Cranmore, a counselor at McKinney High School and former band director, proposed melding journalism curriculum into the required course Communication Applications in an effort to save jobs and programs.

I’ll be the first one to cheer extra-curricular programs. After all, it is my livelihood. I also personally know what speech, theatre, band, basketball, and cheerleading did for me. They taught me teamwork and self-discipline. They gave me a feeling of pride inside like nothing else, following a contest, performance, game or a concert well done.

As coaches, my husband and I combined have devoted years of afternoons, nights, and weekends to extra-curricular activities.

In the role of parents, we’ve swelled with pride as a son grabbed his helmet and ran out on the football field in front of cheering crowds and then raced to the sidelines to pick up his horn and march an intricate drill in the marching band during halftime.

We have waited late at night in the school parking lot for another son to come home after Latin Club Junior Classic competitions, another from a basketball tournament, and with the choral director in a cold cafetorium miles from home until our vocal performance child received his ratings, knowing that son had to be on time, alert with completed assignments in hand at 6:55 the next morning for zero hour AP English. But the sacrifices have been worth it.

Yes, I believe in the amazing benefits of high school activities on youngsters, and we should work creatively with academic schedules so students can find and refine their talents in these programs. But instructional curriculum is essential development and calling a course one name but squeezing another in concurrently is not educationally beneficial for students

In particular, the Communication Applica-

tions class is one designed to be appropriate for all students. Curriculum reform came to Texas public schools because the corporate world said we weren’t turning out individuals who could enter the workforce with success. Business leaders were emphatic that the skills our students lacked the most, yet needed urgently, were communication skills.

Under their guidance, speech communication teachers were called upon by the state agency to develop a course that would meet this need.

Thus, the required speech course was born, integrating social, professional, and group communication into its essential knowledge and skills.

Taught by certified speech teachers, it is a course that answers the need of the workforce, exploring group dynamics, interviewing skills and cultural communication necessary for a global society. It also answers the need for the individual student, providing an understanding of intrapersonal communication, conflict resolution, on both a professional and a personal level, as well as leadership.

That is why the State Board included it in the core curriculum. We should not dilute it or blend it with any course, no matter how worthy other curricula may be.

Adopted by the State Board of Education as a graduation requirement, the purity of the Communication Application and its being taught by trained speech teachers has continued to be supported by the Board because it develops essential skills that every single high school graduate needs to be successful in life.

I’m all for being creative in our scheduling so that students may meet the requirements of the new 4x4 program and have room in their schedule for extra-curricular activities. Let block scheduling regain life to provide more opportunity for credits and summer school transition from remediation to enrichment.

But don’t “combine classes” such as Yearbook or Newspaper with Communication Applications or “teach [it] in less time,” as some advocate.

The Communication Application curriculum should not be diluted or divided. It is vital in providing the essential knowledge and skills “that will make these young people the leaders of tomorrow.”

Aid with Frequently-Asked Questions: Poetry: Category A.

A combined list of the poets who have received one of the 17 approved awards has been posted on the speech page of the UIL Web site. There are also direct links to the home page of each award, for your convenience.

Category B.

If you are confused about woven poetry, refer to Chapter 4 of the *UIL Prose and Poetry Handbook* where we have provided you with an in-depth discussion of this technique.

Also consult the PowerPoint posted online for aid.

Category B does not require contestants to weave their poetry. Contestants are given the freedom to choose 3 options.

They may read one long poem. They may stack poems. They may weave poems. Contestants should choose the performance technique that best suits their abilities and the literature itself.

Prose: Category A.

The Southern Experience category includes authors born in one of 12 states. Washington, D.C. is not acceptable. Designated states are listed in the C&CR.

Extemp: Materials in the Prep Room.

Coaches need to be aware that there are extemp briefs being marketed that do not meet standards as allowable materials in the UIL prep room. NFL and TFA have rules similar to UIL, so if you are purchasing briefs that prep out extemp topics, beware of allowing your students to put them in their tubs.

Consult the UIL Web site and the Informative and Persuasive Speaking Handbook on what can and cannot be brought into the prep room.

C-X Debate: District Online Results.

When entering results from district, you will enter places in the boxes next to team names. You are not finished.

The online screen instructs you that the results are still tentative and you must continue with a few more simple steps before the screen says “Results are certified and final.” Once you see this message, return to your Update Meet screen and change the status of the meet to “Meet results posted for review.”

Next Year’s Topic.

The results of national balloting are completed. The resolution for the school year 2008-2009 is:

Resolved: The United States federal government should substantially increase alternative energy incentives in the United States.

Lincoln-Douglas Debate: Prep Time.

For the 2007-2008 school year, LD prep time remains three minutes.

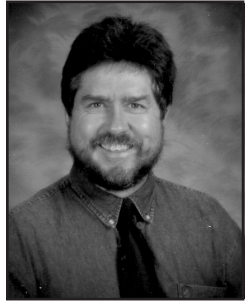
Requisition for Academic District Materials:

District officials no longer order contest materials on a paper form.

Now, when you set up your Academic Meet and put in your shipping information online, it automatically places your order for academic district materials.

Where is the nearest sanctuary city?

With a little research, LD Debate topic lends itself to some great debate



Larry McCarty
Social Studies Director

W e l - come to the world of Texas Lincoln Douglas debate for 2008. The UIL spring resolution, *Resolved: Sanctuary cities are morally justified*, offers the backdrop against which some highly competitive debates should take place. Upon first glance, the resolution will likely raise a few basic questions. In order to answer those questions, research should begin by seeking out definitions of key terms and phrases.

Fortunately, there are really only three basic concepts to consider in this phase of research; sanctuary cities, morally, and justified. While locating applicable definitions of the latter two terms should prove relatively simple, locating valid explanations of the primary term probably poses a bit more of a challenge. My basic advice regarding definitions is that contextual interpretations are definitely superior to other interpretations.

What is a contextual definition? It is one that frames the term or phrase in question in such a manner that the broader context of the resolution is embraced. In short, contextual definitions provide meaningful direction for development of arguments and ultimately, cases that directly relate to the topic.

While “sanctuary cities” might be one for which clear and precise definitions are difficult to find, it is, a concept that has generally clear meaning and is discussed with frequency by political leaders, social philosophers, legal experts and scholars alike.

A comment made by Justice Potter Stewart in a 1960s Supreme Court decision regarding the issue of obscenity comes to mind. Stewart noted that he really could not provide a valid definition of obscenity but merely concluded that, “I know it when I see it.”

This description is particularly appropriate today. What exactly are sanctuary cities?

Based on information available in law journal articles, publications from the

Congressional Record Service, and a host of other resources, it essentially refers to communities that provide refuge of some kind to various groups of individuals.

The sanctuary movement, as such, in the United States officially began in 1982 when six churches from Arizona and California announced their decision to provide places of refuge for persons fleeing El Salvador and Guatemala.

While this event is generally viewed as the beginning of a trend as well as the birth of a new concept, it was not, the first time that refugees or other persons seeking asylum were allowed protection within the United States. Indeed the history of U.S. immigration issues is one that is filled with examples of individuals finding sanctuary of some sort in this nation. Several aspects of the 1982 event, nevertheless, are noteworthy.

The announcement merely stated that refuge was being provided with little or no direct commentary regarding how the action might be affected by U.S. immigration policy. In other words, the churches were taking a positive step to assist a particular group of individuals and not conscientiously seeking to violate any specific federal statutes in the process, although such might have well been the case.

Another interesting aspect of this issue was that the announcement by the churches came at a time when the practices to which they referred were already taking place. Finally, by making the action public in nature, it attracted the support of numerous other religious groups who sought to provide similar protection for refugees.

Today a sanctuary city is one that embraces, as a municipality, one of several kinds of policy normally relating in some manner to U.S. federal immigration policy. In some instances scholars refer to sanctuary cities as ones that knowingly and willfully disobey federal policy, while others maintain that sanctuary cities are merely ones that simply fail to cooperate with existing federal policy by embracing a form of “don’t ask, don’t tell” protocol.

Regardless of differences in interpretation, the Congressional Record currently identifies more than 30 major American cities that are classified in this group. The list includes Baltimore, New York City, San Diego, Detroit, Seattle, and Los Angeles. The Texas cities of Houston and Austin

also made the list.

The timely nature of this subject was demonstrated during one of the debates between contenders for the Republican presidential nomination. The opening question for Rudy Giuliani focused on his actions as mayor of a sanctuary city, New York City. His response was that the label “sanctuary city” did not apply to the situation in his city.

He further explained how, in certain instances, the legal status of some immigrants was not reported to federal authorities. Among the situations he noted were ones in which individuals were victims of or witnesses to crimes, in need of emergency medical care or seeking public education for children.

Giuliani’s contention was that legal status was never established in most of these cases, meaning that there was no deliberate circumvention of federal authority. With all due respect to “America’s mayor,” most legal scholars would conclude that a sanctuary policy was in effect in New York City.

Of course, once the former mayor responded to questioning, he then alleged that his opponent, Mitt Romney, once governed Massachusetts, a state that is home to several sanctuary cities.

Regardless of which side is correct, the ultimate question remains, why did the mayor and governor support such policies?

The answer was twofold, initially. With respect to the crime issues, information by the individuals in question proved invaluable for local law enforcement officials and second, medical and education services were provided for humanitarian reasons. Similar policies in other cities embracing sanctuary policies are justified for the very same reasons.

Once the term sanctuary city is clarified, the obvious conclusion is that U.S. immigration policy is a fundamental part of the current UIL resolution. This assumption is indeed correct and immigration is truly a relevant and timely topic. It will, without a doubt, be one of the primary issues discussed by political candidates throughout the current election campaigns.

It is the subject of ongoing consideration by the nation’s lawmakers and major legislation is possible within the year. It not only involves economic and social concepts but, in the wake of the events of 9/11 and the ongoing war on terrorism, also invites

discussions of national security. Historically, it is a meaningful issue as well, commonly attracting controversy since the founding of the nation.

Another basic question regarding the issues in the current topic relates to whether or not sanctuary cities are in direct violation of the law and, at least in some cases, engaging in some form of civil disobedience. In terms of the civil disobedience issue, the policies embraced by the cities in question, really does not apply.

Civil disobedience, by its very nature, involves intentional violation of an undesirable law as part of a means of protest against the law being violated. Its ultimate objective is to call attention to a perceived injustice in hopes of changing the law in question.

Sanctuary city policies are, for the most part, neither deliberate attempts at breaking any laws nor efforts to change laws but, instead, attempts to provide humanitarian relief and assist law enforcement agencies. In terms of whether or not laws are being violated by sanctuary cities, the issue, while somewhat unclear, is generally viewed as legal.

In fact, this position is supported by the fact that recent federal legislation seeks to withhold federal funding from cities that do not fully cooperate with immigration policy. This action has been taken in the absence of judicial mandates that force cities to comply.

The legality question gives rise to another relevant issue embraced by the resolution: federalism or states’ rights. Questions have surfaced regarding the degree to which states and municipalities are responsible for enforcement of federal statutes, specifically immigration policy.

There is clearly a shortage of personnel at the federal level to adequately enforce the nation’s immigration policy resulting in various agencies appealing to local and state authorities for assistance. For the debater who prefers not to argue immigration policy, the concept of states’ rights provides an excellent area upon which to base arguments.

For the sake of simplicity, I would suggest that debaters and coaches alike consider some relevant observations regarding the resolution.

Immigration is, without question a ma-
See Topic, page 12

On the dark side

Building a strong relationship with your principal may help you avoid censorship



Jeanne Acton
Journalism Director

I've been on the dark side. Or at least, that is what all of my journalism friends told me when I left advising to become an assistant principal.

They said it half-joking.

Half-not. The administration is the enemy — especially of high school journalism programs. Or at least, sometimes it is. I understand that thinking. In fact, several times in my teaching career, I agreed.

One of my favorite lines was, "What on earth is the principal thinking? Oh yeah, it's the principal. There is no thinking."

That line was actually what propelled me to apply to my graduate program. I wanted to become a thinking principal. I had a few good role models, but I definitely thought we needed more "good ones" out there. I wanted to give real feedback for evaluations. I wanted to develop relevant, useful staff development days. I wanted to listen and guide rather than command.

And of course, I wanted to be a fantastic supporter of journalism.

Both principals I worked under as an assistant principal delegated the journalism program to me.

"You're the expert," they both told me. I was (or at least more of an expert than the rest of the administration).

I thought supervising journalism was going to be my cush assignment. My easy duty. A snap. After all, I didn't believe in prior review. I didn't believe in censorship. I believed in freedom of the press.

How much time could this take?

More than I thought.

You see, what I found out was that I didn't believe in prior review and censorship when I was THE adviser, but I wasn't so sure when I was sitting on the other side of the desk (you know, the dark side).

I no longer controlled the content of the newspaper or yearbook. I had no idea what the students planned to publish until I read it along with everyone else.

I had to put my trust and faith in the journalism adviser and students because if complaints rolled in, my principals made it clear, that they would be coming to me.

Scholastic Journalism Week is Feb. 25-29.

Karen Flowers of SIPA suggested downloading all kinds of activities from <http://www.jea.org/resources/jweek/index.html>. You also can get lesson plans on The First Amendment at www.firstamendment-center.org. Look on the right, go down the rail to lesson plans.

That's scary.

It was even scarier the second year when I had to hire a new journalism teacher. Then, the buck really stopped at my door.

I lost sleep before each issue. I wrestled with my fears. I didn't give in to prior review, but I have to admit, I thought about it. I would have slept easier on those nights knowing what was in the paper before it hit the classrooms and halls.

I didn't examine each issue before publication, even though the Supreme Court, in its seminal case *Hazelwood vs. Kuhlmeier*, ruled that I had the right to do so. It's been 20 years since the court handed down its landmark ruling.

Now, I'm back on the other side of the fence, back on the student journalism side I find it interesting to read the scores of articles coming out in the scholastic press about the ruling and its impact on free speech and high school students.

Most of the articles speak about principals who censor first, ask questions later. The articles mostly send the same message: "Mean old administrators always slashing and burning, suppressing and repressing." How depressing.

Odd, in all of those articles, I saw few quotes from administrators.

Maybe if the reporters had dug a little deeper, they may have discovered that censoring an article or instituting prior review was not an easy decision. Maybe they would have discovered in some cases, principals struggled with their choices. Maybe they only did it for peace of mind.

I am not trying to defend every instance of censorship or prior review out there. Many are indefensible. We have some principals who severely limit their students' learning experiences and their students' thinking by clamping down on anything that doesn't cast the district or school in the most positive light.

At the same time, we have administrators who operate out of fear rather than control. Some don't understand why high school journalists need to cover controversial topics: race, religion, teen sexuality, politics, culture, injustice and so on.

A few don't even believe a student publication should cover the football team if it loses. "Too negative," they say. "Find a happy ending."

Can these administrators be changed? Can we convince them that it defeats the purpose of education to urge young people to think and engage in their communities and the world, and then deny them an opportunity to do just that?

Yes. I believe we can. We can build trust through responsible reporting and open communication. Dialogue is a beautiful thing. I believe editors should brief their principals on the contents of the newspaper. Not because they have to, but because it is the right thing to do. It builds a rapport that is so crucial for student publications.

It offers the administrator an opportunity to ask questions, to offer suggestions, to be an educator. If the principal is satisfied that the story — no matter how controversial — is rock solid, he or she will be fully prepped when that "concerned parent" calls the next day to demand to know "How in the world could you let students write this?"

If your principal is in the know, he/she can answer, "Because it was done responsibly, and the issue impacts students."

Or something to that effect.

I know this goes against scholastic journalism orthodoxy, but I don't believe principals should be blindsided. If they know what is in the paper, if they have talked to the editor about the purpose of tougher stories, then their job is easy when the calls roll in. They can sleep the night before publication.

And when and if the phone lines light up, the principal will be prepared.

Note a key theme here is "responsible."

Let's face it: we're often our own worst enemy. I struggle to put this in print, but someone needs to. We, as journalism advisers, must elevate our game. We must demand the highest standards of our students, and we can't continue to cry wolf when an administrator censors bad journalism. Sometimes students try to shock, anger or hurt. Sometimes they fail to research and investigate.

This hurts journalism far worse than any one principal censoring a story or editorial does.

When a biased, poorly-researched, badly-written article is published, the backlash reverberates far longer than the initial shock. Administrators don't forget. They'll remember it the next time a student wants to write about sex, drugs or rock and roll.

We must teach our students to be ethical, to be responsible, to understand why they are reporting on an issue. They must investigate and report, not just grab random facts from the Internet and shocking quotes from their peers. Stories must be fair. All sides must be given an opportunity to offer their points of view.

Stories must have purpose, and students must understand that purpose.

Long ago, my students wanted to do a story about homosexuality, and my first question was, "Why?" Not because I didn't think we should cover it, but because I wanted to know why they wanted to cover it.

As it turned out, they knew a gay student who was being harassed at school. They wanted to tell his story. They wanted to give him a voice.

Okay. Go for it. They produced a responsible, ethical story. I was not going to allow them to exploit the subject for the mere sake of titillation.

And so, I say to you what I said to my students: cover tough issues, but do so responsibly and ethically. I don't believe students should be given carte blanche in regards to the publications. I do believe that it is okay to tell a student "no." I do believe that sometimes you have to set parameters.

I also believe that if you train students well, they will make good choices. They will be responsible, and you may never have to say no.

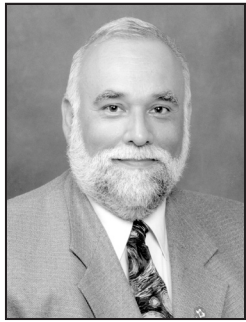
But it's okay if you do.

I promise, even if your students go on to report for the *New York Times* or CBS News, someone somewhere is going to tell them "no" along the way.

I know some administrators believe that the Hazelwood decision gives them the right to say "no" to high school journalism under any circumstance. It doesn't.

Let's educate our principals. Let's let them know that our students are responsible and ethical. Let's assure them that if there needs to be a "no," we will be the ones to say it.

Of rules, events and other extra-curriculars



Luis Muñoz
Theatre Director

I have been contacted by several directors, administrators and parents over the last few months. These calls have focused on incidents involving state law regarding eligibility, performances, missed school time and limita-

tions on rehearsals.

Directors need to understand that any production, UIL or not, that fits the definition of an extracurricular activity must comply with state law. Do you charge admission? Are you advertising to the general public? Are you performing at another facility (unless you don't have one)? Are you part of a competition?

If the answer is "yes" to any one of these questions, then your production is extracurricular and has to follow the 8-hour rule, no-pass, no-play and the limitation of one performance per school week. There are no exceptions for musicals or for tech week or for performance week.

Make the effort to read the *UIL TEA Side by Side* document. It can be downloaded from the UIL Website. It doesn't cost a cent and can save you a lot of heartache.

Alternates

al-ter-nate (ôl-tr-nt) *n.* A person acting in the place of another; a substitute.

A hot topic of discussion during the TETA UIL Open Forum involved alternates and their role at the OAP contest. Alternates are what they are by definition. They are substitutes for the stage crew and the acting company. To give the "alternates" a role backstage would redefine their role as additional crew. Will we then need alternates for the alternates?

Teachers who are worried about what

their "alternates" are doing while they are in the dressing rooms with cast and crew should make arrangements to bring adult supervision to keep them out of harm's way. Parents, bus drivers, school administrators and other faculty can keep an eye on these children and supervise them while they watch the other plays.

Theatrical Design

Entries for this year's Theatrical Design Contest reached close to 200 entries. The entries were judged by Donald Fox of Incarnate Word College, Sally Askins of Baylor University, Ron Dodson of Austin and Phil Johnson of Texas A&M Corpus Christi. Our thanks to them and congratulations to the state qualifiers. Next year's title will be announced prior to state meet.

STATE QUALIFIERS

THEATRICAL DESIGN

Barbara Jordan - Individual Set
Brazosport - Group Design, Individual Costume
Canyon - Individual Costume, Individual Publicity
Centerville - Group Design
City View - Individual Publicity
Clear Creek - Individual Costume
Comanche - Individual Costume
Creekview - Individual Costume, Individual Publicity, Individual Set
Daingerfield - Individual Publicity
Eastland - Individual Publicity
Eastwood - Group Design
Graham - Group Design
Harper - Group Design
Hays - Individual Costume
Hebron - Individual Set
Henrietta - Group Design
Hillsboro - Individual Costume
Hutto - Individual Costume
Judson - Group Design
Klein - Group Design
Lamar - Individual Set
Langham Creek - Group Design
Leander - Individual Costume, Group Design, Individual Set

Lewisville - Individual Set
Marcus - Individual Costume, Individual Costume
McKinney Boyd - Individual Costume, Group Design, Individual Publicity
McNeil HS - Individual Costume, Individual Publicity
Mineola - Group Design
Mt. Pleasant - Individual Costume, Individual Publicity
Navarro - Individual Costume
Olney - Individual Costume
Plano - Group Design, Individual Publicity
Plano East - Individual Costume, Individual Set
Plano West - Individual Publicity
Pollock Central - Individual Costume
Reagan - Group Design, Individual Publicity
Slidell - Individual Costume, Group Design
Smithson Valley - Individual Costume
Southwest - Individual Costume
Temple - Individual Costume, Group Design, Individual Publicity
Van Vleck - Individual Costume

New Judges

More than 30 new judges were added to the TETAAO judging list. These individuals attended the certification workshops during Theatrefest 2008. Their names are included in this issue of *The Leaguer*.

District OAP Medals

Southwest Emblem will be offering "UIL medals" for OAP contests. The medals, featuring the UIL logo, are now available and also include an insert for local tech awards. Contact them for more info and a color brochure.

State Honor Crews

Due to the split schedule for this year's state meet, we will be suspending the State Honor Crew and Teacher Honor Crew for the 2008 year. If you are interested in working and can commit to work BOTH weeks,

please e-mail the state office. No one will be accepted unless you can commit to the five contests and the orientation sessions.

Regional Site Changes

Please note that the site for the following regional contests has changed.

Region II - 1A - Moved to Texas Tech University
Region II - 4A - At Highland Park High School
Region III - 4A - At Atascocita High School
Region III - 2A - At Nacogdoches High School

Title Cards

Title cards were mailed out Jan. 15 and should be in your hands or back to our office by the time you read this article. The card is due postmarked no later than Feb. 23. Please remember that you must include a stamped, self-addressed envelope with the card. We will use the envelope to mail your eligibility notice. It serves as confirmation that we received your title card in a timely manner. Please do not call or e-mail this office to see if we received your card. Failure to return this card in a timely manner may lead to sanctions.

Eligibility Notice

The paper eligibility notice is due 10 calendar days before your first contest. DO NOT include the names of students **you think** may be eligible by contest date. The document asks the principal to certify the eligibility of a student. If a student becomes eligible after the notice is due, you may submit a substitution form per 902(g)(1)(B) of the *Constitution and Contest Rules*. Call us if you have questions regarding this. Do not forget to make sure that your students are entered on-line. Failure to perform either of these required tasks in a timely manner may lead to a disqualification from participation.

My thanks to Tim Jones at Brownsville ISD for the excellent article on competition.

January updates to the approved One-Act Play critic judges list

UIL approved TETA Adjudicator Organization's newly certified adjudicators for 2007-2008 as of Jan. 27, 2008.

The UIL recommends the use of a single critic judge [Refer to Section 1033 (d) (3) (B) (i).]

* = TETAAO recommended Area/Region Judge

(1) = Independent

(2) = College/University Employee

(3) = Public School Employee

(4) = Private School Employee

() = Institution affiliation-with a home address

e-mail

N = new judge

F = Full, already has 6 assignments

Available to judge: M-F = Monday to Friday only, F/S

= weekends only, Any =

all

I, II, III, IV = Approximate Region of Residence

[] = Year Recertification Required

ADD:

(3)Richard Arlington Briggs, Jr., (Killeen ISD), 4205

Rainlily Street, Killeen 76542 254.833.6070-hm, captactor82nd@yahoo.com - II [13]

(3) Christi Campbell, (Austin Middle School), 5808 S, Bonham, Amarillo 79118 806.351.2017-hm, christi.campbell@amaisd.org - I [13]

(2)Nathan Cole, Mountain View College, 4849 W. Illinois Ave. Dallas 75211 214.860.3685-wk, ncole@dccd.edu - II [13]

(2)Michael Cooper, Texarkana College, 2500 N Rob-
see list next page

Director's meeting influences educational success

Perry Crafton

Director of Theatre West Texas A&M

One of the most important aspects of the UIL One-Act Play contest is the director's meeting. This is a time in which the contest manager, judge and production directors gather and review OAP contest procedures, confirm royalty payments, present proof that the school has secured the rights to perform the play and other pertinent items pertaining to the specific OAP contest. It is also a time in which the judge is given the opportunity to meet the directors and briefly speak on his/her expectations for the productions, how he/she will distribute awards, and the time and manner in which the critiques will occur.

Although there is a protocol for a typical directors meeting in the *OAP Handbook*, each meeting is very different in its tone. The judge can directly affect this tone. This event is called a "contest" for a reason; however,

that does not mean that it has to be cut-throat-competitive. How the judge addresses the directors, how he/she feels about the educational goals of UIL and how they are reflected in the OAP process, how understanding and empathetic he/she is of the hours of blood, sweat and tears it took the troupe just to be prepared for a Zone contest can instantaneously transform this competitive atmosphere into the atmosphere of a festival. A contest implies that there is a winner and loser. A festival is an event that acknowledges, supports and celebrates the creativity of each participant regardless of the outcome. If the judge does not address this aspect of the OAP contest, then the event suffers.

The judge should be very specific in communicating one additional item—how the plays will be critiqued. Often, the judge will use the OAP ballot guidelines item-for-item when evaluating a production. Some judges take

these guidelines as suggestions and use them to develop their own unique way of production evaluation. Whatever the case, one element is vital: that the judge communicates his/her specific standards of evaluating a production and sticks to them in the critique. Judging a play is obviously subjective; however, the more a judge can "even the playing field" by holding each production to the same minimal standards, the educational elements of the critiques will increase in value to each participant.

Finally, the directors should be provided with a judge's evaluation form at some point in the meeting. As a member of the Adjudicator's Organization, I cannot emphasize strongly enough how important it is that each director complete the evaluation of the judge and send it to the UIL drama office.

I can personally vouch for the fact that these evaluations are read by a committee of eight who dedicate themselves to making sure that the judges who

serve UIL and TETA/AO maintain the highest ethical standards. The only way we can know how judges are performing with regard to these standards is by the evaluations the directors complete.

In fact, how State judges are selected is directly determined by how they are evaluated by the directors. These forms are eventually seen by the respective judges, but not before the personal information you complete at the top of the form is deleted.

Please know that, although it may not appear to be this way, your comments concerning a judge are anonymous.

The more the adult participants of OAP work together, the more the student will learn.

The One-Act Play process is at its best and lives up to its mission only when the educational process is the foundation on which each individual contest is built.

It is the director's meeting that provides this foundation.

January updates to the approved One-Act Play critic judges list

from previous page

inson Rd. Texarkana, Tx 75599 903.832.5565 x 3360
mcooper@texarkanacollege.edu - II [13]

(2)Lisa Devine, (Colin College), 7326 Brentfield Dr.,
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com- II [13]

(2)Rachel Dickson, (Prairie View A & M University),
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son@pvamu.edu - III [13]

(2)Lynn Elms, (Texas Tech University), 4605 18th Street,
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net - I [13]

(3)Michael Fain, (Houston ISD), 2531 Doverglenn,
Missouri City, 77489 713.385.0541-hm drmikofain@aol.
com - III [13]

(1)Jessica Ferrarone, 360 Edgewood Dr., Montgomery
77356 936.597.4232-hm jessica.ferrarone@hotmail.com
- III [13]

(3)Amberley Ferrell, (Mountainview College/Northwest
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amberleyf@aol.com - II [13]

(3)Richie Garza, (Borger ISD), PO Box 233, Wil-
dorado 79098 806.236.8522-hm richie.garza@borgerisd.
net - I [13]

(2)Bill Gelber, (Texas Tech University), 2412 38th
Street, Lubbock 79412 806.799.1644-hm bill.gelber@
ttu.edu - IV [08]

(1)Patsy Hall, (Backstreet Players Community The-
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(2)Ricjuane Jenkins, (Prairie View A & M University),
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(3)Jessica Kent, (Dallas ISD), 2034 Fairview Dr., For-
ney 75126 972.439.6687-cel jkent@feccommunications.
net - II [13]

(1)Trip Langley, (Abrams Artists Agency) 820 W
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78759 512.680.7855 theaterbee@hotmail.com - IV [13]

(1)Eric Lee, (Figurative Lee Speaking) 1005 Amherst
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(1)Judith E Marcus, (Playfitters), 6516 Kiowa Ct., Plano
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(2)M.Mellissa Marlowe, (Northwest Vista College),
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325.473.6018-hm terry.marrs@gmail.com - II [13]

(3)Kim Martin, (Deer Park HS North), 302 Post Oak
St., Baytown 77520 281.838.0023-hm hkmart3@mind-
spring.com - III [13]

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(1)Scott Mohon, Theatre Victoria, PO Box 1365,
Victoria 77902 361.576.6277 ext. 7 - wk scott@theat-
revictoria.org -IV [13]

(3)Jane Ostrander, (Keller ISD), 5333 Fossil Creek
Blvd. #1018, Haltom City, 76137 817.770.1279-hm
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(4)Karen Parrish, (The Winston School), 30 Highland
Place, Dallas 75081 972.668.9771-hm Karen_parrish@
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(3)Yvonne Phillips-Dupree, (Houston ISD), 3351
Arbor Street, Houston 77004 713.524.4493-hm yphillip@
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(2)Carlos Saldana, University of Texas at El Paso, 500
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(2)Debra A Schultz, (Houston Community College
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sbcglobal.net - II [13]

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(2)Celia Stogner, Texas A & M Univeristy-Commerce,
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Elementary/Junior High Program gets an A+



David Trussell
Elem/JH Director

What's in a name? Shakespeare had it right but only up to a point — a rose by any other name would certainly smell as sweet, but one doubts that roses would be quite so popular for special occasions if they were called, say, “thorny shrub blossoms.” Descriptively accurate doesn't always equal discernibly appealing.

So it is with the League's academic program for grades 8 and below. The “elementary and junior high” designation has been around in some form for as long as the program has existed, but it really began to be codified in the *Constitution & Contest Rules* during the early 1980s. Since that time, the program has officially been known as “Elementary/Junior High” academics, or, for about the past 10 years, E/JH for short. Descriptively accurate? Yes, at least to some extent. But appealing? Well...maybe not so much.

I've always thought having to refer to the program as “Elementary/Junior High” was cumbersome at best, and in almost three years as director, the name has definitely

not grown on me. The E/JH abbreviation is less of a mouthful, but it still doesn't solve the fundamental problem.

And really, it's questionable whether the E/JH moniker is even accurate anymore. The majority of school districts now use an elementary/middle school configuration, with grades K-5 at the elementary campus and grades 6-8 at the middle school. There are also a myriad of other combinations, with primaries and intermediates and 6th grade centers and so on. We do have a good number of junior highs out there, but many of those campuses don't follow the traditional 7th/8th grade format. So “Elementary/Junior High” is not the one-size-fits-all name that it used to be.

In order for the program to continue to grow and move forward, it seems important that it have a name that both draws on its long history and also better recognizes the contemporary school landscape. In thinking about what would be a good fit, one name really jumped out: A+. The term “A+” has been associated with the program for about 20 years, and it frequently appears in the names of various publications, most notably the *A+ Handbook*. At times, A+ has even served as sort of an unofficial name for the program, as exemplified by “How to Host an A+ Meet,” which used to be a printed publication and still exists in digital form on our web site. It seems like a natural fit.

So beginning with the 2008-09 school

year, the Elementary/Junior High academic program will officially be renamed the UIL A+ program. This will likely be somewhat of an incremental process, since Elementary/Junior High and E/JH are so deeply embedded in so many League publications, Web pages, etc. And it will probably take me a while to get out of the habit of saying E/JH. But for next school year and beyond, when we talk about UIL academics for grades 8 and below, we'll be talking A+.

One of the first places the new name will be front-and-center will be this summer's Capital Conference, our annual workshop for A+ (see, it looks better already) and high school UIL coordinators, as well as speech and debate coaches and one-act play directors.

One of my goals for this year's conference is to expand our offerings for A+ academics. This may mean increasing the number of sessions to some extent, but more importantly it means increasing the variety of topics we cover. I know July seems like a long way off, but if you're considering attending this year's conference and have a topic you think would make a good session, please drop me an e-mail.

Shifting gears a bit to Social Studies. The study guides we released for this year's Social Studies contests have been very well received. The goals were to provide better focus for test content and to make preparing for the contest a more manageable task — so

far it seems that we've been successful on both counts. We plan to continue with the study guides for next year, and we should be able to get next year's versions out much earlier — definitely before Capital Conference.

Finally, a few notes about district competition. This year we have a total of 285 district meets, beginning December 1 and continuing until May 24. Going into the year, I was convinced that the change to a later start date for the school calendar would cause more districts to shift their meets to the spring. Boy, was I wrong on that one — this year we had more meets in early December than ever before. Since it seems like that is going to be the trend for the foreseeable future, we may have to rethink how we handle November invitational meets. Not that we're considering eliminating November invitationals, but we may be looking at new, less labor-intensive ways of providing materials for those meets.

If you hosted a fall/winter district meet in December or January, you may return those materials to contestants. The official release date for fall/winter materials was Jan. 31. If you hosted, or will host, an invitational meet, you have to hold onto those materials a little while longer. The release date for those materials is April 1. Spring district meets continue until May 24, which is also the release date for spring contest materials.

The value of opinion (scores)

Competition loses its value if we don't grow from the experience and only care if we win

By Timothy L. Jones

Fine Arts Department Brownsville ISD

After several years on “both sides of the fence,” (as a choreographer, judge and a fierce competitor), there is one haunting fact that I see cropping up at every competitive event: we all tend to lose perspective of what this is really supposed to mean to us as educators.

The final score is often interpreted as a “carved in stone” law that will determine the future of one's life. If you are going to let someone else's “opinion” carry that much influence, you (your program) will be guided by the slightest “whim” of anyone who comments on your efforts.

We learn by listening to others, but if the input is non-applicable, inaccurate in terms of your circumstances, non-supportive of your goals, misdirected, or whatever... simply dismiss it!

Challenging an opinion is a losing battle — even if you do sway someone to your side of an issue, it just reinforces how invalid the opinion was to begin with.

Competition is a Game

Competition in anything is a game created by all of us

to draw attention to our product. It is a mythological spotlight which carries as much real value as each of us choose to give it. It can be thrilling, nerve-wracking, rewarding, painful, chaotic, even enlightening. It can be whatever we choose it to be. Keep in mind that it is a game, and it is only meaningful to the people who are participating. It's often hard to believe, but no one else really cares.

From the opening vocal word uttered to the final gun, play the game 100 percent. Once it is over, you can't play any longer. You can't take the game home with you, carry it over to the next day or the next week. You can take home the value of the experience. You can evaluate your performance and use this data in preparation for the next performance, and the next one and the next one.

Nobody (except your cast and crew) will pay any attention if you carry your trophy to another performance. It's worthless, only a memento to remind you of the experience.

What's the purpose of competition?

You may be asking, “If all of this is true...why get involved?” The opportunity to grow is immeasurable when people of similar interests gather and openly share

their knowledge and expertise. Performance is a learning process in itself. The excitement of everyday life is based on achieving pre-set goals.

Don't you want to better yourself each day? Aren't you more satisfied when you discover some new information to add to your idea bank? Isn't it great when you meet a stranger and develop a friendship for the future?

The true champion walks away from every situation with more knowledge than he/she had at the onset of the event, because they see that everything else is just a game.

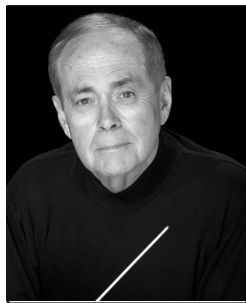
As theatre educators, and students of the play, we have a tremendous responsibility and a great opportunity to see that the key for making our “performance” valuable to the players is through cooperation. Let's not lose perspective of our need for one another — of our great potential when we work together. Let us support our friends when the emotion of the moment distorts a clear view of what all of us are striving to bring to theatre education.

The True Value of Competition

If you are in the game of competition to “win a trophy,”

See competition, page 12

Educator's article gives advice for fear factor



Richard Floyd
Director of Music

It's that time of the year. Practice rooms across the state are filled with students preparing for Solo and Ensemble Competition while directors diligently search for the perfect combination of pieces to program for Concert Contest later in the spring. It is an exciting time, and

perhaps, the time of the year that many of our students experience their most dramatic musical growth. In both cases, the ultimate goal is a successful UIL performance and multiple opportunities to share the music learned with parents and appreciative audiences.

However, there is one element that is always lurking in the shadows of virtually every performance. That element is "the fear factor." Also affectionately referred to as "stage fright" or "performance jitters." We all have experienced that feeling to one degree or the other. And, unfortunately the presence of a judge or an audience seems to compound the problem. How we deal with this very human phenomenon can impact the outcome of our performance as much or perhaps more than the actual weeks and months spent in preparation.

Recently I ran across an article by Jeff Nelson who is professor of horn at Indiana University and hornist with the Canadian Brass that speaks to this very issue.

His article can be found on the Indiana University News Room Web site at <http://newsinfo.>

A few tips as you prepare for the upcoming concert season

Penny Meitz

TMAA Orchestra VP

Here we are again—approaching another season of Concert and Sight Reading Contest, and the challenge of preparing our students to perform their best. Preparation for contest is, for many of us, the time when our students work their hardest and make the best progress of the school year. As a result, it's easy to yield to the temptation of choosing the most difficult music that students will play all year, hoping to challenge them even more. I propose saving those selections for your spring concert and selecting a contest program that will allow time for teaching musical detail and technical refinement.

Once you have made your selections, make sure that measures are numbered before the music is distributed to your students. This will ensure that all parts are numbered accurately and consistently and will save valuable rehearsal

New mariachi program needs some clarification

As previously announced the UIL Legislative Council approved the creation of a Medium Ensemble Category for Mariachi during its annual meeting Oct. 21-22. The new program will be in effect for the 2008-2009 school year and will be similar to events that the UIL provides for jazz ensemble, pop swing ensembles and other ensembles of 11 to 24 performers.

This event will take place in conjunction with the Region Solo and Ensemble Competitions that are held across the state during the first three months of each year. Under the plan adopted there will be two subcategories. The first will be traditional mariachi under which performing ensembles will be expected to embrace the traditions, instrumentation and performance practices of mariachi. The second category will be less restrictive, thus allowing for groups to perform mariachi style music but with greater flexibility in instrumentation.

iu.edu/web/page/normal/6937.html It contains valuable insights regarding "the fear factor demon" and how we deal with it.

He begins by stating that feeling fearful detracts from your performance by causing you to focus on yourself rather than your performance. He goes on to offer "10 Tips On Becoming Fearless."

They are:

- Raise Your Standards
- Simulate The Entire Performance Experience
- "Flawlessness" Is Not The Primary Goal
- Don't Compete
- Believe The Audience (Judge?) Is Rooting

A committee of mariachi music educators scheduled to meet in San Antonio on February 13 will more specifically define the specific details and parameters of these two categories. These details will be distributed via the UIL Website and by UIL Music Region Executive Secretaries.

Unfortunately there has been some misinformation distributed by the media that has caused some confusion regarding the structure and intent of this contest. The media implied that there will be a state level UIL mariachi competition and that "students in Texas will soon be able to compete for state bragging rights over who is the best at playing mariachi music". It was not and is not the intent of the UIL to create a state level mariachi contest. It is the vision of UIL that this program will provide educational opportunities for mariachi that are commensurate with programs offered other performing ensembles.

For You

- Think Of What To Do, Not What To Avoid
- Sell The Story, Not Yourself
- Think Of Something You Did Right
- Broaden Your Base Of Self-Esteem
- Aim Too High

Take my word for it; they are worth reading and sharing with your students.

There were two points that struck me as particularly relevant to the world in which we live and teach. The first has to do with his belief that "flawlessness" is not the primary goal. Nelson
See article, page 11

time. Editing music with bowings and fingerings takes time but will also make for more efficient, productive rehearsals. In the case of a selection that is already edited, take time to play through or study each individual part. You may find a bowing that just doesn't work well or doesn't fit your approach to the piece.

Of course, we all know that preparation for contest begins the first day that students walk in our classroom. It is essential to establish a daily routine that begins with entering the room, unpacking instruments and gathering rehearsal materials. Stressing daily self-discipline, ensemble discipline and structure helps cultivate an atmosphere that will foster an expectation for excellence that will last through the year.

Make tuning a top priority from day one. We know that good intonation is among the most difficult skills for young string orchestras to master. It begins with proper tuning of the instruments.

Teaching students to tune their own instruments and insuring that the instruments are in tune is easily a subject for an entire article. At this point let me simply challenge you to find a balance between student tuning and teacher tuning/checking. Encourage students to tune their own instruments so they learn the mechanics of tuning and develop better ears. However, for performances it is wise to tune the student's instruments in the warm-up room, so you are confident that their strings are in tune.

Work on improving and perfecting technique all year long. Start every rehearsal with scales or technical etudes to build skills and solidify intonation. If there is a common thread running through your warm-ups from day to day, there will be a greater sense of continuity and consistency. Strive to make each day's warm-up relate to something you plan to cover in your rehearsal, whether it is
See tips, page 12

ANNOUNCEMENT
TSSEC entry opens
March 1 and closes
April 1 – uil.utexas.edu/music/

TMAA
Constructive
Comments
Texas Music
Adjudicators Association

ADDRESS TMAA
CORRESPONDENCE
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Kerrville, TX 78028
830/792-5224
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(see article page 9)

Sponsor Excellence

*14 UIL coaches and directors
selected for this year's award*

The University Interscholastic League is proud to recognize 14 of the top UIL sponsors in Texas as the 2007 UIL Sponsor Excellence Award Winners.

A panel of judges in the areas of music, athletics and academics selected the winners from nominations submitted by school principals and superintendents.

The award, now in its 17th year, was created to identify and recognize outstanding sponsors who enable students to develop and refine their extracurricular talents to the highest degree possible.

"The benefits of interscholastic competition and student performance are only possible through hard work and dedication of sponsors, coaches and directors like these," said Director Dr. Bill Farney. "On behalf of the UIL, I commend these outstanding educators."

Each winner will receive \$1,000 and a symbolic keepsake from the UIL in recognition of their outstanding achievements in the pursuit of educational excellence through interscholastic competition. The University Interscholastic League continually strives to strengthen and promote the role of extracurricular activities in Texas through programs like the UIL Sponsor Excellence Award.

The UIL Sponsor Excellence Award winners for 2007 are as follows:

Terry Berrier

Richardson Lake Highlands HS

Terry Berrier has been involved in UIL choir at the junior high and high school level for more than two decades. She has been a concert and sight-reading sponsor for 21 years, in addition to solo and ensemble for 11 years.

Since 2000, 44 of Berrier's performers have been named to the All-State Choir, and more than 100 of her students participate in solo and ensemble each year. In addition to the numerous awards and accolades, she is responsible for 13 sweepstakes awards in concert and sight-reading at the high school level and another 12 at the junior high level.

"I believe that teachers should concentrate on the strengths of their performing groups and that they should work with the uniqueness of individuals in their ensembles," Berrier said. "This 'cooperative' type of competition is the kind that generates self-worth, cooperation, good will, humility, grace and worthwhile relationships."

Renee Clark

Wylie High School

For more than 22 years, Renee Clark has sponsored One-Act Play, Current Issues and Events, Speech and Social Studies at Wylie High School. She also was the UIL Coordinator twice. Her students have competed numerous times at the Academic State Meet and experienced a great deal of success at both the district and regional levels. Clark has served on the UIL Regional Advisory Committee, the Ad Hoc Committee for Social Studies and Current Issues and Events and has judged at the state level.

"Wylie Independent School District's mission is 'To provide an education of excellence for all our students so they may function effectively, successfully and productively in society,'" Clark said. "As a sponsor of UIL competitions and UIL competitors, I believe that UIL complements our district's mission."

Debbie Cook

Tuscola Jim Ned High School

For the last 15 years, Debbie Cook has coached students in Mathematics, Calculator Applications, Number Sense, Computer Science and Ready Writing. She has advanced students and teams to regional competition each year of her tenure and state competition eight of the last 10 years in four different events. Her Calculator Application's team placed first at the 2007 Academic State Meet.

"My desire is to help students realize what they can accomplish through hard work, discipline, dedication, commitment and time management," Cook said.

"It has been my greatest pleasure to witness my students challenge themselves in a competitive team environment and have

pride in their performances knowing that they have done their best to prepare and to have performed to the best of their abilities."

Beth Ferguson

Sadler S&S Consolidated High School

Beth Ferguson has been the Academic Director for 23 years. During this time, she has coached numerous events including journalism, Literary Criticism, Mathematics, Spelling and Speech. Her students have advanced to regional competition every year, and many have advanced to state.

Among the competitors Ferguson has coached at the state meet, two have placed first in Literary Criticism and in Headline Writing. She also has three team champions in Literary Criticism.

"Those students who participate in UIL are motivated to succeed," Ferguson said. "Competition, in either academic or athletic areas, is an integral part of any school's educational mission."

Carolyn Franklin

Campbell High School

For 33 years, Carolyn Franklin has sponsored academic events and the One-Act Play at five different schools, including five years at Campbell High School. During her years at Campbell, she has coached 11 state qualifiers in journalism and speaking events and has directed seven area and two regional winning companies in One-Act Play.

Additionally, Franklin has been on the Teacher Honor Crew two years at the state OAP meet and has served on the Regional Advisory Meet in speech and debate.

"Competition is the cornerstone of character building," she said. "Not all of us are athletes or actors, but we all have talents. UIL competition is so diverse that it gives

each person an opportunity to explore his or her strengths."

Bruce Howard **Hedley High School**

Bruce Howard has coached Science at Hedley High School for 14 years. His teams have won 12 district championships, with students qualifying for the regional meet 13 times. Since 1998, four science teams at Hedley High School have won regional team championships and two have won state championships.

Howard has had a student named either regional or State Chemistry Champion seven of the last 10 years and six of those students have received college chemistry scholarships.

"Our mission at Hedley High is to produce students who can compete with others for scholarships, grades, and jobs at levels above high school," Howard said. "UIL competition furthers this mission by setting standards of academic excellence and encouraging students and teachers from our school to reach those standards."

Stan Mauldin

Friendswood Clear Brook High School

Stan Mauldin has been involved with UIL music for 18 years, five of those at Clear Brook High School where he has sponsored sight-reading along with marching and concert band.

During that time, two of Mauldin's bands have been crowned State Marching Band Champions, 11 students have been named to All-State band or orchestra and approximately 50 students a year have made region or area rank.

Additionally, Mauldin has judged marching band at the state and regional level, concert and sight-reading and served on the UIL Marching Band Review Committee. Many of his students have chosen to study music in college and have received music-related scholarships.

"In the Clear Brook band, we use competition as a teaching tool to create relationships, instill a strong work ethic and to create through cooperation and discipline — a foundation of respect for each individual," Mauldin said. "Through music competition, we learn more than teamwork, self-discipline and the ability to meet a deadline. We learn tolerance, empathy and love of music."

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Terry McGonagill
Mount Vernon High School

In addition to coaching Current Issues and Events and acting as the UIL Coordinator for five years, Terry McGonagill has sponsored the One-Act Play and Prose and Poetry Interpretation for 18 years at Mount Vernon High School. McGonagill has led companies to the state One-Act Play competition seven times, winning two state championships and runner-up once. Many of his students have received recognition at the state level, including best actor and best actress. His students have qualified for state in both Prose and Poetry Interpretation, and many have received scholarships from the Texas Interscholastic League Foundation.

"I believe that competition in school not only nurtures the students' minds, it also allows them to excel in the educational process," he said.

Preston Meek
San Angelo Central High School

Preston Meek has coached girls' track and field for 10 years at San Angelo Central High School along with boys' and girls' cross country for six and four years respectively. During his tenure, Meek's athletes have set 20 school and three district records, received two individual state medals and won two team state championships. When Meek took over the cross-country programs at Central High, they were in rebuilding years. However, through hard work and determination, both the boys' and girls' teams won district championships in 2006.

"I believe that competition in UIL events is a very important part of public education," Meek said. "Show me a kid who works hard day in and day out in athletics and I believe several years down the road, this will be a successful and productive member of society."

Erin Moore
Sealy High School

For 14 years, Erin Moore has sponsored various academic events at Sealy High School. In that time, Moore has coached students in One-Act Play, Prose and Poetry Interpretation, Debate, Informative and Persuasive Speaking, Spelling, journalism and Science. She also has served as Academic Coordinator six times. Her One-Act Play companies have advanced out of district 12 times, and she has had students

compete at the Academic State Meet in Poetry, Persuasive Speaking, Debate and journalism.

"I firmly believe in my responsibility to educate the hearts and minds of my students," Moore said. "Competition is a process, and I feel that what the student learns through that process is equally as important as any awards earned in the competition."

Sherri Padalecki
San Antonio East Central High School

An award-winning ILPC newspaper adviser, Sherri Padalecki, also has coached UIL journalism for 19 years at East Central High School. She has produced numerous regional and state qualifiers, five state champions in journalism and has had a student receive a scholarship from the Texas Interscholastic League Foundation. She has acted as Academic Coordinator and District Chair four times, coordinated seven district and four regional journalism competitions and hosted numerous district and invitational meets to prepare students for UIL academic competition.

"Academic competition motivates students to take what they've learned in the classroom and run with it, take risks, expand upon the knowledge and solve problems," Padalecki said. "UIL academics provides another dimension to not only build character but also foster an interest and build depth in educational pursuits en route to becoming lifelong leaders."

Katherine Powdrell
Friendswood High School

Katherine Powdrell is in her 21st year working with students in UIL academics, including 17 years at Friendswood High School.

Her One-Act Play companies have been to the state meet 10 times. Her students have won three state championships, placed first runner-up twice, second runner-up twice and won three Samuel French Awards. In Poetry and Prose Interpretation her students have placed four times at state and many have received Texas Interscholastic League Foundation Scholarships.

"One-Act Play, Poetry and Prose allow me opportunities to give the world of choices to my students while asking for their personal best each and every day," Powdrell said.

"I am so grateful for the opportunity

to touch the lives of my students in ways that only UIL academics can do outside the classroom."

Shawn Pratt
McKinney North High School

Shawn Pratt has coached football for 14 years, seven as a head coach. He is responsible for building the football and athletic program from the ground up at McKinney North High School. In the program's short history, he has created the Bulldog Athletic Club and implemented character curriculum for his athletes. In five years of varsity competition, Pratt's teams have made the playoffs two times and a number of his players have received district and state recognition, including two district MVP's. Additionally, more than 20 of his athletes are playing football at the collegiate level.

"I feel that extracurricular activities are a vital part of a student's overall educational experience," Pratt said. "Competition in extracurricular activities has many positive effects on students including motivation, character, and confidence building."

Michael Watts
Permian High School

For the past 20 years, Michael Watts has directed orchestra along with marching, concert and jazz band at Permian High School. His students have earned UIL Sweepstakes every year during his tenure, extending a 49-year record of excellence at Permian. Additionally, Watts's students have performed at numerous distinguished festivals and clinics including the 2004 Rose Bowl "Tournament of Roses" and for the Department of Navy at Pearl Harbor in 2005. In 2006, the band received a nomination for the Sudler Flag of Honor by the John Phillip Sousa Foundation and has recently been invited to perform at the 2008 Beijing Summer Olympic Games Torch Light Ceremony and International Music Festival.

"I feel it is our responsibility as teachers to insist that each student possess high expectations and provide them the tools and resources to reach those expectations," Watts said. "Through competition we teach skills that will enable our students to prepare for their futures by understanding that through hard work and persistence, they will be able to have a successful and enriched life."

Article makes several good points about performances

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stresses that it is important to minimize mistakes but an error-free performance is not the ultimate test of your abilities. If flawlessness is the goal, then let a computer do the work.

The best performances are memorable not because they are perfect but because they are extraordinary. Nelson suggests that it is important to focus on making music over and above the technical qualities of the performance and trusting your preparation to keep errors at a minimum. And, the issue of preparation is addressed in great detail under other points contained in his essay.

The second observation that resonated with me was his comments regarding competition. He bluntly states, "Don't Compete."

That certainly sounds like blasphemy in our competitive "Texas Contest World," but he goes on to make a critical point. Nelson believes that when you compete, you lower your standards. At the same time, you also run the risk of misjudging the competition.

How do you really know who will be best on a given day? Can you really predict where the standard might be? Consequently, he argues that aiming for the best possible performance you can imagine is a far superior goal.

As I read this excellent article, it occurred to me that perhaps we should address the issue of poise and nerve management with our students in a more direct fashion. After all, we go to great lengths to stress the fundamentals of performance from a technical and musical standpoint, yet often times, student success is directly related to how they function in a performance environment.

This article speaks to that very issue. I encourage you to go to the Indiana University Web site, read the complete article and perhaps share it with your students. Regardless of where you and your students might be on the performance anxiety spectrum, there will be something there for you.

Also, keep on the lookout for a book by Jeffery Nelson that will be coming out later this year under the title "Fearless Performing."

Best wishes for a great spring filled with "fearless performances."

Topic great for LD debaters

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major issue. Today there are an estimated 11 million immigrants in the United States illegally and the number is increasing by approximately 500,000 annually. In spite of dramatic increases in the number of federal immigration agents in the field, the number is just over 11,000. Simple math reveals that there is one agent for every 1000 undocumented immigrants in the nation.

Compounding the problem is the fact that a sizable percentage of the federal agents in the nation are serving positions in the border regions of the country.

The next key observation is that, regardless of the extent to which immigration is discussed in cases and arguments, the issue is **NOT** whether the current immigration policy is desirable or undesirable. That is simply not the issue!

The issue is whether or not the actions taken by sanctuary cities are morally justified. Focusing on this aspect of the topic will provide ample and sufficient ground for quality arguments for both affirmative and negative positions alike.

There is the possibility of concern that, especially when defending the resolution in affirmative arguments, a debater might be in a position of having to defend illegal action on behalf of sanctuary cities.

There are two reasons why this should not be a major concern. First, violation legal action taken by the federal government against undocumented immigrants is civil and not criminal in nature and second, the policies embraced by the cities in question are not generally viewed as illegal.

Finally, the realm of philosophical arguments potentially related to this topic is enormous. Affirmative positions could range from humanity and human right

issues to justice. One can argue that it is just to provide comparable social benefits to all persons, regardless of citizenship, for example, and such a position would be supported by contemporary philosopher John Rawls.

Quality of life is another excellent choice for affirmative and complimentary criterion positions could range from education to police protection to health care. More pragmatic positions, such as economics, could defend the benefits to the workforce that result from the presence of immigrants and their willingness to fill jobs that would remain open otherwise.

Debaters on the negative also have a range of applicable positions to defend ranging from security to political autonomy to the social contract to the old favorite, American political ideals.

Remember, when taking the negative side, arguments need not prove that sanctuary cities are totally undesirable, only that their actions are not necessarily morally justified. It might be nothing more than a mere challenge of legitimacy or noting affirmative arguments, while having merit, fail to prove any meaningful degree of moral justification.

Not only is the current resolution timely and relevant, it is broad enough to afford debaters a variety of choices when contemplating arguments. Moreover, it is remarkably balanced in terms of providing relatively equal ground between affirmative and negative sides.

Avoid getting bogged down in meaningless debate regarding the legitimacy of immigration policy and focus attention on the motivation state and local leaders who support or oppose the sanctuary city concept.

give your students a supreme challenge on one selection, balance the program with a selection that poses fewer difficulties. Be sure your students are ready for the technical demands of each selection. Then isolate the most difficult sections of the repertoire and drill those in a variety of creative ways. Often this drill can be built into your warm-ups. It is helpful to analyze how you would practice a difficult passage, and then adapt your individual practice strategy to group practice. After all, that's what a rehearsal is – a practice session with a group.

Here's to a successful contest season!

On Air



After the League released the realignment for 2008-2010, Cliff Odenwald, associate athletic director, gave a radio interview. One of the major changes this year was the increased enrollment for the 5A conference. The cut-off rose 100 students this year from 1985 in 2006 to 2085. Photo by Jeanne Acton

Competition is about more than a win

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you may find yourself sensing a great deal of frustration as you go through the process: preparation-production-performance, particularly if (after all that effort) you end up “without a trophy.” OUCH! It's so easy to get caught up in that attitude of, “You mean I did all that work...and didn't even get a trophy!” It's also a dead-end street.

Warning: if that sounds even vaguely familiar, it may be time to readjust your thinking and reset your priorities. Otherwise, you may be in store for a very depressing journey which has no final destination, except a “more depressing journey.”

Why do you compete? Is it to prove something to someone else? If so, you are destined to spend your whole life trying to satisfy another person.

Far too often, people leave a competition expressing anger, disgust, frustration, bitterness, hostility and a host of other negative emotions. Is it worth it? Obviously not!

As a result of this “win-at-all-costs” attitude, we often find the performers, instructors, even the audience participating from the vantage point of “We'll win by beating everyone else!” When we approach anything from that perspective, the negatives tend to feed on themselves and the damaging emotions compound. After a length of time, this self-destructive behavior will result in the disappearance of the “will to compete.” In other words: “WE QUIT!!” which is losing in its ultimate state.

The word competition is derived from

the French word “competere,” which means “to bring together.” Let's suppose we approach every event with understanding we were “bringing together different groups” so that each person involved could learn from everyone else while putting forth his or her best effort to share with everyone else. The performers would agree to give their best effort to the performance. The directors would agree to seek every opportunity to make their performers aware of new information which could improve them, and the audience would agree to be a great audience for every performance. Now, we have people participating out of a desire to succeed instead of fear of failure.

With everyone supporting each other, the object of the competition becomes twofold: To give one's very best effort and to support everyone else. From this vantage point: I win when you win because I was (through my support of you) part of the reason for your success. Of course you will also win when I win. Everyone wins; nobody loses! Personal satisfaction runs high, and everyone is eager to participate and improve in the game. We all like to be participants in the games we can win.

Let us keep in mind our responsibility to: support rather than tear down; educate rather than criticize; encourage rather than discourage; appreciate rather than humiliate; have the courage to stand and cheer for everyone.

Together we all can win. Sounds like a great way to perform.

Tips for upcoming concert season

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a scale in a difficult key, practicing a shift that is inconsistent, or working on vibrato and tone building.

Select non-contest repertoire to reinforce the techniques you are building through scales and exercises. This repertoire will give your students a chance to try out advancing techniques in the context of a piece of music. And it will give you an opportunity to assess what skills have been mastered sufficiently to use in a contest program.

Select contest pieces that utilize the skills that have matured. If you decide to

After more than 2 decades, Trowbridge retires

After more than 24 years of working for the University Interscholastic League, administrative associate John Trowbridge retired in December.

John started as a mail clerk at UIL after graduating from the University of Texas at Austin with a degree in geography.

He moved from mail clerk to senior mail clerk and then into academics where he was an assistant to former Academic Director Bobby Hawthorne and then to current Academic Director Treva Dayton.

Because John graduated high school from Virginia, he knew very little about Texas schools when he started at UIL. It didn't take long for that to change, though. Many academic coordinators across the state can attest that John knows just about everything there is to know about UIL.

Here are a few of his answers.

"I never planned to stay, but the state UIL folks were a terrific team and the longer I stayed the more I appreciated how uniquely special the organization was and how much it contributed to public education in Texas. I remained. I passed up many opportunities to join other businesses and organizations that no longer exist."

What was your favorite part about working here?

"Throughout all the years, my favorite tasks included working the state meets and conventions, especially ILPC spring convention, state academic meet and Capital Conference. I always enjoyed visiting with new and veteran coordinators and coaches.

"I'm actually going to miss the 'excitement' of attempting to be in several places juggling numerous tasks simultaneously for these events. I learned the hard way that priority No. 1 for any convention was coffee. Nothing is scarier than a room full of caffeine-deprived educators waiting for a late delivery from Starbucks."

What is one change you made at UIL that you are particularly proud of?

"When I made the move to Academics after many years in the mail room (the true heart of this organization!), I began transforming the way we communicate away from postal mail to utilizing mass emailings. I assembled the massive database of high school academic coordinator email addresses and later assumed responsibility for maintaining the Academic Web pages.

"The online academic contest management system that we initiated a few years ago generated hundreds of

calls and I always enjoyed assisting perplexed coordinators and directors navigate the system. Eight years ago many coaches throughout the state had limited access to the Internet, but the times changed rapidly. Now, UIL could not conduct business without it. I'm proud of my contributions toward propelling UIL into the Internet age."

What is one of your best memories?

"Bobby's (Hawthorne) grand public thank yous at conventions with my daughter in the audience. She was always proud to hear my name called out, sitting with her peers and teachers. Anecdotes of Charles Butcher, Legislative Council Academic Committee Chair. Seeing UIL babies grow up. Mary's kindness. Phyllis's laugh. Faces of everyone present and past. Office parties – all the food – way too many sweets!"

What is your favorite personal UIL-related memories?

"Attending my oldest daughter's orchestra concerts and soccer matches and watching her almost receive a Tops in Texas for newspaper personal column written for her younger sister. Attending my youngest daughter's soccer matches, band halftime shows, all-region and all-state concerts.

"Both kids have excelled academically yet their school experiences have been remarkably enriched by UIL activities. The partner who hired my oldest as a human resource consultant for a global firm told her it was the interviewing skills she gained from all of her journalism experience that made her stand out and land the job. My youngest loves music so much she's decided to pursue a career in music. She plans to be a high school band director. UIL will continue to be a big part of her future."

What do you wish the public knew about UIL?

"The public should know that UIL is a vast army of overworked teachers, coaches and administrators (not to exclude referees, judges, parents and others) scattered throughout all Texas school districts who dedicate countless extra hours and weekends for extracurricular activities – ones that allow Texas school kids to develop and master skills that benefit them long after graduation. The number and variety of sports, academic and fine arts activities sponsored by UIL is staggering - there is no other



Mailroom supervisor Diana Cardona hugs John Trowbridge at the holiday luncheon in December. Photo by Jeanne Acton

organization anywhere that does so much. And I'm forever awed by the efficiency of the small state office, manned by less than 20 directors and 30+ support staff."

Do you have any advice for new academic coordinators?

"Order packets of practice tests because they are the collection of previous year's tests and therefore provide a good starting point. Attend the summer Capital Conference to meet the directors in person and find potential mentors. Drag as many kids as possible to the fall conferences and throw them into the practice meets, ready or not."

What are you doing in retirement?

"Still working! I've cut back to only one 40 hours a week job rather than two for the 60+ hours a weeks I'd worked for the past eight years. Austin is an expensive city!"

Sikes comes to the League from the Austin Film Society

Administrative Associate Elisabeth Sikes joined the UIL in December taking over after John Trowbridge retired.

What prompted you to join UIL?

"I've worked in the nonprofit community for the last six years — specifically for the Austin Film Society. I was looking to branch out from the film world but also stay involved with a mission-driven organization. When I came across the opening at UIL I was excited to be part of something that's

such a key component of the educational experience for Texas school kids."

What is your impression so far?

"I've enjoyed meeting everyone on staff and talking with folks on the front lines of UIL, the coaches and coordinators. It's amazing how much dedication everyone has."

What was your previous job?

"I was the Director of Artist Services at the Austin Film Society. I also picked up trash, professionally mind you, for three

months on the set of *Miss Congeniality*. And I used to edit wedding videos for an eccentric Hungarian."

Where did you go to high school and college?

High School: Herndon High, Herndon, VA. College: Syracuse University, Syracuse, NY. Grad School: UT Austin

Any hobbies or interests?

"I have a 14-year-old one-eyed Chihuahua and I play lead guitar in a Journey cover band."



Elisabeth Sikes

Academic directors share their experiences about the contests, life

continued from page 1

A: When I started the contest was in transition from a typing speed contest to its current form. It was on pretty thin ice, and the plan was to make a go of it or let it go. Computer Applications is still transitioning. It was a great contest that we are now tweaking to make incremental improvements.

Q: *What kinds of improvements are being made to the contest?*

A: With Microsoft coming out with Office 2007 in an entirely different format than Office 2003 for its operation and its pivot tables and its database reports, we are in the middle trying to make any given test understandable in either and to make printouts mesh from either version with the objective answer key we provide. We are continually trying to find better ways to grade and to test things that don't really appear in a printout, such as a consolidation or validation abilities in Excel or a Lookup in one table from another in Access or creating and using forms in Access.

Q: *What do you do outside of UIL?*

A: My husband and I started our own business in Houston, which was developing and marketing products used by programmers and by large computer installations.

Ultimately, we realized we could move our small business anywhere. The company was named Hexco, Inc., which was a play on "hexadecimal company." Most computers display their internal information in base 16 numbers, and our company was directed at computers.

Q: *How did this expand to UIL?*

A: As our children grew, we became more interested in academics, and their interests became our interests. Their participation in spelling bees sparked our interest in methods to learn spelling.

We produced printed products and then software for students preparing for the Scripps National Spelling Bee. We then carried our products over to the UIL arena, and we've been developing products for UIL Spelling and Vocabulary since the mid-80s.

In the late 90s, I started working directly with UIL in Computer Applications, also

producing products for that population as well as students in Computer Science contests. Since then, we've spread into a number of areas, finding writers who are outstanding in their disciplines and working with them to produce study materials. We still market to the National Spelling Bee students, and the winner this year was the 8th student in a row to use Hexco products in preparation.

Q: *What's your favorite part of working with UIL?*

A: Probably the kids. They are amazing. When the coaches are expounding that the contest is getting too hard, the kids are making perfect scores on their 30-minute tests.

Second would be the relationships, both with the UIL team and with the coaches who have weathered the contest from the early, difficult, controversial period. I really have a lot of support from both, and I ask for and receive quite a lot of feedback on what directions the contest should be taking.

Shyamal Mitra Computer Science State Director

Q: *How did you become interested in astronomy, and why did you decide to get a Ph.D. in it? How about your interest in Computer Sciences?*

A: I was always fascinated by the night sky as a child. When I was in high school, I wanted to know the structure of the universe. I decided to do a Ph.D. in astronomy to know more. My Ph.D. thesis was on the large-scale distribution of galaxies in a supercluster.



Mitra presents a session at the UT-Austin Student Activities Conference.
Photo by EJ Eskridge-Johnson

After my Ph.D., I had a research position in the Binary Black Hole Grand Challenge Project. This was a joint project between the Departments of Physics and Computer Sciences. When the project ended I moved over to Computer Sciences.

Q: *How did you become involved in UIL?*

A: A senior colleague of mine, Michael Scott, introduced me to UIL.

Q: *What do you enjoy about working with UIL?*

A: I have enjoyed the companionship of some dedicated educators. It has been a pleasure working with them.

Q: *What do you enjoy doing in your free time with your family?*

A: I am married. My wife and I have an 8-year-old son who is now in 3rd grade. My wife teaches in a pre-school close to our home in Lakeway.

I enjoy reading. When the weather is good, I enjoy gardening or I go fishing with my son.

Council approves steroid testing protocol for spring

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In January at a called-meeting, the Legislative Council passed the 18-page protocol.

"It was not only our staff who worked throughout the holidays, but also the legal counsel," Rogers said. "We also had to meet with representatives of elected officials to make sure we were meeting the intent of the law."

Assistant Director and Director of Athletics Dr. Charles Breithaupt said the UIL team that included Rogers, Dr. Mark Cousins, athletic coordinator, and Cliff Odenwald, associate athletic director, "went above and beyond the call of duty to make sure that the protocol would protect both the students and schools. Their expertise and effort should be applauded."

Before Council approved the protocol, the League allowed for 21-day public comment time.

"We only received a few dozen comments and most of those were questions about student privacy and whether supplements that they are currently taking would cause a positive result," Rogers said.

Since the approval, the League has not received much feedback, she said.

Under Senate Bill 8, the random testing program will test only for anabolic steroids of high school athletes at approximately 30 percent of member high schools and sample a statistically significant number of students.

"We've heard from experts in the field that the number of positive tests that will result will be minimal," Rogers said.

Last month the League selected the National Center for Drug Free Sport, Inc. to conduct the testing program for the next two years.

"We hope to begin in the coming weeks," Rogers said.

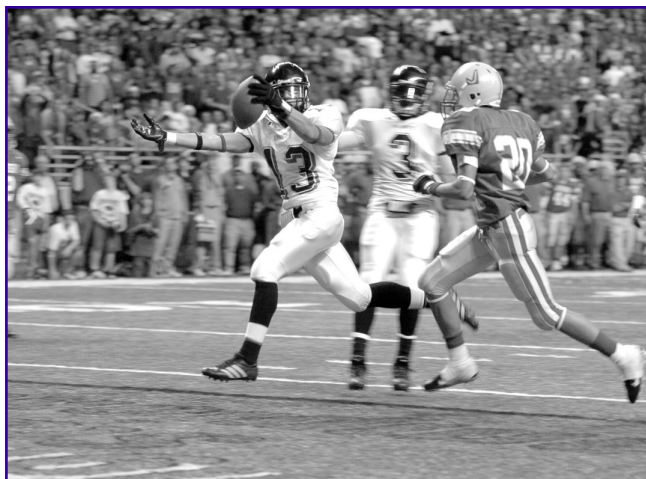
The funding for the testing program only goes to the 2008-09 school year, Rogers said.

"We've been instructed by the Legislature to try to find other means of funding the program," she said.

"The state appropriated \$6 million for two years. On Dec. 1, 2008 we have to submit a report and recommendations for future funding."

Rogers said she is unsure what UIL will recommend at that time.

Football Championship



(Top left) Wide receiver Justin Runningdeer from Trinity High School scores during the 5A Division I Championship game. Trinity beat Judson High School 13-10. (Above) Katy High School celebrates its win in the Alamodome. (Right) Running back Aundre Dean scores a touchdown for Katy High School. Katy won the 5A Division Two Championship game against Pflugerville High School 28-7. Photos courtesy of Photo Texas



2007-08 Lone Star Cup Contest updated

The UIL and Texas Dodge Dealers will again present the Lone Star Cup, honoring the best overall athletic and academic programs in Texas for the 2007-2008 school 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 are released throughout the school year on the UIL Web site and the *High School Spotlight* on Fox Sports Net, and official final results will be announced July 1.

The winning schools in each classification will receive the Lone Star Cup trophy and a \$1,000 award, also presented by the Texas Dodge Dealers.

The next update will be posted on March 21, 2008.

Current Lone Star Cup standing, which include marching band, team tennis, cross

country, volleyball and football, are as follows:

| | |
|---------------------------|----|
| 5A | |
| 1. Austin Westlake | 28 |
| Southlake Carroll | 28 |
| 3. Amarillo | 20 |
| Eules Trinity | 20 |
| Houston Cypress Fairbanks | 20 |
| Katy | 20 |
| San Antonio Reagan | 20 |
| 8. Abilene | 18 |
| Harlingen South | 18 |
| Humble Kingwood | 18 |
| Katy Cinco Ranch | 18 |
| 4A | |
| 1. Dallas Highland Park | 38 |
| 2. Mesquite Poteet | 28 |
| New Braunfels | 28 |
| 4. Friendswood | 24 |
| Hereford | 24 |
| 6. Aledo | 22 |

| | |
|-------------------------|----|
| Katy Seven Lakes | 22 |
| 8. Brenham | 20 |
| Corpus Christi Calallen | 20 |
| Pflugerville Connally | 20 |
| Waco Midway | 20 |

| | |
|-----------------|----|
| 3A | |
| 1. Wimberley | 26 |
| 2. China Spring | 24 |
| 3. Argyle | 22 |
| La Vernia | 22 |
| 5. Monahans | 20 |
| 6. Columbus | 18 |
| Palacios | 18 |
| Royse City | 18 |
| 9. Andrews | 16 |
| Canyon | 16 |
| Celina | 16 |
| Gilmer | 16 |
| Liberty Hill | 16 |

| | |
|------------------|----|
| 2A | |
| 1. Wallis Brazos | 28 |

| | |
|-----------------|----|
| 2. Farmersville | 24 |
| 3. Holliday | 22 |
| 4. Bushland | 20 |
| New Boston | 20 |
| Tatum | 20 |
| Wall | 20 |
| 8. Altair Rice | 18 |
| Poth | 18 |
| Salado | 18 |

| | |
|------------|----|
| 1A | |
| 1. Sundown | 34 |
| 2. Harper | 26 |
| Windthorst | 26 |
| 4. Lindsay | 24 |
| Shiner | 24 |
| 6. Iola | 20 |
| Woodson | 20 |
| 8. D'Hanis | 18 |
| Flatonia | 18 |
| Forsan | 18 |
| Seymour | 18 |

Lessons from Gomer

It's time we all uphold the rules and report those who choose not to do so

PUBLIC REPRIMANDS

FOOTBALL

Southwest Scobee Middle School – Steve Young
McKinney HS – Bobby Reyes

BASKETBALL

San Antonio Clark HS – John Paul
San Antonio Clark HS – Arelia Carrasco
Georgetown HS – Kenny Hoffpauir
Port-Neches Grove HS – Pat Abel
Klein Collins HS – Torrance Hicks
Lufkin Hudson HS – Brandi Daily
McLeod HS – Steven Lambeth
Henderson HS – Gabriel Gearheart
Dripping Springs HS – Nelson Terroba
El Campo HS – Jerrell Barron
Huntsville Mance Park Middle School – Zach Young
Austin Johnston HS – Tommy Reaux
Friendswood HS – David McKeel
Fort Worth Southwest HS – Scott Gray
Miles HS – Crista Rojo
Nevada Community HS – Mike Swigert
Era HS – Phillip Hill
Ennis HS – David Kilpatrick
Houston Campbell Middle School – Joycelyn Leatherwood
Houston Cypress Woods HS – Michelle Moore
Katy Taylor HS – Todd Hart
Katy Mayde Creek HS – Barrett O'Connell
Slidell HS – Cody Vanover
Blooming Grove HS – David Claxton
Denton Navo Middle School – Denare Carter
Plano HS – Rodney Belcher
Corpus Christi Academy – Juan Renteria
Leonard HS – Jimmy Lott
Iowa Park HS – Tim Clark



Charles Breithaupt
Athletic Director

The ghost of Gomer Pyle is moving about our state. Those of us who remember the old television sitcom *The Andy Griffith Show* recall the character played by Jim Nabors. In one episode, Deputy Barney Fife was teaching Gomer about civic responsibility and the

duty of every citizen to both uphold law and report violations of the law. Barney went on the write Gomer a ticket for a minor infraction. As Barney got into the squad car and made an illegal U-turn in downtown Mayberry, Gomer decided to put Barney's civic lesson into practice. He chased after Barney yelling "Citizen's arrest! Citizen's arrest!"

And Barney got a ticket as well.

The lesson in all of this is that we should be reminded of our obligation to uphold the UIL rules and report violations of the same. Recent activity shows that some parents are very quick to report violations that occur within their own school. Often parents may be disgruntled because they are unhappy with the playing time of their son or daughter. A lapse of judgment or error by the coach opens the door for the parent to report the infraction.

So be aware. Know the rules, apply the rules, and enforce the rules. We have an obligation to the students we teach to uphold the integrity of the activities not only by the statute, but also by the spirit of the rule. Don't allow the ghost of Gomer to invade your world. Be knowledgeable and be vigilant about the rules that govern your activities.

Various and sundry topics of interest as we begin a new year:

Track and field coaches must be aware that Wednesday April 9, 2008 is the deadline for district certification. Many coaches have expressed concern that they have lost a meet. This is incorrect. Schools generally schedule their varsity district meets for Tuesday and Thursday nights. So, essentially they lose the Thursday date.

The earlier certification is necessary because of a state law prohibiting post district competition the day before and the day of TAKS testing. The UIL calendar had to change to accommodate this law. The UIL staff had to decide between two options. Option A would have created a three-week gap between the regional and state meets. Option B pushed the district certification date back three days, thus protecting conflicts with the regional academic meet.

Unhappy track coaches who claim the UIL doesn't care about track and field must remember that the UIL has done several positive things to promote the sport. We have provided schools an additional meet with the change that doesn't require a regional qualifiers meet to count in the eight-meet limitation. Essentially, this is an additional meet. Also, the top three qualifiers from each district advance to regional competition. Both of these positive changes far outweigh the negative aspects of a mandatory change in schedule for one meet.

Please be careful when ordering new equipment, especially uniforms. Make certain the uniforms you purchase are within the guidelines of the playing rules. Check with UIL officials to see that uniforms are in compliance. There is nothing more embarrassing than explaining to your superintendent why the new uniforms you purchased can't be used.

All coaches should be reminded about the rules regarding coaching during the off-season. Coaches in grades 7-12 are prohibited from coaching students in grades 7-12 from their own attendance zones. This rule includes the summer conditioning program. The summer conditioning program is only for students in grades 9-12. Coaches who allow junior high students to participate in the summer conditioning program are in violation.

Coaches should be further reminded that non-school teams are exactly that. School coaches shall not coach students in grades 7-12 from their own attendance zone. School equipment may not be utilized for non-school activities. School funds may not be used for any non-school related program, including camps.

Coaches may assist in the organization of a league. However, the coach may only do this if

there is a legitimate league formed with other coaches involved. A coach is not allowed to require a student to participate. Neither may the coach require the student to participate on a specific team.

Off-season periods are important to our athletic programs. Please work hard to protect the integrity of the time provided. Utilize this time efficiently and effectively. Make sure student-athletes are not kept longer than the rules allow. Protect this very important aspect of high school athletics in Texas. Don't tarnish this advantageous time through improper utilization of this period.

Remember that in the playoffs, schools are still not allowed to practice more than one hour during the school day. It is critical that you protect the integrity of the school day. Violations of this rule have become more common and will continue to be penalized by the State Executive Committee.

Celebrate your victories. Make sure to enjoy the moment. But, remember that overzealous boosters and parents can cause problems within this area. Rings, T-shirts, gift awards can all be problematic if not managed properly according to the specific rules that apply. Don't allow anyone to tarnish your championship in this area.

Remember why we coach. We coach to help young people become better citizens through competition. Model proper behavior at all times. Never give anyone reason to criticize your coaching behavior and demeanor. Remember that every word you say becomes important to a young athlete. Be positive rather than demeaning. Be tough without it becoming personal.

Keep in mind that we have the best high school athletic programs because we have advantages not afforded in many states. We allow for more games and practices during the school year than in most other states. We have full-time coaches, and they are the best in the county. We have athletic periods during the school day, enabling coaches to work with student-athletes throughout the school year. We have great facilities and budgets. Finally, we have great support from our superintendents and administrators who make the rules, allowing coaches the opportunity to be successful. Without this support, educational competition could not exist.

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.

Officials' pay raises will affect budgeting for 2008



Cliff Odenwald
Associate Athletic Director

It's that time of year when school districts are preparing their budgets for next year. I do not envy any of the athletic directors who probably just received the memo or e-mail from

their school district's business department setting the calendar for budget proposal, deadlines in preparation for the 2008–2009 school year. It always seemed that the final budget proposals were due the week after Spring Break. This meant that I had one less week to work on it, because the last thing that I wanted to do during Spring Break was think about next year's budget.

When planning the budget for the upcoming school year, it's important to meet with current staff members and evaluate expenditures from the current school year. This information is helpful in determining which budget codes have sufficient funds and which accounts need to be increased. A second consideration is the rising cost

of fuel. As fuel prices rise, the cost of transporting students to and from athletic events increases. As a result the budget codes for mileage reimbursements will need to be adjusted. Another budget adjustment will need to be made to allow for the increased costs resulting from pay increases for officials during the 2008–2009 school year.

As these budget expenditures continue to grow, administrators must look harder for areas where expenses are within their control. For example, consider the scheduling of non-district games and tournaments. Scheduling non-district contests that require less travel will not only help cover the additional cost of gas but will also increase attendance at these games. Increased attendance means higher gate receipts and increased revenue for the budget.

When possible, schedule multiple games at a single site. This can help save money not only with fewer event staff needed but also with decreased travel costs for officials. One of the most costly travel expenditures is sending teams to tournaments. Thousands of dollars can be saved if teams do not need charter buses, hotel rooms and extra money for meals when adequate tournaments can be found closer to home. Obviously, depend-

ing on your location, some travel expenses will be out of your control.

This past summer, the UIL Officials Ad Hoc Committee met to discuss the officials' fee schedule that is published in the C&CR Section 1204. This committee was composed of the Executive Director of TASO, officials representing each sport, UIL staff members and athletic directors from across the state. The following items were discussed at the meeting: varsity and sub-varsity officials' fee schedules; flat fee rates for officials; contract negotiations between school districts and officiating chapters; and the fee scale as it relates to multiple games played at the same site.

The following information will help you determine your budgetary needs for officials' pay for 2008-2009. The official's fee schedule for varsity games in baseball, basketball, football, softball and volleyball will increase \$5. In soccer a flat game fee of \$120 was adopted to cover the cost of all three officials. This flat fee is for each game and gross gate receipts will no longer be used to calculate soccer officials' pay. A sub-varsity officials' fee schedule was approved for all sports and will be published in Section 1204 in the C&CR next year.

You will need to budget an additional \$5 per official for each game in all sports with sub-varsity teams. The C&CR states that fee increases for officials will be reviewed every three years. This is a reminder that these fee increases are for the 2008–2009 school year. Continue to reference the 2007-2008 C&CR section 1204 for the current school year.

The issue of signing contracts and negotiating fees between officiating chapters and school districts continues to be a concern. As discussed in the Ad Hoc Committee, the only contract between an officiating chapter and a school district is Section 1204 in the C&CR. There are no other contracts and negotiating a higher or lower fee is against UIL policy as described in the C&CR Section 1204 (i) Fee Violations. School districts may sign agreements with officiating chapters. These agreements help both the school district and the officiating chapters see that all upcoming events are assigned officials.

On behalf of the UIL, I want to thank all the officials for their service and dedication. We realize that often you go above and beyond to see that events are covered. We appreciate the pride and professionalism you demonstrate year in and year out.

Legislative Council mandates NFHS coaching course



Rachel Harrison
Athletic Coordinator

At its October meeting, the UIL Legislative Council passed an amendment requiring all first-year coaches and any coach who is not a full-time employee of the school district to complete the National Federation of State High School Associations (NFHS) Fundamentals of Coaching Course, effective Aug. 1, 2008. Currently, any coach who is ejected, and does not have the ejection

overturned, is required to complete the course.

While it is estimated that one million adults coach in our nation's schools, it is reported that only 16 percent have received any formal coach education. The educational value of athletics is largely dependent on how the activity is structured. When structured properly, athletics offers a vehicle to teach students skills that contribute to their overall development.

The role of interscholastic athletic programs is to provide an educational experience. The purpose of the NFHS Fundamentals of Coaching Course is to reinforce those values in the coaches and teachers who serve as role models and mentors to the students who participate.

Launched in January 2007, Fundamentals of Coaching is the signature course of the NFHS Coach Education program. It is an online initiative that stresses a unique

student-centered curriculum emphasizing the role of the teacher/coach in promoting learning and the creation of a healthy and developmentally appropriate athletic experience. The lead author of the course is Dr. Darren Treasure, a former Associate Professor in sport psychology at Arizona State University. Currently 40 states utilize the NFHS Fundamentals of Coaching Course.

Designed with and for interscholastic coaches, the four-hour online course consists of five units:

Unit 1: Educational Athletics and the Role of the Teacher/Coach

The initial unit emphasizes the mission and purpose of educational athletics in our nation's schools. The top five educational outcomes of interscholastic athletics are introduced that teacher/coaches should strive to achieve, including promotion of learning, citizenship, sportsmanship, healthy lifestyle and life skills.

Unit 2: The Coach as Manager

This unit focuses on the administrative and managerial aspects of coaching. The module highlights the teacher/coach's responsibility in ensuring a safe and healthy environment for all students and stresses the importance of understanding the legal and liability issues related to coaching interscholastic athletics.

Unit 3: The Coach and Interpersonal Skills

This unit focuses on research-based psychological principles and applications that can enhance the health, development, performance and welfare of the students.

Particular emphasis is placed on the role of the teacher/coach in creating an environment that emphasizes learning and optimizes the physical, social and psychological development of each student.

Unit 4: The Coach and Physical Conditioning

This unit focuses on research-based physiological principles and applications that can enhance the health, development, performance and welfare of the students. Emphasis is placed on designing a year-round training program that highlights the concepts of periodization, specificity, reversibility and individualization.

Unit 5: The Coach as Teacher

The final unit of the course emphasizes the teaching aspects of coaching. Emphasis is placed on the technical and tactical development of individual students and the team through the use of proven instructional strategies.

In addition to these five units, the UIL is planning to add a unit specifically for coaches in Texas that includes UIL eligibility rules, rule changes and sport specific information. The course should be complete and ready for coaches to access by May. The cost of the course, which can be paid by the coach or the school district, is \$35.

As someone who has completed Fundamentals of Coaching, I can assure you the content is extremely relevant and informative. I think any coach would benefit from this course. The NFHS Coach Education program provides yet another mechanism to facilitate the positive, personal development of our student-athletes.

FAQ about anabolic steroid testing



Mark Cousins
Athletic Coordinator

The following are questions and answers pertaining to the upcoming UIL Anabolic Steroid Testing Program. Mandated by Senate Bill 8, passed by the 80th Texas

Legislature, this statewide random testing program will affect student-athletes in grades 9-12, regardless of sport, gender or participation level.

The National Center for Drug Free Sport, Inc. has been selected to conduct the UIL Anabolic Steroid Testing Program for the 2007-08 and 2008-09 school years.

After holding a formal bid process, the UIL considered all proposals submitted and selected The National Center for Drug Free Sport, Inc., also known as Drug Free Sport, to conduct the UIL Anabolic Steroid Testing Program mandated by Senate Bill 8.

The UIL has been directed to test a statistically significant number of student-athletes in grades 9-12 at approximately 30 percent of UIL member high schools. The selection process of schools and student-athletes will be random, and approximately 40,000-50,000 student athletes will be tested for anabolic steroids between this spring and the end of the 2008-09 school year.

With the finalization of the contract, the UIL Anabolic Steroid Testing Program is set to begin. There is no set date for the first test to take place. All testing dates will be unannounced, in keeping with the nature of the random steroid testing process.

For more information on the UIL Anabolic Steroid Testing Program, consult the UIL Web site: http://www.uil.utexas.edu/athletics/health/steroid_information.html.

Q: What is an anabolic steroid, and for what substances will the program test?

A: Anabolic steroids are any steroid as described in section 481.104 of the Texas Health and Safety Code. The UIL Anabolic Steroid List includes the substances listed below which meet the description of anabolic steroid contained in section 481.104 of the Texas Health and Safety Code. The 2008-2009 Anabolic Steroid List will be

posted prior to Aug. 1, 2008.

UIL Anabolic Steroid List

androstenediol
androstenedione
boldenone
chlorotestosterone (4-chlorotestosterone)
clostebol
dehydrochloromethyltestosterone
dehydroepiandrosterone (DHEA)
dihydrotestosterone (DHT)
dromostanolone
drostanolon
epitrenbolone
ethylestrenol
fluoxymesterone
formebolone
gestrinone
mesterolone
methandienone
methandranone
methandrostenolone
methenolone
methyltestosterone
mibolerone
methandriol
nandrolone
norandrostenediol
norandrostenedione
norethandrolone
oxandrolone
oxymesterone
oxymetholone
stanolone
stanozolol
testolactone
testosterone*
tetrahydrogestrinone (THG)
trenbolone
and any substance, such as a compound or metabolite, that is chemically or pharmacologically related to testosterone, other than an estrogen, progestin, or corticosteroid, and promotes muscle growth

* For testosterone the definition of positive depends on an adverse analytical finding (positive result) based on the methods listed in section 1.2 which shows that the testosterone is of exogenous origin, or if the ratio of the total concentration of testosterone to that of epitestosterone in the urine is greater than 6:1, unless there is evidence that this ratio is due to a physiological or pathological condition.

Q: Will student-athletes be tested for recreational drugs and/or alcohol?

A: No. As required by law, student-

athletes will only be tested for the substances listed on the UIL Anabolic Steroid List. The law does not allow testing for other substances.

Q: Are nutritional and dietary supplements or vitamins on the list of Anabolic steroids?

A: No, they are not on the list of anabolic steroids; however, student-athletes must be aware that nutritional and dietary supplements could contain or be contaminated with anabolic steroids. In addition, the U.S. Food and Drug Administration does not strictly regulate the supplement industry, and therefore purity and safety of nutritional and dietary supplements cannot be guaranteed. Contaminated supplements could lead to a positive anabolic steroid test. The use of supplements is at the student-athlete's own risk. Student-athletes and interested individuals with questions or concerns about these substances should consult their physician for further information.

Student athletes must be aware that they are responsible for everything they eat, drink and put into their body. Ignorance and/or lack of intent are not acceptable excuses for a positive anabolic steroid test result.

Q: Who is going to administer the steroid testing program?

A: The National Center for Drug Free Sport, Inc. has been selected to conduct the UIL Anabolic Steroid Testing Program for the 2007-08 and 2008-09 school years.

After holding a formal bid process, the UIL considered all proposals submitted and selected The National Center for Drug Free Sport, Inc., also known as Drug Free Sport, to conduct the UIL Anabolic Steroid Testing Program mandated by Senate Bill 8.

For more information on Drug Free Sport please visit www.drugfreesport.com

Q: Where can a student-athlete find up-to-date, confidential and accurate information on dietary supplements and dangerous or banned substances?

A: The National Center for Drug Free Sport, Inc. has partnered with the UIL to provide an easily accessible resource designed to answer questions about its drug-testing program, banned substances and inquiries about dietary supplements. The Resource Exchange Center (REC) is a service solely dedicated to making sure participants are provided with up-to-date, confidential and accurate information on dietary supplements and dangerous or

banned substances.

The REC is available 24 hours a day, seven days a week by calling the UIL hotline or by logging into: www.drugfreesport.com/rec and entering the assigned password. Student-athletes should contact the Member School Representative at their school for the UIL hotline number and/or the assigned password for UIL member schools.

All correspondence with the REC can be done so anonymously and will be kept confidential. Questions received by the REC will be answered within 24 hours of submission during regular business hours.

Q: Who is subject to the testing program?

A: All student-athletes in the 9th, 10th, 11th and 12th grades at UIL member high schools are subject to UIL statewide testing. Selection of student-athletes will be based upon a random selection process.

Q: How many tests will be conducted and how many schools will be involved?

A: The UIL has been directed to test a statistically significant number of student-athletes in grades 9-12 at approximately 30 percent (400) of UIL member high schools. The selection process of schools and student-athletes will be random, and approximately 40,000-50,000 student-athletes will be tested by the end of the 2008-09 school year.

Q: What if a student-athlete, or the student-athlete's parents/legal guardians do not wish the student-athlete to be randomly selected for testing?

A: As required by law, each academic year the student-athlete and his/her parents/legal guardians shall sign a form prescribed by the UIL in which the student-athlete and his/her parents/legal guardians consent for the student-athlete, if randomly selected, to be tested for the presence of anabolic steroids prohibited by the UIL in their body. Failure to complete and sign the form shall result in the student-athlete's ineligibility for participation in UIL athletic activities.

Q: Will different numbers of students be tested at different schools (1A-5A)?

A: Yes. The larger the school's classification/enrollment, the higher the number of student-athletes at that school that will be randomly selected for testing.

continued on next page

FAQ about anabolic steroid testing

Q: What type of test will be used?

A: The test will analyze a urine specimen.

Q: Will the results of the tests be confidential?

A: Yes. By law, results of an anabolic steroid test are confidential and, unless required by court order, may be disclosed only to the student-athlete and the student-athlete's parent and the activity directors, principal, and assistant principals of the school attended by the student-athlete. School personnel who violate confidentiality in relation to a steroid test result may be subject to the range of penalties in section 27 of the *UIL Constitution and Contest Rules*.

Processes

Q: How are schools and student-athletes selected for testing?

A: Both schools and student-athletes are randomly selected by a double-blind random selection process conducted by Drug Free Sport and approved by the UIL.

Q: How much notice will a school receive that they have been randomly selected for Anabolic steroid testing?

A: The school will be officially notified of the anabolic steroid testing event a minimum of 24 hours (one business day) but no more than 48 hours (two business days) before the day of testing by Drug Free Sport.

Q: What is the UIL Anabolic Steroid Testing Student-Athlete Listing Form?

A: The UIL Anabolic Steroid Testing Student-Athlete Listing Form is the document, available for download as an Excel file from the UIL Web site, on which the Member School Representative will provide an accurate and current list of all student-athletes in grades 9-12 at their high school. Drug Free Sport will randomly select student-athletes for testing from this list.

Q: When should the Member School Representative complete the UIL Anabolic Steroid Testing Student-Athlete Listing Form?

A: The UIL Anabolic Steroid Testing Student-Athlete Listing Form should be downloaded from the UIL Web site and created by the Member School Representative at the beginning of the school year and should be updated, at least, on a

monthly basis. There should be only one UIL Anabolic Steroid Testing Student-Athlete Listing Form per school, and it should be updated only by the designated Member School Representative throughout the school year.

Q: When and to whom should the UIL Anabolic Steroid Testing Student-Athlete Listing Form be submitted?

A: Upon notification that their school has been selected for testing (which will be a minimum of 24 hours (one business day) and a maximum of 48 hours (two business days) prior to the testing date), the UIL Member School Representative will be required to provide an accurate and current list of all student-athletes in grades 9-12 participating in UIL athletic activities at the UIL member school to Drug Free Sport for student-athlete random selection.

The Member School Representative will be required to submit the list within the time frame specified by Drug Free Sport in their notification. The school is required to utilize the UIL Anabolic Steroid Testing Student-Athlete Listing Form.

Q: How will a school that has been randomly selected for testing know what student-athletes will be subjected to the tests?

A: Upon arrival at the randomly selected school, the testing crew chief will provide the Member School Representative with a list of the randomly selected student-athletes for anabolic steroid testing. The randomly selected student-athletes will be notified of and scheduled for anabolic steroid testing by a UIL member school representative.

Q: How far in advance are the student-athletes selected for testing notified?

A: The student-athletes are notified immediately before they are required to report to the collection station. There is no advance notice of anabolic steroid testing given to student-athletes.

Q: What happens if a randomly selected student-athlete is absent from school on the day of an anabolic steroid test?

A: If the absence is an excused absence, there would be no problem. Randomly selected student-athletes who do not appear for testing for reasons other than an excused absence will be treated as if there was a positive test result for an anabolic steroid and subject to applicable penalties

as described in 3.2 of the UIL Anabolic Steroid Testing Program Protocol.

Q: What if a student-athlete has an academic obligation (test, presentation, etc.) during the time they are selected for anabolic steroid testing?

A: The crew chief may release a student-athlete to meet academic obligations only after appropriate arrangements for having the student-athlete tested have been made and documented by the crew chief.

Q: What happens if a student-athlete refuses to be tested for anabolic steroids?

A: A student-athlete who refuses to submit to testing after random selection will be treated as if they have a positive test result and shall be subject to the appropriate penalty as described in 3.2 of the protocol.

Q: Who is present while a student-athlete is being tested for an anabolic steroid?

A: Only a crew member of the same gender as the student-athlete and the student-athlete being tested may be present in the rest room while the student-athlete is being tested for an anabolic steroid. The student-athlete will be allowed to enter the stall and close the door for privacy during the voiding process.

Q: What constitutes a complete specimen?

A: In order to have a complete specimen, the student-athlete must provide approximately 90 ml of urine that meets the temperature, specific gravity and pH values outlined in the UIL Anabolic Steroid Testing Program Protocol.

Q: What happens if the specimen does not meet the requirements for testing?

A: If the specimen does not meet the requirements for testing mentioned in the protocol, the student-athlete will discard the specimen. The student-athlete must remain in the collection station until another specimen is provided.

Q: Will the student-athlete being tested receive any paperwork after the completion of testing process?

A: The client (the Member School Representative for that school) will receive a copy of the Custody and Control Form (CCF) used as part of the specimen collection process for each student-athlete tested.

The school MSR can provide a copy of the CCF to the student-athlete if requested.

Q: How long will it take for the school and the student-athlete to receive test results?

A: Negative results will be received by the Member School Representative within seven business days of receipt at the laboratory. Positive results on specimen A will be received by the Member School Representative within 10 days of receipt at the laboratory.

Penalties

Q: What is the penalty for a positive result on an anabolic steroid test?

A: Any student-athlete found to be positive for an anabolic steroid (report of confirmation of positive result on specimen B) for the first time, or who refuses to submit to testing after random selection, shall be suspended for 30 school days of competition in all UIL athletic activities. Prior to eligibility restoration, a student-athlete must undergo an exit anabolic steroid test and receive a negative result.

Upon a report of confirmation of a second positive specimen B anabolic steroid test result during his/her high school participation, or upon a refusal to submit to testing after random selection of a student-athlete who has previously been subjected to the first positive test penalty, a student-athlete shall be suspended from all UIL athletic contests for one calendar year. Prior to eligibility restoration, a student-athlete must undergo an exit anabolic steroid test and receive a negative result.

Upon a report of confirmation of a third positive specimen B anabolic steroid test result during his/her high school participation, or upon a refusal to submit to testing after random selection of a student-athlete who has previously been subjected to the first and second positive test penalties, a student-athlete shall be suspended from all UIL athletic contests for the remainder of his/her high school career at any UIL member school.

The UIL will cover the cost for the first exit anabolic steroid test for purposes of eligibility restoration for the penalties above. Any subsequent exit test(s) for purposes of eligibility restoration are conducted at the expense of the school, student-athlete or the family of the student-athlete. Only anabolic steroid tests conducted by Drug Free Sport will be considered for the purposes of this program.

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 Armando Aguilar with probation through August 14, 2008 for violation of UIL Pitching Limitations.

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.

MERTZON IRION COUNTY ISD

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

DENTON MCMATH MS

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

EMPLOYMENT OF COACHES

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

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

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.

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 MIDDLE SCHOOL

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.

LEWISVILLE MARCUS HS

The State Executive Committee issued a public reprimand to Lewisville Marcus High School Boys' 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 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 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 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 Commit-

tee 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 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.

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.

SIMMS BOWIE HS

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

ROMA HS

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

PFLUGERVILLE HENDRICKSON HS

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

JASPER HS

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

ROSENBERG LAMAR CONSOLIDATED HS

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

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