

# Leaguer



## Briefs and Notes

### Calendar of upcoming events

- March 9-11**..... Boys' Basketball State Tournament
- March 11**..... Last day for invitational meets using Set B materials
- March 13-14**..... CX Debate State Tournament for 1A, 2A, 3A
- March 17-18**..... CX Debate State Tournament for 4A, 5A
- March 20**..... Begins first week of Academic District meets
- March 25**..... Solo & Ensemble: Last day for region contests
- March 27**..... Begins second week of Academic District meets
- April 1**..... Texas State Solo & Ensemble entry deadline
- April 1**..... TILF: First day to submit applications
- April 1**..... EJJ: Last day for invitational meets. First day to return invitational materials
- April 3-8**..... OAP: Area meets
- April 8-9**..... ILPC State Convention at the University of Texas at Austin
- April 13-15**..... State Soccer Tournament
- April 21-22**..... Regional Academic Meets
- April 24-29**..... Regional meets for golf, tennis and track & field

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

After dedicating more than two decades of her life to TILF, Carolyn Scott bids UIL a ...

## Fond Farewell

By Ryan Miller  
 UIL Intern

After working at the Texas Interscholastic League Foundation for more than half of its existence and overseeing the program that now awards more than \$1 million in scholarships each year, scholarship coordinator Carolyn Scott plans to retire. She has worked at UIL for 24 years.

"I've grown with the program from being a secretary being directed each step of the way to managing the entire program," Scott said. "I have strived to always serve everyone I have contact with. I view the UIL as a service organization that works for students in Texas schools."

Many colleges and students throughout the state have undoubtedly connected with Scott as she has kept TILF running and maintained contact with students who have competed at UIL academic state meets and gone on to receive scholarships from the program. Dr. Bailey



TILF scholarship coordinator Carolyn Scott said she will travel more when she retires.

Marshall, TILF executive director and retired UIL director, can attest to the time Scott has spent corresponding with students.

"As far as they know, she is TILF," Marshall said. "I so appreciate her dedication to the program. One of her greatest assets is constant contact with the scholarship recipients."

Scott fondly recalled growing along with the TILF program.

"I really did not know much at all about UIL and nothing about TILF when I began working," Scott said. "I did not even know how to type

without hunting and pecking."

More than two decades later, Scott has created and maintained an accounting program to keep track of the endowment that sits at over \$6 million.

"It was just over a million dollars when I began and the total students being served in a year was less than half of the yearly stats today," she said.

Having enjoyed her time as a part of the

See Scott, page 10

## Q&A: Science state academic contest director shares her philosophy, stories

By Andrea Negri  
 UIL Intern

(The following is the third in a series of question and answer profiles of the Academic state contest directors.)

Linda Gaul  
 Science State Co-Director

How did you first become involved in UIL?

I was teaching general biology courses at UT. The department chairman got a call from someone at UIL asking for the

name of a faculty member who would be good for the job of biology contest director and who also might be interested. My chairman gave my name to the UIL caller. (I believe that was Janet Wiman, or someone working in her office.)

Have you always specialized in Biology?

Yes; it's my favorite subject!

What do you do in your time away from UIL?

I work at the Texas Department of State Health

Services. I also do some content accuracy review work and writing for high school biology textbook publishing companies. I am an epidemiologist at the state health department. Specifically, I am in the Infectious Disease Control Unit and head of the Foodborne Illness Team. I work with other staff members to conduct disease surveillance statewide, track trends, and look for exposure factor patterns. I also conduct disease outbreak investigations, which are very interesting and exciting!

(But we don't fly around in helicopters as you

See Science, page 9



# Kids these days

With all of the negative publicity, it's important not to overlook the successes

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Bill Farney  
UIL Director

It is impossible to read the morning paper, listen to the radio or watch the news on TV without being informed of the violence, lawlessness and lack of moral values of today's youth. The public's image of teenagers is mostly

negative.

And the incidence of "bad" news seems to support that opinion.

In my position, there are many opportunities to see kids in action.

Let me tell you about one of these students. The facts are true, but the name will be changed to honor privacy.

About two miles north of the Rio Grande, in an area where many houses have dirt floors and no running water, lives a family of six children, two girls and four boys.

The second oldest child is Lydia. Lydia helps with housekeeping chores, supervises the younger children, but attends the 12<sup>th</sup> grade in a large high school.

Although her family is poor and neither parent speaks English, she is a good student. Her mom and dad sacrifice for her to attend school.

Her older brother dropped out of school in the 10<sup>th</sup> grade against the wishes of both parents. He wanted a car, and he had to get a full-time job to buy one. He works construction — long hours and low pay. Some days, he wishes he had a better job.

Lydia was encouraged by a teacher in her

**Her junior year, she qualified to regional and then to the state meet. The pride and joy of her parents inspired a sense of accomplishment she had never experienced before.**

10<sup>th</sup> grade year to try out for some journalism contests.

She was selected to compete in a district-wide contest. Disappointed that she failed to place in the competition, she resolved to study and practice for another attempt.

Her junior year, she qualified to regional and then to the state meet. The pride and joy of her parents inspired a sense of accomplishment she had never experienced before.

Now, she is a senior, planning to compete in another contest, working as a clerk in a store to help her family, making good grades and looking for a chance to go to college.

Nobody in her family has ever gone to college or even finished high school.

But Lydia does not feel sorry for herself. She feels fortunate that she has a chance, a slight opening in a door of opportunity, to expand her future.

She wants to be a teacher, wants to teach her parents to speak English, and wants her brothers and sisters to want to learn.

From extreme economic poverty, she is fortunate to have parents who value education. We are constantly reminded that hard work and a desire to better oneself overshadow many obstacles.

Kids these days! Could you ask for better and brighter? Can you lump them all into a stereotypi-

cal spoiled, undisciplined, disrespectful lot?

I think not.

It is incumbent that schools and the public persist in identifying those children with ability and initiative — not just identify, but also provide a means to help them achieve, dream and have a chance to be a contributing member of society.

The University Interscholastic League supports the Texas Interscholastic League Foundation, which will award more than one million dollars in scholarships to Texas high school seniors this year.

The requirement to apply for a scholarship is to have participated at least one year in the State Academic Meet in Austin.

Applicants are not required to place in the top six — but to just qualify and compete in the State Meet.

For almost 50 years now, this foundation has provided a jumpstart for thousands of students, especially helping them to get through that critical first year.

The individuals who contribute to the TILF and the various foundations that provide support are constantly astonished by the quality of the applicants.

There is sadness because so many more students apply than there are scholarships to give. Those who give to the foundation are proud that 100 percent of donations received actually go to students.

The administrative cost is paid by the UIL out of non-scholarship funds.

There can be no greater satisfaction for a donor than making it possible for a deserving student to go to college.

And, by the way, the scholarship board assures me that Lydia is at the top of its list.

## Leaguer

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# Making adjustments

## TAKS test conflicts with with some regional academic qualifiers



Treva Dayton  
Academic Director

Here's hoping that all of you survived the recent round of TAKS tests and that your students did well. And here's hoping that you can now at least occasionally get back to doing the kinds of things you would normally do in your classrooms, if you weren't spending so much time teaching to the tests. Things that get kids excited about learning. Class activities that demand students really think, analyze and produce instead of filling in a bubble sheet. Class discussions and projects that allow students to express themselves in ways that can't be measured by objective tests. You know, the kinds of things that made you want to become a teacher in the first place.

Unfortunately, TAKS tests aren't over for the year, and you should be aware there may be conflicts for some regional academic qualifiers.

The Exit Level Mathematics TAKS test (retest) is scheduled on Wednesday, April 19. TAKS tests on Thursday, April 20 include Grade 9 Mathematics, Grade 10 Science and Exit Level Science (retest for graduating seniors only). Grade 10 and Exit Level Social Studies TAKS tests are scheduled Friday, April 21.

We have worked with regional sites to eliminate or reduce conflicts wherever possible, but some regional schedules could not be modified due to commitments for facilities and personnel. Length of travel time may also create conflicts for some participants. Please check your specific regional schedule on the UIL web site at: [http://www.uil.utexas.edu/academics/spring\\_meet/regional\\_directors.html](http://www.uil.utexas.edu/academics/spring_meet/regional_directors.html). Regional hosts who have not yet posted their Regional Meet Handbooks and/or schedule will be doing so in the near future.

Schools may submit a request to TEA for on-site testing or for a modified test schedule. On-site testing requires the district to send a trained testing professional to the event. Regional hosts must be contacted if you will need a room for testing on site. A modified testing schedule only allows tests to be rescheduled sometime within Monday through Saturday of the testing week, not to some other week. All students taking the test must adhere to the modified schedule, whether they are participating in the regional meet or remaining on campus. You may find the request forms on TEA's Student Assessment Division web page at: [http://www.tea.state.tx.us/student\\_assessment/index.html](http://www.tea.state.tx.us/student_assessment/index.html).

Click on the A-Z Directory in the left hand

### Proposed Accounting Concepts for 2006-07

The new Proposed Accounting Concepts List for 2006-07 (in Microsoft Word format) has been posted, with a link on the UIL academic web page under Accounting. The state director for the contest, LaVerne Funderburk, surveyed the state adopted texts and obtained input from a cross-section of high school accounting teachers in Texas. From this effort, a list of concepts was compiled and concepts identified to be covered in district, regional and state competition.

A second document contains responses from coaches and teachers that have been received to date, so that you can see others' recommendations. These concepts are currently only proposed, not finalized, and your feedback is important. If you are a Texas high school accounting teacher/coach, please review the proposed list and comments, and e-mail LaVerne [laverne@htcomp.net] with your input and questions before May 31, 2006.

column and then Alternate Test Date Request Form. Questions should be directed to TEA at (512) 682-2200.

### District Academic Meets

District meets are just around the corner, and many schools are already entering students online. Coordinators, remember to do another eligibility check before competition! If substitutions must be made, anyone not listed on the original entry, as either a contestant or alternate, must present certification, signed by an administrator, that they are eligible to compete. A substitute form is posted on the UIL academic web page, but a letter signed by an administrator is also acceptable.

District meet directors need to make sure that the correct date and time for each event has been entered into the online system. We've recently checked and many meets did not have that information posted yet.

If you don't enter a date for each event, the system will default to the first day you entered when you set up the meet. You certainly don't want buses showing up on the wrong day, so do a double check right away! And starting times are crucial, as well, so that schools can arrange transportation, etc.

If for some unforeseen reason the originally scheduled time for an event must be changed,

make sure every school is notified. And don't just send the information to the principal. Contact school coordinators so they can let all coaches and students who are affected by the change know. Unless it is absolutely unavoidable, don't change scheduled times once they are posted.

When you get results from each contest director, use two people to enter the scores into the online system – one to enter and one to proof for accuracy.

Provide the contest director with the online ranking to use at verification. Only after verification should you then certify the contest results. Read the instructions on each screen carefully. It takes several 'clicks' to complete the certification process!

Then you must go back to the setup page for the meet, and change the status to "Meet results are posted and available for review."

### Contest Directors

We will post on the UIL academic web page the sections of the *Spring Meet Manual* that contain instructions for directors of each individual academic event. If you are directing a contest at district, please download the appropriate instructions and read them carefully well before the meet. Make sure you know the process for briefing graders or judges, the forms you will need to complete, what materials are allowed into the contest room, and other such things.

Don't wait until you get to the meet and pick up the confidential test material to review contest procedures. A knowledgeable contest director – and a friendly one! – is critical to a well-run contest that creates a positive atmosphere for contestants. Smiles relieve tension for those smiling and those who receive them.

Some kids and coaches will be nervous and a little stressed out, and you can avoid all kinds of problems by being well prepared and therefore relaxed yourself.

If you believe there is an error in any district answer key, please contact the UIL office or the respective state contest director. While we do our very best to proof and double proof every page in every contest packet, we're human. Mistakes do sometimes happen.

But more often than not, graders have thrown out questions because they *thought* the key was in error, when in fact the correct answer was provided as a choice.

To all meet directors, event directors and their assistants, graders and judges, tab room staff, administrators and support personnel, community volunteers, coaches, advisors, directors and contestants, we wish you a smooth and successful district meet! Have fun!

### CALCULATORS FOR THE SCIENCE CONTEST:

Graphing calculators, per se, are not excluded. Graphing capability would be allowed if the calculator does not provide any specific scientific information. If the calculator has memory, it must be cleared.

# Blending, splicing, weaving

Call it what you want, just make sure you stay true to author's intent, keep ethics intact



Jana Riggins  
Speech Director

Art forms never remain the same; they are always evolving. As oral interpretation contestants seek to design performances more and more creative and unique from all others,

questions concerning cutting poetry are increasing.

In UIL poetry, rules allow for multiple poems and even the use of excerpts of poems in both Category A and B. Similar questions do not arise in prose interpretation because contest rules specify only one selection may be read.

"Can we blend, splice or weave poems into a program?" The dictionary meaning of blend is "to combine so as to render the constituent parts indistinguishable; to mix thoroughly so as to obtain a new mixture..." And so as blending cut literature became an interp discussion topic in the mid-1990s, the League eventually coined the term and made reference to blended literature in its oral interpretation manual, indicating that juxtaposition goes beyond the allowance of the cutting a line or word. Taking pieces of different authors' works, blending lines or stanzas and combining them into a seamless presentation threw up red ethical flags. Blending poetry was deemed inappropriate.

Admittedly, the contest rules did not explicitly state that poems had to stand separately, but staff and university oral interpretation professors serving as League consultants believed the rules did so implicitly due to the requirement that performances include verbal transitions. It was interpreted that poems should be read consecutively and not concurrently.

Performance is a living, breathing thing. And as nonverbal transitions became accepted, UIL rules adapted. Constitutional language was altered to give the reader a choice of using verbal and/or nonverbal transitions. The C&CR still requires an introduction to the performance but makes verbal transitions optional. With the growing popularity of nonverbal transitions, performance manuscript delineations became less distinct.

There is no intent by UIL officials or constitutional rules to stymie creativity. However, there is conviction that the basic tenets of interpretive analysis be upheld. Interpreters have an inherent ethical responsibility to the author, the literary text and the audience.

The Texas Essential Knowledge and Skills refer to this ethical obligation in Oral Interpretation TEK (1) (B), knowledge and skills and in (5) adaptation. The course curriculum standards prescribe that the student shall adapt written text while being expected to maintain ethical responsibility to author, text, and audience. The *UIL Prose and Poetry Handbook*, page 13, lists the first critical step in understanding the text as determining who is speaking in the literature.

One can hardly be true to the 'voice' of a poem if the performer has taken a line from one poem, interjected a line from another poem, then reverted back to the first poem, repetitively, even if both poems are written by the same poet. The voices are different and should be presented distinctively.

Interpreters should be mindful that when using multiple poems and excerpts of poems in a UIL performance, the object is not to create a new poem but to illustrate how two or more poems (and therefore two or more voices) interact on a chosen theme.

The League's *Prose and Poetry Handbook* chapter over cutting literature for performance emphasizes, "Be careful that your cutting stays true to the author's intent, and that it isn't a distortion of the work as a whole. Your cutting should maintain the integrity of the tone, intent, and viewpoint of the text."

If verbal transitions are not incorporated, the reader is still expected to delineate between poems or portions thereof. This could be achieved in the preparation of the manuscript and through body language. Each new section of a piece would begin on a new manuscript page. Readers turning a page as they are moving into the next piece of literature would give a nonverbal sign that there is a literature shift. Other subtle nonverbal shifts of posture, facial expressions and gestures help with the transition because each new piece has a different 'voice.'

Whether by the same poet or different poets, using excerpts of multiple poems but so interlacing them as to perform them as one poem and one character does not maintain

## Cross-Examination debate topic for 2006-2007

When official balloting for the 2006-2007 policy debate resolution concluded in January, national service was selected as the debate topic area.

As serious research began for publication of the *Forensic Quarterly*, concern grew that the wording of the resolution was problematic. On Jan. 19, members of the National CX Debate Topic Wording Committee and the author of the national service study report met via conference call and unanimously agreed to revise the wording of the resolution.

The topic selection procedure states that the final authority to approve the resolution rests with the CX Debate Topic Selection Committee that meets annually in August.

A straw vote of the 2005 Selection Meeting participants has been conducted already and the votes were favorable to the wording revisions.

Historically, there have been other occasions when the wording of the resolution has been revised, with the revisions not becoming official until the ratification vote at the August meeting.

Given that students and coaches need to begin research on the topic and the *Forensic Quarterly* to be written, the National Federation has officially released the revised national service resolution as follows:

**RESOLVED: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve America, Armed Forces.**

Be advised that whereas the UIL Constitution and Contest Rules publishes the cross-examination debate resolution wording, it will continue to read, as it has in the past, "or as altered by the League," in the event that the current posting of the wording is for any reason not ratified.

The State Office will post the official wording immediately following ratification at the CX Debate Topic Selection meeting that is scheduled for the first week in August.

the integrity of each piece of literature.

Constitutionally, this trend in designing a performance is not specifically addressed so for now, it is not prohibited. But as with any controversial performance decision the contestant makes, there is risk.

Judges undeniably bring into the round their educational training and background and their perceptions are impacted by what is acceptable in their geographical region of the state. No judge is immune to personal differences and preferences.

Some judges have declared they will accept this unique cutting technique only if the performer employs poems written by one poet in the program, not multiple authors, and only if the audience is informed in the introduction.

Some will insist on all titles being announced not only in the introduction but internally, as well. Other judges believe, regardless, that the performer has cannibalized several pieces and created a different work and therefore broken essential standards of oral interpretation.

UIL judging criteria for poetry interpretation addresses the elements of successfully recreating the persona, demonstrating an awareness of the persona's purpose and

audience, physical and vocal skills and includes evaluating the performer's use of manuscript, internal pacing, and pauses. All of these could be negatively impacted if the style of cutting creates undistinguishable pieces. This situation would prompt many judges to rank a performer low in the round.

Perhaps some critics will see what you have done as creative, entertaining, skillfully cut to better promote the theme of the program. Just be sure you're not selling the soul of the literature to be entertaining. Remember: this is still an interpretive art and the words you read are not your words.

The UIL poetry contest is intended to be interpretation of literature created by the author. Ultimately, the most important thing is: Did you interpret the selection as closely to the intent of the original author as possible? Would the poet or poets whose work you presented claim their poem as their own in the manner in which you presented it? Did each poem maintain its own individual identity or would the poet claim a copyright violation?

Blending, splicing, weaving. Let's not do battle over semantics. What should remain tantamount is ethics in performance.

# Make the trek to Austin

## We can't promise great weather, but we can promise lots of great learning experiences



Jeanne Acton  
Journalism Director

Quite honestly, I expected the phones to be ringing. I expected the emails to be flowing. Online registration for the Spring ILPC Convention opened Feb. 1, and it has been curiously quiet in my office.

Already more than 10 schools have registered successfully online, and we've even received payment for one school.

Marcus High School wins the early bird award from ILPC.

The adviser, Lori Herbst, was the first school to register online.

What all this tells me is, our online designer guy, Larry Woods, did a pretty dang good job in creating the system. It is user-friendly and easy. I think the hardest part to the whole system is getting a UT EID and then remembering your password.

Online registration for the convention will continue until April 3. After that date, schools must register on-site and pay the extra \$5. This year, the convention, April 8-9, will be held at the University Teaching Center at 21<sup>st</sup> Street and Speedway instead of at Welch Hall.

The convention is about a week earlier this year so don't let the date creep up on you without registering online. We do, unfortunately, have a few glitches with the online

system. Private schools must register the old-fashioned way – on paper.

Also, middle schools are not in our data base system so we have to hand-enter them. If you are a middle school, and you can't find your school, give me a call or drop me an email, and we will fix the problem.

The convention promises to be a rewarding learning experience again this year. We have six out-of-state speakers joining us. I think we covered just about every part of the U.S.

We have three repeaters from last year. (No, they didn't fail. We just liked them so much we brought them back.)

David Knight from South Carolina has been presenting since I was in high school, but his presentations have not lost any of their luster and energy. He still embarrasses as many kids today as he did in the late 80s.

Scott Winter, now of Nebraska, also will be returning. His dry wit and wild hair (hope he doesn't cut it before the convention) go well with his keen insight into powerful writing.

James Kenney from Western Kentucky University is onboard again. Last year, he received glowing praises from the students who attended his photography sessions.

We have three new presenters, although to call them new is a little incorrect. All three have presented at ILPC in the past. We have Terry Nelson from Indiana, Besty Rau from Michigan and Jim Jordan from California. All three

will bring expertise to the convention.

Henry Robles, a former ILPC award-winner and UIL intern, will be our keynote speaker. Henry now uses his journalism skills to write episodes for the television series *Cold Case* and *InJustice*.

I truly believe we have a powerful slate of presenters from out-of-state, not to mention the wonderful in-state presenters, including Bobby Hawthorne. Several award-winning advisers and local journalists (both print and broadcast) have agreed to share their experiences and advice with us.

This week we will begin to send confirmation emails to the schools that have registered for the convention.

### In other news...

- We will announce the ILPC T-Shirt contest winner later this week. We appreciate all of the quality entries.
- District meets begin March 20. Good luck.
- The Summer ILPC Workshop is set for June 23-27 at the University of Texas at Austin. Online registration for the workshop begins March 15. We again will offer classes in yearbook, newspaper, design, InDesign, photography and business sales. We will have a general adviser's class and an adviser's beginning InDesign class (limited to 12 advisers).

You should receive the workshop information packets in the mail in the next week or two. The packet also is available online at <http://www.uil.utexas.edu/academics/journalism>.

## School reform — you're already doing what the experts want

By Jeanne Acton  
Journalism Director

"This, too, shall pass."

It's a mantra that I used more than once when I was teaching. Every year or two, it seemed the district or principal had some new initiative for the school. Usually the initiative involved a lot of time but promised a big pay-off with student success. And usually, the initiative lasted a year, maybe two if it was lucky, with little visible success.

I could list a bunch of the initiatives — out-come based learning, Site-Based Management, etc; but why bother? Every teacher who has been around more than a few years knows the list.

I'll admit when I first started teaching I jumped on every bandwagon that came through our school. Of course I wanted to help kids succeed. Of course I would do whatever it took. Those initiatives that I got so excited about never lasted, though. Superintendents would change. Principals would leave. Money would dry up.

After a few years, that enthusiasm faded, and I joined the ranks of the veteran teach-

ers with my mantra, "This, too, shall pass." I stayed in my classroom, taught my kids and became independent of the school.

In the last few years, the initiatives at many of the larger high schools seem to be taking on a common theme—Smaller Learning Communities (SLC). Research shows that students do better in smaller schools, and the Department of Education, with the support of millionaires like Bill Gates, is starting to believe it, too. Grants for high school redesigns are all over the place.

The SLC program awards funding to school districts to implement strategies that encourage more individualized instruction and counseling for high school students, improve student achievement and prepare students for college and careers.

The smaller learning communities idea is that students who foster positive relationships with adults in high school tend to be more connected and more successful in high school. It's not a novel idea by any means. It's just basic common sense.

So now, hundreds of larger high schools in Texas are joining the grant and looking

for ways to create those small communities within their large school.

The good news is, publications classes already do everything that reformers want to happen in a large high school.

In a publications class, whether it's a yearbook or newspaper class, advisers have no choice but to individualize instruction. Every student is working on a different path. You've been doing this for years.

Also, the relationship you build with your students is strong. You spend more time with your kids than their own parents. The counseling piece is inevitable.

And boy, do you prepare your kids for college. The class is project-driven. You teach them critical writing and thinking skills, communication skills, technology skills, problem-solving skills, research skills, and the skill list continues.

Publication classes should be the model for the SLC reform. The only problem is, many administrators don't know what happens in your classroom.

I've said it before, and I'll say it again. Be your own public relations agent. I know

it's hard to fit one more thing into your day, but your administration needs to be aware of all the good things that are happening in your classroom. A 10-minute walk-through and 45-minute observation once a year is not enough. Toot your own horn.

When your school starts talking about reform, stand up and say, "You know what, we already do that in my class." Share what happens in your classroom. Don't do what I did. Don't close your door.

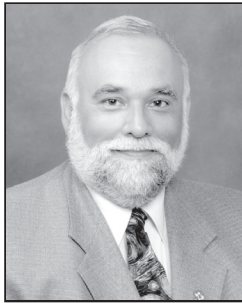
Other teachers could learn so much from your classes. There is a reason students are excited to go their yearbook class. There is a reason why they will work until 10 p.m. on a Thursday night just to meet a deadline. Share those reasons. Students should be excited to go to every class every day.

When your school starts talking about this new reform, avoid chanting the veteran mantra, "This, too, shall pass."

Instead, open your doors, and share what goes on in your classroom. It would be a shame for the administration to waste time trying to create a model for reform when one exists within their own building.

# Online registration

Here's step-by-step instructions to guide you through the process



Luis Muñoz  
One Act Play Director

I trust all of you have mailed in your title cards by now and that you are well into the rehearsal process.

Those of you who sent a self-addressed stamped envelope should be receiving your eligibility notice and can rest assured that we have received

your card.

We had a few odd ones. A few had no stamps, some had no addresses, at least one title card had everything but the title.

The next deadline to remember is for your eligibility notice and for your online registration. This is the third year that the Spring Meet Entry System is being used and there are no excuses for failure to enroll.

**Failure to enroll online is considered a late entry and will require a vote of the District Executive Committee for you to compete.**

Failure to enroll online is considered a late entry and will require a vote of the District Executive Committee for you to compete.

Here are a few things to remember:

1) The paper eligibility notice must be post-marked, sent by courier or delivered no later than 10 calendar days before the day of the contest.

A copy of the notice is sent to your contest manager, the District Director (for zone or district) or Regional Director (area or region) and to the State Theatre Director. You must send all three copies.

2) The "Scenery and Property Plot" on the back of the form should include as much information as possible.

The design you submit may change between the time you submit it and the time you go to contest.

This should not be a problem unless you have added a scenic element or property that required approval.

3) Do not include ineligible students who "may" be eligible by the contest. Everyone on the form must be eligible at the time it is signed. You may use a "Substitute Certificate" to enter that student before the contest. You can find them on page 171 of the HANDBOOK.

The online entry must be done 10 days prior to the day of the contest.



Theater teacher Wanda Sessions receives her Sponsor Excellence Award. Only 15 sponsors/coaches from the state receive the award each year.

Please check with the Academic Coordinator in your school to make sure it gets done. If you have been designated to do this, the process is simple:

1) Go to the UIL Academics page <http://www.uil.utexas.edu/academics/index.html>

2) Scroll down and find the link near the top with the heading named *Spring Meet Entry System*.

3) CLICK on the link for School Academic Coordinators.

4) If you received a UT EID and password last year, you do not need a new one. You may move on to step 6.

5) If you do not have a UT EID, click on "Obtain a UT EID and password now." Complete the form. Fill all spaces. It will ask you for a password. Read the password requirements and password tips at the bottom of the page.

These exist to properly safeguard the system. Click on "Create UT EID." Your new UT EID will appear on the screen. Look for it.

**Record your UT EID and password in a safe place.** Don't lose it! Go to the *Spring Meet Entry System* page: <http://www.utdirect.utexas.edu/uil/>.

6) Click on the link that says: "If you already have a current UT EID and password, logon and go straight to the Spring Meet Entry System." Logon and follow instructions.

7) Schools are identified on this system by TEA CODE, and there is a search link for this if you don't know yours. Click the link for "Look up TEA Code."

In the pop-up window, enter your school name and click "Go." Now, click on the TEA Code next to the school name. This places your school TEA code in the "Enter Your School TEA Code" window. Click "Go."

8) In the "Events you wish to enter" window, choose "One-Act Play" and click "Go." This takes you to the "School Information Page."

Make sure your conference and district number are correct. If it is not, call the UIL to change before proceeding. Fill in all information.

**MAKE SURE YOU HAVE ENTERED THE CORRECT ZONE. IF YOU ARE GOING STRAIGHT TO DISTRICT, SELECT "NO ZONES."**

9) Click on "Step 2 - Contestant Entry." Using upper/lower case letters, fill in last name, then

**See Steps, page 7**

# Social Studies pilot steers toward official status



David Trussell  
Elem/JH Director

Following unanimous approval by the UIL Legislative Council in October, Social Studies is set to exit pilot status and become an official part of the elementary/junior high program next fall. This means the contest rules, points, etc., will be included in next year's edition

of the C&CR.

A large number of districts chose to offer the pilot version of the contest, which gave us an opportunity to solicit some feedback. Thank you to everyone who returned the evaluation forms — if your meet hasn't happened yet, please be sure to send us the Social Studies evaluation form after your contest.

We'll be using the feedback you provide as we continue the development process. Even though Social Studies will no longer be a pilot contest, there is still room for improvement. Many of the evaluation forms we've received so far have included concerns about the difficulty of the contest.

My sense of it is that these concerns are not related to the specific questions being too hard, but rather to the overall scope of the contest, which is still fairly broad.

By specifying the correlation to TEKS as we have, essentially we've said that any topic from three years worth of Social Studies curriculum is fair game for the contest.

That's a tall order in terms of preparation, and we'll continue to work on bringing additional focus to the contest.

The inclusion of primary source documents this year was helpful, especially for Texas history

content. And the two documents were excellent in terms of educational value, exposing students to two different first-person points of view of the Battle of San Jacinto.

However, that still left the U.S. and world history components with a very broad realm of potential questions, and those two components make up 80 percent of the 5/6 test and 50 percent of the 7/8 test.

One idea we'll be considering is defining specific subject areas that the tests will focus on each year, such as particular periods of history, aspects of government, etc. (This is similar to the system used for our high school Social Studies contest.)

We'll evaluate how this approach might best be applied to the current formula for test content, or whether that formula itself might need to be adjusted. In any case, maintaining strong correlation to the TEKS will be a top priority.

Identifying specific subject areas would lend itself to the selection of additional primary sources, which would in turn allow for more focused contest preparation.

In selecting sources, we'll look first to materials that are available online, and any other materials chosen would certainly be inexpensive. Keeping study material costs low is also an important priority.

We'll also take a look at the general types of questions we're asking. The nature of the contest tends to lead to a significant percentage of history questions, which is not necessarily a bad thing.

However, we don't want to overlook the other aspects of Social Studies that have applications not only historically but to current events as well, including basic civics and economics, and cultural and societal topics.

When we talk about correlation with TEKS, it's important to remember that the objective is not to create contests that are a subset of the TAKS test, which tries to measure student performance

relative to what they learn in the classroom.

UIL activities are extracurricular, which by definition means that a significant portion of contest preparation should be occurring outside of regular classroom instruction.

But the focused learning that is required to prepare for UIL competition is a skill that will serve students well in the classroom and on standardized tests.

Using the TEKS as a framework for UIL test content only reinforces this connection.

Again, your feedback on the Social Studies contest has been, and will continue to be, a valuable resource in the development process. Please send those evaluation forms as your meets continue through the spring, and feel free to drop me a note if you have general thoughts on the contest.

As hard as it is to believe, by the time this *Leaguer* makes its way to you, the current school year will be two-thirds over.

As the spring semester continues, we'll already be well underway with planning and preparation for 2006-07. Keep an eye on the UIL Web site (and the next issue of the *Leaguer*) for information on EJM registration for next year. The new registration form should be available in early May, so you'll be able to register before the end of school. And a great first step to preparing for 2006-07 is attending the UIL Capital Conference in July — watch the Web site for information to be posted later in the spring.

## A note on dictionaries for next year:

Dictionary Skills test writers will no longer check questions against both the 1998 and 2004 editions of Merriam Webster's Intermediate Dictionary. Next year's tests will be based only on the 2004 edition. Webster's Intermediate is the official source for the contest, but contestants may use other dictionaries.

## Steps: Follow these instructions to register your OAP online

continued from page 6

first name (including substitutes) and hit "Enter New Contestants." Be sure to spell names correctly. This is how the name will be spelled all the way through State Meet, should the students advance that far.

10) Click on "Steps 3 & 4 Review Entries & Final Checkout" to proof your entries. This link is found in the side bar on the left-hand side.

Make sure all names are correctly spelled and that they are entered as last name, then first name.

11) When you have completed the review, then hit the "Certify and Lock Entries" button,

certifying the eligibility of your contestants, and locking your entries against adding new entries. If you accidentally lock yourself out, e-mail the state office and we will "unlock" your entries.

12) **Logoff.** For security reasons, don't forget this step.

It's really very simple and should not take more than a few minutes.

If you have any problems, make sure you call us.

### Junior High School Judging

We have had a few instances where junior high contests have been judged by high school theatre teachers who are not members of the

TETAAO.

This is a direct violation of contest rules. (1033(d)(3)(A) Any administrator or teacher in a Texas public school who is involved in the production, direction or critique of the OAP entry from their school may not become a member of the AO.

### Spring Meet Alignment

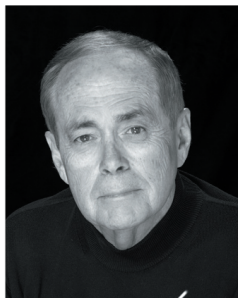
Spring Meet alignments will be available on or about April 1.

At that time, we will be able to look at area assignments.

If you are interested in hosting an area contest, please let us know.

# Your input is vital

## It's that time of year to submit proposals for the Music Advisory Committee



Richard Floyd  
Director of Music

This is the time of the year that all of us begin to evaluate the activities of the current school term and initiate the process of seeking improvements for the future. While we all take pride in our many successes, we also are vigilant in our pursuit of modifications, revisions and innovations that will serve to refine our interscholastic programs. In the case of the UIL, this ongoing process exists in many arenas including the Music Advisory Committee, special study committees and joint task forces appointed by UIL, TMEA and ATSSB. Suggestions from individual directors, school administrators and citizens across the state are also a part of the mix. The goal of all such exercises is to provide the best possible interscholastic music programs for the approximately one half million music students in Texas.

One of the primary forums for study and change is the Music Advisory Committee. This committee consists of one elected band, choir and orchestra representative from each of the 24 (soon to be 28) UIL/TMEA Regions. This body convenes each summer in San Antonio between the meetings of the Texas Bandmasters Association, Texas Choral Directors Association and the Texas Orchestra Directors Association. The agenda for this

meeting consists of any and all issues that have been submitted from the UIL/TMEA regions of the state. History will show that most changes in UIL rules and guidelines that have occurred over the past 20 years have originated in these meetings. This is a true "grass roots" approach to the legislative process.

This is the time of year that proposals should be submitted for inclusion on the Music Advisory Committee agenda for the 2006 meeting. Issues submitted to the state office in the coming weeks will be distributed to all regions in the state for discussion during the Spring Region Meetings. The result of this dialogue will be the foundation for action taken during the summer meeting. The final vote on each issue will determine the recommendations that will be forwarded to the UIL Legislative Council (comprised of 28 elected and appointed school administrators from across the state representing all regions and conferences) for that governing body's consideration and action. It is encouraging to note that the school superintendents who serve on the Legislative Council have enthusiastically endorsed the vast majority of proposals that have surfaced through this process. As a result, such proposals become a part of the UIL Music Contest Plan the following year. Through this process, the directors of the state have enjoyed an efficient means to initiate change in our contest programs.

If there is an issue that you feel strongly about or a rule change proposal that you feel would improve or complement our current contest structure, you are encouraged to submit it at your earliest

convenience. The UIL State Music Office would welcome your call and/or written communication. Our goal through the entire process is to provide the best possible interscholastic competitive events for the music students of Texas.

As discussed in a recent issue of *The Leaguer*, the Prescribed Music List revision committees are busy at work. Principle meetings will take place during the summer of 2006.

A list of committee members can be found on the UIL Web site at: [www.uil.utexas.edu](http://www.uil.utexas.edu) and will also appear in the March issue of the TMEA magazine. Recommendations regarding revisions on the existing PML should be submitted directly to these individuals. They are eager to hear from you.

Thus, the process of revision and refinement continues. The success of each of these ventures depends upon you. Now is the time to share your concerns and your recommendations. In doing so, you can be a part of our future and help mold the events that benefit music students and serve our music programs throughout Texas.

Finally, please be advised that the entry window for the Texas State Solo and Ensemble Contest is fast approaching. Remember that the online entry system is available from March 1 to April 1. Register early to ensure that you are guaranteed your requested day. Simply go to: [www.uil.utexas.edu](http://www.uil.utexas.edu) open the music page and follow the prompts.

If you have questions or encounter problems please call the UIL Music Office at 512/471-5883. Schools will receive e-mail notification when the TSSEC schedules are posted in early May.

## All schools should participate in UIL music events

By David L. Lambert

TMAA Concert Band Vice-President

Why should school music groups participate in University Interscholastic League concert and sight-reading events? After all, there are numerous other concert contests in which students can participate. Most of those (if any) don't require students to sight-read, and rules for participation may be fewer. Even better, why not have students participate in a local school district event, give some awards and not have to travel. Everyone would be happy ... or would they?

There are a number of reasons why all school music organizations need to participate in UIL concert and sight-reading events.

**It is the state sponsored event.** UIL concert and sight-reading is our state sponsored event. UIL music events were created to support and enrich the teaching of music as an integral component

of the public school curriculum in the state of Texas. With the correct approach, these events can keep our programs in the forefront to parents and school administration and can reinforce what we do to provide students with a well-rounded education.

**It is an evaluation – a "snapshot" of your program.** UIL music events, other than area and state marching band contest, are not, in my opinion, truly contests. These "contests" are evaluations of our music programs. Similar to the TAKS test which provides "snapshot" of a school's basic academic program, these evaluations provide directors with a "snapshot" of their music program. Every group is evaluated against the same standard. Organizations receive an award for accomplishment in performance, just as a school receives an award for accomplishment on the TAKS results. There are no winners and

there are no losers — only the results of an assessment by three qualified adjudicators of how the musical groups performed in the basic areas of what we teach on a daily basis — tone, technique and musicianship.

**It is judged by trained adjudicators using the same standard for all.** Adjudicators are selected from a list of individuals who know the literature being performed and who are capable of providing feedback regarding the organization's performance with a focus on how the students can improve. Adjudicators are trained to use the same standards of evaluation throughout the state so that every band, orchestra, or choir can be adjudicated using similar criteria regardless of where the performance occurs. Each adjudicator is encouraged to be a member of, or be seeking membership to, the Texas Music Adjudicators Association whose

**See participate, page 9**



Texas Music  
Adjudicators Association

### ADDRESS TMAA CORRESPONDENCE TO:

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



## Science: State director shares her story and philosophy

continued from page 1

might think if you watch certain shows on TV.)

I also respond to inquiries from the public about any aspect of infectious disease spread, control, data, etc.

### What do you do for fun?

I enjoy gardening, sewing (especially quilting, though I don't seem to have much time for it), and travelling.

My husband is in the military, so I like to travel with him to new places. I also spend time with my children, who are all in their 20s but still enjoy doing things with me.

I feel very lucky!

### What's your favorite part of being involved with UIL?

I love to see the enthusiasm students have for learning and for science in particular — my favorite subject!

### Do you have a favorite type of problem to put on the UIL science tests?

I try not to ask questions that are just rote memorization and rather try to ask questions that you could figure out if you don't remember the answer. I occasionally ask application questions, where students might have to put information from one or more places into a new situation. It challenges students to go beyond what they've been told and read.

### What skills do students acquire from the UIL science tests?

I think that students broaden their understanding of science. The more times you hear things, and the more varied the ways are that you hear about it, the better your understanding of the material will be.

Also, being asked questions makes you tend to think of questions yourself, and then you try to find answers to those questions. It snowballs into a lot of learning!

### Why is it important for students to participate?

I think it's important for students to participate, obviously, for the challenge of UIL and for the possibility of more and/or better choices for college than might otherwise be possible.

But I also think it's important because it exposes students to other students, as well as secondary school and university teachers, who are also interested in science.

They are all curious, and being around other curious people is a very stimulating experience. It's especially great when so much of the world doesn't seem to care much about the process and rigors of science and what it has done to expand our understanding of the world around us. And that's not even talking about how much it has improved our lives! All-in-all, it's a great thing.

## Reclassification and Realignment



Dr. Charles Breithaupt answers questions from the media after releasing the reclassification and realignment for football and basketball. Photo by Jeanne Acton

## Participate: Contests offer tremendous learning experiences for students, directors

continued from page 8

goal is to "provide a group of experienced, active and competent music adjudicators who require high standards and encourage the development of music in the school." Why would we *not* want to attend an event that would give our students and teachers an indication as to how their performance skills compare with other similar organizations throughout the state?

**Participation is cost effective.** Organizations can spend thousands of dollars to participate in numerous contests offered throughout the United States. To participate in the UIL event, participation costs are nominal in comparison and are used to cover only the cost of the expenses to organize and hold the events. Thanks to the efforts of UIL, our state is divided into regions that allow us to control the travel and cut the costs of these events. Furthermore, since we are seeking to better the education

of our students, each region is allowed to use school facilities to hold events at little or no cost to the regions involved.

**There are always a number of other groups performing at the event.** There are contests and festivals offered in which musical organizations may enter in which there may be only a small number of other groups participating. At UIL concert and sight-reading events, there are almost always a large number of musical groups participating. If educators take the opportunity to utilize this educational event and require their students to go to the auditorium and listen to at least two or three groups, the activity would certainly help the students understand how the adjudication process works. Hearing an organization, other than their own, is a learning experience. Perhaps we should all approach our concert events as we do marching contests. Very few marching bands go to a marching competition, per-

form and then leave immediately. Students remain and watch other performances. Why? It is an educational experience to see and hear what other organizations are doing. Is there a difference? Perhaps all concert ratings need to be held until the last organization in the class has performed and then have a presentation in the auditorium as most regions did forty years ago (and as they still do in Region 6).

**It is an opportunity to provide a true educational experience.** If directors will focus on the positive feedback that students receive as well as the areas where they can improve, UIL concert and sight-reading will be a real learning experience. Teachers should explain to their students what adjudicators are looking for in the three basic components of musical performance prior to the event. Go over the adjudication sheet with them, and PLEASE have them stay at the contest long enough to

hear some other groups perform. When you return home and listen to the recordings of their performance, talk about their evaluation and relate it to others that the students heard at the event. This will provide your students with something "real" with which they can relate and compare their own performance.

We are fortunate in Texas to have organizations such as UIL, TMEA, ATSSB, TCDA TODA, TBA, and TMAA and others who work together to constantly improve the musical education of the students in our public schools. So why should we participate in UIL music activities? Simply put, it is the right thing to do. These events make all of us, teachers and students, better at what we do. These events improve our school music programs and they provide our students with a quality learning experience ... which, after all, is why we do what we do.



TILF scholarship coordinator Carolyn and her husband Dan Scott are honored at the TILF banquet.

## Scott: Retirement will free up time for travel

continued from page 1  
UIL family, Scott will be sleeping later upon her retirement but will not be away from the Austin UIL office on Manor Road for long.

"I will work part time for TILF for a while," Scott said. "I knew I needed to turn over the reins to someone to insure the future of TILF would continue uninterrupted. My heart will always be with this job, and I will be around to consult on issues that arise."

When not working part time, Scott plans to continue as scholarship coordinator for the State Fair of Texas.

She'll also have time to catch up on travel with her husband, Dan, and look into possibly buying land and a new home.

"My husband I and have been married 10 and a half years and began with our honeymoon doing 'sample tours' of the United States," she said.

"Things have been so busy for both of us the past few years that we have not had a good tour in some time. We hope by this coming fall to resume our tours beginning with the area of Oregon, Washington and Canada. My son moved to Seattle last summer, so we have an even better

excuse to make that trek."

Scott also is excited to have the time to return to volunteerism, reading, gardening and exercise.

Remaining dedicated to TILF, she is hopeful for the program's future and sees bright days ahead.

"I definitely see continued growth, especially of the endowed scholarships," Scott said. "I only wish every student that becomes eligible could receive some amount of money to say, 'Well done!' I hope that even those who do not receive a scholarship keep the pride of competition at the UIL state academic meet as a bragging right forever."

As icing on the cake of her career, Scott and her husband have been honored with an endowed scholarship that will award one student each year with \$1,000. The first scholarship was awarded last year.

Scott said she was "blown away" by the scholarship.

"TILF means the world to me," Scott said. "My husband has freely given his time since I have known him to refine the program that balances the TILF books.

"We share the philosophy in life that a job worth doing is worth doing well."

## Baxendale takes over as TILF scholarship coordinator

By Amy Casteen  
UIL Staff

Being raised in an Air Force family, Brenda Baxendale never stuck around in one school for very long. Over the course of her childhood, Baxendale attended 19 schools, three of which were Texas high schools. Even though she wasn't brought up around UIL activities, Baxendale joined the League's staff as the Scholarship Coordinator for the Texas Interscholastic League Foundation to help instill UIL values in students across the state.

Baxendale's experience primarily lies in the corporate sector, where she worked in administration and sales for 14 years in the tech and medical industries. But working in sales was not conducive to her personality, Baxendale said. Three years ago, she started working as the scholarship coordinator for the College of Natural Sciences at The University of Texas at Austin.

"At UT, it was inspiring to work with students and I was in the best position possible to help students. I feel for students and the challenges

they have to meet and how much strong hope for the future they have."

Her job at the UIL allows her to focus on coordinating scholarships, something she says, she absolutely loves. "The change was primarily about growth opportunities, and I found the atmosphere appealing," Baxendale says. "Here, I am a scholarship coordinator 100 percent, and so far things are going really great. I still have a lot to learn, and it was pretty stressful here last week. We just finished an audit, and we got all our i's dotted and t's crossed, so that was a relief."

After only having worked in the scholarship department for a few months, Baxendale says it's a little too soon for her to have any specific goals for the program. She does, however, look forward to learning more about how the foundation works and increasing the donor base. Baxendale is working with Scholarship Coordinator Carolyn Scott to learn the ropes of her job.

"I appreciate all the guidance and patience that Carolyn has given me," Baxendale said. "All my thanks goes to her."

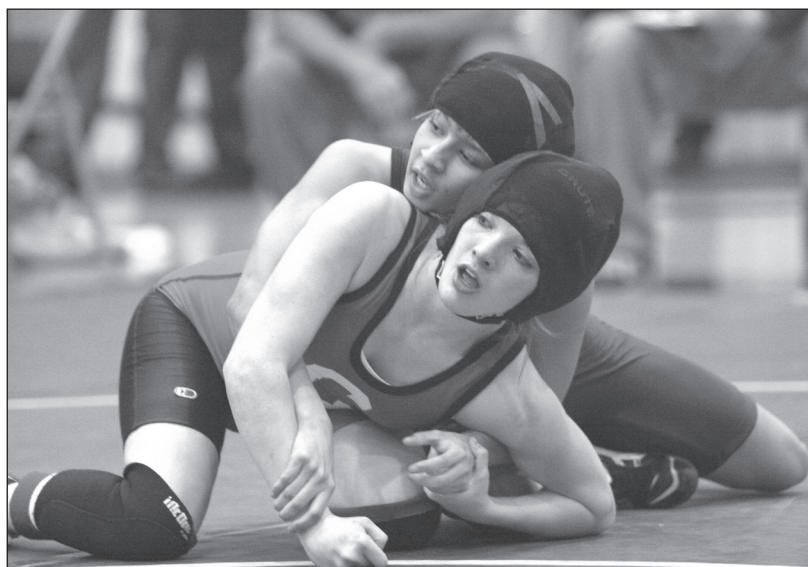


Brenda Baxendale will serve as the new scholarship coordinator.

# State Wrestling Tournament



(Above) The girls' wrestling team from Amarillo Caprock pose for the UIL Champions book. Caprock won first in team with 91 points. Katy High School girls' team won second team with 66 points. The boys' wrestling team from Highland Park won first place team with 107 points, and Austin Bowie High school won second in team with 89.5 points. Photo by Jeanne Acton (Right) Matt Crook, Frisco Centennial, goes for the pin against David Baker, Dallas Highland Park, in the 5th place bout in the 215-pound division of the state championship wrestling tournament. Crook earned his 5th place finish after pinning Baker in the third round. Photo by Randy Vonderheid



Lene Wood, Frisco Centennial High School, takes down Blue Celeste Montoya, El Paso Chapin, in the championship bout of the 95-pound weight division at the state championship wrestling tournament, held at the Delco Center in Austin. Wood finished her junior year as state champion. Photo by Randy Vonderheid



## Four athletes named Players of the Year for Texas

CHICAGO — Entering its third decade of honoring the nation's best high school athletes, Gatorade® Thirst Quencher announced four Texas athletes as state Player of the Year in their sports.

The athletes are: Taylor Barnes of Arlington Martin High School as the 2005-06 Texas Volleyball Player of the Year; Matthew Stafford of Highland Park High School in Dallas as the 2005-06 Texas Football Player of the Year; Lauren Wilmoth of Garland High School in Garland as the 2005-06 Texas Girls Soccer Player of the Year; and Casey Hibbs of Brenham High School in Brenham as the 2005-06 Texas Boys Soccer Player of the Year.

Gatorade, in partnership with *Scholastic Coach & Athletic Director* magazine, named the State Player of the Year award winners representing all 50 states and the District of Columbia. All four athletes are now finalists for the prestigious Gatorade National Player of the Year award in their sport to be announced in late February.

The Gatorade Player of the Year program recognizes one winner in each of the 50 states and the District of

Columbia in football and baseball (boys), volleyball and softball (girls), as well as soccer, basketball, and track & field (boys and girls).

Each state winner, selected by a panel of sport-specific experts in conjunction with a national media advisory board, is chosen based on his or her outstanding accomplishments on and off the field of play.

In addition to athletic performance, award criteria include the achievement in the classroom and overall character.

### Taylor Barnes of Arlington Martin High School

Barnes, a 5-foot-11-inch senior setter, led the Warriors to a 38-7 record and the state Class 5A championship, had 371 kills, 438 assists, 85 aces, 70 digs, 9 block solos and 31 block assists.

A first-team All-State selection, she was named Player of the Year by the *Dallas Morning News* and the *Star Telegram*.

In the championship match, she tallied 28 kills, 24 assists, 15 digs and a service ace and was named state

tournament MVP. In all, she had 67 kills in five playoff games.

Barnes' excellence extends to the classroom, where she maintains a 3.42 GPA.

She is active as a peer mentor and a member of the German Club and several clubs and activities at St. Vincent de Paul Church.

"Taylor is the type of player that a coach will see once in her career," says Arlington Martin High head coach Tracy Perez. "An awesome setter, Taylor has the ability to get her teammates to play up to her level, and does a great job of being a positive leader. She makes the game look effortless."

Barnes will attend Baylor University in the fall.

Barnes joins recent Texas Volleyball Players of the Year Kelsey Bryant (2004-05, Westlake HS), Michelle Moriarty (2003-04, Stratford HS), and Amber McCray (2002-03, Pine Tree HS) among the state's list of former award winners.

see Gatorade, page 14

# Random thoughts

Alignment, payment of officials, rule violations — all on the agenda for spring

## PUBLIC REPRIMANDS

### BASKETBALL

Rocky Winn, Eastland  
Cody Knight, Bridge City  
Patrick Nobles, Grapevine  
Colleyville  
Tim Davis, Pampa  
Brad Lacey, Utopia  
Trent Manual, Baytown  
Lee  
Jody Sory, Tyler Lee

### SOCCER

Daniel Clay, Richardson  
Berkner

### WRESTLING

Blake Bryant, Austin  
Lanier



Charles Breithaupt  
Athletic Director

Reclassification and realignment appeals for football and basketball are officially complete. The UIL staff is in the process of preparing alignments for all other activities.

The process has been slowed by the failure of numerous schools to return participation forms. Without this critical information, which was due Feb. 15, 2006, it is impossible to complete the alignment process.

Our plan is to have all alignments available via the UIL Web site by March 15, 2006. This gives coaches ample time to complete scheduling for the 2006-07 school year.

Many reports have reached our office regarding TASO baseball chapters requiring contracts from member schools. Contracts are not required and in our opinion unnecessary.

Schools will be found in violation of UIL rules if they agree to contracts stipulating higher fees than are allowed in Section 1204 of the *UIL Constitution and Contest Rules*.

It is important to remember that officials should be paid according to the current scale and should be paid in a timely manner. Officials seeking pay increases should follow the normal protocol for rule changes. Any proposal should be generated through the TASO office and then to the UIL Athletic Committee in June.

Officials deserve more money for the time, energy and abuse involved. But, schools should

not be held hostage by local chapters demanding that higher fees be paid in the middle of a budget year.

This is the time of year when basketball coaches are completing schedules for next year.

All coaches must take greater care when scheduling games. A concern has developed because several coaches this past season have scheduled beyond the maximum allowed by rule. When this occurs and is discovered late in a district race, confusion reigns. Should the game or games beyond the limit be forfeited? If so, how does that impact the district race? Should the offending coach and/or school be disqualified for district honors?

These questions will be addressed in June when the UIL Athletic Committee convenes. There is no excuse for any coach who schedules beyond the limit. This continued violation of a simple rule will likely result in stiffer penalties for the guilty.

Football coaches must also be cautious when utilizing an amendment passed by the Legislative Council two years ago. Section 1250(b) 5(a) allows 4A and 5A schools that participate in spring training and play a zero week game to participate after six days of contact practice rather than seven. This rule change was proposed by the Texas High School Coaches Association and allows the exception only to schools who meet both conditions — spring training and a zero week game. If any opponent does not meet the conditions described, they are prohibited from scrimmaging until seven days of contact have elapsed.

Both the Winter and Summer Olympics generate interest in new activities. We have fielded

several calls indicating interest in ice hockey, lacrosse and water polo among others. Non-traditional sports have captured the imagination of a few. Imagine snowboard cross and downhill skiing in Texas. I suppose we would really have to think outside the box to make winter sports a reality in a state known for its 80 degree days in February.

But, it does give rise to unconventional thinking. Non-traditional sports are gaining in popularity. Whether it is street luge, skateboarding, cycling or crew, kids are finding ways to showcase their abilities.

That doesn't mean that schools must sponsor those activities, or that the UIL should offer state championships for them. However, supporting the wide variety of activities that interest students provide healthy relationships. While schools have all they can handle in sponsoring traditional activities, the students in non-traditional sports should not be forgotten.

The UIL staff is working on the new Coaches and Officials Positive Expectations (COPE) program for next year. Our hope is to have more web-based material available.

In the interim administrators and coaches need to discuss the realities of the new rules involving ejected coaches.

Our athletic programs must be educational for all involved. Unprofessional behavior can be a career killer for a coach. This inappropriate behavior must be eliminated.

The largest percentage of coaches in Texas do a great job of dealing with officials and conflict.

The very small number of those exhibiting poor behavior cast a bad light on the entire profession.

## Issue of referees at high school golf tournaments debated



Peter Contreras  
Athletic Coordinator

The only sport the UIL offers that does not require a referee is begging for one.

What is this world coming to if every high school golf tournament requires an official like a football game or basketball game? Schools, golf coaches and parents have been yelling for years that high school golf tournaments need monitors in every foursome.

Of course, the issue is only at district and regional tournaments. Imagine that! The state tournament seems to run pretty free of controversy

for the most part. Rules officials on the front nine and back nine and a rules committee with no coaches from the participating schools seem to help a great deal.

Why, then, don't the regional and district golf tournaments also have these officials? If it works so well at state, why not have it at the regional or even district tournament? Simple mathematics. There is only one state tournament. There are four regional tournaments across the state per classification. Double that number because of girl's and boy's golf. That's 40 regional tournaments all in one week.

I graduated college with only three hours of college math. You figure out the number of district golf tournaments in the state every year and get back with me.

Hence, the idea of requiring golf monitors at all UIL district and regional tournaments has fallen on deaf ears with the UIL and the UIL Athletic Committee. Quite frankly, if a district or regional tournament chooses to have a monitor with each group, it can do so. To mandate that would place a great burden on a district or regional director to find a resource that may not exist.

A player takes a wrong drop after hitting into a water hazard.

A player hits from the line of his ball going out of bounds rather than going back to the tee box and hitting three from there.

A player forgets that she had to play under a lost ball penalty and marked down a wrong score.

How can a player shoot in the 100s all season

See Golf, page 15

# Rule revisions

## New change will allow volleyball coaches to stand



Rachel Harrison  
Athletic Coordinator

Zero. Zip. None. That's how many volleyball coaches were ejected during the 2005 season. The year before that, a mere four coaches were ejected. By comparison, 88 basketball coaches have been ejected so far this year, and the season isn't even over yet. Last year, 74 basketball

coaches received this dubious honor.

There are those who theorize that a correlation can be made between coaches being able to stand and roam the sidelines versus the number of ejections in that particular sport. Take volleyball coaches for instance – current rules require them to remain seated on the bench during a match. As a result, we see very few ejections. In basketball, coaches are allowed to stand the entire game, albeit in the confines of a coaching box, putting them in much closer contact with the officials. While there's no scientific evidence to support this notion, it's an interesting point nonetheless, and one that could very well be tested next season.

During the 2006 season, head coaches in volleyball will be allowed to stand in the libero replacement zone during any dead ball to instruct their players. This change was made by the National Federation Volleyball Rules Committee at its January meeting in Indianapolis. It's important to note that coaches may only stand during a dead ball. Once the referee extends their arm in preparation for the serve, the coach must be seated. In addition, the privilege is lost and the head coach must remain seated if a card is issued to anyone on the team bench.

Another rule change will help to assist schools in supplying libero uniform tops without excessive costs. Starting next year, the libero may have two uniform numbers. When listing the libero on the roster, the non-libero number is first, followed by the libero number (e.g., 12/L6). The second number cannot be a duplicate of any other number on the roster.

Another change regarding uniforms states that the placement of numbers on the center front of the uniform top may now be located no more than 5 inches below the bottom edge of any neckline, ribbing, placket or seam. This change does not make any existing legal uniform illegal and does not change the requirement if the number is on the upper left/right of the jersey.

The rules committee also determined a change

was needed in the definition of a block, which now states "having a player close to the net who is reaching higher than the net and deflects the ball coming from an opponent." The previous definition created play situations in which officials were judging intent, and in some cases the action of a back-row player who was nowhere near the top of the net was considered to attempt a block and play was illegal.

All of the NFHS Volleyball Rule Changes listed below can also be found on the UIL Web site. Let's hope next season we can put a non-scientific theory to rest by continuing the trend of no ejections... even if you are allowed to stand.

### 2006-07 National Federation Volleyball Rule Revisions

2-1-4 Note — Clarifies the flexibility for the centerline court marking to be a shadow line which designates the required 2 inch centerline. **Rationale:** The rule requires a centerline which extends from sideline to sideline. The new addition to the rule, which is listed under "Note" provides for flexibility when schools are re-lining the gymnasium floor. This notation allows a shadow line which is a line that designates the required 2 inch width by use of borders or outline lines at least a ¼ inch wide, which shall lie within the 2 inch width.

2-2-2 — Cables, which are used to retract a ceiling-suspended net system and located only on one side of the net, are playable overhead obstructions. **Rationale:** A cable system exists which is used to retract a ceiling suspended net system. The cables are only on one side of the net and serve only to retract the net system. By clarifying this retracting cable is a playable overhead obstruction only on the side of the court where the cables are located allows for more equitable play and falls within the intended application of playable overhead obstructions.

4-2-3f — The placement of numbers on the center front of the uniform top may now be located no more than 5 inches below the bottom edge of any neckline, ribbing, placket or seam. **Rationale:** A number located in the center of the uniform top may now be placed so the number is centered no more than 5 inches below the bottom edge of any neckline ribbing, placket or seams on the uniform top. It was found that numbers being anywhere from three to five inches below the neckline when centered were clear and visible. More flexibility in this area will allow visible numbers to be legal which previously may not have been legal. This change does not make any existing legal uniform illegal and does not change the requirement if the number is on the upper left/right of the uniform

top. Some uniforms previously illegal may now become legal.

10-4-1,2,3,4,5 — Clarifies and defines within the rules when, how and where a NEW libero replacement takes place, when the replacement is illegal, redesignation of the libero, proper procedures for handling exceptional substitutions and disqualifications involving the libero. **Rationale:** The position of the libero is now a part of the competition rules. Last year when announcing inclusion of the libero in 2006 rules there were several areas regarding use of the libero not included in the rule but appeared mainly in "Transitioning to Libero Player" in the NFHS Rule Book as a guide. With a new Rule 10-4 and additions to sections 1-5 the rule code now clarifies and defines legal libero replacement, procedure for redesignation of libero, substitutions and disqualifications involving the libero.

5-4-1d — Specifies the umpire shall verify the line-up has been entered correctly on the scoresheet by the official scorer. **Rationale:**

The umpire shall verify that the lineup has been entered correctly on the scoresheet. Previously, errors have been made transposing the lineup from the coach's lineup sheet to the official scoresheet. Verification of the transfer of the lineup to the scoresheet by the umpire prior to the match will eliminate these mistakes.

5-6-1, 2 & 3 — Officially adds the position of the assistant scorer (libero tracker) due to addition of libero play. Responsibility is to record libero replacements. Location at score table is next to official scorer. **Rationale:** The addition of the libero has necessitated use of an assistant scorer. The assistant scorer shall report to the referee 20 minutes prior to the match, be seated at the officials table next to the scorer and assist the officiating team with all libero tracking duties. Although a separate position is preferred, it is acceptable for the official timer to serve as assistant scorer.

6-3-2 — The rules relating to the libero have been changed to place the items

4-2-1 & 2; in more appropriate sections of the rules. Further clarification has

5-1-1; 5-5-2; been included in the rules to incorporate uniform numbering location

6-3-3a; 9-9-1 — of libero at moment of serve;

See volleyball, page 14

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**During the 2006 season, head coaches in volleyball will be allowed to stand in the libero replacement zone during any dead ball to instruct their players.**

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# Volleyball: Rule revisions continued for 2006-07

continued from page 13

game administration and penalties involving unnecessary delay. **Rationale:** Previously all rules relating to the libero were contained in Rule 6-3, Player Positions. Many of the items in the rule were not related to player position. Rules relating to the libero have now been placed within more appropriate locations in the rules which address specific play, uniforms etc. Other areas brought into the rules which had been in "Transitioning to Libero Player" include proper libero uniform numbering; location of libero at the moment of serve; game administration and penalties involving unnecessary delay.

7-1-1b — The designated libero for the match shall be identified on the team roster. The libero may be listed with two uniform numbers with the first as the non-libero number and the second as the libero number (i.e. 15/L4). "The libero number may not be a duplicate of any other player on the roster." **Rationale:** The libero must be designated for match play. This is done by listing an "L" before the uniform number of the libero.

To assist schools in the supplying of a libero uniform top without unnecessary costs, the libero may have two uniform numbers appear on the roster. When listing numbers on the roster the non-libero number is first followed by the libero number (i.e. 15/L4). The libero number may not be a duplicate of any other player on the roster.

9-5-1c; 9-5-5 — Definition of a block is changed to having a player close to the net who is reaching higher than the net and deflects the ball coming from an opponent. "Block attempt," "completed block," and "collective block" are defined. Back-row players may not complete a block or collective block. **Rationale:** The previous definition of a block created play situations in which officials were judging intent. In some situations the action of a back-row player who was no where near the top of the net was considered to be attempting a block and this action play was illegal. Current coaching strategy does not have back-row players not capable of blocking attempting the block and taking them out of play. Further, such action would not affect play with no contact with the ball.

The definition has been revised to have a block occur when the player is close to the net, who is reaching higher than the net and deflects the ball coming from an opponent. In addition, "completed and collective" blocks and "block attempt" are now defined. Judging intent is removed in the new definition.

9-5-6 — Specifies during play those player actions which are not legal for the libero. This placement puts libero player action with other player actions in Rule 9. **Rationale:** Specifies during play the actions not legal for libero. Rule 9 addresses player actions and the inclusion of libero player action in this rule has it located in a more suitable rule location. All player action, including libero, will be more easily located by officials and coaches.

10-4-1,2,3,4,5 — Clarifies and defines within the rules when, how and where a NEW libero replacement takes place, when the replacement is illegal, redesignation of the libero, proper procedures for handling exceptional substitutions and disqualifications involving the libero. **Rationale:** The position of the libero is now a

part of the competition rules. Last year when announcing inclusion of the libero in 2006 rules there were several areas regarding use of the libero not included in the rule but appeared mainly in "Transitioning to Libero Player" in the NFHS Rule Book as a guide. With a new Rule 10-4 and additions to sections 1-5 the rule code now clarifies and defines legal libero replacement, procedure for redesignation of libero, substitutions and disqualifications involving the libero.

6-6-6 — Allows the head coach to stand in the libero replacement zone during any dead ball to instruct his/her players. The privilege is lost and the head coach must remain seated as outlined in 12-2-5 if a card is issued to anyone on the team bench. **Rationale:** Rules 9 and 12 require the coach to remain seated during a game except for a few situations (listed in 12-2-5). 12-2-6 now allows the head coach to stand during any dead ball to instruct his/her players. Once the referee extends the arm in preparation to beckon for serve, the coach must be seated. If the head coach or any other coach/team personnel receives a card, the head coach will lose the privilege to stand.

## Gatorade: Four athletes named Player of the Year in their sport

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### Matthew Stafford of Highland Park High School

At the time of his selection, Stafford, a 6-3, 220-pound quarterback, had passed for 3,240 yards with 31 touchdowns and just three interceptions.

After putting up monster numbers as a sophomore (3,180 yards; 38 TDs), he posted a solid junior campaign (1,800 yards; 18 TDs).

Stafford has also been lauded for possessing a field presence that allows him to evade oncoming pass rushers and find open receivers downfield.

A solid performer in the classroom, Stafford maintains a 3.37 GPA and scored 1800 on the SAT. Also, he is active in his community, volunteering with Habitat for Humanity, the West Dallas Community Center, the YMCA and the Salvation Army.

Stafford has committed to the University of Georgia, and is expected to enroll in January.

"Matt has the strongest arm of any quarterback I have ever coached," said Highland Park head coach Randy Allen.

"He is big and strong, and has a quick release. Matt's a student of the game, and makes good decisions."

Stafford joins recent Texas Football Players of the Year Demarcus Granger (2004-05, Justin F. Kimball HS), Graham Harrell (2003-04, Ennis HS), and Jorrie Adams (2002-03, Jasper HS) among the state's list of former award winners.

### Lauren Wilmoth of Garland High School

**"Lauren is a well-rounded athlete who will be successful in all she does."**

— Garland head coach Stacy Price

Wilmoth, a 5-foot-3-inch senior forward/outside midfielder/outside back, scored 22 goals in 2005, and was named District 11-5A MVP.

First-team All-District and the City of Garland's Player of the Year, Lauren was named to the NSCAA Girls youth All-American team in 2004 and 2005, and was a member of the 2005 Adidas Cup Champions U-17 national team.

She is also a member of the Region 3 ODP team. An exceptional all-around athlete, Lauren has also lettered in cross-country and track, and participated in volleyball, basketball and softball at Garland High.

Wilmoth's excellence extends to the classroom, where she maintains a 3.2 GPA and appears in the 2005 Who's Who of American High School Students. She also referees in youth leagues.

"Lauren is a well-rounded athlete who will be successful in all she does," says Garland head coach Stacy Price. "She is a team player, a hard worker and will go the extra mile to accomplish her goals."

Wilmoth joins recent Texas Girls Soccer Players of the

Year Kirsten Moran (2004-05, Southlake Carroll HS), Amy Berend (2003-04, Marcus HS), and Priscilla Fite (2002-03, Irving MacArthur HS) among the state's list of former award winners.

### Casey Hibbs of Brenham High School

Hibbs, a senior midfielder, is a four-year starter and two-year captain.

As a junior he had 42 goals and nine assists in 28 games, was named All-Region, All-State, and also earned NSCAA All-American recognition.

He enters his senior campaign nearing the 100-goal mark for his career. In addition, Casey has played on the Texas ODP team for five years.

Hibbs' standard of excellence extends to the classroom, where he maintains a 3.4 GPA and scored 1130 on the SAT. He will attend Southern Methodist University in the fall.

"Casey has the respect of his peers, the coaching staff and his teachers," says Brenham Head Coach Erik Lane. "He's a plain, old-fashioned good kid who will go on to be successful with whatever he does in life."

Hibbs joins recent Texas Boys Soccer Players of the Year Lee Nguyen (2004-05, Plano East HS), Chase Spruill (2003-04, Klein HS), and Zach Riffett (2002-03, Brenham HS) among the state's list of former award winners.

For more on the Gatorade Player of the Year program, including nomination information, a list of past winners, and the announcement of the Gatorade National Player of the Year, visit [www.gatorade.com/playeroftheyear](http://www.gatorade.com/playeroftheyear).

# Post-season reporting is crucial for all sports



Darryl Beasley  
Asst. Athletic Director

Post-season reporting in football, volleyball, basketball, soccer, softball and baseball are vital in our efforts to communicate effectively with member schools, communities and media. We depend on the accuracy of the certification, the scores, and the next

game information.

Over the last 20 months, I have observed during each of the aforementioned sports, information being inaccurately reported, not reported and reported past the assigned date. Why is this significant? With the large number of schools in the state of Texas making the playoffs in any given sport, missing dates and inaccuracy causes a domino effect.

We have the member schools, community members and media calling and emailing about the accuracy of the information because the UIL is the system of record for all playoff information. We are dependent on the coaches to report their scores and next round game information. Contacting individual schools for this information requires a large amount of "people-hours." I believe our member schools would like to see resources used in a more productive manner.

For this reason, we made some changes to the online reporting form by splitting the Playoff Reporting form into Playoff Game Result Form and Next Round Game Information Form.

It is the responsibility of the winning teams to report their scores immediately after the contest on the Playoff Game Result Form. This Playoff Game Result Form will be used from bi-district to regional and semifinals rounds.

You can find the Playoff Reporting form online at [www.uil.utexas.edu](http://www.uil.utexas.edu).

Also, we have made it more convenient for the winning team to report scores while at home or on the road. Now, coaches can call in results to (512) 232-4976. This falls in line with the coaches' regular season routine by calling games in to the local media.

We recommend having the phone number in the scorebook, on your cell phone or located near the office phone. The importance of coaches reporting game scores after each playoff contest is 1) the UIL uses it as the official score, 2) it is used in our official record book, and 3) it updates our bracket(s) on our Web site.

The Next Round Game Information Form is a one-page form requesting information about your next game. The Next Round Game Form will need to be completed before the first playoff game. After the first playoff game, the information must be reported again the day after the following contest. By reporting the next round game information, you will assist your community and state on the time and site of your next game.

After winning the regional semi-final game in 1A and the quarterfinal game in 2A, 3A, 4A and 5A, the winning team must complete the Team Information form on our Web site, along with sending a team picture, picture of the head coach and a copy of the school's mascot to the League office either by overnight mail or by email to

[blinder@mail.utexas.edu](mailto:blinder@mail.utexas.edu). Failure to submit this information may result in the school not appearing in the State Tournament programs.

We have included in the sport manuals the post-season procedures which are broken down by sub topics (bi-district, area, quarterfinals, regional, semi-state and state). Under each sub topic are procedures to be completed by the winning team before proceeding to the next playoff round, along with the team information form. This same information is provided in the district representative packet located on our Web site under athletics.

We have made a number of changes in the playoff reporting, and coaches can report scores by going to the Web site or by calling us. The next

game information also can be reported on the Web site. The team information form can be sent by overnight mail or email. We have provided procedures in the sports manual and in the district certification packet.

Where do we go from here? Our next step is to present the issue to the Legislative Council and establish penalties for coaches who do not follow the post-season procedures.

One of my mantras is "The small minority always spoils it for the majority." The majority of coaches are doing exactly what is asked and required of them, and we appreciate all that you do. On the flip side, we have that small minority that may not believe that post season reporting adds value. Believe me, it does.

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**With the large number of schools in the state of Texas making the playoffs in any given sports, missing dates and inaccuracy causes a domino effect.**

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## Golf: Issues on referees for high school tournaments discussed

continued from page 12

long, but then at the district tournament post two scores in the 80s?

Those examples were around 17 years ago when I first joined the UIL and they are still around today, according to our golf coaches and parents. I don't disagree with them.

They were a problem in the 70s when I played UIL junior high and high school golf.

Then, what gives? What is a realistic answer to the problem? The answer is what I have firmly believed for a long time and have said ... YOU! If the school golf coach, regardless of their skill level, knowledge or coaching experience, would take the time and effort to teach players about the rules of the game and, more importantly, the etiquette of the game, I think a lot of the horror stories we hear about would go away.

I'm quite sure that not all the stories told over the phone are always accurate, but they also cannot be far from the truth.

I've questioned from time to time whether the UIL athletic department is doing its part to help answer this concern. I think we have, but I think we can do more. What if there was a joint effort between the South Texas Professional Golf Association, the North Texas Professional Golf Association and the UIL to offer clinics for coaches and players during the year in vari-

ous parts of the state? Would you attend? Would you, as a school principal or athletic director, require your coach and players to attend?

Coaches in other sports are able to get additional "coaching instruction" during the summer at the Texas High School Coaches Association and the Texas Girls' Coaches Association clinics every year. There are coaching clinics during the year in various team sports. Those opportunities have never really existed for golf coaches.

The idea has been discussed among all three groups, and we are still in the infant stages, but it looks very promising. All agree that if the clinic simply dealt with golf etiquette — that knowledge would go a long way in fixing this problem. These golf professionals are the same individuals who serve as rules officials at the state tournament.

Whether the program works will depend on how well you embrace it. Will you use one of your many Saturdays off, jump on a school bus with your players and drive down the road an hour or so for a golf clinic conducted by a golf professional?

What will you do? Do you want to continue to hear complaints about your players' inability to keep score and show correct golf etiquette?

Or will you and your players go to a UIL-approved golf clinic on a Saturday?

## EFFECTIVE AUGUST 1, 2006

Four teams will advance to the playoffs in all team sports, including football, in Conference 5A only.

## CORRECTION TO PAGE 147 OF THE 2005-06 SPRING MEET MANUAL

The correct dates for ordering and using UIL Invitational A and Invitational B contest materials are as follows:

- Deadline for ordering Invitation A materials is December 10. This material may be used January 13 – February 4.
- Deadline to order Invitation B materials is January 10. This material may be used February 10 through March 11.

These dates are printed correctly in the official calendar in the *Constitution and Contest Rules* and on page 15 of the *Academic Coordinator's Manual*.

## ONE-ACT PLAY

Correction to *Constitution and Contest Rules*, Section 1033 (d) (3) (C)

(C) *Responsibility for Selection of Judges*. The judge for the zone or district contest shall be selected by the district executive committee; judges for area and regional contests will be selected from those designated as area and regional judges in the current accredited list of critic judges by the contest managers of these contests; and judges for the state contest will be approved by the State Director. A judge should not be selected that would result in any entry being evaluated by

the same judge twice in the same year.

## CALCULATOR APPLICATIONS

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

## SOUTH GRAND PRAIRIE HS

The State Executive Committee issued a public reprimand to Coach Shawn Hoover with probation through Feb. 21, 2008 and suspended him through the first four invitational meets of the 2006-07 wrestling season.

## FRUITVALE ISD

The State Executive Committee issued the following penalties to Fruitvale ISD: public reprimand with probation through January 31, 2008, forfeiture of all varsity contests in which an ineligible student participated, and disqualification of district honors for the 2005-2006 boys basketball season. The State Executive Committee also issued a public reprimand to Coach Slade Young, probation through January 31, 2007, and suspended him from the first district game of the 2006-2007 boys basketball season.

## IRVING HS

The State Executive Committee issued a public reprimand to Coach Steven Perry with probation through February 16, 2008, and suspended him through the 2005-2006 boys basketball playoff season.

## SPRINGTOWN HS

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

## HOUSTON PREPARED TABLE CHARTER SCHOOL

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

## PLEASANT GROVE HS

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

## EL PASO PARKLAND HS

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

## INTRA-DISTRICT TRANSFERS

*Section 440 (b) (3)*

This section allows students to be eligible in athletics the first year they have the opportunity to transfer to that ISD's vocational high

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

## SAN ANTONIO EAST CENTRAL HS

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

## UVALDE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Coach Michael Hernandez, suspended him from the next two home basketball games of the 2005-

06 season, and placed him on probation through January 9, 2008, for violation of Section 1208 (j) (3).

## MERTZON IRION COUNTY ISD

District 12-1A Executive Committee issued a public reprimand to Irion County ISD, required forfeiture of all games in which an ineligible student participated, placed the school district on probation through October 28, 2008, and disqualified the football team for district honors for two years. The State Executive Committee reduced the number of years the school district was disqualified for district honors in football from two years, to only the 2005-2006 school year.

## BUFFALO HS

The State Executive Committee suspended Coach Mike Anderson pending a hearing on allegations that he allowed an ineligible player to participate.

## PILOT POINT HS

The State Executive Committee issued a public reprimand with probation through August 2, 2006, to the boys' athletic program at Pilot Point High School for violation of UIL rules.

## BEN BOLT HS

The State Executive Committee issued a public reprimand with probation through August 2, 2006, to Coach Jeffery LaFevre and Coach Joe Vela for violation of Section 441 (b).(3).

## EVADALE HS

The State Executive Committee issued a public reprimand with probation through August 2, 2006, to Evadale High School for violation of violating the restriction on the number of games played during the school week in softball.

## NORTH ZULCH HS

The State Executive Committee issued a public reprimand with probation through October 5, 2006, to North Zulch High School for violation of violating the restriction on the number of games played during the school week in softball.

## DALLAS I AM THAT I AM ACADEMY

The State Executive Committee suspended Dallas I Am That I Am Academy from participation in football for the 2005-06 and 2006-07 school years and placed the school on probation in all activities through October 31, 2007 for numerous violations of UIL rules.

## EMPLOYMENT OF COACHES

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

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

## Distribution rights

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

Principal	Speech Coach
Librarian	Journalism Adviser
Academic Coordinator	UIL Academic Sponsors
Athletic Director	
Band Director	
Head Coaches	
Theater Director	