

Leaguer



Briefs and Notes

Calendar of upcoming events

- Nov. 1** ILPC membership due; Yearbooks due for ratings
- Nov. 1** Elem/JH: First day for invitational meets
- Nov. 1** OAP: Deadline to hold directors' planning meeting
- Nov. 1** CX debate: District director name and info forms due
- Nov. 1** Academics: Deadline to update on-line information
- Nov. 3** Marching Band: Area contest deadline 1A, 2A, 4A
- Nov. 4-5** Team tennis State Tournament
- Nov. 5** Marching Band: Region contest deadline 3A & 5A
- Nov. 7-8** Marching Band State Contest 1A, 2A, & 4A
- Nov. 12** Cross Country State Meet
- Nov. 15** Music corrections to eligible schools due
- Nov. 15** OAP: Double representation due
- Nov. 17-19** Volleyball State Tournament
- Dec. 1** ILPC: Yearbook IAAs due
- Dec. 1** Elem/JH: First day to hold fall/winter district meets
- Dec. 1** CX Debate: Deadline to set up district meet on-line
- Dec. 1** Theatrical Design: Entries due

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

Hurricane Impact

Athletics, music make adjustments for students, schools

By Amy Casteen
UIL Staff

Hurricanes Katrina and Rita brought a wave of evacuees to Texas from all over the Gulf coast, and the influx of displaced students prompted the UIL's athletic and music departments to make appropriate accommodations to ensure that students are eligible to participate in extra-curricular activities.

The athletic department took steps to help displaced students get back on the field and the court by creating a specific eligibility waiver for students displaced by hurricanes Katrina and Rita. Athletic directors took immediate action in response to the hurricanes because they had the students' best interest in mind, UIL Athletic Coordinator Dr. Mark Cousins said.

"Everybody is interested in getting these kids back to some semblance of a normal life," Cousins said. "We have consolidated processes and put in place an expedited avenue for determination of eligibility of displaced students."

While accommodations were made to move students quickly
See Hurricane, page 14



To help prepare for the upcoming regional contest, members of the Pearsall High School marching band perform at the 2005 Westlake Marching Festival on Oct. 8. Photo by Andrea Negri

Q&A: Academic state contest directors share their philosophies, stories

By Andrea Negri
UIL Staff

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

**Dr. Fred Tarpley,
Literary Criticism State Director
Since 1983**

What role did you have in forming the Literary Criticism contest?

"It was in the early 80s; I was the executive director of the Texas Council of Teachers of English. The executive board instructed me to write UIL something about Ready Writing. And I added a paragraph and I said, 'It has occurred to me that since English, for so many students, is the study of literature, I think you should add a competition in literary criticism.' And I did not know who the academic director was, and I simply addressed the letter to 'academic director at UIL'. I got an immediate

response, and the response was from one of my favorite former students, Janet Wyman — she was the academic director before Bobby (Hawthorne) — and she said, 'Great idea, we'll take care of the recommendation on Ready Writing, but would you be willing to pilot the Literary Criticism contest?' And I said, 'Sure.' It was the beginning of a great adventure. For three years, it was piloted and operated only at the regional level for 3A schools meeting on the college campus at Commerce. After the third year of piloting, we petitioned to become a state contest, and we've been a state contest ever since."

How has the contest evolved over time?

"I can pinpoint it because the second year that we piloted it, the Ross Perot 'No Pass, No Play' committee was in full swing, and Texas



Dr. Fred Tarpley presents at the University of Texas Student Activities Conference. Photo by Ryan Miller

was really tightening up on schools and the amount of time students and teachers could be out of schools. I had envisioned it — a contest that placed at least half the weight in a critical essay that would need to be judged by a group of judges the same way that Ready Writing is. And Janet wrote and said that she had seen some early reports of the Perot committee, and
See Q & A, page 7



Hurricanes create challenges for schools



Bill Farney
UIL Director

The hurricanes of 2005 slashed through the Gulf States causing unprecedented destruction and loss of life. Before Texas felt the physical impact of Rita, the state was actively involved in relief for Katrina victims. As hospitality was extended to the evacuees, it became apparent that destruction of property was not the biggest impact of the storm. Displaced and disoriented people trying to get a new foothold on their lives revealed the human loss.

For Texas schools a new challenge: how to accommodate thousands of students into their campuses, into their student activity programs and into the community fabric of daily living. Here were students displaced from familiar surroundings, broken and bent by circumstances, yet eager to resume some degree of normalcy. Texas responded.

School administrators and teachers reached out helping hands and the benevolent spirit of brotherhood and sisterhood prevailed. From the highest level of state and local government the mission was single-minded: help all we can. Do what is needed. Use all our resources to assist any way we can.

Applause is due for the multitudes who gave of themselves for financial and physical aid.

As the aftermath of Rita accelerated caregivers to additional action, it became obvious that Texas will stretch its resources to critical levels with each new challenge. We do pray the season has seen its last hurricane. If for no other reason, we need time to apply more assistance to those already in need.

There are implications for the University In-

terscholastic League. With the reclassification and realignment enrollment data collection in October comes two distinct issues. How will the influx of new students be counted? How many will remain? How many will return to their homes or to other schools? What if the additional influx of students causes a school to move up a conference?

The second concern is how we can obtain enrollment numbers of member schools that have not returned to class as a result of Rita. And there are several. If we take pre-hurricane numbers for reclassification and realignment purposes, will some of those students who have transferred to other schools prior to the reopening of their home schools return? These issues will be discussed and recommendations made at the Legislative Council meeting on Oct. 16-17.

Implications from Katrina and Rita will carry over from the fall to the spring. Many schools will have missed so many days that considerable pressure will come at TAKS testing dates during the second semester. With stakes now at an all-time high for total campus achievement, how will school activities be impacted? Can a school afford to miss a day for elementary and junior high athletic and academic meets?

We hope that time can be found to hold these competitions. As a direct extension of the classroom, practice and performance in UIL academic areas enhance TAKS readiness and provide a training-ground for better students to polish their mastery. We urge school administrators to find creative means to provide competitive opportunities for their students.

The rising cost of fuel has the potential to impact student activities. Whenever possible when you travel, have a full busload of students. Nothing saps budgets like transporting seven or eight students on a 48-passenger bus. For many schools distance is a reality. Driving a long way is a given fact for many schools, especially in a sparsely settled area of the state and some wide-

spread metro-rural combination districts. In fact, when some Rita-impacted schools return to class, there may only be enough fuel to cover regular bus routes – if that much.

Congratulations go out to those district members who adjusted district football, cross country and volleyball schedules to accommodate more severely affected schools in their districts. Hard times demand tough decisions. Good people always ask, "What consideration would I need if my school were impacted by a natural disaster?" I personally want to thank the UIL staff for working into many nights to seek solutions to scheduling. Marching band and athletic adjustments have been made to, hopefully, allow all schools an opportunity to compete.

Someone suggested that the League postpone the state football playoffs by one or two weeks. The reason this was not a serious consideration is that it would require every district in all five conferences plus 6-man football to have an open date at the end of the season while delayed districts were "catching up." It would also place the state finals in Conference A 11-man and Conference 2A, 3A, 4A and 5A Division II finals on Saturday, Dec. 24. In marching band, the Alamodome would have had to be rescheduled to different dates since the New Orleans Saints and other pre-schedule events were using the site. Delaying was not the best option for the majority of schools.

We are already experiencing some reaction from the impact of a few football players. One Katrina transfer in an Austin-area school scored four touchdowns in his first game. It was inevitable that the influx of students would produce some outstanding performers. However, the most important fact is that many students are getting to play, and in doing so, are able to continue their educational development amid the chaos of their unique circumstances. The UIL thanks each and every one for helping these students continue their dreams. We will all be the beneficiaries.

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Under construction

With SACs ending, academics making improvement to help coordinators



Treva Dayton
Academic Director

I began last month's column with a mild lament about feeling 'displaced' as a result of new responsibilities in an unfamiliar office. How terribly trite that seems in light of the thousands *truly* displaced by hurricanes Katrina and Rita.

I went on to wish everyone a smooth

start to the new school year, but instead many of you have faced the most challenging situations imaginable. I can only hope that as students new to your campus settle in and those schools that suffered damage from Rita recover, we have no other major disruptions in the near future.

Information about relocated students and their eligibility are posted on the UIL home Web page, but feel free to contact me if you have questions about academic participation.

We have completed three of the four Student Activities Conferences as I write and will probably have finished the fourth by the time you read this. We've been blessed with gracious and accommodating hosts, reasonable weather and the energy and enthusiasm of the thousands of students and coaches who attended.

We also are fortunate to have excellent presenters, including our state contest directors in many events and expert coaches and coordinators in other sessions.

We'll be printing short profiles of our UIL state contest directors in this and future *Leaguers*, but if you've never seen them in action, you've missed a great learning opportunity. They are dedicated and talented people who spend an extraordinary amount of time in their service to UIL academics and high school students and coaches, and they're great fun to be around.

Although we always will have some complaints if folks have to find more than a building or two on a university campus, in all honesty no one had to walk extreme distances at any of the conferences. We created enough yard signs at UT alone to qualify for some kind of award or a major fine for littering, and maps were readily available on the Web and at all sites.

Even our largest Texas universities have a limited number of rooms that hold 100 or more people, which is what we need for many sessions, and they are seldom all in the same building.

Nor are they always available for our use, since most campuses have multiple events every weekend. So maps and comfortable shoes will have to

suffice.

Each of my sessions with academic coordinators brought different questions, and we received some good suggestions.

New coordinators, in particular, need information they felt was not easy to find or was difficult to understand. So, for instance, we will return to the graphic illustration of the conflict pattern in the *Coordinator's Handbook* next year (it's currently on the Web) as well as the older Event Pairing Checklist that illustrates with checks and squares which events conflict. That should help those who prefer graphics and visual information.

We'll also add the number of contestants allowed in each event to the Academic Quick Reference Chart, since novice coordinators rely on it as an important summary of information.

If you have other such suggestions, please send them to us, and we'll incorporate as many as we can in print material or on the Web. And if you're checking our Web site on a regular basis, as we hope you are, you can't help but have noticed significant changes.

New and interesting material has been added, especially on the UIL home page. However, the academic page is still evolving, with more changes on the way.

In the meantime, if you can't find something, check under the Academic Coordinators link in the left column. That's where the conflict pattern, the list of vendors and lots of other useful stuff is residing until we get access to reorganize our section of the web.

We're working to see that all links work and take you to what you actually need.

We'll also be updating content that needs revision, so let us know if you find something that is outdated.

We have posted a correction to the UIL academic calendar in this issue, so make certain you have the correct dates for using Invitational UIL contest material: Set A – Jan. 13 through Feb. 4; Set B – Feb. 10 through March 11.



PROJECT IN THE WORKS: UIL Academics currently is creating a DVD to help schools recruit students and coaches for UIL academic contests.

On the Web the link, you'll find the campus academic coordinator's information form, which was due Oct. 1. If you are a new coordinator, have changed schools or have changes in email, phone, etc., please complete that form immediately.

You also will need to go on-line and get your UT EID – electronic identification for UT Austin – and password so you will be able to enter your school's contestants in your district meet.

Please write these down and keep them somewhere you can find them when you need them.

Oct. 1 was also the deadline for submitting the Spring Meet District Directors Form for district chairs and spring meet athletic and academic directors. If you are in charge of the academic district meet, you must have an EID and password to set up the meet.

Even if you were a district meet director last year, you must contact us to be re-authorized as the appropriate person to set up the meet and certify results. You may use the same UT EID and password you used last year. Campus coordinators who are not district hosts do not need to be authorized by our office.

District Academic Spring Meets and One-Act Play contests must be set up online no later than Feb. 1. District CX debate meets must be set up no later than Dec. 1.

You will find step-by-step directions for setting up the meet and entering students on the online system site.

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

The correct dates for ordering, using and releasing 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, and released on February 4.
- Deadline to order Invitation B materials is January 10. This material may be used February 10 through March 11, and released on March 11.

The future of debate ...

It's time to explore the possibility of bringing laptops into our contests



Jana Riggins
Speech Director

Rounds run back-to-back smoothly since there's no re-filing, only a laptop and printer to pack up after each debate.

Admittedly, allowing the use of laptops would catapult monitoring issues to the forefront. Who's to say a debater would not send a text-message or email to his coach or other teammates outside the contest room, requesting assistance with an argument?

We would have to rely more than ever on the ethics of the coach and the student.

duced on purple-ink ditto machines to photocopies.

But we changed with the demands of the time and debate survived. As a matter of fact, it thrived.

UIL currently allows the use of computers for pre-contest research but prohibits the use of computers or other electronic retrieval devices during actual speech/debate contests.

By not allowing computers in the actual contest rooms, we are locking ourselves into more and more inconsistencies with the real world.

A major issue at the forefront of advancement of forensics is to determine how to best manage technology while preserving the integrity and fairness of our speaking events.

Our next step is a critical one. Monitoring how computers are used in contests requires careful guidelines in order to acknowledge real-world expectations while maintaining the educational

Fast forward: UIL Debate 2008.

Debaters travel lightweight with only one compact disc, no longer rolling tub after tub filled with photocopied briefs from one room to another by way of giant moving dollies.

Squad budgets are spent on entering more students now that evidence tubs don't take up space in the vans.

No more hassle and extra expense with air travel since evidence can be carried in a briefcase or pocket, for that matter.

Hard to imagine?

So was graduating from a recipe box full of index evidence cards to briefs mass-pro-

duced and critical skills acquired from UIL speaking contests.

UIL envisions the cutting edge of integrating technology into forensics. Think out of the box with me.

With computers in debate, students could save files on a disc rather than in multiple tubs; this would impact tournament transportation in a positive way, decreasing the cost of tournament transportation.

Currently, many teams are renting vans and evidence tubs consume a large portion of space in the vehicle.

Our West Texas schools who must fly to tournaments are paying hundreds of dollars in flight charges for extra tubs they must transport, and some airlines are refusing the extra cargo.

It's estimated that one disc could contain as much as eight tubs.

What about the cost of laptops?

Won't this increase the "haves versus have-nots"?

We already have that now. Some teams walk into a round with one small filebox while their opponent hauls in multiple tubs.

Although possibly erroneously, more tubs create the perception of better-prepared debaters. Laptops versus laptops could actually alleviate the non-verbal advantage.

Admittedly, allowing the use of laptops would catapult monitoring issues to the forefront. Who's to say a debater would not send a text-message or email to his coach or other teammates outside the contest room, requesting assistance with an argument?

We would have to rely more than ever on the ethics of the coach and the student, but rules prohibiting outside consultation and carrying stiff penalties for violation could reinforce the ethic standards.

Plus, the fact remains that the student must still deliver the speech in the round in front of the judge, without assistance.

If the round is void of hard copy evidence, what happens when the opponent calls for evidence? Would this require printers in order to produce the evidence?

And what about debate decorum?

If debaters are sitting behind computer screens, will we lose all sense of the formality of public speaking?

Certainly, it would be essential to maintain traditional rules that reinforce proper speaking etiquette. Criteria on the ballot could address this problem.

Others will argue the cost-fairness issue, "It will make the playing field unequal."

Laptops and the Internet have actually become the great levelers. The Internet provides so much free material. Small schools do not have to worry about not being located near a major university. The libraries are at their fingertips.

Technology grants are available. The cost of laptops continues to drop, making computers more affordable than ever before. Our schools have approved the use of laptops in other academic events; in fact, schools voted to mandate computers in some.

We would certainly take away the "surprise attack" that squirrel cases provide if debaters were allowed to retrieve evidence during the round, but is that such a bad thing? Is it good that some teams win only because they run arguments so far off topic the opponent does not have any refutation?

Retrieval privileges do not add up to advantages.

With only eight minutes, any debaters using the prep time for new research are bound to find themselves in trouble.

Debate has always spawned cutting-edge research.

Our students use computers daily to organize and research and compose.

We may not be able to immediately ascertain all the issues that will arise by opening the door to computers in this event, but let's be more concerned with keeping our contests relevant and real-world than how someone will find a way to abuse the rules.

The pilot system has served UIL well in the past with events such as Literary Criticism. By piloting the use of computers in debate for a year or two, without major overhaul of current rules, we could ascertain common problems that would need standards established.

Invitational tournament hosts could be encouraged to try it, and a technology state advisory committee would need to be appointed to address issues demanding regulation.

Many years ago, I still remember accidentally dropping one of those skinny metal card file boxes down a flight of stairs with index evidence cards spilling out all over the floor and frantically trying to pick them up and put them back in order before the next debate round.

Change will come again just as it did then, and if we embrace computers as we welcomed ditto machines and xeroxed copies of briefs, I believe debate will survive and yes, even thrive.

Support is growing

Several principals respond to last column and request PowerPoint presentation



Jeanne Acton
Journalism Director

I've got good news.

Often when I write a column, I question myself. I wonder if my particular topic, my sarcasm, my story is going to upset someone. Sometimes, I worry people will misunderstand my humor or miss my point. I also wonder sometimes if anyone is

even going to read it.

My most recent month's column was one that raised a few questions in my mind.

Luckily, I received no calls or emails blasting me or threatening my job. Instead, I received many emails and a few calls from principals who apologized for not attending my session at the Texas Association of Secondary School Principals summer conference. They requested I send the PowerPoint presentation.

I was floored – for a few reasons.

I know a few journalism teachers out there read my column, but I didn't think principals were reading it. What a pleasant surprise.

I also didn't think, if a principal happened

to read it, they would apologize. It wasn't their fault my session was empty. I am not upset with principals. I understand.

I am upset with an education system that overloads principals and teachers with the pressures of high-stakes testing.

I am upset with an education system that is quickly stripping electives and extracurricular activities from students' schedules because the current leaders believe students need more and more core classes.

How many core classes does it take to make a well-rounded student? So many students find their life-long passions in their elective classes. I know I did.

The principals who contacted me were supportive of journalism, and many spoke of the value of journalism at their school. That gives me hope.

If the leaders of our schools understand the importance of journalism and other electives, then maybe they can band together and voice their opposition to what is happening in education today.

When I was a high school adviser, I heard horror stories about censorship and prior review. Today, I still hear stories of principals pulling thoughtful, relevant, well-researched, well-written stories.

But I also hear about supportive principals who go out of their way to help the journalism program. Unfortunately, those stories are rare.

I don't mean only a few principals support journalism. It's just that their stories, the good ones, are rarely told. They're not part of the regular banter, the daily buzz. That's too bad.

One principal wrote how he was a part of his high school yearbook. He said, he has "always had a great fondness for the journalism experience in high school."

He spoke highly of his two advisers and wanted to view the PowerPoint "because the journalism program is so public, I'm always interested in keeping those relationships open and productive."

Maybe next year, I will ask him to co-present with me.

Talking and emailing with principals about journalism reminded me that we do have many principals who support journalism and understand its value.

Sure, it would be great if every principal (and assistant principal, and superintendent, and teacher) did.

And I will keep working to educate principals, but I think we may have more support than we think.

That's good news to me.

Quick Updates

Charlie: He's walking. A month before his birthday, he's taken on this new skill. He's still a little wobbly, but he's a trooper.

ILPC: Membership forms and yearbooks for ratings are due Nov. 1. Yearbook IAAs are due Dec. 1.

Emails: A few times a month I send out mass emails with updates and information. If you are not receiving the emails and want them, please contact me at jeacton@mail.utexas.edu.

Two advisers, 4 students win national awards

By Ryan Miller
Staff writer

Courage in Student Journalism Awards

A team of students and their adviser from DeSoto High School were awarded Courage in Student Journalism Awards this month for pursuing a story despite opposition and the threat of censorship.

Eagle Eye newspaper staffers Whitney Basil, Eric Gentry, Zach Krohn and Jeremy Willis investigated claims made by a gang intervention program and its leader, contracted by the DeSoto Independent School District in fall 2004. Their coverage was met with opposition from administrators and the district, said Carol Richtsmeier, former DeSoto journalism adviser who now teaches at Midlothian High School.

"The kids had to constantly stand up for themselves," Richtsmeier said. "There was talk about how student journalists shouldn't be investigating anything. The fact that they continued to pursue the story makes them so deserving of the award."

For exercising their First Amendment rights in

the face of resistance, the students received \$5,000 to divide among themselves, and Richtsmeier received the educator award, also with a \$5,000 prize. Richtsmeier viewed her role as "supporting [the students] and not backing down."

The students graduated from DeSoto last year. Gentry is a student at Abilene Christian University, Willis is at Howard University, and Krohn and Basil are at Baylor University.

The Newseum, the National Scholastic Press Association and the Student Press Law Center have given the awards since 2001. Nominations can come from anywhere in the nation and only one student award and one educator award is granted each year. This is the first time Texas journalism students and an adviser have been recognized.

Gentry will accept the award on behalf of the student team in Chicago on Nov. 12 at NSPA's fall convention.

Elbom recognized as Distinguished Adviser

Janet Elbom, journalism teacher and publications adviser at LBJ High School in Austin, has been recognized as one of four 2005 Distinguished

Advisers nationally by the Dow Jones Newspaper Fund.

Currently in her 33rd year of teaching, Elbom has led her students to produce publications that consistently garner top state and national awards. Her newspaper staffs have won Gold Stars, Pace-makers and Silver Crowns.

"I owe this to all of the great students I've had over the years," Elbom said.

"When you trust your students, they always rise to the occasion."

As part of the award, one of Elbom's senior journalism students will receive a \$500 scholarship to pursue journalism in college. DJNF will conduct a writing competition at LBJ to determine the recipient.

Elbom will accept her award in Chicago in November at the Journalism Education Association/National Scholastic Press Association national high school journalism convention.

She has previously been honored with teaching awards from the Interscholastic League Press Conference and she served as president of the Texas Association of Journalism Educators.

An opportunity to try on life

Color-blind casting allows students a chance to play roles outside their 'own life experiences'



Luis Muñoz
One Act Play Director

I want to begin this article by apologizing to Rosemary Calico and the administration and students at Baytown Lee High School. They were listed as being under public reprimand in the last *Leaguer*. The error had been corrected but the press failed to print the corrected copy. However, those schools listed as being under public reprimand and probation should have been listed as being under

public reprimand and suspension. The correct postings should be in this issue.

Jim Barton, who taught directing at Texas State University, once said, "Theatre is a chance to try on life." As you search through the expanse of world literature and try to find that one script that best challenges your students, you might want to remember Mr. Barton's words. It is through this vicarious experience that our student actors grow as artists and, more importantly, as members of our society.

Earlier this year the director at Glenelg Country School, Maryland, produced *Big River*. In this retelling, Huck was played by senior Jay Frisby, who is black, and his classmate Nick Lehan, who is white, played Jim. According to *The Washington Post* in an article dated May 21, 2005, "That untraditional reverse casting has provoked the ire of the Rodgers and Hammerstein Organization, which licenses the rights to the musical created by Roger Miller. It forbade the teenagers to perform the song "Muddy Water" from the musical that was broadcast last night on C-SPAN. And it will prevent them from singing it at the annual gala for the Critics and Awards Program for High School Theater, known as the Cappies, scheduled for tomorrow night at the Hippodrome Theater in Baltimore."

Bert Fink, spokesman for R&H Theatricals, said "that's taking a liberty that one could argue is not appropriate to what the authors of that musical are trying to convey about the novel. To ignore the racial component of Huck Finn does a disservice to the story."

The school and the director were practicing colorblind casting, which doesn't consider race during student auditions. The practice is widely used at high schools across the country and is highly encouraged by the League. Although the R&H Library and any other publisher may have the authority to deny or revoke a license, as teachers, we must find ways and scripts that include our entire school community in what Mr. Barton called "trying on life."

"The purpose of high school theater is a learning experience and is one of many ways of teaching young people of all ethnicities that they can aim for anything," said Bill Strauss, National Director of the Cappies Awards. "If you're the best Huck, you're the Huck."

Can we, as educators, deny a child a role because of

race, ethnicity, special needs, religion, gender? Should a child's theatrical experience be restricted to their own life experience or its stereotypical potential? Do we deny them the opportunity to try on life? Is there a better way for our students to develop empathy, sympathy and tolerance for the world around them? These are questions we should ponder as part of the play selection process.

Directors and judges should be cognizant of the fact that UIL OAP is a contest designed to give students a sound and healthy educational experience. Simply put, it is about children learning. Give them a chance to "try it on." The new look could be dazzling!

Web site

The new and improved UIL Web site is online and every director should take a moment to navigate through the different areas and discover the information found there and the downloadable forms. We want your feedback. Are there other forms or information that could be downloaded from the site? E-mail us with your ideas.

Regional Contests

The State Legislature has restricted contests during testing weeks to Friday and Saturday. As a result, all regional OAP contests this year will be on one of those two dates. Testing is scheduled for that Friday. You will need to follow the same procedures for on-site or early testing that were available last year. Those of you used to hosting or competing on Monday-Thursday will need to check with your regional sites.

State Meet '07

The on-again, off-again saga of the UT Performing Arts Center renovation for 2007 is off again. Work on the Bass Concert Hall has been delayed until after commencement in May 2007. As a result, we will not be moving the OAP State Meet site until 2008 and 2009.

The 3A, 4A and 5A meets had been scheduled for Tuesday through Thursday at the Hays ISD Performing Arts Center. We will plan on using that site in 2008 and 2009. A and 2A will be at the McCullough Theatre on the UT campus on Friday and Saturday, barring changes in use of the facility by construction crews. We will keep you informed.

Play Submissions

It may seem a little early to begin asking you to make play selections but the Dec. 21 deadline will soon be here. The reading committee has been busy reading and evaluating for the last two months. Don't get caught in a bottleneck as we get closer to deadline. The sooner you submit, the faster the League office can respond. Remember, anyone wishing to produce a play not on the approved lists, adapt a play or request an addition to the basic set, must do so by the December deadline.

Submittals that do not strictly adhere to the procedures found on page 28 of the *Handbook for One-Act Play, 16th Edition*, shall not be accepted and shall be returned. All six items listed on that page must be included!

Drama Loan Library

A great place to start the selection process is to request reading copies of scripts from our Drama Loan Library. With over 36,000 scripts on the shelves, it is an incredible resource. You may request up to 10 titles at a time and keep them for up to three weeks. The cost is a nominal \$3 for postage and handling. Contact the approved publishers and request their catalogs. Most have Web sites. The publishers are listed on page 100 of the *Handbook*.

Judges List

The current TETAAO judges list is published in this issue. This includes judges whose dues had been paid as of Oct. 1. Please check and make sure any judges you have hired are on the list. Some judges may need to pay dues or be re-certified before serving as adjudicators in 2006. It is also important that we receive copies of all contracts. We try to keep an accurate record of judging assignments so that we can find judges in emergency situations.

Theatrefest 2006

Theatrefest 2006 is scheduled for the Renaissance Hotel in northwest Austin Jan. 18-21. It promises to be a wonderfully programmed event. There will be hundreds of workshops covering every aspect of theatre and theatre education. At this time scheduled guests include Leslie Rollins, a UT ex and professional props master; Betty Siegel, Director of Access at the Kennedy Center; Bill Patterson, a specialist in access issues and retired professor in theatre from the University of Maryland; Charlene Speyerer, a UT ex and professional stage manager; and Lou Douthit, Trinity University graduate and Director of Literary Development and Dramaturgy at the Oregon Shakespeare Festival.

CEDFA will be scheduling some fascinating curriculum workshops during the convention. I was able to attend the summer workshop they hosted and found the workshops valuable and innovative. The League will be conducting a Contest Management workshop and our OAP A-Z series of workshops for non-theatre majors who are directing OAP. The workshop is free, and no registration is required.

TETAAO will be conducting Adjudicator certification workshops on Thursday.

Theatrical Design

The information on the new Theatrical Design has been mailed out to all member schools and should be in your hands. If not, you can download the document from the UIL Web site. We have done five sessions with teachers since January. Many of the choices made were made with your suggestions in mind and others were made with practical issues as the basis for choice.

Here are answers to a few questions that were brought up during the Student Activities Conferences. (1) You need only list one sponsor/coordinator on the forms. We are looking for a contact. We assume that there will be several faculty members involved in the advisory process and do not limit that. (2) The written components should be done in Times font in a 10 or 12 point size. (3) Swatches may be attached to the 2D color perspective sketch.

continued from page 1

she said that Ready Writing was having trouble getting enough judges because they would spend six hours judging at district. She said, 'There's no way you're going to be able to find qualified judges.' She said, 'You're going to have to go to objective questions.' As an English teacher who favors essays questions, that was hard for me to take... Then Janet called and said, 'One more thing: you have to break the ties through to sixth place. How are you going to break the ties when you have a numerical grade?'

"I thought — Ah! This is how we get our essay back in there. So part four of the contest is the tie-breaking essay."

What kind of impact has the contest had on the competitors?

"We've been quite pleased with the contest, and we've had so much positive feedback from the students. They say that the important thing's not winning the medals; they say that it makes them stand out students. It makes them readers for a lifetime. They're able to get something and read it and interpret it."

"I've had stories from students, quite a few of them, who come back and say, 'You may not remember me, but I was at state and I'm now teaching English.' We don't expect them to be English majors, but it's nice when some of them are."

"I've had teachers come up and say, 'I have a bachelors and masters degree from two very fine English departments, and I was never able to sit down and read a work of literature and interpret it until I started coaching Lit Crit!' It really sharpens their critical skills."

What do you enjoy about working with UIL?

"It's one of the most rewarding things I do. I'm involved with lots of activities, and it's just rewarding to be surrounded by the finest literature students in the state of Texas in a single year at the state contest and also to be involved with their teachers."

"Oprah Winfrey can boast about Oprah's Book Club; our reading list is older than Oprah's Book Club!"



Ready Writing state director Ruben Rodriguez presents at the UT-Austin Student Activities Conference. The SAC was held Oct. 1. Photo by Ryan Miller

Q&A • With two academic state directors

"Every year, we choose three authors for the reading list, and that means throughout the state of Texas, there's this cohesion of students reading the same author at the same time. And that must be something that's rewarding."

What are some of the responses to the works you select for Literary Criticism?

"Usually we have some kind of protest; for something as innocent as *Harry Potter*. You would not believe the phone calls. 'What are you doing, trying to turn our students to witchcraft? We don't permit our students to read witchcraft!'"

And I was baffled, but eventually I put my answer together, and I said, 'Oh, they're not permitted to read *Hamlet*, with the ghost of his father, or *Macbeth*, any of Walt Disney's stories with the magic in it?'"

The year we chose Steinback's *Grapes of Wrath*, we got some calls because the last scene.

They said, 'it's just 'obscene.'"

Ruben Rodriguez
Ready Writing State Director
Since 2005

How long have you been a teacher?

"This is my 22nd year of teaching. The thing about it is, I was in public education and then I left, and I've been back in public for five years now. The 11 years previous to that, I taught for the A&M system at Tarleton State in Stephenville, where I taught Composition and Rhetoric. Now in Round Rock, I'm once again involved with Ready Writing. I teach the AP (Advanced Placement) classes, so that pretty much takes up my entire time."

What have you enjoyed about working with UIL?

"I like the camaraderie that I've seen with the people at the League. I love the idea of meeting new people, and at these Superconferences, they're just coming out of the woodwork. I like the idea of having to

be on top of the entire writing process, and just simply working at this level. I'm lucky, I get to meet the cream of the crop, not only people, but also writers, which is my area of interest."

What are some of your goals for improving or building upon the Ready Writing competition?

"More than anything right now, I think my intent is to listen to what they have to say as far as where this is going, and what direction this is going. If anything, I think the key is just going to be the quality of it. Continue to maintain the standards that the League has already set and then up the standards. The standards are already high, but I just want to build on that."

What do you do outside

of UIL?

"I spend a lot of time with my daughter. I do a lot with the AP people, attending conferences. Right now, it's just a matter of any free time I have, I rest. I'm always on the go."

How has your work with AP connected to Ready Writing?

"I see a direct correlation between what the College Board and what the UIL does. Ultimately, they're looking for the best of the best as far as writing is concerned. My experiences scoring the tests at the national level I think carries over into here because the standards are high."

How do you think Texas Ready Writing contestants compare to AP students?

"I think they do incredibly well. Like everyone else, there's always room for improvement. There's always room for growth. The standards are being raised. They're looking for the 'citizen scholar'—that's the kind of writer they're looking for. And I think that's what we need to do at this level also. 'Citizen scholar,' of course meaning a kid that has a broad background in literature but likewise can write about contemporary topics, what's going on in the world."

"I think that even though kids sometimes seem to think that current events aren't important, they definitely are. I think my intent is to carry from one, the entire world, citizen scholar."

State Wind Ensemble Festival

The benefits of performing at the prestigious event are numerous



Richard Floyd
Director of Music

The State Wind Ensemble Contest was established in 1976 as a part of the Texas State Solo and Ensemble Contest. During the years that followed, this event gradually evolved into the festival format that is in place today. It is now referred to as the State Wind Ensemble Festival (SWEF). It is viewed to be an educationally rewarding and positive experience for all participants. This year this prestigious event is scheduled for May 6, 2006.

Much of the success of this event has been attributed to the *Clinician/Commentator* component of the format. This feature allows each performing group to have a 30-minute post concert clinic/critique with a nationally recognized conductor/educator. The focus of the event is on the subjective, artistic elements of music performance rather than the objective, technical details that tend to dominate critiques in a totally competitive setting.

With the approval of the UIL/TMEA Music Advisory Committee and the UIL Legislative Council, the event was modified in 2000 to what many would term a festival format. The intent of this revision was to build on the most successful elements of SWEF, which cultivate the positive aspects of making music for music's sake rather than the attainment of an objective rating. In

addition a listening component has been added to emphasize the very important value of becoming good audience members as well as accomplished performers.

Participants in the 2006 State Wind Ensemble Festival can anticipate experiencing the following:

- There will be three adjudicators who will provide a recorded and written critique of each band's performance. However, judges will not assign ratings or pick an outstanding band in each classification.

- In place of ratings and outstanding band awards, the judging panel will honor individual performers and/or sections for exemplary musical achievements. Appropriate awards (draped state medals) will be provided.

- In order to integrate the "listening portion" of the experience into the event, each band will be expected to structure a schedule that will enable the students to listen to the performance of two other performing groups over the course of the day. The listening schedule will be coordinated by the UIL State Music Office prior to the day of the festival. Consideration will be given to individual band travel schedules. It is our goal to insure that every band will perform for an audience of fellow musicians and directors from other schools.

- The role of the *Clinician/Commentator* will remain unchanged.

Formats similar to this are being used at some of the most positive and educationally sound events in the nation. Results have been overwhelmingly

favorable. The success of this venture is dependent on participants having an understanding of the following:

(1) All participants have "made their one." That achievement at the UIL Region Contest earned them the right to perform on the Bates Recital Hall Stage, home of the University of Texas Wind Ensemble.

(2) The goal of this event is not to acquire a favorable judge's rating, win a trophy or "beat the other bands". The goal is to accept the challenge of making music for the sole purpose of performing at the highest level of musical excellence possible for an appreciative, supportive audience in an optimum acoustical space.

(3) A corollary to the goal is the expectation that everyone will have the opportunity to be appreciative listeners as others perform in a formal concert setting.

Reports indicate that some of the most successful and competitive band programs in the nation have found this format to be challenging, rewarding and educational. In fact, many say their students "try harder" in this setting than they do at a traditional contest.

Participation in the event is limited because of judge's schedules and the availability of performance sites. Hence, it is likely that more schools will be submitting entries than can be accommodated. Directors of bands considering participation in the 2006 SWEF should be aware of the fact that submitting an entry does not guarantee a

See *Wind Ensemble*, page 9



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(see article page 9)

New president urges judges to be professional

By Keith Bearden

Texas Music Adjudicators Association

As I begin serving a two year term as your president, I want you to know that I will work diligently to maintain the excellent work which has been done in the past. A special thanks to Jimmy Edwards for his leadership the past two years as our president, Jay Dunnahoo for his diligence in running the TMAA office, our very capable officers and the members of the Committee on Standards of Adjudicators and Performance Practices. These dedicated individuals are working for all of us.

At this time of the year, the first UIL contest is just around the corner — marching contest. Directors in charge of those programs have tremendous pressure in preparing their students for this early event. We must not let them down as adjudicators.

With the changes in marching band techniques over the past decade it is essential that judges communicate using the terminology that is heard daily on the practice field, and we must keep abreast of

the continued evolution of this medium. Accept the challenge of writing constructive comments that can be interpreted by director, student, parent and administrator alike.

Spring contests have their own unique set of challenges. There is usually more time to do an effective job in the completion of our adjudication duties since ensembles don't perform the entire allotted time and groups are not immediately positioned for the next performance. Do not yield to the temptation of viewing these breaks as "spare time." Remember that judges are usually seated in the audience surrounded by other bands (nice thought), parents, administrators, etc. The auditorium is no place to activate your laptop or mobile phone to transact business between performances. Performing groups need our total attention for the full day. We must remain focused on the task at hand.

Consequently TMAA discourages the use of these electronics during the contest and acknowledges the contest host or executive secretary's right

to ask adjudicators to refrain from the use of these items while the contest is underway.

Throughout the year, TMAA's greatest allies are the executive secretaries. I want to thank these dedicated ladies and gentlemen for working with TMAA and for the job they do day in and day out. Perhaps in the very near future, the executive secretaries and the leadership of TMAA can meet together to discuss issues of common interest and investigate the merits of standardizing the procedures used at contests from region to region across the state.

In closing, I wish the best to all TMAA members. Do your job well. Review all your dates, make your travel plans early for the best possible price, be punctual, and be professional.

Above all never lose sight of our goal to evaluate, educate and encourage through our comments.

As Mr. Coulson states in his last article, "re-mind yourself what an honor it is to be asked to evaluate the work of your peers".

Technology improvements on-line

Priority for next year will be revamping registration process to help with organization



David Trussell
Elem/JH Director

Probably the most frequent question I'm answering these days is: "Have you received our registration form?"

Most of the time the answer is yes, which I hope will instill more confidence in the on-line registration form. However, I do understand why you might be apprehensive about registering through the Web site — we have had some glitches with the system in the past, and you don't really receive

a definitive confirmation when you submit the form.

An important priority for me will be to have a new on-line system in place in time for 2006-07 registration, a system that will allow renewals, so you only have to enter information that has changed from the previous year, and a system that will provide an immediate, clear confirmation that your form has been received.

An added benefit of such a system would be to provide

a constantly updated on-line list of participating schools. This relates to another question that I hear frequently, mainly from new coordinators or from schools that are new or have not participated recently: "What district are we in, or who is in charge of our district?" Most of the time the answer is that we don't know.

There is a great deal of flexibility in how districts are organized at the elementary/junior high level, which in general, is good for participation. But the one drawback is that it is difficult for us to track where districts are, who is hosting the meet, etc.

We do receive District Organization forms, which are somewhat helpful, but we don't have a good system for processing all those paper forms into information we can actually use in a timely fashion.

Improving that system is another item that is high on the priority list.

You might sense a theme here. One of my overriding objectives for the E/JH program going forward is to make more and better use of technology to help us interact more effectively with you, and to help you organize and manage

your campus programs and district meets. Stay tuned.

But questions dealing with registration and organization aren't the only ones that come in at this time of year.

It's important to keep in mind that while you have a wide range of options in organizing and running your district meet, there also are some things that are not negotiable.

1. In order to receive the district contest materials that UIL provides free of charge, your meet must take place on or after Dec. 1.

If you schedule a district meet in November, you will not be eligible to receive those free materials. Your only option for a November meet is to order invitational materials, which must be purchased, and which do not include a Music Memory contest CD, certificates of excellence, etc.

Additionally, you will not be able to return the invitational materials to contestants until April 1, whereas fall/winter district materials can be returned starting Jan. 31.

Needless to say, we strongly discourage November district meets, not only because of the practical disadvantages,

See Elem/JH, page 13

Festival includes a 30-minute discussion with a distinguished conductor

continued from page 8

performance time and that the following procedure for processing entries will be followed.

(1) Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to enter the contest. A letter of intent can be submitted at anytime. The letter should *not* include a check for the entry fee.

(2) Letters will be accepted as post-marked.

(3) Letters of intent will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One then will be officially entered in the contest based on availability of performance times.

(4) Official entry forms and entry fees (\$225) will be due once schools are notified that they have been assigned a performance time.

(5) Additional schools with letters of intent on file will be placed on a waiting list.

Questions concerning entry procedures are welcome at (512)471-5883 or uilmusic@uts.cc.utexas.edu.

The traditional adjudication panel for the 2006 SWEF is as follows:

Tom Leslie is Director of Bands and Pro-

fessor of Conducting at the University of Nevada—Las Vegas. He has been recognized internationally for his fresh, interpretative style and has served as clinician, conductor and adjudicator in 38 states, Canada, Europe, Japan and Australia. He is a member of the prestigious American Bandmasters Association.

Sara McKoin is the Director of Bands at Texas Tech University and Associate Professor of Music as well as Director of the Wind Ensemble at the Brevard Music Center in Brevard, North Carolina. Dr. McKoin taught high school band at L.D. Bell High School and holds a Doctor of Musical Arts Degree from the University of Texas.

Rob Carnochan is the Associate Director of Bands and Director of the Longhorn Band at The University of Texas at Austin where he coordinates all aspects of the Longhorn Band, conducts the UT Symphony Band and teaches undergraduate conducting. Dr. Carnochan is active as an adjudicator, clinician, and guest conductor throughout the United States.

Two exceptional and internationally recognized conductors have been engaged to serve as clinician/commentators for the 2006 State Wind Ensemble Festival:

Gary Green is Chair of the Department of Instrumental Performance, and Director of Bands at the University of Miami. Early

in his career he was director of bands at University High School in Spokane, Washington, one of the most widely respected band programs in the nation. He has an infectious passion for music and for high school band students. Professor Green is no stranger to Texas and most recently served as conductor of the TMEA All State Symphonic Band in February 2005.

Tom Lee served as conductor of the University of Texas Wind Ensemble for a decade. He was instrumental in establishing this ensemble as one of the premier wind bands in America. He now serves as Director of Bands at the University of California at Los Angeles. He has countless friends in Texas and has a clear understanding of the standards and expectations Texas directors hold for our performing groups and our students. He is passionate about music and the role that it can play in the lives of young people.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musi-

cianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal 30-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary, professional-quality compact disk recording of each performance is provided at no cost.

- The entry fee is \$225 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area (see our website www.utexas.edu/admin/uil for hotel/motel recommendations).

- Educational opportunities, including the LBJ Museum, the Bob Bullock Texas State History Museum www.thestoryoftexas.com/ and the State Capitol are within walking distance or a short drive away.

- Recreational options include The Bob Bullock Texas State History Museum and I-Max Theater, water sports at Barton Springs, outdoor activities in Zilker Park, and shopping throughout the city. The many recreational opportunities of San Antonio are only 90 minutes away.

2005-2006 UIL approved OAP judges' list

2005-2006 UIL approved Texas Educational Theatre Association Adjudicator Organization's OAP Critic Judges Eligible critic judges as of January 27, 2005.

The 2005-2006 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.]

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

* = TETAO recommended Area/Region Judge

- (1) = Independent
- (2) = College/University Employee
- (3) = Public School Employee
- (4) = Private School Employee
- () = Institution affiliation
- F = Full, already has 6 assignments
- Available to judge: M-F = Monday to Friday only, F/S = weekends only, Any = all
- I, II, III, IV = Approximate Region of Residence
- [] = Year Recertification Required

- (3) Tami Adams, (Grapevine/Colleyville ISD), 4841 Scots Briar Lane, Fort Worth, Tx 76137 817/788-8071 taak01@sbcglobal.net -I [10]
- (2) David Ainsworth, McMurry University, Box 68, Abilene 79605 325/793-3838-wk, dainsworthth@mcm.edu - I [09]
- (2) David R Allen, Midland College, 3600 N Garfield, Midland TX 79705 432/686-4205-wk / 432/697-3186-hm, FAX 432/685-4769, drallen@midland.edu Any, - I [08]
- (3) R. Scott Allen (Jenkins Elementary), 5611 Pinaster Pointe Lane, Spring TX 77379 281/376-3502-hm 281/355-3180-wk 832/249-2305-FAX scotta@springisd.org or R4ScottA@sbcglobal.net Any, - III [09]
- (3) Danyah Arafat-Johnson, Carroll ISD, 400 South Kimball, Southlake 76092 817/949-5556-wk, arafatd@cisdmail.com - I [09]
- (3) Larry Arnhold (Deer Park HS), 1911 Wendy Hill Way, Houston TX 77058 832/668-7200-wk 281/486-7052-hm, FAX 281/930-4894, larnhold@dpisd.org Any, - III [09]
- (1) Jerry Ayers (Juan Seguin HS), 5400 Bright Star Trail, Arlington TX 76017 817/483-1076 hm, 817/375-6817wk, jerayers@flash.net Any, CM, - II [08]
- (2) Raymond Bailey, (McLennan Community College), 2920 Washington, Waco, TX 76710 254/366-0652 cell.raymond@seventhhandjames.org - II [08]
- (1) Cynthia R Baker, 3287 Whitley Rd, Wylie TX 75098 972/412-3670-hm, 214/566-1649-wk bakersbarbq@yahoo.com Any, - II [08]
- (1) Michael Bolen, 2812 Minert St., Dallas, Tx 75219 214/528-8797 mbolen1234@swbell.net - I [10]

- (3) Jim Boman, (retired) 830-285-9695-cel, playmaster58@yahoo.com - IV [09]
- (2) Joe A Brown (Texas Wesleyan Univ), 5600 Shadow Creek Ct, Fort Worth TX 76112-3819 817/531-4976-wk / 817/457-1651-hm, jbrown@txwes.edu or joeabrown@sbcglobal.net - II [05]
- (2) Martha Buchanan, San Antonio College, PO Box 90502, San Antonio, Tx 78209 210/273-8122 mbuchana@accd.edu - IV [10]
- (3) Cindy Callahan, (Ropesville ISD) 6626 Tiger Rd, Ropesville 79358 806/562-4169-hm cingre@prodigy.net - I [09]
- (2) Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer, Houston TX 77089 281/929-4695-wk 281/481-6537-hm, sheleigh.carmichael@sjcd.edu, Any - III [09]
- (2) Rod Caspers, (UT System) 7209 Hartnell Dr, Austin TX 78723 512/658-3353-cel rdcaspers@aol.com - IV [08]
- (2) Marion Castleberry, Baylor Univ, PO Box 97262, Waco TX 76798 254/710-6481-wk marion_castleberry@baylor.edu Any - II [09]
- (2) Kathleen Cochran, McLennan Comm. College, 1400 College Dr., Waco TX 76710 254/299-8191-wk 399-6331-hm, FAX 254/299-8242, kcochran@mclennan.edu Any, - II [07]
- (2) Gene Cole, South Plains College, 1401 College Rm163, Levelland TX 79336 806/894-9611 x.2266-wk 796-2201-hm, FAX 806/894-5274, gcole@spc.cc.tx.us Any - I [09]
- (3) Kay A. Coleman (Retired), 18777 Stone Oak Pkwy. Apt. 631, San Antonio TX 78258 210/402-0416-hm kayral854@aol.com Any, CM, - IV [10]
- (2) Bill G Cook (Baylor University), 265 Barker Lane, Waco TX 76705 254/829-2193-hm 710-1861-wk, FAX 254/710-1765, Bill_Cook@baylor.edu M-F - II [10]
- (2) Sean Patrick Cooper, (Texas Tech University), 5540 19th Street #205 79407, Lubbock 79414 806/441-6399 - hm spc_111_245@excite.com - I [09]
- (2) Jerry Cotton (Cedar Valley College), 714 Sherwood Court, Cedar Hill TX 75104 972/291-5449-hm, jdc3420@dcccd.edu Any, - II [07]
- (2) Wm. Perry Crafton, West Texas A&M Univ, WTAMU Box 60747, Canyon TX 79016 806/651-2813-wk 655-9822-hm, FAX 806/651-2818, wcrafton@mail.wtamu.edu Any, - I [09]
- (2) Philip Craik (McMurry University), 933 Grand Ave, Abilene TX 79605 325/793-3840-wk 325/676-7405-hm, craikp@mcmurryadm.mcm.edu - I [09]
- (2) David Crawford, (Tyler Junior College), 1211 Balmoral, Tyler TX 75703 903/510-2678-wk 903/534-2908-hm, FAX 903/510-2800, dcra@tjc.edu Any - II [09]
- (2) Scott Crew, (Texas Tech. University), 5614 Amherst, Lubbock TX 79416 806/785-8149-hm, 806/742-3601-wk, jcrew@ttu.edu Any - I [07]
- (3) Marc Culver, (Sweetwater Intermediate), 1308 East 13th Street, Sweetwater, Tx 79556 325/235-4458 stoffden@sbcglobal.net - I [10]
- (2) LaDonna Davis, 5220 CR 4600, Athens 75752 903/338-2162 cavecat@aol.com -III [09]
- (1) Lisa C Denman, (Baylor Univ.) 466 Dal

- Paso, Waco TX 76706 254/662-6359 hm, 254/710-6480 wk Lisa_Denman@baylor.edu - NOT AVAILABLE FOR ZONE/DISTRICT II [09]
- (2) Stan C Denman, Baylor University, PO Box 97262, Waco TX 76798 254/710-1861-wk 662-6359-hm, FAX 254-710-1765, Stan_Denman@baylor.edu - NOT AVAILABLE FOR ZONE/DISTRICT II [07]
- (1) Tom A Dickson (Thea. Consultant), 404 Cumberland Dr, Hurst TX 76054 817/498-0870, chetad@flash.net - II [07]
- (1) Ronald L. Dodson (Retired), 1514 Summer Stone Apt. A, Austin TX 78704 512/445-6639, rondodsonoap@email.com Any, - IV [10]
- (2) Bill Doll, (Angelo State University), 2720 Canyon Creek Rd, San Angelo TX 76904 325/942-2146-wk 325/223-1409-hm FAX-325/942-2033, bill.doll@angelo.edu All, - I [09]
- (2) Lucien Douglas (University of Texas-Austin), 4711 Spicewood Springs, Apt 110, Austin TX 78759 512/232-5307-wk 342-9787-hm, FAX 512/471-0824, l.douglas@mail.utexas.edu F/S - IV [07]
- (2) Laurie Doyle, Lubbock Christian University, 5601 W. 19th, Lubbock 79407 806/720-7428-wk, 806/720-7255-FAX laurie.doyle@lcu.edu - I [09]
- (1) Eleanor Dryden, 3298 Gary Brewer Rd., Snyder TX 79549-0814, 325/573-9739 ellied@nwol.net Any - I [09]
- (2) Charles Falcon (San Antonio College), 13330 Marceline Dr, San Antonio TX 78232 210/733-2726-wk 375-5321-hm, FAX 210/785-6484, cfalcon@accd.edu - IV [08]
- (2) Rebecca Faulds, Tyler Jr College, Speech / Theatre, PO Box 9020, Tyler TX 75711 903/510-2208-wk 569-6474-hm, FAX 903/510-2800, rfau@tjc.edu - II [10]
- (1) Jeanette Filardo, 3539 Wood Valley, Houston TX 77025 713/664-9424-hm jfilardo@academicplanet.com Any, - III [09]
- (2) Ronald Fischli, Midwestern State University, 3410 Taft Blvd., Wichita Falls 76308 940/397-4274-wk ron.fischli@mwsu.edu - II [09]
- (2) Michael Kim Frederick, Del Mar College, 101 Baldwin, Corpus Christi TX 78404 361/698-1507 / 1509-wk 853-6350-hm, FAX 361/698-1511, kfeder@delmar.edu - IV [09]
- (4) Rick Garcia, (St. Andrews Upper School), 200 Eastwood Ln., San Marcos 78666 512/396-9466-hm rgarcia200@yahoo.com - IV [09]
- (4) Eric Geyer, (Saint Marys Hall), 327 W Ridgewood, San Antonio 78212 210/828-0257-hm egeyer@smhall.org - IV [09]
- (1) Dennis Gilmore, (Henderson Co. Perf. Arts) PO Box 102, Athens TX 75751 903/675-3908, 903/677-1592-hm, FAX 903/675-3968, hcpacalt@earthlink.net Any, CM, - II [08]
- (2) Ann Glover, Paris Junior College, 2400 Clarksville, Paris, Tx 75460 903/782-0488 aglover@parisjc.edu - II [10]
- (2) Clay Grizzle (Howard College), 1506 Vines, Big Spring TX 79720 432/264-5068-wk 432/268-9400-hm, cgrizzle@howardcollege.edu - I [07]
- (1) Michael Haley, PO Box 1294, Sweetwater, Tx 79556 325/235-9893 bobhowdy@wtconnect.com - I [10]

- (1) Maria Sáenz Hascall (Theatre Consultant), 1704 Hartford Rd, Austin TX 78703 hm 512/482-9222 cellular: 576-8718, mhascall@austin.rr.com Any, - IV [07]
- (1) John Haskett, Waco Children's Theatre, 2000 Lenamon Dr. , Waco, Tx 76710 254/776-0707 haskettjohn@hotmail.com - II [10]
- (2) James A Hatfield (Univ of Texas-Tyler), PO Box 130607, Tyler TX 75713 903/566-7425-wk 566-7494-hm, FAX 903/566-7491, James_Hatfield@mail.uttyl.edu - II [07]
- (2) Harold J Haynes (Houston Comm. College-Central), 2016 Main Street #1615., Houston TX 77002-8848, 832-578-1705-wk, harold_haynes@sbcglobal.net - III [10]
- (2) Robert Hodde (Victoria College), PO Box 3972, Victoria TX 77903-3972 361/572-6448-wk 580-3020-hm, FAX 361/572-3850, rbhodde@cox-internet.com / rhodde@victoriacollege.edu Any - IV [10]
- (2) Martin Holden, (Baylor University) 808 Melrose Dr. Waco, Tx 76710 254/741-0829. II [10]
- (3) Michelle Howard-Schwind (Coppell Middle School East) 12 Brookhollow, Trophe Club, Tx 76262 214/496-6606-wk, 817/455-1456-hm, 214/496-6603-fax mhoward@coppellisd.com Any-I [10]
- (1) Floyd E. "Skip" Hughes, Rt. 1, Box 120, Mt. Pleasant TX 75455 903/572-2793 didfrum@bluebonnet.net Any, - III [10]
- (1) Betty Hukill (Parmount Theatre), 1933 Highland, Abilene TX 79605 325/677-1161-wk 325/698-1399-hm, FAX 325/676-1630, bhukill@paramount-abilene.org Any - I [08]
- (2) Charles Hukill (McMurry University), 1933 Highland Ave., Abilene TX 79605 325/793-3839-wk 325/698-1399-hm, FAX 325/793-4662, chatchbet@sbcglobal.net Any - I [09]
- (2) Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood TX 76801 325/649-8515-wk 325/643-1204-hm, FAX 325/649-8902, nhumfeld@hputx.edu Any- I [07]
- (3) Cathy Huvar, (Katy ISD) 2611 Bens Branch Drive #2415, Kingwood TX 77339 281/641-6996-wk 281/641-7257-fax 281/360-6302-hm cfhswt@yahoo.com -III [08]
- (2) Daniel Inouye, (Baylor University), 509 N Hewitt Dr. #34, Hewitt 76643 254/666-4709-hm Daniel_Inouye@baylor.edu - II [09]
- (2) Jerry R Ivins, San Jacinto College-Central, 8060 Spencer Hwy, Box 2007, Pasadena TX 77504 281/542-2039-wk, FAX 281/542-2040, jerry.ivins@sjcd.edu Any, CM, - III [10]
- (2) Lynae Latham Jacobs, Amarillo College, PO Box 447, Amarillo TX 79178 806/371-5343 wk, 806/352-2916 hm, 806/679-8990 celjacobl@actx.edu I [08]
- (1) Charles R Jeffries, 2300 Nacogdoches Rd. Ste. 249L, San Antonio TX 78209 210/822-5586 TTCJeff@aol.com Any, CM, - IV [08]
- (2) Ina Wilder Jensen (St. James Episcopal School), 622 Grant, Corpus Christi TX 78411 361/548-9051-hm ijensen67@yahoo.com - IV [10]
- (1) Jan Jones (Retired), 3716 Driftwood, Ty-

2005-2006 approved OAP judges' list continued

Continued from page 10

ler TX 75701 903/561-3736-hm 903/579-6000 ext. 3114-wk, 903/561-3736 FAX, yoda@cox-internet.com - II [09]

(1) Cecil Jordan,(Trinity Valley CC), 413 Highland Dr., Athens TX 75751 903/675-3463 hmcjordan1357@aol.com II [08]

(*2) Ray E Karrer (Retired), 2346 Hubbard, Paris TX 75460784-3885-hm, FAX 903/782-0370, rkarrer@academicplanet.com Any, - II [08]

(3) Diane M Kaste (Humble: Kingwood 9th grade campus), 2219 Friarwood Trl, Kingwood TX 77339 281/641-6655-wk 359-2626-hm, dkaste@netzero.com or diane.kaste@humble.k12.tx.us Any - II [08]

(*2) James D Kemmerling (West TX A&M University), 7413 Dreyfuss, Amarillo TX 79121 806/651-2814or2799-wk806/355-8091-hm, FAX 806/651-2818, JKemmerling@mail.wtamu.edu Any - I [07]

(*1) Jerry Knight, (Texas Theatre Consultants), 2935Nacogdoches#209, San Antonio, Tx 78217 210/824-8603 jerryk6503@earthlink.net - IV [10]

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(*2) Terry Lewis, Tx A & M Corpus Christi, 6300 Ocean Dr., Corpus Christi, Tx 78413 361/825-2425 terry.lewis@mail.tamucc.edu - IV [10]

(*2) Tal Lostracco ,Trinity Valley Community College, 100 Cardinal Lane, Athens TX 75751 903/675-6384-wk, 903/675-5657-hm talbaby1@hotmail.com or tal@tvcc.edu Any, - III [10]

(*2) Susan Loughran (St. Edward's University), 3621 Leadville Dr, Austin TX 78749 512/448-8490-wk 282-9936-hm, FAX 512/448-8492, susanl@admin.stedwards.edu Any, - IV [09]

(2) Pegi Lovett, (West Texas A & M), 6224 Estacado, Amarillo 79109 806/358-7340-hm pegileggs@aol.com - I [09]

(2) J. Don Luna, Texas A & M University - Corpus Christi, 6300 Ocean Dr, Corpus Christi TX 78411 361/825-5988-wk 361/854-0778-hm, FAX 361/825-6097, donald.luna@mail.tamucc.edu - III [10]

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(*2) Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78212 210/733-2718-wk 491-9969-hm, FAX 210/785-6484, jmammare@accd.edu - IV [09]

(2) Jonathan Marks (Texas Tech University), 401292ndSt, Lubbock TX 79423-2928 806/742-3601 x229-wk 798-7599-hm, FAX 806/742-1338, jonathan.marks@ttu.edu Any, - I [09]

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(3) Beverly A. Moerbe, (retired), 209 West Franklin Ave., Fort Worth 76179 817/847-6908-hm, 817/437-1451-cel moerbe@swbell.net - II [08]

(1) Kerry Moore (Retired), 811 W. 3rd Street, Mulshoe TX 79347 806/272-3297, Any, - I [07]

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(3) Karla Murphey, (Nocona HS), 1013 Fannin St., Nocona, Tx 76255940/825-6018 kffmm@yahoo.com - I [10]

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(*2) Bradley A. Nies, Blinn College, 902 College Ave, Brenham TX 77833 979/830-4269-wk 836-1165-hm, FAX 979/830-4860 (attn: Brad Nies), bnies@blinn.edu Any, - III [08]

(3) Kerri O'Connor (Paris Junior College-Greenville Center), PO Box 981, Whitewright TX 75491 903/454-9333-wk 903/364-9980-hm FAX-903/454-3380 kerrio@hotmail.com Any, - II [09]

(*2) John E Ore (Southwestern Univ), 601 5th St, Pflugerville TX 78660 512/863-1364-wk 251-1281-hm, FAX 863-1422, orej@southwestern.edu - IV [05]

(3) Joyce Ormond, (Eagle Pass HS), 1906 Veterans Blvd.#6, Eagle Pass, Tx 78852 830/757-3397 jlo0604@hotmail.com - IV [10]

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(1) Kelly Parker, 4630 55th Drive, Apt. #154, Lubbock, TX 79414 806/793-2866-hm genekellyp@msn.com IV [08]

(*3) Allana L Patterson (Paschal High School), 2806 Manchester Ln, Grapevine TX 76051 922-6610-wk 817/329-2172-hm, FAX

817/329-2173, allanapat@msn.com - II [08]

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(*1) Mildred Peveto, 5104 Streamwood Lane, Plano TX 75093-5034 972/818-0131 hm, 972/818-0181 fax cwmap@swbell.net Any, - I [10]

(*2) Adonia Placette, Lamar University, PO Box 10044-LUS, Beaumont TX 77710 409/880-8037-wk 866-5878-hm, FAX 409/880-8091, placettead@hal.lamar.edu Any, - III [09]

(1) Angela Porter, 19197 Valley Dr, Flint TX 75762 903/825-3933-wk 894-8314-hm, FAX 903-825-7467, aokporter@yahoo.com Any, CM, - II [10]

(2) Kary Raine, (Angelina College), 422 Townsend Ave, Nacogdoches, Tx 75964 936/715-9355 kraine@angelina.edu - III [10]

(*2) Jim Rambo (McLennan Community College), 4101 Grim, Waco TX 76710 254/299-8177-wk 756-2837-hm, FAX 254/299-8112, jrambo@mcclennan.edu Any - II [08]

(2) Nate Records, (Baylor University), 5103 Tennyson Dr. Apt. C, Waco, Tx 76710254/235-5518 nate_records@baylor.edu - II [10]

(1) Nicki R Roberson, 254 Cicero Dr, San Antonio TX 78218-2531 210/654-0745-wk skroop@earthlink.com Any, - IV [08]

(*2) Robin Robinson (Grayson County College), 1208 N Woods, Sherman TX 75092 903/463-8609-wk 870-1642-hm FAX 903/463-5284, robinsonr@grayson.edu Any - II [10]

(*2) Paula Rodriguez, San Antonio College, Dept. of Theatre & Communication, 1300 San Pedro, San Antonio 78212 210/733-2710 - wk, parodrig@accd.edu - IV [09]

(*2) Marti Runnels, Wayland University, 1900 W 7th St, Plainview TX 79072 806/291-1086-wk 296-2997-hm FAX 806/291-1980, runnels@wbu.edu Any, - I [09]

(*2) Roger Schultz, TX A&M University-Theatre, TAMU, College Station TX 77843 979/845-2526-wk 693-7757-hm, FAX 979/862-1744, r-schultz@neo.tamu.edu Any, - II [09]

(2) Jacque Shackelford, (Tyler Junior College), 14638 NW Rd., Whitehouse, Tx 75791 903/510-2207 jsha1@tjc.edu - III [10]

(*2) Victor L Siller, Tyler Junior College, PO Box 9020, Tyler TX 75711 903/510-2203-wk 566-2176-hm, 800/687-5680 x.2203 m-f-8-5, FAX 903/510-2800, vsil@tjc.edu Any, CM, - II [08]

(*1) Robert Singleton, 4520 Stanford Ct., Houston TX 77041-8840 713/937-3310-hm, rmsing45@earthlink.net Any, CM, - III [08]

(2) Eric Christopher Skiles, Kingwood College, 20,000 Kingwood Dr-SFA 104C, Kingwood 77339 281/312-1672 - wk eric.c.skiles@nhmccd.edu - III [09]

(*1) Lawrence Ray Smith (Theatre Consultant), 522 East Ln, Kerrville TX 78028 830/895-5936, FAX 830/895-5936, asnglft@kctc.com - IV [09]

(1) Melanie Smith, 8518 Fathom Circle #103, Austin, TX 78750 512/331-8231-hm melaniesmith1940@sbcglobal.net Any, - III [10]

(*2) Cynthia M SoRelle, McLennan College, 1400 College Dr, Waco TX 76708 254/299-8101-

wk csorelle@mcclennan.edu Any - II [08]

(*1) George Sorensen (Retired) 2 Brentwood Circle, Lubbock TX 79407 806/797-5502 I [08]

(*3) Travis Springfield (Kingwood HS), 1121 G Post Oak Park Dr, Houston TX 77027 713/249-5516 hm travis818S@aol.com III [08]

(1) Glenn Standly, 920 E. Franklin, Hillsboro 76645 254/582-2258 - hm standly@hillsboro.net - II [09]

(*3) David Stevens, Keller ISD, 350 Keller Pkwy, Keller TX 76248 817/744-1029-wk dtstevens@kellerisd.net II [08]

(1) Lory Stewart (Actors Anonymous Theatre Company), 2233 Oak Grove Cir. Garland TX 75040 469/688-2685-hm loryalison@comcast.net II [08]

(2) Clarence Strickland, (Tyler Jr College), 10633 F.M. 2767, Tyler TX 75708 903/510-2484-wk 903/533-9369-hm, cstr@tjc.edu - II [09]

(*3) Bronwyn Sullenberger, (Fossil Hill Middle School), 1033 Iron Horse Saginaw, TX 76131 817/847-1046-wk 817/847-6990-FAX 817/306-4547-hm bsullenberger@kellerisd.net Any, - II [09]

(2) Richard Tuman, 601 Stillmeadow Dr, Richardson TX 75081 972-671-9344-hm 972-860-4678-wk 972/860-4610 fax, txr2704@dcccd.edu Any, - II [08]

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(1) Matthew C Wagner, 602 County Rd 151, George West TX 78022-3415 361/449-9427, mcw@fmbnet.net - IV [08]

(2) Brian J. Warren (UT-Pan American) 1209 Daffodil Ave., McAllen TX 78501 956/631-6359-hm bjwarren@panam.edu IV [08]

(*2) E Don Williams, (Lubbock Christian University), 4428 76th Street, Lubbock TX 79424 806/720-7726-wk 795-1479-hm, FAX 806/720-7255, don.williams@lcu.edu - I [09]

(2) Steve Wood, (Texas Tech University), 4345 28th Street Apt. 18, Lubbock, Tx 79410 806/544-4107 steven.wood@ttu.edu - I [10]

(2) Daryl Worley, (Baylor University), 10305 Montana Gap Trail, Waco, Tx 76712 254/420-3874 daryl_worley@baylor.edu - II [10]

(2) James Worley (Angelo State Univ), 2216 Live Oak, San Angelo TX 76901 325/942-2343 x 241-wk 325/944-8867-hm, FAX 325/942-2033, james.worley@angelo.edu - I [08]

(2) Mary Ellen Wright (University of Texas-Tyler), 5404 Briar Cove, Tyler TX 75703 903/566-7289-wk 581-1835-hm, FAX 903/566-7491, MaryEllen_Wright@mail.uttyl.edu II [07]

(3) Barry Davis Yandell (Keller ISD), 1500 Pacific Pl, Fort Worth TX 76112 817/654-3020-hm, byandell@kellerisd.net Any, - I [08]

If your adjudicator's name does not appear on this list, they have either not paid their dues (as of Oct. 1), are inactive or are no longer certified to judge UIL Contests. Check the UIL Web site for the most up-to-date information. If you have questions about a particular judge, please call the UIL office 512/471-9996.

Hurricane aftermath

Athletic eligibility information detailed for displaced students



Mark Cousins
Athletic Coordinator

As families continue to recover from the hurricanes that struck the Gulf Coast, schools continue working to integrate displaced students into their school programs and to get themselves back in

operation. As you read in other articles in this issue of the *Leaguer*, the impact of these storms both directly and indirectly will be felt by schools for a long time to come.

Perhaps one of the most pressing issues for schools affected by an influx of displaced students is the issue of Reclassification and Realignment.

Information on Reclassification and Realignment will be released following the UIL Legislative Council meeting, scheduled for Oct. 16-17, 2005. The staff plans to solicit input from the Council on how to deal with school enrollments affected by displaced students, some of whom could be temporary.

Questions have also arisen in reference to the process being utilized by the UIL and schools in determining eligibility of students who have been displaced by either Hurricane Katrina or Hurricane Rita. The information below details the eligibility rules put in place for these circumstances; however, some information on how these applications are processed in the UIL office could be helpful for schools.

Once the applications reach the UIL office, they are immediately logged into the computer and assigned a number. At that time, if it is determined that more information is needed, a letter is created detailing the necessary information. This letter is addressed to the principal of the applying school and faxed to the number provided on the application.

As in all eligibility situations, it is the responsibility of the school to verify eligibility information on new students to the school. In order for Texas public schools to place and begin providing services to Louisiana students as quickly as possible, the Texas Education Agency (TEA) and the Louisiana Department of Education have col-

laborated to make records for students from the six affected parishes in Louisiana (by Hurricane Katrina) available to authorized personnel on a Louisiana Student Records (LSR) web page maintained by TEA.

TEA requests that each district that requires access to the records on the LSR web page send a fax to TEA with the names of personnel authorized by the superintendent. Access to the LSR will be granted only to Texas public school district personnel who have confidentiality forms on file and are authorized to access the Texas Personal Identification Database (PID) on EDIT+.

For Hurricane Rita, schools can attempt to obtain student records from the Texas Education Agency or the previous school for verification of eligibility. UIL is utilizing these records to assist schools in verifying the age of the student and the number of years in high school.

If schools can obtain these records and get permission from the student and their parent/guardian to provide them to UIL, it could speed up the process for eligibility verification and potential participation in varsity athletics.

UIL is working with the Louisiana High School Athletic Association to provide eligibility information as well. Between the school and UIL working to verify eligibility, the process should move along fairly quickly.

The key to the process is schools have the applications completed promptly and submitted to their District Committee as soon as possible. UIL cannot begin to work on the application until it has been approved by the DEC and submitted to our office.

Once the application is in the UIL office, we begin working to verify eligibility as quickly as possible.

UIL fully understands the influence of extracurricular activities can have on returning a sense of stability to student athletes affected by these storms.

The UIL staff had to make tough decisions on determining eligibility for student athletes who were displaced from their homes by forces outside of their control. Many are aware of the provisions (they are available on the UIL Web site) UIL put in for displaced students' eligibility for participation in athletics, but for those who may not be aware, those provisions

are as follows.

The first section deals with Hurricane Katrina; following that is a section pertaining to Hurricane Rita.

Athletic Eligibility for Student Athletes Displaced by Hurricane Katrina

Sub Varsity Participation – All Schools

Students can immediately participate in sub varsity activities upon completion of the Pre-participation Physical Examination (for those in their first and third year of high school) and Medical History (for all students) Forms, Acknowledgement of Rules-Parent Permission Slip and the Illegal Steroid Use Parent and Student Notification/Agreement Form.

Varsity Athletic Participation - Multiple School Independent School Districts

The eligibility for varsity athletic participation in a multiple school independent school district would be determined based on the school assignment made by that ISD. Students who attended the school as directed by the ISD in which they are temporarily housed could be eligible for varsity athletic participation with the following conditions:

For each student desiring to participate in varsity athletics, the school must complete and submit the University Interscholastic League Athletic Eligibility Waiver for Student Athletes Displaced by Hurricane Katrina. Displaced students are ineligible for varsity athletic participation until both the applicable District Executive Committee and the UIL approve the Eligibility Waiver. Upon approval, the UIL will return the approved form to the school.

Upon approval of the Eligibility Waiver, students could participate in varsity athletic activities upon completion of the Pre-participation Physical Examination (for those in their first and third year of high school) and Medical History (for all students) Forms, Acknowledgement of Rules-Parent Permission Slip and the Illegal Steroid Use Parent and Student Notification/Agreement Form.

Additionally, the provisions of the 15-calendar day rule will apply to students who enroll after the sixth class day of the school year.

Student athletes who attend a school

other than the one assigned by the ISD in which they are temporarily housed would be ineligible for varsity athletic participation for one calendar year.

Varsity Athletic Participation - Single School Independent School Districts

The eligibility for varsity athletic participation in a single school independent school district would be determined based on the location of the temporary residence/location of the displaced student. Students who attend school in the Independent School District in which they are temporarily housed could be eligible with the following conditions:

For each student desiring to participate in varsity athletics, the school must complete and submit the University Interscholastic League Athletic Eligibility Waiver for Student Athletes Displaced by Hurricane Katrina. Displaced students are ineligible for varsity athletic participation until both the applicable District Executive Committee and the UIL approve the Eligibility Waiver. Upon approval, the UIL will return the approved form to the school.

Upon approval of the Eligibility Waiver, students could participate in varsity athletic activities upon completion of the Pre-participation Physical Examination (for those in their first and third year of high school) and Medical History (for all students) Forms, Acknowledgement of Rules-Parent Permission Slip and the Illegal Steroid Use Parent and Student Notification/Agreement Form. Additionally, the provisions of the 15-calendar day rule will apply to students who enroll after the sixth class day of the school year.

Student athletes who attend a school outside the ISD in which they are temporarily housed would be ineligible for varsity athletic participation for one calendar year.

Athletic Eligibility for Student Athletes Displaced by Hurricane Rita

Sub-Varsity Participation – All Schools

Displaced students can immediately participate in sub-varsity activities upon completion of the Pre-participation Physical Examination (for those in their first and third year of high school, or documentation

See Aftermath, page 15

Playoffs bring celebrations

Booster clubs, parents must be aware of the rules pertaining to athletes and gifts



Rachel Harrison
Athletic Coordinator

With football, volleyball, and cross country season in full swing, and the playoffs on the horizon, it is a very exciting, yet hectic, time of year. With all of this frenzy comes a barrage of phone calls from eager and enthusiastic parents who want to reward and honor their players for a season of hard work, dedication and commitment.

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

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

Parties for athletes are governed by the following State Executive Committee interpretation of Section 441 of the UIL Constitution & Contest Rules: VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

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

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

Often times parents and booster groups want to provide meals or snacks for athletes either before, during or after a practice or game. This would be a violation of the amateur rule because it is deemed valuable consideration.

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

Oftentimes parents and booster groups want to provide meals or snacks for athletes either before, during or after a practice or game. This would be a violation of the amateur rule because it is deemed valuable consideration. Other items that are considered valuable consideration and thus a violation of the amateur rule include, but are not limited to:

- parties provided by parents or other students strictly for an athletic team;
- anything that is not given or offered to the entire student body on the same basis that it is given to or offered to an athlete.

One exception to the Amateur Rule allows student-

athletes to accept small “goodie bags” consisting of cookies, candy and symbolic gifts from their classmates, if allowed by local school policy. Keep in mind that goodie bags can only be given by fellow students, not parents or booster clubs.

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

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

The best advice for parents and booster clubs is to maintain communication with the school administration on all activities.

In addition, they should invite administrators to all booster club meetings, make sure the administration has a copy of all club publications, and finally, clear all activities through the administration.

The role of booster clubs should be to help enrich the school’s participation in extracurricular activities. The fundraising role of booster clubs is especially crucial with school budgets becoming increasingly tight. Money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion.

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

Elem/JH: Technology will be focus for upcoming year

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but more importantly because it diminishes the educational value of UIL competition.

2. You must do both parts A and B of the Art contest — doing part A only is not an option for a UIL district contest.

The Art contest evolved from Picture Memory in order to make it a more valuable educational experience for students.

Just knowing the titles and artists of a group of paintings does not teach children anything significant about the historical context of the painting or the life of the artist or the artistic themes of the work.

The point is not to turn fifth graders into art history scholars but rather to provide a solid foundation in art education that will be much more meaningful than just memorizing the names of the paintings.

3. In general, rules and regulations that are specifically spelled out in the *Constitution & Contest Rules* must be adhered to for district meets.

For example, it is not possible to reduce or increase the time limit for a given contest or to decrease the number of questions or to change the specified criteria for a correct answer.

In short, anything that would change the nature of the contest is not an option.

Development of individual contests, and the EJJ program, involves consideration of numerous goals and priorities — sometimes these overlap and sometimes they compete to some extent.

But the primary concern is always what is best for the kids...providing the most positive educational experience we can provide, while always remaining true to the UIL mission of academic excellence through competition.

A final note: the question of whether to move the EJJ Social Studies contest out of pilot status will be decided at the Legislative Council meeting on Oct. 16-17.

Watch the UIL Web site for updates.

Sports can help the healing process

Districts attempt to return to normalcy with modified athletic schedules

PUBLIC REPRIMANDS

FOOTBALL

Pat Hall, Eagle Mountain-Saginaw
Donnie Jackson, Eden



Charles Breithaupt
Athletic Director

Hurricanes dealt the Gulf Coast from Alabama to Southeast Texas a devastating one-two punch. Both Katrina and Rita have created tremendous damage to life, home and property in the affected areas. Every day activities that are often taken for granted have been disrupted. So, too,

have extra-curricular activities.

When catastrophes such as these occur, the major priority is certainly not sports. Relocation, securing homes, finding missing loved ones and returning to a semblance of normalcy take most of the energy and attention.

But, once people are fed, clothed and housed, thoughts run quickly to school and getting children back into their routines.

Most counselors would agree that providing students with positive activities helps them adjust to tragedies that have occurred. This is where sports speed the healing process.

While the hurricanes were raging, the UIL staff worked to establish protocol for those displaced by the storms. Almost immediately information was faxed and e-mailed to schools and placed on the UIL Web site.

The UIL created a special waiver process for students impacted by Katrina. UIL rules were preserved and protected, but forms were condensed and the application expedited for those affected by Katrina. The District Executive Committee had approval authority, and the UIL staff validated

the decision after review.

In Louisiana, more than 100 schools have been unable to reopen, forcing students to find new schools. Many of them have relocated to Texas and have sought eligibility in athletic programs at those new schools. Currently, the UIL has processed over 400 waivers for varsity athletes displaced by Katrina.

When Hurricane Rita hit, a different set of circumstances arose. More than 200 schools were impacted due to the massive evacuation. Nearly 40 schools were left without power, and many of those have yet to reopen.

Our first objective was to get those schools that returned after the evacuation back on schedule. The UIL made an unprecedented move in relaxing the five-day rule for varsity football. This change allowed schools to reschedule so that games would not have to be cancelled. Schools playing volleyball were able to enact provisions already included in the UIL Constitution and Contest Rules.

Several schools did opt to cancel non-district games. Some districts chose to use the five-day rule for their modified football schedule. Other districts have taken advantage of the relaxation of the five-day rule to reschedule varsity games. The important point is, the District Executive Committee has the authority to make the decision regarding the district schedule.

A few districts may be unable to play their entire schedule. Several schools have indicated they will be unable to resume classes until late October. This places a heavy burden on administrators who realize the importance their students place on these games.

A few District Executive Committees will be

forced to make difficult decisions regarding their district representation for the playoffs. When schools are unable to play all of the opponents in a round-robin format, district tie-breakers are compromised. The committees could be forced to use different methods to determine which teams go into the playoffs.

There has been some discussion of using a seeding process and a district playoff during the last three weeks of the season if all district games cannot be played.

At least one six team district is discussing playing three games on the final day of the season, with the three winners moving into the playoffs. In volleyball, most districts in the affected area are planning on utilizing district tournaments to determine district representatives.

These are unusual times that may call for unorthodox methods. The UIL places great faith in the district committee process. Rather than a top down bureaucratic decision, the schools that are most affected have the ability to determine what is best for them.

As we have said many times, the games are more than just what goes on between the lines. Bands, drill teams, twirlers, cheerleaders and other groups have worked extremely hard and want the opportunity to perform. Communities, longing for a diversion to the destruction they have seen, need to have something to enjoy.

Both Katrina and Rita force us to analyze our current situation. This introspection allows us to see how we take for granted the comforts of air conditioning, gasoline, ice and food. It also makes us appreciate even more the games we play and the value they bring to our students and the communities they represent.

Hurricane: Athletics and music make adjustments

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through the waiver process and administrative fees were waived, no specific rule was actually changed in regard to athletic eligibility of displaced students. The UIL has been working closely with the Louisiana High School Athletic Association to verify information, but that, too, has proven to be a long process.

"The biggest problem has been gathering information to verify eligibility," Cousins said. "A lot of thanks goes to the Louisiana High School Athletic Association for the help that they've given us in verifying information and getting those kids back on the field."

At press time, more than 400 hurricane waivers have been processed in the UIL office. Retired

Waiver Officer Sam Harper rejoined the UIL staff to help the athletic department with the increased amount of waivers, and he said he plans to continue his work through the end of October.

The UIL's music department also had to make accommodations and rule modifications in response to Hurricane Rita. Region 10, encompassing the Beaumont, Port Arthur and Orange area, was the hardest hit, Music Director Richard Floyd said. "All the programs there have been dramatically impacted," he said.

With many schools still closed due to Hurricane Rita, the Region 10 marching competition has been postponed, but the music department will provide some kind of culminating marching contest for that region later in the school year,

Floyd said. Schools less affected by Hurricane Rita in Region 10, who will be prepared to march for regional competition, will have the opportunity to perform in Regions 9 and 19.

"Sooner or later everyone will get to march if they want to," Floyd said.

The music department also made a slight modification in the UIL 8-Hour Rule to allow schools that closed during Hurricane Rita to have the opportunity to make up rehearsal time.

The UIL is dedicated to providing displaced students with opportunities to participate in extra-curricular activities. Information regarding procedures for UIL activities affected by hurricanes Katrina and Rita can be found on the UIL Web site.

2005 National High School Activities Week

For the 26th consecutive year, the National Federation of State High School Associations will sponsor National High School Activities Week, a week-long celebration of high school activities.

The activities for the week are as follows:

Sunday, Oct. 16

National Be A Sport Day

A day to encourage awareness about the importance of sportsmanship, ethics and integrity.

Monday, Oct. 17

National Fine Arts Activities Day

A time to focus on the students, coaches and sponsors involved in fine arts programs.

Tuesday, Oct. 18

National Officials Day

A time to thank the approximately 500,00 who serve as contest officials.

Wednesday, Oct. 19

National Youth Health Awareness Day

A time to promote efforts that encourage healthy lifestyles.

Thursday, Oct. 20

National Coaches/Sponsors/Advisors Day

A time to recognize high school coaches, sponsors and advisors.

Friday, Oct. 21

National Fan Appreciation Day

A time to thank the spectators and volunteers who support activity programs.

Saturday, Oct. 22

National Community Service/Participation Day

A time to give to your community and show your appreciation for their support. This day can also be used to promote fundraising activities.

Aftermath: Athletics details eligibility information

Continued from page 13

of prior participation this school year) and Medical History (for all students) Forms, Acknowledgement of Rules-Parent Permission Slip and the Illegal Steroid Use Parent and Student Notification/Agreement Form.

15-Day Rule

Displaced student athletes who choose to temporarily attend a new school and participate in varsity athletics with an eligibility waiver are subject to the 15-day rule at the new school.

Displaced student athletes who choose to temporarily attend a new school and participate in any practice (before, during or after school) or contest at any level and return to their original school when it opens would not be subject to the 15-day rule upon returning to their original school. They could become eligible for participation after one school day back in their original school. These students would need to complete a Previous Athletic Participation Form prior to varsity athletic participation at the original school.

Displaced student athletes who choose to temporarily attend a new school and do not participate in any practice (before, during or after school) or contest at any level and return to their original school when it opens would not be subject to the 15-day rule upon returning to their original school. They could become eligible for participation after one school day back in their original school. These students would not need to complete a Previous Athletic Participation Form prior to varsity athletic participation at the original school.

Varsity Athletic Participation - Multiple School Independent School Districts

The eligibility for varsity athletic participation in a multiple school independent school district would be determined based on the school assignment made by that ISD. Students who attended the school as directed by the ISD in which their family is temporarily housed could be eligible for varsity athletic participation with the following conditions:

For each student desiring to participate in varsity athletics, the school must complete and submit the University Interscholastic League Athletic Eligibility Waiver for Student Athletes Displaced by Hurricane Rita. Displaced students are ineligible for varsity athletic participation until both the applicable District Executive Committee and the UIL approve the Eligibility Waiver. Upon approval, the UIL will return the approved form to the school and DEC.

Upon approval of the Eligibility Waiver, students could participate in varsity athletic activities upon completion of the Pre-participation Physical Examination (for those in their first and third year of high school, or documentation of prior participation this school year) and Medical History (for all students) Forms, Acknowledgement of Rules-Parent Permission Slip and the Illegal Steroid Use Parent and Student Notification/Agreement Form. Additionally, the provisions of the 15-calendar day rule will apply to students who enroll after the sixth class day of the school year.

Student athletes who attend a school other than the one assigned by the ISD in which their family is temporarily housed

would be ineligible for varsity athletic participation for one calendar year.

Varsity Athletic Participation - Single School Independent School Districts

The eligibility for varsity athletic participation in a single school independent school district would be determined based on the location of the temporary residence/location of the family of the displaced student. Students who attend school in the Independent School District in which their family is temporarily housed could be eligible with the following conditions:

For each student desiring to participate in varsity athletics, the school must complete and submit the University Interscholastic League Athletic Eligibility Waiver for Student Athletes Displaced by Hurricane Rita. Displaced students are ineligible for varsity athletic participation until both the applicable District Executive Committee and the UIL approve the Eligibility Waiver. Upon approval, the UIL will return the approved form to the school and DEC.

Upon approval of the Eligibility Waiver, students could participate in varsity athletic activities upon completion of the Pre-participation Physical Examination (for those in their first and third year of high school, or documentation of prior participation this school year) and Medical History (for all students) Forms, Acknowledgement of Rules-Parent Permission Slip and the Illegal Steroid Use Parent and Student Notification/Agreement Form. Additionally, the provisions of the 15-calendar day rule will apply to students who enroll after the sixth class day of the school year.

Student athletes who attend a school

outside the ISD in which their family is temporarily housed would be ineligible for varsity athletic participation for one calendar year.

Parent Residence Rule

If a displaced student athlete is granted an Athletic Eligibility Waiver to participate at a new school, that eligibility waiver is only valid as long as the student's parents remain in the attendance zone of that new school. If the original school re-opens and the parents of the displaced student athlete return to the attendance zone of the original school, the Athletic Eligibility Waiver will be null and void. If the parents of the displaced student leave the attendance zone to establish residence in another school attendance zone, the Athletic Eligibility Waiver will be null and void. If the displaced student athlete remains in the new school, they would be ineligible for varsity athletic participation beginning with the time their parents leave the new school attendance zone until they have been enrolled in the new school consecutively for one year, or until the student has filed for and been granted a Waiver of the Parent Residence Rule.

Any questions on requirements associated with this situation should be directed to the UIL Athletic Office. A tremendous amount of thanks is due the population of Texas for their work in making their buildings and communities available to those who were affected by these dangerous storms. As evidenced by the ability to open doors to approximately 50,000 new students in less than a month, the scope and breadth of the generosity of the school people of Texas truly knows no bounds.

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

The correct dates for ordering, using and releasing 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, and released on February 4.
- Deadline to order Invitation B materials is January 10. This material may be used February 10 through March 11, and released on 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*.

EFFECTIVE AUGUST 1, 2006

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

WRESTLING PLAN

Section 1340(b)(2), Boys', Girls' Restriction – This rule clearly addresses students and does not prohibit a coach from providing instruction to students of the opposite gender.

CREDIT REQUIREMENTS FOR ELIGIBILITY DURING THE FIRST SIX WEEKS

Section 409 (a), Grades Nine and Below – When parents or guardians are

successful in convincing school officials to allow their child to repeat the seventh or eighth grade, academic promotion is effectively withdrawn and the student is ineligible for the first six weeks because he is repeating the grade. If the student passes all courses for the first six weeks, academic eligibility may be regained seven calendar days later.

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.

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.

SPRING BRANCH SMITHSON VALLEY HS

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

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.

BUFFALO HS

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

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 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

BAYTOWN LEE HS

The public reprimand for failure to participate in one-act play was issued in error and has been rescinded by the State Executive Committee

ONE-ACT PLAY

The State Executive Committee issued penalties to the following schools for failure to participate in one-act play during the 2004-05 school year:

AUSTIN JOHNSTON HS

– Public reprimand and suspension through August 2, 2006.

DALLAS SPRUCE HS

– Public reprimand and suspension through August 2, 2006.

FORT WORTH POLYTECHNIC HS

– Public reprimand and suspension through August 2, 2006.

NORTH HOUSTON HS FOR BUSINESS

– Public reprimand and suspension through August 2, 2006.

HOUSTON JORDAN HS

– Public reprimand and suspension through August 2, 2006.

SAN ISIDRO HS

– Public reprimand and suspension through August 2, 2006.

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	