

The Leaguer

The 'TIMES' of her Life

'Lucky break' routes ex-UIL journalism champ to LA Times internship

BY JEANNE ACTON

Writing for the *Los Angeles Times*, modeling on the weekend, and attending parties where Stevie Wonder, Whoopi Goldberg and Susan Anton would be roaming sounds like a glamorous life for anyone—especially for a recent high school graduate.

But as she describes it, "I just got a lucky break."

Others might argue that it was not luck at all but skill and talent that landed Rhonda Hunter an internship at the *LA Times*.

Her "lucky break" started with "a gamble by Tom Johnson, publisher and chief executive officer of the *Los Angeles Times*," Rhonda said.

The gamble would be to hire Rhonda for the summer internship straight out of high school. It had never been done before.

Johnson was on a fishing expedition for the weekend in Rhonda's hometown when he saw a front page story about her in the local paper. "I did quite a bit in high school with extra-curricular activities (including journalism) and leadership," she said. "Also, I was the valedictorian and a National Merit Finalist. He was really impressed on how I managed to maintain it all."

In UIL competition Rhonda qualified in three 1987 state meet journalism contests, winning first in editorial writing and second in feature writing. She also edited her school newspaper which won Tops in Division at ILPC.

So the offer was made and Rhonda accepted.

She left for Los Angeles on June 8 and quickly began her 9 to 5 schedule of various things. "I interned with other reporters and did two major stories with other reporters," she said. "I did a lot of news briefs and copy blocks which were not very fun. I had to pick two or three photos out of a whole set and then write copy as though I was there."

In the beginning she also did a lot of "legwork". "I did research and got background materials for other reporters so I could get the gist of things," she said.

On the weekends in her free time Rhonda even did a little modeling. "My uncle had a friend who wanted me to help with the debut of a studio in town," she said. "They dressed me up in all these expensive clothes and did my make-up and hair. It was a lot of fun."

Rhonda did what most interns do but that wasn't enough. Her talent and desires turned her into a real *LA Times* reporter. She even went undercover.

Rhonda's big story started out at a City Council meeting. "I was at the meeting when they were discussing the problem of 1,000 teenagers getting



LUCKY, PERHAPS. Talented, definitely. In her Jester Dorm, Rhonda is working toward a degree in journalism at UT-Austin. The summer experience gave her new appreciation for writing. "You could spend 15 minutes just pondering on a phrase to make it sound right," she said.

Photo by
JOHN MOORE

together at the Burger King," she said. The teenagers would sit around and talk and listen to music and drink. The police just started arresting people."

After the meeting the idea of going undercover popped into her mind. "Posing as a 'normal teenager' I could get the inside story as no one else could," she said.

So Rhonda proposed her idea to the editor and they took another gamble and let an intern go undercover.

Another reporter was assigned on the story with Rhonda for a number of reasons. "Basically, it was to help me because I had never done a full scope story by myself," she said. "Also, just like any story there was the liable aspect. Anything you do can defame a person's character and I had never dealt with anything so big."

Although the other reporter was there, he did not do all of the work. "I did most of the background and everything and he oversaw it," she said.

But going undercover may not have been the most exciting time at the *LA Times* for this basketball fan. "I got to meet Magic Johnson at a press conference," she said. "He was having a basketball camp for junior high kids. He was really nice. He even gave me a media press for the all-star game."

Magic Johnson, though, was not the only star Rhonda met. "I went to a Stevie Wonder benefit when one reporter couldn't make it," she said. "Marilyn McCoo, Whoopi Goldberg, and Susan Anton were all there. They (the *LA Times*) were always trying to get me places where I could meet people."

Yet, the meeting of the stars was not the most important thing she did in Los Angeles. Learning was. "It was incredible," she said. "I don't know if I could put it into words. I became an adult. I was given so much

responsibility which I learned a tremendous amount about."

She also learned what the word perfection means. "Mistakes just are not printed," she said. "You could spend 15 minutes just pondering on a phrase to make it sound right. You learn to have far more respect for your writing. You never sent anything half-finished or mediocre."

In order to realize perfection, the editor gave her copies of other city papers to compare. "I would read the other papers and cite mistakes," she said. "It really helped me to critique my own work. Now, I find myself critiquing everything."

She learned one more thing. "Journalism can pay well depending on the newspaper and its circulation."

And on August 21 the gamble ended with two winners—Rhonda Hunter and the *LA Times*. "The editor, Charles Carter, was impressed by my work and welcomed me back for next summer," she said.

But her plans are not definite yet. "At this point I want to get adjusted to college life (at the University of Texas at Austin)," she said.

Although, eventually she does want to get involved with the University paper. "I missed *The Daily Texan* rush week," she said. "I have had some suggestions to do freelance work for them. I am not sure if I will become a member of the staff, but I will definitely write."

"My ultimate goal right now is just to do well in college."

Editor's note: Jeanne Acton is a freshman journalism major at The University of Texas at Austin. A graduate of Duncanville HS, she was the 1987 Texas High School Journalist of the Year.

Rules reflect desires of member schools

During the past school year, approximately a half-million Texas public school students participated in one of 17 academic contests. Another 300,000 took part in an extracurricular music program while some 475,000 voluntarily enrolled in interschool athletics.

In all, well over one million students joined of their own volition in extracurricular educational competitions.

Each of these contests was organized and conducted under the auspices of the University Interscholastic League (UIL). In spite of the fact that the UIL is the largest and, many contend, the finest organization of its type in the nation, -- and despite that several states have patterned their activities associations after the UIL -- and despite that one of every two students in public schools voluntarily takes part in a League-sponsored contest prior to graduation, -- despite all this, there remains a great misconception among the lay public as to the purpose, structure and philosophy of the UIL.

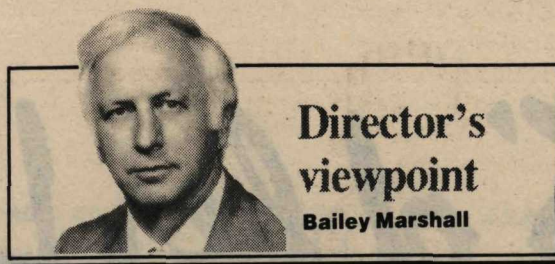
Seldom is the relationship between the UIL and extracurricular activities recognized by the public. The average football fan probably considers the Friday night game as "something that just happens." In fact, the League rarely enters the picture, so far as the typical spectator is concerned, until a rule is violated. Then the "arbitrary and callous" UIL steps in to disqualify or discipline a team or individual.

The press has done much to perpetuate this fallacy.

Consequently, the public has only a vague notion as to what the UIL stands for. And the impressions it has are generally negative.

If Texas is to continue to offer a purely amateur and educational extracurricular program, public school educators must inform the public of the League's structure and the rationale behind adherence to a firm set of rules by member schools.

Who runs the UIL? How are the rules made? What is the role of the individual contest sponsor and school administrator in the process?



**Director's
viewpoint**
Bailey Marshall

The League was organized in 1910 in Abilene, when a group of school administrators asked The University of Texas at Austin to sponsor forensics activities under the Bureau of Public School Services. This was done each year until 1978, when the League was placed under the UT Division of Continuing Education.

Its sole purpose is to organize and direct properly supervised and controlled contests, providing healthful, character-building, educational activities carried out under regulations that provide for good sportsmanship and fair play for every participant.

It is the League's goal to sponsor a broad-based amateur contest structure which will motivate each student to excel in the activity he voluntarily selects.

It is not the aim of the League to provide a training ground for collegiate or professional athletes. If some students aspire to these heights, so much the better. But statistics indicate that no more than three or four percent of the college bound seniors take part in collegiate athletics. It would not be educationally sound to structure a program solely for the sake of the three or four percent, and leave the other 96 or 97 percent to fend for themselves.

Thus, rules were written to retain the amateur nature of the contests while freeing participants from undue community pressures and to keep these activities in perspective of the overall educational program. For

example, the summer camp rule states that students attending specialized football, basketball and volleyball camps during summer months will be ineligible in the sport or sports in which they attended the camp if they played varsity the previous year. The rule was written, in part, to minimize coaches pressuring athletes to attend these camps. Many youngsters had been indirectly coerced to attend camps, whether they wished to or not.

Who makes the rules?

All League rules, regulations and amendments are voted into the constitution by its member schools via a process which greatly resembles our state and national legislatures.

Each public school elects a representative to the UIL Legislative Council. There are 20 members of this council, representing the four regions of the state and the five conferences per region. This group meets once a year to discuss various rules to be changed, new rules to be adopted, and to hear requests and concerns from various professional associations and other interest groups.

Their vote generally reflects the attitudes and desires of the school people in their respective region who are charged with the responsibility of administering the UIL program.

Proposals change a rules are brought to the attention of the Legislative Council. The standing committees discuss the proposals during the summer. In October, the full council meets to finalize its position on proposed rule changes.

If the rule involves a penalty, it is placed on a referendum ballot to be sent to the member schools for consideration. If the proposed rule is approved, it is placed in the League *Constitution and Contest Rules* for the next school year.

The administrators making the rules oversee the entire extracurricular program, and are responsible for keeping each contest in perspective within the entire educational spectrum of the school system.

Superintendent input requested at meetings

The UIL staff plans to conduct statewide meetings with superintendents this year. Although specific dates and sites have not been announced, meetings will be held in cities containing Regional Service Centers.

"These meetings are being held to review new rules, proposed rules, and reclassification procedures and to discuss problems and possible solutions to those problems," said Dr. Bailey Marshall, UIL Director. "To accomplish this purpose, it will be important that superintendents attend the meeting and candidly state their concerns and offer solutions to those concerns."

The strength of the UIL has been the governance and leadership provided by the superintendents, Marshall added.

"The organizational structure and legislative structure established by superintendents has allowed development and maintenance of an educational and amateur program that has withstood the test of time," he said. "Changes in philosophy of our society have brought about many changes and will continue to do so. It is important that we take this time to provide input from all areas of the state."

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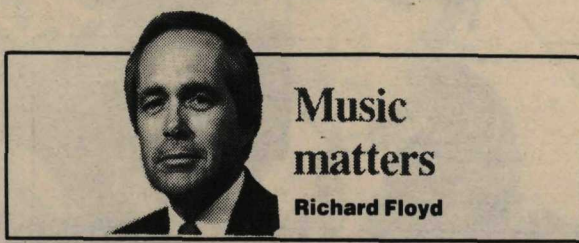
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Examining the true value of competition

Not long ago I had the good fortune to discover an oriental proverb that is credited to the philosopher Miyamoto Musashi. It goes like this. "I have no jealousy nor animosity toward others; as long as I know that I have put forth my own best effort."

As I reflected upon these words of wisdom I thought about how wonderful it would be if each one of us and our students would make this statement our creed as we prepare for the many music competitions that will take place during the year before us.

Of course all would agree that this is a noble stance and there is no doubt that the members of our profession would rise as one to applaud the acceptance of such a philosophy. Unfortunately, our world is not that simple. In a recent article published in the Iowa Musicator, Jim Austin called special attention to an important consideration that has been identified through educational research in the areas of competition and learning. This research suggests that students seem to naturally adopt an



Music matters
Richard Floyd

adversarial approach (called ego involvement) whenever placed in a competitive environment. As a result, they are primarily concerned with "beating" someone else or "winning" a prize, rather than making progress towards some goal. They are also less likely to learn from others because observations of the competitors are usually limited to negative criticism.

This research should not tarnish the fact that properly administrated educational competition does provide an excellent kind of motivation and serve as a valuable

resource for establishing measurable goals for the music program. An accelerated rate of musical growth is routinely associated with the preparation process for virtually all music contests and numerous extra musical benefits can be cited as well.

However, if one is willing to examine the potential for both good and bad that is inherent in the contest experience one would logically conclude that there is some "good news" and some "bad news". The "good news" is the fact that contest participation can motivate learning, provide meaningful critique and, in some ways, validate the quality of the music program. The "bad news" is clearly the fact that there are negative by-products present in educational competition which can easily overshadow the worthwhile aspects of competitive musical events if not properly monitored.

Possibly the most important step that must be taken

Please turn to GOOD NEWS, page 6

Plan to lower ensemble limit goes to Council

At this summer's UIL/TMEA Music Advisory Committee meeting in San Antonio there was much discussion regarding the current status of the Medium Ensemble Competition. The primary concern focused on practices that have become prevalent in recent years that appear to be contradictory to the original intent of this contest as it was established during the last decade.

Studies by the State Office, as well as reports from contest chairmen from around the state, clearly indicated that the following practices have become commonplace:

- With the current maximum number of participants listed as 45 many music programs have elected to enter a full concert organization as a Wind-Percussion Medium Ensemble. In most cases the group simply performs another piece off the Prescribed Music List. The net result is simply the creation of another concert contest experience during the Spring. The only difference being that the event is heard by only one judge.

- Groups have also elected to perform repertoire of very questionable musical and educational value. Medium ensemble judges at the 1987 State Solo and Ensemble Contest were particularly concerned about the quality of some of the selections performed. Again, most of the music in question was performed by fully instrumentated performing ensembles that duplicated the normal instrumentation for concert and sightreading contest.

- Many bands, orchestras and choirs routinely enter medium ensembles that are actually quartets, quintets and sextets but with each part being doubled by as many as six or more musicians. The criteria seems to be "how many people can I squeeze in and still be under the 45 performer limit?" rather than "what will be the most artistic and educationally beneficial part assignment for this work?" It was the observation of several Executive Secretaries that often times the purpose of this practice was "to see how many medals we can bring home."

These are a few of the more general concerns. There



are many others that are more specific and too numerous to mention. Regardless, it was the feelings of the Music Advisory Committee that abuses existed and that this was indeed a problem that needed to be addressed. Several options were discussed by all three performing divisions and a summary of these discussions was then forwarded to the Standing Committee on Music of the Legislative Council for consideration at its summer meeting.

When the superintendents that comprise the Standing Committee on Music met in August the problem was discussed at great length and then referred to the Technical Advisory Committee for a final recommendation. After several weeks of study the Technical Advisory Committee has elected to recommend that the maximum limit of

participants be reduced from 45 performers to 30

performers. This recommendation will be reviewed by both the Standing Committee on Music and the full Legislative Council on October 18-19 at the annual fall meeting. At the conclusion of this discussion a vote will be taken to approve or disapprove the recommendation. If approved this change will go into effect for the 1988-89 school term.

It is important to note that all input concerning this change is still welcome. Anyone wishing to make their feelings known on any facet of this issue should promptly contact the UIL State Music Office to secure instructions regarding appropriate procedures for communicating with the Council.

In Tune

Broadway star Tommy Tune featured at Theatrefest '88

BY LYNN MURRAY
One-Act Play Director

The Department of Drama at UT-Austin will celebrate its 50th anniversary by hosting the Texas Educational Theatre Association's Theatrefest '88, featuring actor/director/choreographer Tommy Tune. The 38th annual convention of TETA is scheduled January 28-30 at La Mansion in Austin.

Tune, currently the brightest star of the American musical theatre and the hottest draw on Broadway in recent years, has one big advantage over other dancers, choreographers and directors of musicals. He had the luck to be born and grow up in Texas, where Ruth Denney was his first theatre teacher at Houston-Lamar High School, where he was able to graduate from UT-Austin Drama in 1961, and where he had opportunities to work in theatre before he turned north towards Times Square.

Most publicity says he started his professional career dancing in the chorus of such Broadway shows as *Irma La*

Please turn to TUNE, page 6

ON STAGE. Broadway star and Houston native Tommy Tune will be the featured attraction at the TETA convention, January 28-30 in Austin.



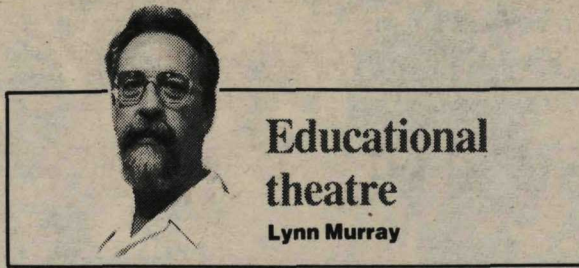
Planning meeting essential to smooth year

OAP enrollment cards have been mailed to both administrators and theatre directors. *Handbook* "Addendums" have been mailed to administrators, theatre directors and critic judges. The complete Student Activity SuperConference program for October 17 in Austin and preliminary programs for Huntsville (October 24), Lubbock (November 14) and Denton (November 21) have been mailed to both administrators and theatre directors for distribution. We should be on our way. If you have not received any of the above, contact me ASAP. You need this information to begin preparation for the one-act play contest.

Why should all OAP planning meetings be held prior to November 2? Administrators are meeting to plan spring meet and your recommendations must be made prior to that time. *The Handbook for One-Act Play*, 10th Edition is essential for planning and participation. New directors should obtain one immediately. The supply is relatively limited and a new edition will not be available until next August.

There are several special considerations in planning for OAP this year. The enrollment deadline is still November 1. Area meets are scheduled April 4-9. Most will be conducted on April 9 but a few are set for April 8 because of facilities and two areas at one site. Areas will not be moved this year, unless the current host withdraws. In such cases, we will look for new sites. The area meet schedule should be completed by November 1.

There are changes in the OAP calendar in addition to completing planning meetings by Nov. 2. The deadline for requesting permission to produce plays not on the Approved List of Long or Short Plays is January 15. This date correction shows in the Official Calendar in the C&CR and in the *Handbook* "Addendum." It should be corrected in the *Handbook* and in the Texas Educational Theatre Association's yearly calendar book that was sent to you by the Secondary School Section. It should also be



noted that the critic judge information included with the TETA calendar is not complete and is inaccurate. Read carefully the information provided at the beginning. The fault is mine. Many of the judge's information cards were incomplete and five years old. We will try to do better in the future.

The deadline for requesting additions to the basic set has been changed from February 2 to February 14. This change was made last year in the Official Calendar of the C&CR and the correction should be made in your *Handbook*. This delayed date was well received by most, but it is very close to the February 23 title deadline. Set additions requested February 14 may not be evaluated and returned to directors prior to February 23. Last year, the number of requests pending after the deadline made it impossible to return decisions prior to eligibility deadlines 10 days before the zone/district meets. It was a major problem for those involved in early contests.

Directors, administrators and contest managers should be aware that early zones and districts are no longer permitted. The zone week prior to district OAP has not been in the Official Calendar for two years and the early week reference in the *Handbook* has been deleted in the "Addendum." OAP may not be scheduled prior to March 14, but three weeks will be permitted. OAP districts must be completed by April 2. Area is the next week. You must notify the State Office that you wish to use March 28-April 2 for OAP, but the approval will be automatic.

There are other important changes in the "Addendum." Only printed scripts of published plays, except public domain or originals, will be accepted for approval consideration. Scripts that are a series of playlets or scenes with different or unrelated characters cannot be judged by OAP standards and will not be approved. They fit in the same category as reader's theatre type materials. *The Dining Room* is an example of such a play added to the Ineligible Plays.

The author of *Doors* and *Mother Hicks*, Susan L. Zeder, has refused permission for UIL productions. As a result, they have been placed on the Ineligible Plays list, in order to save directors the \$10 reading fee.

The reading fee and fee for additions to the basic set have been increased from \$5 to \$10 and recommended per play, minimum four plays, judging fee is now \$25.

When a panel is used, copies of the individual panel ballots and the tabulation form used by the contest manager must be posted following the contest. Companies have a right to know rankings and whether or not tabulations were properly executed. These forms must be sent with the contest manager's report to the state office.

All directors should note in the new "Addendum" addresses for Coach House Press, Dramatic Publishing Co. and Samuel French. You should request a new 1987-88 catalogue from each. *Will*, adapted by Jules Tasca (Baker's) and *Taming of the Shrew*, adapted by Charlotte Brown (Clark) were added to the short plays after the "Addendum" was completed. Please record these in your *Handbook*.

I trust you will plan to make one of the four Student Activity SuperConferences and schedule your productions to clear the TETA convention date of January 27-30 at La Mansion in Austin. See you there!

Have you signed your Professional Acknowledgement Form as the OAP director this year?

A call for public opinion

Last year's UIL district and regional debate tournaments pointed out a number of areas where the *Constitution and Contest Rules* are lacking. Specifically, the contest rules claim a particular action is wrong, but specify no action or penalty in response. A number of teachers, district directors, and regional directors brought these areas to my attention, and the Academic Committee of the Legislative Council addressed these concerns at their summer meeting. On October 18 and 19, the Legislative Council will meet in Austin to consider the following proposals in the speech and debate areas.

First, many coaches have expressed their concern over a trend toward rudeness while debaters are cross-examining each other in the questioning period in Team Debate. This proposal would add the following lines to the description of the cross-examination period: "Rudeness, sarcasm, and condescension shall not be tolerated during the cross-examination period, and the judge may choose to assign speaker points accordingly." Like the rapid-fire delivery caveat, the decision as to appropriateness is left to the individual judge in the round.

Second, ballot verification has become an important part of the speech contests in preventing tabulation errors before final results are announced. The *C&CR*, however, did not specify this period and a coach's responsibility during it for Team and Lincoln-Douglas debate. The proposed change will add the following provision, "A student and/or coach who is not present for this announced ballot verification period forfeits his opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the debaters. At the end of



A way with words

Elizabeth Bell

the ballot verification period, results shall be read as official results. No questions may be raised after this point. The teams who will advance into elimination rounds are not subject to change."

A third area in which no penalty is specified for an infraction of the rules is substitutions. While team debaters may be substituted prior to the meet, after a tournament has begun no substitutions shall be allowed on a team. The rules, however, do not mandate a penalty for this illegal substitution. The proposed change will add the following: "The contest director is empowered to disqualify a team for substituting after a tournament has begun."

The fourth proposal will specify the penalty for "no shows" in Team and Lincoln-Douglas debate at regional and state competition. Several regional directors have expressed concern over "no shows" in debate. Pairing teams and L-D debaters at Regional is a time consuming task, and all rounds must be repaired before the tournament can begin if debaters do not arrive for the contest. Given the tight eight-hour regional schedule and the opportunity for scholarships at State Meet, schools

who do not notify the director of their absence seriously jeopardize the success of the tournaments and debaters. Patterned after a similar rule in One-Act Play, the proposed amendment reads: "Schools who fail to notify the regional and/or state contest directors that their team will not compete are in violation of the Spring Meet Code and this shall be considered grounds for disqualification of its contestants for the current competition and may be grounds for suspension for the following year."

The fifth proposal to be considered in the speech and debate areas deals with teams who refuse to debate for first, second, or third place in Team debate at district, regional, and state levels. Assured of a place at the next level of competition, teams occasionally refuse to debate in semi- or final rounds. The following wording is proposed to specify the penalty in this instance: "Teams who refuse to debate in semifinal or final rounds shall be disqualified from the tournament."

An important proposal before the Policy Committee will permit schools to allow sponsors/directors/students to participate in selected Academic-Fine Art competitions on a maximum of two Sundays during a school year. Prompted by national debate tournaments held on Saturdays and Sundays, this rule change will read: "High school students may be entered into competition, instructed by, and accompanied by school academic coaches, sponsors, or directors under the following provisions: 1) A student shall not compete in more than two competitions on Sunday during a school year. 2) The participation of the student, academic coach, sponsor, or director must have prior approval of the superintendent or designated administrator. 3) Participation is limited to contests that are sponsored by colleges or universities."

The Legislative Council will need your opinions on these proposed changes. All schools have received copies of these and other proposals to be considered at the October 18 and 19 sessions. Your letters and your appearance at the public hearing are important ways of voicing your concerns.

Q&A about Prose and Poetry categories

BY ELIZABETH BELL
Speech Activities Director

No matter how clear cut the new prose and poetry categories seem to me, questions will always arise over what is in and out of category. I don't mean to enter the "original intent" debate so popular now at the Bork hearings, but I do think that I can answer some questions about the ideas of the founding mothers and fathers when these categories were conceived. Here are the questions that have arisen so far:

• Ernest Hemingway wrote some poetry. Since he appears on the Pulitzer fiction list, may I perform his poetry for Category A, the Pulitzer poet list?

No. We need to keep the lists separate. Only poets that appear on the Pulitzer poet list may be used in Category A poetry, and only writers that appear on the Pulitzer fiction list may be used in Category A prose. At many tournaments, especially at District Spring Meet, prose and poetry will be directed by two different individuals. They will have a copy of their respective list and will be directed to verify that students are performing selections by writers on the appropriate list.

• Tennessee Williams won the Pulitzer for drama. May I perform his works of fiction?

No, once again, we will adhere to the lists of Poetry and Fiction winners and not to the lists of writers who have won Pulitzer Prizes for drama, nonfiction, journalism, history, etc.

Cross-X Debate Resolution

Resolution: That that the United States Government should adopt a policy to increase political stability in Latin America

L-D Debate Resolution

Resolution for September, October, November: Resolved: That Lt. Col. Oliver North is an American Hero.

• In Category B Poetry, "Performer's Choice," may I perform several poems?

No. The intent of the category is to choose one poem and introduce it with a discussion of why you like it and/or chose it. If more than one poem were allowed, this category would not differ significantly from Category C, the Poet-Centered Program.

• Are anonymous poems allowed in the Performer's Choice category?

The category description does not rule out works by anonymous authors, but I hate to see the opportunity for wonderfully new and adventurous performances lost

because a student settles on an anonymous work. Anonymous works are often passed down through the dubious channels of folklore, newspaper columns, and greeting cards. Good authors tend to sign their works.

• In prose categories B and C, what if a work is jointly authored by a man and a woman?

Let's leave it out. If the "spirit of the categories" is to explore points of view by women and by men, a jointly authored work may confuse the issue. Both category descriptions begin with the sentences "Contestants must perform a prose selection, fiction or nonfiction, written by a woman" or "... written by a man."

• May a Pulitzer Prize-winner be used in Category B or C?

Yes, as long as three different writers or poets are featured in the students' selections. For example, a student choose the following prose works to perform from: Category A--Jean Stafford's "A Reading Problem;" Category B--Eudora Welty's *Ship of Fools*; and Category C-- Ernest Hemingway's "A Clean, Well-Lighted Place." All three writers have won the Pulitzer Prize for fiction, but only in Category A will the contest director verify Jean Stafford's place on the Pulitzer list. The student will need verification of Welty's and Steinbeck's birthdates for their appropriateness in Category B and C. Likewise, in poetry, all three poets may have won Pulitzers, but only one will be verified by the contest director if Category A is drawn.

Good news

Continued from page 3

is to instill in everyone who is associated with the contest a philosophy and attitude that places emphasis on the growth experience of contest participation rather than the final outcome of the competition. This mind-set must be nurtured with each student, director and parent as well as the school and community at large. Such a philosophy must be built on what we might define as "essential elements". Certainly this is a term with which we all have become very familiar in recent years!

One of these elements must in some way address the emphasis on winning as it relates to success or failure. For far too long we have allowed our profession to be obsessed with "making a One" and relegating to second class citizenship anyone who failed to achieve this abstract standard of excellence. School buses throughout Texas are filled with the echos of conversations that addressed such dismal topics as "our choir is a failure because we did not win Sweepstakes" or "all the hard work and practice is meaningless because our band did not advance to state". In every such discussion the true value of competition is ignored.

Furthermore, from time to time it is easy to hear comments to the effect that "I'm not going to contest this year because I can't get any better than a Three and I do not want to demoralize the kids." Is it possible to assume the position that "making a Three" could be a realistic and meaningful short term goal for certain programs that are in the process of development or rebuilding? Isn't it possible to say, "This year we want to do the best that we can with what we have and hopefully earn a Good or Excellent rating. If we are successful we will set a higher goal for next year." The important thing is to do our best, improve, and develop a love and appreciation for music. In other words, the issue must be one of growth for the students and director rather than the attainment of the ultimate rating or trophy.

A second element would be an affirmation of the proverb stated at the beginning of this article. In short, the essence of educational competition should be a matter of putting forth one's best, respecting the best in others

and growing from the experience.

Recently, one of the outstanding directors in our state shared with me a copy of a letter that was written by a student in one band to the members of another band. The letter was written after a competition in which both organizations participated. Its contents suggest that there is a final element that must be a part of this scheme. This final element would have something to do with our perception of what it means to win and how we view our fellow competitors in victory or defeat. The young lady who wrote the letter is Elleana Mann and she is a member of the La Porte High School Marching Band. Her thoughts very eloquently address this third issue and should be an inspiration to us all. The following is a summary of her thoughts about the contest and what winning is all about.

"I just wanted to thank you so much for the wonderful welcome you gave us (at the recent band contest). Usually when we go far away from home to compete, the bands from that area (of the state) think that we're snobs and we just go to show off...We do not compete for those reasons.

Our feelings about competition go like this: When you win, and members of the other bands scorn you...it makes you feel like you really haven't won at all. On the other hand when you've earned the respect of another great band, it doesn't matter if you won the contest because you've won in a different sense.

When they announced that we had won, many people from your band ran up and hugged and congratulated many of us. We didn't just win a contest, we won the respect of one of the finest bands in the state! We have won many contests, but this is the only one that made us feel like true champions. Thank you!...You are truly a great band and you have definitely earned our respect as well."

In truth everyone was a winner in this particular situation. Each group performed to the best of its ability. Each group respected the other.

This young lady from La Porte beautifully summarizes the essence of what educational competition is all about. A commitment to giving one's best, a genuine respect for the best in others and the realization that we all can be winners if we concentrate on the true value of competition rather than the tangible outcome of the contest.

Invitational

Continued from page 8

sense, calculator applications, science, and spelling. Topics will be provided for impromptu speaking and ready writing. For the elementary level tests are available in number sense, listening and spelling. Topics will be provided for ready writing. Supporting materials for all contests are available. The schedule of elementary and junior high invitational and individual release dates is shown in the elementary and junior high school graphs on page 8 of *The Leaguer*.

The individual release dates for both the high school and elementary/junior high schools are listed above. Individuals may order a single copy of the test and answer key by sending a self-addressed, stamped (39¢) envelope requesting the test by contest name and number. It is helpful if the number and name of the test being requested is written on the bottom left-hand corner of the stamped envelope. Requests for several tests may be sent at one time, but each test being requested must have a separate envelope. Envelopes will be held until the appropriate release dates. Please provide ample postage.

Those individuals and schools not attending or hosting an invitational meet, who nevertheless need practice, can order a wide variety of practice materials using the high school (white) or elementary/junior high (pink) order forms, which were also included in the Coordinator mailing in late August.

Below you will find a list of the schools holding invitational meets and the dates:

OCTOBER

23-24 -- MacArthur High School - Bill Telford, 2923 Bitters Rd., San Antonio 78217 • 512/653-3920 (512/344-0670) (Speech and Debate Tournament)

24 -- Bishop High School - Joe Trevino, 606 E. 6th Street, Bishop 78343 • 512/584-3591 • (512-592-3401) (Speech and Debate Tournament)

NOVEMBER

20-21 -- Brazos High School - Colleen Asaro, Box 458, Wallis 77485 • 409/478-6832 (409/826-2871) (Speech and Debate Tournament)

21 -- Early High School - Geneva Ethridge, PO Box 3315, Early 76801 • 915/643-4593 (915/643-3099) (Novice Debate Festival)

21 -- Sharyland High School - Alma Marques, 1106 N. Shary Rd., Mission 78572 • 512/585-1351 (512/581-7567) (Math and Science Tournament)

Please turn to Invitational, page 12

Tommy Tune

Continued from page 4

Douce, Baker Street, A Joyful Noise and How Now Dow Jones. Those that know him well say he started professionally by taking dancing lessons at age five. Tune loved ballet, but a 6'6" frame made that a remote dream. He soon turned his dreams toward the works of Astaire and Kelly.

His first live theatre experience was provided by mentor Denney, with a free ticket to an Alley Theatre production. Tune described the experience to Denney as "having gone to heaven and walked home on a cloud." This experience made him commit to theatre and a Theatre Inc. production of *The King and I* made his goal Broadway.

Those Texas experiences that boosted Tune toward Broadway included Lamar productions of *The Pajama Game*, *Annie Get Your Gun*, *Wish You Were Here*, *The Boy Friend*, *West Side Story*, *Bells are Ringing* and *Plain and Fancy*. Tune became a celebrity at Lamar because of his work in theatre. He danced in the ever popular variety shows and became president of the "Kachina" (drama

group from an Indian word meaning entertainment or acting) club. He worked crews for Lamar theatre productions almost every Saturday, including UIL State Meet winning productions *Years Ago* and *I Remember Mama*, and was elected a member of the Thespian Society.

He finally became a member of "Denney's Demons," the small group of the best and most dedicated thespians.

His work at UT-Austin was highlighted by Curtain Club musical productions, Dem Lab scenes and directing class with Fran Hodge (whom he respects greatly).

He also played a lead role in *The Emperor's New Clothes*. He performed and choreographed in the Houston area and did graduate work at the University of Houston.

Tommy Tune did get to Broadway, but his now recognized super-talent did not bring immediate success. Following his chorus experience, he was discovered by 20th Century Fox and given the role of Ambrose Kemper



in the film version of *Hello, Dolly!*, directed by Gene Kelly. Soon after, Ken Russell signed him for the film version of *The Boy Friend*.

His Tony Award for Best Supporting Actor in *Seesaw* (1973) almost ended his performing. He was not offered new parts. He tried a disastrous night club act. He found success again in 1976 as director of a feminist revue, *The Club* and the Off-Broadway hit *Cloud 9* (Obie and Drama Desk Awards).

Tune's second Tony came as co-choreographer of *A Day in Hollywood/A Night in the Ukraine* (1980) and again as director of *Nine* and *The Best Little Whorehouse in Texas* (1982).

He was presented the Antoinette Perry "Tony" Award for Outstanding Performance by an actor in a musical for his performance as Captain Billy Buck Chandler in *My One and Only* on June 5, 1983. He continues to star in the national touring company, also starring Stephanie Zimbalist and Tony Award winner, Charles "Honi" Coles. The tour will end just in time for Tune to join the Theatrefest '88 celebration in a program chaired by professor Denney. Tune's most recent Broadway production was *Stepping Out*, a play with dancing by Richard Harris.

Quality of publication defined by local situation

This summer, I was asked to respond to a paper that attempted to show a causal relationship between press association membership and "quality" of the student newspaper. The paper was submitted during the Association for Education in Journalism and Mass Communication convention in San Antonio.

By the way, "quality" was not defined.

The author deduced from his numbers that "newspapers that are members of more than one (student press) organization should be better than those belonging to only one."

For purely selfish reasons, I'd like to think they are. I have my doubts. Good publications aren't good because they join more than one press association. They join more than one press association because they are good. To explain:

Press associations provide three basic services: ratings, conventions/seminars and periodicals.

Ratings help by pointing out weaknesses and strengths, providing reinforcement and rewarding excellence. Pointing out weaknesses and strengths serves those who have mastered the basics. Advisers with journalism training or experience enjoy having others tell their students pretty much the same thing they've been telling them. It makes them look good.

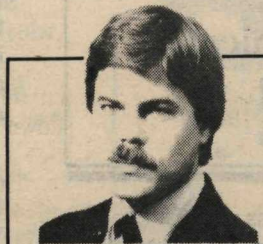
But what of those advisers who have not mastered the basics -- the first year teachers, equipped with little more than English or education degrees and thrust into newspaper and/or yearbook programs? More often than not, they lack the technical knowledge to decipher recommendations made by the critic/judge.

For example, the critic might urge the staff to "develop the editorial section" of the newspaper but this assumes that the adviser knows the purpose of the newspaper editorial section. What does "develop" mean? Two editorials on school spirit rather than one?

One of the more arcane questions in the ILPC yearbook rating booklet asks, "Have the opening pages of the book introduced the unifying concept clearly and concisely showing the relevance of the theme specifically to this year's students and their activities and events?"

What, the beginning adviser might wonder, does that mean?

In the winter of 1981, advisers responding to a survey by the Journalism Education Association complained that ratings were too often superficial, contradictory and received too late to serve any useful purpose.



Scholastic journalism

Bobby Hawthorne

Granted, such problems may exist. In defense of ratings, advisers too often expect the critic to know as much about the publication and the specific situation as they do. Also, advisers sometimes want the judge to teach two semesters of journalism in a four-page critique, and anything short of this runs the risk of being labeled "superficial."

The judge assumes that the adviser will use the rating as a roadmap. Here are the weaknesses. Find your way from here. (Warning: Work ahead.)

Rating form comments generally deal with time-honored basics. The complaint that the ratings deal too much with "trends" is relevant for perhaps the top 10 percent of publications. For the rest, judges deal with basic writing, coverage, photography and design.

Still, we admit that ratings can only tell advisers "what" to do. We can suggest that they cover real issues. We can't create the environment that allows them to cover these issues.

We judge the final product -- not the process by which the product was produced nor the situation from which it arose. We don't say, "Sure, you have a supportive principal, excellent facilities, nine National Merit scholars on staff, and a big budget so you should produce excellent publications."

Nor do we say, "Your principal is a tyrant. Your facilities would shame a slumlord and counselors use journalism as a dumping ground for students who don't know the difference between a noun and a verb."

We simply judge the publication. Thus, any award received should be shared equally by the staff, faculty, administration and community. Granted, awards are won even when friction between staff/adviser and administration exists. But rarely does the adviser survive more than a few years of this. The job is difficult enough, even under the most amicable conditions.

"How" is a process and press associations generally have not found time, energy nor method to influence processes. How much influence did ILPC, Texas High

School Press Association, Texas Association of Journalism Educators or JEA have when the State Board of Education adopted new graduation requirements that severely damaged journalism five years ago? None.

A side effect of the ratings -- awards -- is the root of many of our problems. I've been a member of the board of judges for one state association for eight years. Two or three publications have ignored all recommendations and exhibit the same weaknesses now that they did when I first blessed them with my omniscience, eight years ago. The rating alone hasn't had an effect on these staffs.

I fear that they submit their publications for the sake of awards -- regardless of what the awards are titled. To the unknowing, the "Award of Honor" (fourth place) sounds as good as the "Award of Achievement" (second place). They can boast to the homefolk that they won an *Award of Honor!*

John Bowen, the outstanding newspaper adviser at Lakewood, Ohio, stated in an article, published in the Winter, 1981 issue of *C-JET*, that the popular idea behind awards is trying to make schools feel good for trying. He's right. The emphasis seems to be on creating goodwill rather than effecting meaningful change.

So far, press associations haven't found a way to effect meaningful change, with the exception of The Student Press Law Center and JEA, which created and funded the Commission on the Role of Journalism in Secondary Education.

But most of our time is spent preaching to the already converted.

We do provide conventions and periodicals. Unfortunately, so much of the information provided through both comes with a caveat: "This works for me but that doesn't mean it'll work for you."

So much of the information is relevant only to a specific set of circumstances -- generally those of the speaker. Here is the speaker, lecturing on the 100-yard dash to an audience cast in leg-irons. Rather than focusing on the essential question of "how to get out of those leg-irons," the speaker drones on about "getting low in the blocks, coming out with the head down, pumping the arms, etc."

This is not meant to give the impression that press associations are worthless. Much to the contrary. But again, let me propose that the quality of the publication is determined first by the competence of the adviser and second by the environment in which the adviser works. A publication doesn't go from mediocre to great by joining four or five associations. It joins four or five associations because it is already great, or on the brink of greatness.

Press associations play an instrumental role in training advisers who seek training, in motivating staffs that seek and are allowed to pursue excellence, in circulating educational material, facilitating professional discourse, and in rewarding excellence.

But makers or breakers of programs, we are not.

'Teacher of the Year' headlines THSPA/TAJE

The current national high school teacher of the year and the adviser of one of the nation's most successful publications programs highlight the program of the Texas High School Press Association/Texas Association of Journalism Educators convention, October 29-31 at Texas Woman's University in Denton.

Alyce S. Culpepper, journalism teacher and media adviser at South Plantation High School in Fort Lauderdale, Fla., was named the Dow Jones Newspaper Fund National High School Teacher of the Year, November 17, 1986. Culpepper started the journalism program at the school and for the past 12 years has taught a full

journalism schedule.

The newspaper, *Sword and Shield*, has won several state and national awards including a Medalist rating in 1985 from CSPA. She has been named Teacher of the Year for South Plantation High School six times and in 1985, the Florida Scholastic Press Association honored as a 14-year Gold Award winner. In 1985, CSPA awarded her its highest honor, the Gold Key.

Joining Culpepper as headliner on the program will be John Hudnall, adviser of publications at Westside High School in Omaha, Nebraska. Hudnall has been adviser to an award winning yearbook, *The Shield*, and newspaper,

The Lance, for 18 years. He has taught summer workshops in Iowa, Indiana, Virginia, Alabama, Oklahoma and Texas and directs summer workshops in Nebraska and South Carolina.

"In addition, we plan to have several outstanding professional journalists from the Metroplex as well as many of Texas' finest advisers on the program," said Dr. Mary Sparks, THSPA director.

For additional information, write Dr. Sparks at Texas Woman's University, Department of Journalism and Broadcasting, P.O. Box 23866, Denton, TX 76204 or call (817) 898-2181.

AAT credit approved for SuperConferences

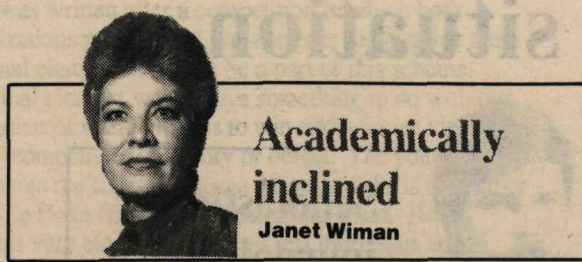
Four universities will host the Student Activity SuperConferences beginning with the University of Texas on October 17, Sam Houston State University on October 24, Texas Tech on November 14, and North Texas State University on November 21.

Programming for the conferences has been expanded from three hours to six hours to cover more areas and give more extensive coverage of other areas. Students, teachers, and administrators are invited to attend the conferences which are free and require no pre-registration.

The Texas Education Agency has approved the conferences for Advanced Academic Training credit in areas of science, math, business, journalism, speech, theater arts, English, and a language arts combination for English, journalism, and speech for teachers of grades 9-12.

Teachers seeking AAT credit will be given packets at the 9:00 session and will be required to attend all seven sessions in the subject area for which the request is being made. For example, if teachers want AAT credit in science, they must attend sessions from 9:00 am to 4:00 pm as well as the AAT Credit Assessment and Certification session from 4:00 to 4:15 pm. Since there is no lunch break, teachers might want to bring a sack lunch or pick up a snack provided at the sites. Teachers who are not seeking AAT credit have no special requirements for attendance of any particular session or sessions.

Students and teachers from all academic disciplines will enjoy exciting sessions including a number of lectures in science with tours of facilities and updates on



Academically inclined
Janet Wiman

research that is occurring at the various universities. English students and teachers will hear panel discussions by university professors on the Literary Criticism reading list and have opportunities for several hours of writing activities. Business students and teachers will learn what to expect in the future in the area of business, what is ahead for shorthand, and about accounting information systems. The speech area offers the largest number of sessions ever with participants having to select among a number of exciting programs each hour. Debaters, both novice and advanced, will gain good information about the current topic and debate strategies. Extempers will discover how to put 'zip' in their speeches and interpretation students and teachers will hear about the performer's voice, non-verbal communication skills, and selecting literature for the new categories.

Journalism sessions will examine types of journalistic writing, discuss competition as a writing incentive, and offer students practice writing experiences. The theater arts area will also offer a large number of choices for each hour with selections including the areas

of acting, directing, and producing.

The SuperConference sessions can be beneficial to a large number of students whether or not they plan to enter the UIL academic meets. Just as the contests provide motivation for students, these superconferences will offer enrichment for both students and teachers with an opportunity to spend a day on a university campus.

Programming changes slightly from one campus to another, but all sites offer a similar agenda. Programs showing a complete listing of offerings at each campus will be mailed to school principals early in October.

Changes in 1987-88 Music Memory List

The 4th edition record set, *The Enjoyment of Music*, used for the past four years in the Music Memory Contest is no longer being printed by the W.W. Norton & Company, Inc. in New York.

Rather than requiring all schools to buy the new 5th edition, revisions of the 1987-88 Official Music Memory List had to be made to allow the use of both the 4th and 5th editions of the record set. Schools with the 4th edition record set will not need to purchase the 5th edition, but they will need to order the new Music Memory Bulletin.

Every Official Music Memory List except the one in the new gray 1987-88 Music Memory Bulletin is obsolete. Ignore other music memory lists, unless they are the Official List out of this year's bulletin ordered from the 1987-88 elementary/junior high order form.

Questions should be directed to David Doss at the League office (512/471-5883).

By Invitation Only

Plan early to ensure smooth-running practice meet

BY DAVID DOSS
Academic Staff Assistant

Invitational meet order forms were mailed to all high schools the last week of August with the Coordinator's Handbook. Invitational meets are pre-district tournaments to which schools, regardless of conference or district assignment, are invited to participate in a practice competition. Tests in number sense, calculator applications, science, accounting, typewriting, shorthand, and literary criticism are available for the high school level. Topics will be available for informative/persuasive speaking and ready writing. The schedule of high school invitational and individual release dates is shown in the high school graph.

Schools that want to make certain that the tests being used at their invitational meet have not been previously seen by contestants at another meet or in practice should schedule their meets on the invitational material release dates. These dates are listed above and on the invitational meet order form.

Only schools hosting invitational meets may order materials listed on the invitational order form. A few important items that the host schools need to remember when ordering the materials are: 1) certification by the school principal is required, 2) orders must be placed at least four weeks before the date of your invitational meet, 3) the League office will not accept any phone orders, and 4) include the date of the meet, check or purchase order number, both copies of the order form, and mail to the League office. If you have not received your invitational

materials two weeks prior to the date of your meet, call the League office immediately. Inventory all materials as soon as they arrive. If there is an error in your order, call the League office.

High schools wishing to host an invitational meet that have not received an invitational meet order form should contact Diana Cardona at the League office.

This year the League academic office is trying to provide invitational meet information to all schools wishing to attend a practice meet in their area. Schools were sent a invitational meet information forms to fill out and return to the League office, if they are hosting invitational meets. We will provide this information to all schools throughout the year in the Leaguer (at the end of this article there is a list of schools holding invitational meets that have already returned the information). If you would like to go to an invitational meet, give me a call at the League office, and I will provide you with all of the information sent into the office. Also, if your school is planning to host an invitational meet and you would like the publicity send in the following information to me at the League office: school name, address, phone, contact person, date(s) of invitational meet, and the contests offered.

Elementary and junior high schools wishing to host invitational meets should write or call the League office for the elementary/junior high invitational order form. This year these order forms were not sent to all schools as in years past. There will be junior high tests in number

- HIGH SCHOOL -				
Invitational Release Dates	December 5, 1987	January 9, 1988	January 30, 1988	February 27, 1988
Individual Release Dates	January 8, 1988	January 29, 1988	February 26, 1988	March 14, 1988
CONTEST	TEST NAME AND NUMBER			
Accounting	*	*	A - 880C	A - 880D
Calculator Applications	CA - 88-A	CA - 88-B	CA - 88-C	CA - 88-D
Informative/Persuasive	IP Topics-Set A	IP Topics-Set B	IP Topics-Set C	IP Topics-Set D
Literary Criticism	*	*	LC - 880C	LC - 880D
Number Sense	UU-A	UU-B	UU-C	UU-D
Ready Writing	*	*	RW Topics-Set C	RW Topics-Set D
Science	*	*	118-C	119-D
Shorthand	*	*	SH - 88-C	SH - 88-D
Spelling	**	**	**	**
Typewriting	*	*	HH-C	HH-D

* - No tests will be available on these dates.
** - The UIL does not provide invitational tests for spelling; however, tests can be obtained from:
ASW Enterprises
1802 Sycamore
Arlene, Texas 79602 (No copies of these spelling tests can be obtained from the League office.)

- JUNIOR HIGH -		
Invitational Release Dates	February 6, 1988	March 11, 1988
Individual Release Dates	March 10, 1988	April 10, 1988
CONTEST	TEST NAME AND NUMBER	
Calculator Applications	Practice #1	Practice #2
Impromptu Speaking	IMP - 88-C	IMP - 88-D
Number Sense	J-17	J-18
Ready Writing	RW - 88-C	RW - 88-D
Science	SCI - 88-C	SCI - 88-D
Spelling	SP - 88-C	SP - 88-D

- ELEMENTARY -		
CONTEST	TEST NAME AND NUMBER	
Listening	LIS - 88-C	LIS - 88-D
Number Sense	E-147	E-148
Ready Writing (3-4 grades)	RW/34 - 88-C	RW/34 - 88-D
Ready Writing (5-6 grades)	RW/56 - 88-C	RW/56 - 88-D
Spelling (3-4 grades)	SP/34 - 88-C	SP/34 - 88-D
Spelling (5-6 grades)	SP/56 - 88-C	SP/56 - 88-D

Please turn to Invitational, page 6

Which one to use?

Despite popularity of hp-11 calculator, all represented perform adequately

BY J. R. COGDELL
AND DAVID BOURRELL
Calculator Applications Directors

We guess that three years of repeating something makes it a tradition. If you believe that, then this column is now a tradition. What is it? It's the third printing of calculators that contestants used at the State Meet. So, if you want to know this information, here it is.

Our position concerning factors governing the choice of a calculator has not changed since last year. It is elaborated in Chapter 2 of the Calculator Applications Contest Manual, available from the UIL office. Figure 1 shows the calculators used by the 1987 state contestants, by conference. Contestants may use as many as three calculators. If a student used three different calculators, each one merits one third of a point on the graph. If a student used only two calculators and they were different brands, each one was worth one half of a point. Of 61 points, 51 1/6 points goes to Hewlett-Packard calculators (84 percent) and of these 41.3 used the hp-11C (67.8 percent of the total).

Note the different scales on the hp-11C versus all the other calculators in Figure 1. Eight and one half points were recorded for Texas Instruments calculators (14 percent), one for a Casio brand and one third for Sharp. The hp calculators held constant relative to 1986 (83 percent), but there was an 8 percent overall increase in the number of hp 11C's used. The number of ti calculators increased too, by 2 percent from last year. As you might surmise, there was a decrease in Sharps and Casios, with no Radio Shacks used for the first time since we've been keeping track of this stuff.

The most popular calculator at state remains the hp-11C, which has increased from 18 in 1985 to 41.3 this year. The hp-11C retails for \$49, but you should be able to find them cheaper at discount places.

Figure 2 shows a similar plot based on the fifteen

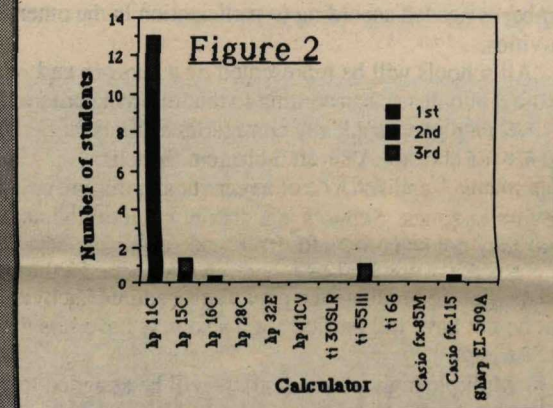
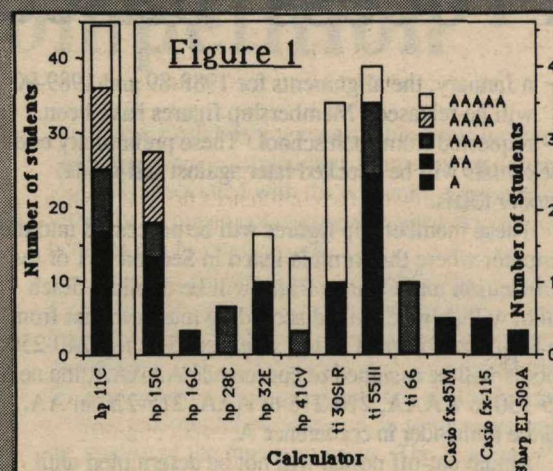
students who finished in the top three places at the 1987 State Meet. Because of a tie in Conference AA, there were 6 first place winners. Thirteen points went to the hp-11C (81 percent) with only 1.33 points (8.3 percent) going to the various non-hp models.

We hope you find this information useful and we want to hear your comments regarding the advantages and disadvantages of the calculators you use. It is tempting to conclude the the hp-11C is the one to use, but we believe that any of the calculators represented are probably adequate for all levels of the contest. A more certain interpretation is that the hp-11C is clearly acceptable for competition. This makes us wonder what (if any) advantage calculator type has in the contest, and how significant non-performance factors such as cost are in the selection of a calculator. Let us know if you have comments on this subject.

In other matters, there are no changes to the 1988 Contest. As some of you know, we work really hard during the summer to put together the next year's contest. At this writing, our only remaining task is to cut and paste up the answer keys. This year we have printed the 54 "number crunchers" using the Talaris laser printer instead of the Diablo typewriter. There is a difference in font, but the location of the problems is unchanged.

As many of you folks know, there will be four Student Activities Conferences this fall. Dr. Bourell will be doing the Austin and Huntsville conferences and Dr. Cogdell will do the last two. We hope to spend the morning doing the beginner's session, a coach's/sponsor's session, and an advanced session in which we'll give last year's State Meet Test 87I. We will have an additional workshop in which we hope to deal with stated and geometry problems in a real workshop manner.

We hope to have some materials for students (and coaches!) to work through. This will help demonstrate the types of problems they will see and some ways to approach them. So, bring your calculators and your questions and we'll see you then!



Integer answers should not pose problems

BY DON SKOW
Number Sense Director

You should be aware by now that this fall there will be four six-hour Student Activity Conferences. Six hours of Advanced Academic Training Credit will be offered for the teachers who attend seven mathematics sessions and the assessment session. Information and requirements will be available at the first 9:00 am session. It would be a good idea to bring a sack lunch.

If you cannot attend one of the conferences, send a self-addressed, stamped (44¢) envelope to the UIL Office requesting the material that will be handed out. It would be helpful if the number of the test being requested is written on the bottom left-hand corner of the envelope; for high school, request UU-SAC and for junior high, request J-SAC. If you want both tests, send two envelopes requesting the material separately. You will receive:

- (1) a copy of the test and answer key
- (2) a copy of the test problem sequencing for each level of the contest
- (3) a release date information sheet for the upcoming practice tests, and
- (4) any other material that might be handed out.

This year the main new idea on all of the tests will be that every starred problem marked with a (*) will call for an integer answer on all levels of the test. Last year it was only on the high school level. This shouldn't cause the student any particular problem except when writing the answer. For example, suppose problem #10 was:

$$*10) \quad 198 \times 201 = \underline{\hspace{2cm}} \quad \text{(Integer).}$$

The exact answer is 39,798 and in the past, the 5% interval on the answer key would have been 37,808.1 - 41,787.9. On the answer key this year it will read, "An integer between 37,809 - 41,787 inclusive (inc.)."

On the tests, some answers are requested in a particular form at the end of the problem. If a problem specifies:

- (1) (decimal), we mean a decimal fraction,
- (2) (fraction), we mean a common fraction or an improper fraction, and
- (3) (Mixed Number), we mean a mixed number and not an improper fraction.

EXAMPLES:

$$(A) \quad 2.3 = \underline{\hspace{2cm}} \quad \text{(fraction).}$$

The answer is 7/3 and not 2 1/3.

$$(B) \quad 101 \div 9 = \underline{\hspace{2cm}} \quad \text{(Mixed Number)}$$

The answer is 11 2/9 and not 101/9.

I hope the above ideas will help you have a successful number sense year.

Process based on logic, established policy

In January, the alignments for 1988-89 and 1989-90 will be released. Membership figures have been requested from each school. These preliminary one-week totals will be checked later against full-month October totals.

These membership figures will be processed into the computer where the formula listed in Section 351 of the *Constitution and Contest Rules* will be applied. Each school will then be ranked according to enrollment from the largest enrollment to the smallest. The top 240-250 schools will be assigned to conference AAAAA, the next 145-150 to AAAA, 210-215 to AAA, 215-220 in AA, and the remainder in conference A.

Actual cut-off points will not be determined until enrollment figures are checked by the superintendent's annual October report. 32 districts will be assigned to conference AAAAA, AAA and AA. Conference AAAAA will have 16 districts. Conference A will have 16 in eleven-man football, 8 in six-man football, and whatever number is needed according to participation in the other activities.

All schools will be represented by a map pin and grouped into districts according to the following criteria:

- Group geographically contiguous schools in districts of no fewer than six nor more than 10. Conference A and AAAAA are exceptions to this provision because of zones. Schools in a district in metropolitan areas may not be contiguous.
- Except in conference A and AAAAA, there are thirty-two districts to facilitate the playoff procedures (Activities that do not have full participation also may have less than 32 districts).
- Multiple high school districts will be assigned to one district.

New cage ticket sale procedure introduced

In an effort to better accommodate school administrators, coaches and officials, the UIL has initiated a new ticket sale procedure for the boys' and girls' state basketball tournaments. Reduced price coaches' tickets must be purchased by December 1.

"Last year, several sessions of the boys' tournament sold out, and many administrators, officials and coaches were unable to see the tournament," said UIL athletic director Bill Farney.

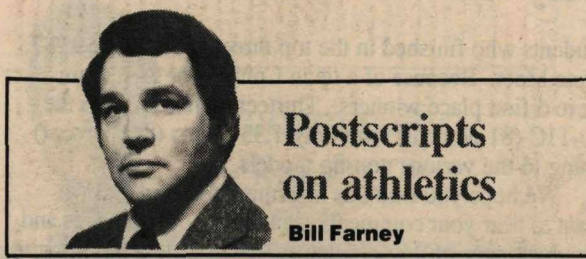
Procedures differ slightly for each tournament. For the boys' tournament, schools may purchase one coaches' reduce price ticket at \$30 each and three reduced price tournament passes at \$35 each. In addition, after the first ticket orders are filled, six reduced price tournament passes at \$35 each may be purchased by schools.

For the girls' tournament, schools may purchase one coach discount tournament pass at \$30 and an unlimited number of reduced price tournament passes at \$35 each.

These tickets will be good for seats in the first 10 rows of the Frank Erwin Center during both tournaments. Ticket order forms have been mailed to school administrators.

For complete ticket sales information, contact the University Interscholastic League athletic department.

Ticket sales for the general public will begin January 19.



Postscripts on athletics

Bill Farney

Reclassification/Realignment release Jan. 27

- Multiple high schools districts with 11 or more schools in the same conference shall have its schools assigned to two or more UIL districts.
- Any UIL district resulting from this division with five or fewer schools from the same ISD will have additional schools assigned to the district.
- Multiple high school districts with five or fewer schools in the same conference shall have its schools assigned to the same UIL district, but additional schools will be assigned to this UIL district by the League office.
- Every effort will be made to have an even number of schools in each district.
- There shall be no attempt made to perpetuate or avoid "old rivalries."
- Schools shall not subdivide zones in A and AAAAA based on previous won-loss records or size of school (in lower limits of conference or in upper limits of conference division).
- Since districts are based on geographical closeness in most cases, UIL districts sub-dividing into zones may not sub-divide on any basis other than geographical contiguity.

- A school may be placed in different districts for different activities to alleviate extreme travel situations.
- A school may change districts with unanimous consent of all schools in both districts.
- Schools may appeal their district assignment to the State Conference and District Assignment Review Board. All schools will be notified of the deadline for this appeal.
- Schools may appeal the decision of the State Conference and District Assignment Review Board to the State Executive Committee. All schools will be notified of the deadline for this appeal. The chairman of the State Conference and District Assignment Review Board shall present the appeals to the State Executive Committee.
- If there is a clerical error in assignment or a school has been omitted, the staff is authorized to correct the error or to correct the omission.

The alignment will be released January 27, 1988. However, schools may not have district meetings or schedule games until February 25. All appeals must first be heard by the conference and District Review Board and later on February 24, by the State Executive Committee.

The reclassification and realignment of schools is necessary to keep schools of similar enrollments competing in the same conference. There have been a number of special study committees in past years which have concluded that the current process is best with all factors considered. Certainly, a school at the lower end of a conference has a numbers disadvantage. However, other factors intrude to offset numbers - school and community support, skill level of athletes and other intangibles. The UIL staff cannot guarantee that everyone will be pleased by the alignment. But they can assure that the project will be done with preference to none and a sincere effort at logic and common sense based on established policy.

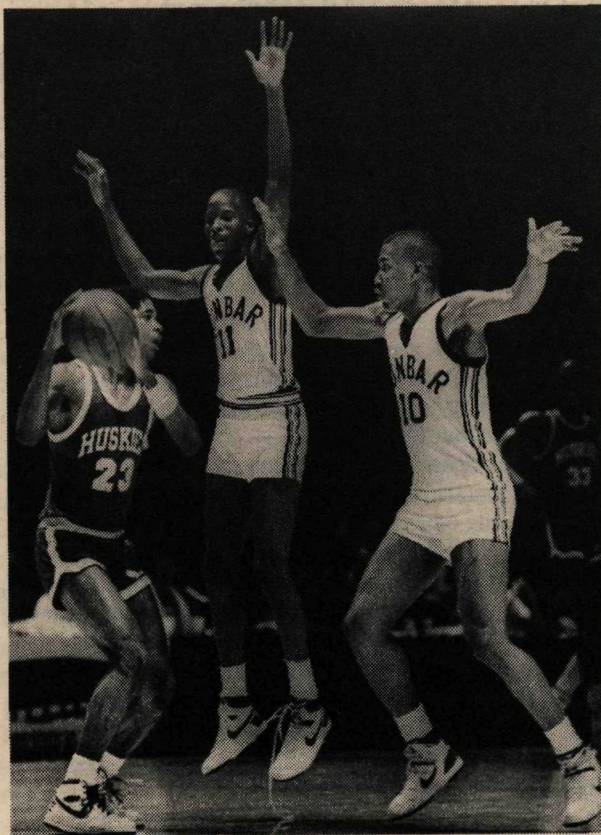


Photo by JOHN LAYTON

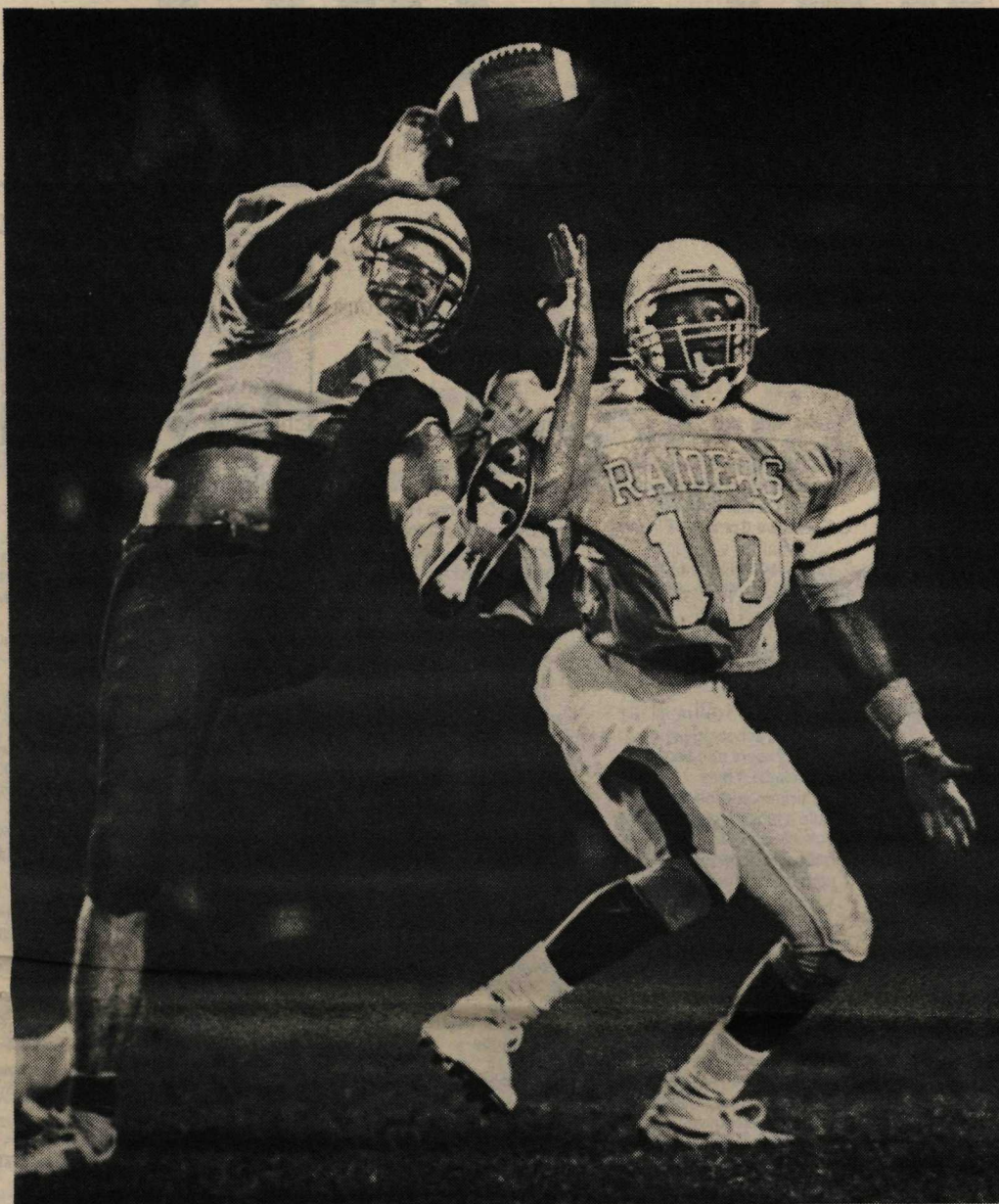
SHOW OF HANDS. FW Dunbar's Derrick Daniels (10) and Randy Williams (11) put the clamps on Adrian Wright in the 1987 5A state semifinals, won by San Antonio Holmes, 73-65. Wright scored 16 points in the game.

Basketball rule changes listed

- 5-2-1 -- Adopted the 3-point field goal for all states at 19 feet 9 inches.
- 1-5; 8-1-3d -- Players are allowed to occupy only marked lane spaces or are
- 9-1-6, 8, 9 -- Required to be behind the 3-point arc and the free throw line extended.
- 9-11-1, 2 -- Deleted combination holding/dribbling closely-guarded count in midcourt and deleted new dribbling count when advancing from midcourt to forecourt.
- 10-1, 2, 3 -- Pen. All technical fouls carry a penalty of 2 free throws.
- 10-3-6 -- Pen. The technical foul is also charged to the head coach for squad members dunking and grasping ring during pre-game or intermission.

EDITORIAL AND CLARIFICATIONS

- 4-12-2c -- Deleted one act which previously ended a dribble.
- 4-1-5; 4-8; -- Defined possession arrow and when it is set and reversed.
- 7-5-9 -- Following free throws for a flagrant personal foul the ball is awarded out-of-bounds nearest the foul.
- 10-4-1g -- Substitutes shall be seated whether the clock is running or stopped.



FINGER TIP CATCH. An unidentified Austin McCallum receiver hauls in a pass against Austin Reagan's Keith Caldwell. Reagan won the District 27-5A game, 34-0.

Photo by
JOHN MOORE

Submit feats to Federation

Applications are invited for all performances during the 1987-88 school year that might be considered for inclusion in the 1989 National High School Sports Record Book, a unique publication that details the accomplishments of high school students and coaches.

The National High School Sports Record Book was started in 1978-79, and the 1988 edition, which will be available in January, is the 10th printing of the book.

Record application forms are available from the UIL and the National Federation and are necessary for the sanctioning of national records as well as new listings among the top performances in specific categories.

Completed applications must be forwarded to the UIL for endorsement prior to consideration by the National High School Records Committee.

Performances must be established in competition conducted in compliance with the eligibility rules of the UIL and all National Federation playing rules for the sport, unless the Record Committee judges the variance in rules does not significantly give advantage to the establishment of the record performances. The performance need not be established in a UIL championship event.

Following are the deadlines for the 1989 record book: April 1, 1988--football, cross country, volleyball; May 1, 1988--basketball, soccer, swimming; August 1, 1988--track and field, baseball, softball, golf, tennis.

Athletic administrators, coaches, and student participants seeking additional information about the record book or record application procedures are encouraged to contact Bruce Howard at the National Federation, P.O. Box 20626, Kansas City, Missouri 64195; 816/464-5400.

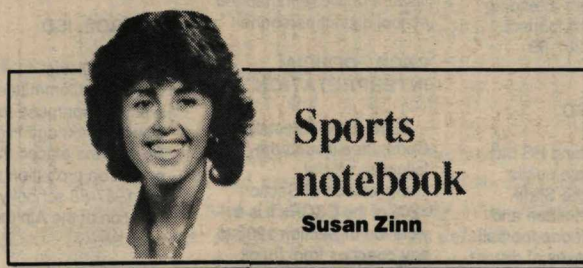
Improve relations between schools, officials

We couldn't do it without them. Let's start the school year off on the right foot and support UIL/SOA programs. The following programs have been developed by the SOA and approved by the Legislative Council to improve communications and over all relations between schools and officials.

Beginning this fall some UIL school administrators are being asked to serve on the SOA local Board of Directors (ex officio) in a role as a school administrator liaison. The local SOA chapter will contact and invite one or more (depending on number of schools and varying size of schools) administrators (superintendent, principal, athletic director, or head coach) to attend the local SOA Board of Directors meetings. The administrators' responsibility is to report back to other area administrators relative to officials' local problems, fees, payment procedures, and other pertinent policies. Although this program will not substitute for other necessary contacts by officials with local schools, it is hoped the communication gap will narrow as a result of these efforts.

Principals or superintendents should appoint a school representative as the officials' host for each home contest. The secretary of the assigning SOA chapter should be notified of this appointment.

This notification will include the following: 1) Name and telephone number(s) of the officials' liaison; 2) exact location at the contest site where the officials



Sports notebook

Susan Zinn

are to report; 3) location of officials' parking area; 4) location of officials' dressing room, if available, or a statement that dressing and/or shower facilities are not available; 5) telephone number at the school to be used in case of emergency, such as late arrival of officials, change in officials, etc.

The head official will notify the school host at least 24 hours prior to contest of: 1) arrival time at the game site; 2) parking requirements; 3) scheduled time of officials' pre-game conference.

The school host should: 1) prior to meeting the officials, arrange for adequate parking, dressing and pre-game meeting facilities when available; 2) arrange for prompt payment of the officials, in the officials' dressing room, if appropriate; 3) arrange for adequate security for the officials during their stay; 4) meet the officials on their arrival and stay with them, when appropriate, until they leave the contest site; 5) escort the officials to and from dressing/meeting place and to and from a court; 6)

insure that security personnel are performing their assigned duties prior to, during and after the contest; 7) provide officials with administrative information, such as pre-game activities and anticipated administrative problem areas.

DISTURBING NEWS

Despite the fact that athletic opportunities for the female student athlete have grown nationally six fold at the high school level in terms of participation, there is some disturbing news on the negative side since 1976.

The percentage of women high school coaches, administrators, sport officials has drastically declined over this same period of 10 years. As Texans, we should worry that these girls who are so talented and enthusiastic about their participation in athletics will not be able to choose among the numerous career possibilities in educational sport and much worse will have fewer and fewer female role models to emulate.

Superintendents, principals, school board members, and athletic directors need to be sensitive to this issue. As employers, we need to affirmatively seek women for athletic leadership, training, placement, and promotion. Our young female athletes deserve better!

Texas: Will your daughters and the females of your districts have career opportunities in sport? What if she wants to be a basketball coach?

Official notices

MARTIN HS (LAREDO)

Martin HS (Laredo) has been assessed a public reprimand, probation through May, 1989, and forfeiture of one win in football district standings for the 1987-88 school year for violation of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

Also, Coach Ed Peveto of Martin HS has been assessed a public reprimand, probation through May, 1989, and suspended from attending or participating in first two home football games during the 1987-88 season. The penalty was assessed by the State Executive Committee.

EXCHANGE WAIVERS

Only students participating in programs approved by the Council on Standards for International Educational Travel (CSIET) may apply for a waiver of the parent residence rule. These programs include:

A Presidential Classroom, Adventures in Real Communication, American Heritage Association, American International Youth Student Exchange Program, Amicus International, Childrens International Summer Village, Citizen Exchange Council, Educational Resource Development Trust, Foundation for Study in Hawaii and Abroad, Nacel Cultural Exchange, Iberoamerican Cultural Exchange Program, International Student Exchange, International Travel Study, PEACE USA, Student Travel Schools.

Also AFS International/ Intercultural Programs, American Institute for Foreign Study, American Institute for Foreign Study Scholarship Foundation, American Intercultural Student Exchange, Amigos de las Americas, ASSE International Student Exchange, AYUSA, Educational Foundation for Foreign Study, The Experiment in International Living, International Christian Youth Exchange, International Education Forum, National Registration Center for Study Abroad, Open Door Student Exchange, People to People, School Exchange Service, Spanish Heritage -- Herencia Espanol, World Experience and Youth for Understanding.

MCKINNEY ISD

McKinney HS has been assessed a public reprimand in boys' soccer by the State Executive Committee for violation of the Athletic Code.

ALLEN ISD

Allen HS has been assessed a public reprimand in boys' soccer by the State Executive Committee for violation of the Athletic Code.

PORTER HS (BROWNSVILLE)

Porter HS (Brownsville) Coach Bud Mounts has been assessed a public reprimand, probation through May, 1990, and suspended from attending or participating in the first two home football games of the 1987-88 season for violations of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

Also, Porter HS has been assessed a public reprimand, probation through May, 1990 and forfeiture of one win in football district standings for the 1987-88 season for violation of off-season practice restrictions.

MANSFIELD ISD

Mansfield HS Coach Rodney Shropshire has been assessed a public reprimand by the State Executive Committee for violation of the boys' basketball Athletic Code.

MATHIS ISD

Mathis HS Coach Steve Patz has been assessed a public reprimand in football for violation of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

BARTLETT ISD

Bartlett HS has been placed on probation through February, 1988 in boys' basketball and given a public reprimand for violating rules regarding practice by ineligible students. Also, Coach Franklin Jones of Bartlett HS has been assessed a public reprimand, been placed on probation to February 23, 1988 and suspended from being on the bench during the first home varsity basketball game of the 1987-88 season. The penalties were assessed by the State Executive Committee.

FORT BEND ISD

Clements HS Coach Buster Gilbreth has been assessed a public reprimand by the State Executive Committee for violation of off-season practice restrictions.

BANGS ISD

Bangs High School has been assessed a public reprimand in football and placed on one-year probation for violation of reporting practices and an additional year's probation for violation of certification of eligibility practice.

CY-FAIR ISD

Cypress Creek High School has been assessed a public reprimand, placed on probation through the 1988-89 school year, and forced to forfeit one football game for purposes of district standings at the end of the 1987-88 season for violation of off-season practice rules. The penalty was assessed by the State Executive Committee. In addition, Coach Les Koenning of Cypress Creek HS was assessed a public reprimand, placed on probation through the 1988-89 school year and suspended from attending the school's first football game of the 1987-88 season.

GARLAND ISD

North Garland HS has been assessed a public reprimand by the State Executive Committee and forced to forfeit one football game for purposes of district standings at the end of the 1987-88 season for violation of off-season practice rules. In addition, Coach Joe Allen has been assessed a public reprimand, placed on probation through the 1987-88 school year and suspended from attending the first home game of the 1987-88 season for violation of off-season practice rules.

LEANDER ISD

Leander HS football Coach Tommy Zajicek has been assessed a public reprimand by the State Executive Committee for violation of off-season practice rules.

GRAHAM ISD

Graham HS has been assessed a public reprimand by the District 3-AAAA Executive Committee in girls' volleyball for violation of rules governing maximum number of games played per week.

C&CR OFFICIAL INTERPRETATION

Section 1400 (a) (I) (C) allows a school to permit sixth graders and below to participate if their participation is necessary to field a junior high team. The rule does not authorize the school to allow sixth grade and below students to participate on additional teams.

C&CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following interpretation of Section 700 (a) (2) and (3): A district executive committee has the authority to forfeit contests when participant schools fail to comply with the C&CR and the decision of the district executive committee cannot be appealed. A district executive committee does not have the authority to issue a public reprimand to school district personnel.

C&CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following official interpretation of Section 1202 of the C&CR: It is a violation of Section 1202 to pay coaches from funds gathered by a high school booster club or other sources at the high school.

MUSIC MEMORY

A new Official Music Memory List for the 1987-88 school year has been completed. Please ignore any other music memory list unless it is the Official List out of this year's bulletin ordered from the 1987-88 elementary/junior high order form.

COLEMAN ISD

The District 8-AA Executive Committee assessed Coleman HS a public reprimand through February, 1988 in boys' and girls' basketball for unauthorized use of a videotape.

BLANCO ISD

Blanco ISD was assessed a public reprimand and probation in football through the 1988-89 school year for violation of summer practice rules. The penalty was assessed by the State Executive Committee.

LUMBERTON ISD

Lumberton ISD received a public reprimand and probation in basketball from the State Executive Committee through August 31, 1988 for violation of the Athletic Code.

KLEIN FOREST HS

David Stern of Klein Forest HS has been assessed a three-year suspension to September, 1988 from coaching boys' soccer. The State Executive Committee met in September, 1985 to rehear Stern's case, which involved violation of the Athletic Code.

CONROE ISD

The District 11-4A Executive Committee issued a public reprimand to Conroe Oakridge High School and placed the school on probation through the 1987-88 school year for violation of the Athletic Code.

Invitational

Continued from page 6

DECEMBER

4-5 -- Commerce High School - Myrna Bass, PO Box 1251, Commerce 75428 • 214/886-3756 (214/886-2059) (Dec. 4th Debate prelims, other events on Dec. 5th. Offering all contests.)

12 -- Olton High School - Patricia Kent & Mary Bass, PO Box 667, Olton 79064 • 806/285-2641 (806/285-2530) (Speech and Debate Tournament)

JANUARY

9 -- La Joya High School - Leticia Martinez PO Drawer J, La Joya 78560 • 512/585-9784 (512/631-8240) (All events except ready writing, accounting, & literary criticism)

23 -- Connally High School - Rick Lowe, 715 Rita Street, Waco 76705 • 817/799-5565 (817/754-3178) (All UIL events, including journalism)

30 -- United High School - Laura Mora, 8800 N. McPherson, Laredo 78041 • 512/726-4700 (512/723-8490) (All UIL events)

FEBRUARY

6 -- Del Rio High School - Eloy Barrera, 100 Memorial Drive, Del Rio 78840 • 512/774-3521 (512/775-7023) All UIL events

12-13 -- Jefferson High School - Debbie Dehlinger, 723 Donaldson, San Antonio 78201 • 512/736-1981 Speech Tournament)

12-13 -- Austwell-Tivoli High School - Dwight Mutschler, PO Drawer B, Tivoli 77990 • 512/286-3582 (512/286-3762) (Speech and Debate Tournament)

13 -- Los Fresnos High School - Pam Wilson, PO Box 309, Los Fresnos 78566 • 512/233-5542 (512/233-9154) All UIL events except shorthand)

13 -- West Orange-Stark High School - Jim Ramsden, PO Box 1107, Orange 77630 • 409/883-4399 (409/886-3418) Debate & Inf./Per. speaking)

19-20 -- Barbers Hill High School - E. Harvey Craig, PO Box 1108, Mont Belvieu 77580 • 713/576-2221 (713/576-5394) (Debate on 19 & 20, Speech events, spelling, shorthand, & typing on 20.)

20 -- Early High School - Geneva Ethridge, PO Box 3315, Early 76801 • 915/643-4593 (915/643-3099) (Heartland Academic/Literary Meet- all UIL events and more)

20 -- R.E. Lee High School - Jan Jones, 411 Loop 323, Tyler 75701 • 214/561-3911 (214/561-3736) (All events except Debate)

20 -- Smithson Valley High School - Charisle Hays, HCR 1, Box 101, New Braunfels 78133 • 512/885-7273 (512/438-7335) (All UIL events except ready writing)

27 -- Westwood High School - Rosemary Kincaid, 12400 Mellow Meadow, Austin 78750 • 512/250-1051 (512/331-7620) (All UIL events)

MARCH

4-5 -- Katy High School - E.L. Williamson, 6331 Hwy Blvd., Katy 77450 • 713/391-8138 (713/574-4460) (Speech, Debate and Acting events/for 3A, 2A and A schools only)

LATE FEBRUARY/EARLY MARCH

Pleasanton High School - Bob Renfro, 831 Stadium Dr., Pleasanton 78064 • 512/569-2197 (512/569-3290) (All UIL events)