

The Leaguer



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AUSTIN, TEXAS

5 states discuss mutual problems

Energy conservation, litigation and calendar coordination between states dominated talks held Sept. 17-18 at the annual National Associations of State High School Associations Section VI meeting in Austin.

Attending the meeting were representatives of Colorado, New Mexico, Arkansas, Oklahoma, and Texas, which served as the host delegation.

"State associations tend to have similar problems, dealing with a number of general areas, and meetings such as this serve as a forum for the discussion and hopefully, the alleviation of these problems," said Dr. Bailey Marshall, League director.

"Certainly, each state has its own unique set of circumstances with which to work, but we've found these meetings to be helpful in solving problems which

might arise between states, and within the respective states as well," he said.

Energy conservation

The worsening energy crunch will have a major impact on high school activities involving travel, said James Odle, director of the New Mexico Activities Association, and each state should begin taking steps to cope with the growing problem.

Odle presented a list of possible alternatives in times of serious energy shortages:

Local level—Schedule boys and girls games together. Eliminate one or more levels of competition. Eliminate scrimmages. Reduce number of games. Play more games per trip rather than sending teams on two or three different dates. Eliminate all school financed scouting.

Stop adding trips/travel in all activities. Schedule nearby schools more often. Reduce length of night practice sessions.

District alignment level—Schools in a given area or district eliminate the same levels of competition.

State level—Prohibit scrimmages. Reduce maximum number of games permitted. Consider advancing only the champion from each district to state (football, volleyball, baseball, which is already done in Texas). Eliminate districts and qualify to state by a point system. Prohibit practice and events during the Christmas holidays. Schedule meetings of schools only every two years (since New Mexico's handbook is effective for two years). Eliminate state events.

"Of course, these are but suggestions and I'm sure the energy situation would have to become much more serious before

some of these possibilities are seriously considered," Odle said. "But each state should begin to take a stern look at the problem at hand."

Growing litigation

Nowhere was the age of litigation felt more strongly than in Texas, said Dr. Bailey Marshall, League director.

"Up until last year, we had very little litigation in Texas," Marshall said. "But last year, the bottom dropped out. We had had 15 cases on our eligibility rules and two concerning penalizing a school.

"We won about 60-70 per cent. Of course, it never gets in the newspaper when we win, only when we lose," he said.

Marshall outlined each case, spoke of the inconsistency in rulings and suggested possible defenses state associations (Turn to FEDERATION, page 5)

Paying off

Longtime League supporter serving as council chairman

Serving as chairman of the League's Legislative Council is almost like repaying a debt, or so Joe B. Scrivner seems to think. It's his contention that "The League helped me get started some 40 years ago, and now I'm going to help it keep moving forward."

"I have been involved either directly or indirectly in University Interscholastic League activities since my freshman year in high school," Scrivner, now an assistant superintendent at Irving, said. "As a contestant, I gained valuable experiences that have contributed to my success in life.

"I learned that one is repaid in proportion to the amount of time and dedication one puts into an endeavor," he said. "I experienced the ecstasy of success and the bitter disappointment of defeat, and these experiences helped mold my charac-

ter."

His appreciation for the work of the League grew as a high school coach, teacher and administrator.

"As a coach, principal and superintendent in the public schools of Texas, I have seen thousands of boys and girls provided the opportunity to succeed or fail in many different UIL activities," Scrivner said. "The League has made a tremendous contribution to the betterment of our society by providing the laboratory for boys and girls to be prepared for the real world they will live in after graduation from high school."

Scrivner will chair the regular meeting of the League's rule-making panel, Saturday and Sunday, November 3-4 in Austin. It is a hot seat of sorts, considering the appreciable amount of adverse pub-

(Turn to COUNCIL, page 8)



CONFERENCE—League state speech director Marilyn Swinton (right) discusses changes in the various declamation contests with students attending the UIL Central Texas student activities conference, held Sept. 29 on the campus of the University of Texas at Austin. The meeting was one of nine such conferences, held at host sites throughout the state during the fall.

Directors urged to follow proposed calendar

In order to avoid possible conflicts in contest scheduling from district to regional and scheduling to state, League officials and contest directors have devised a proposed schedule for the State Meet. District and regional contest managers are urged to study this schedule before adopting their own agendas.

"This schedule does not include the one-act play contests, and meet directors should be cognizant of possible conflicts between one-act play and speech, journalism and ready writing contests, where such problems often occur," said Barbara Schwarze, League activities director.

Questions should be forwarded to the state office, she said.

Proposed Schedule for 1980 State Meet

Friday, May 2, 1980
8:00 a.m.—PROSE INTERPRETATION (Preliminaries)
8:00-8:15—Group Meeting, Draw for Category

8:15-9:15—Contest
9:15-9:40—Tabulation of Results, Oral Critiques in Rooms
9:40-10:00—Announcement of Winners to Advance to Finals (Draw, Order)
9:00 a.m.—READY WRITING
9:00-11:00—Contest
4:00—Winners Announced
9:00 a.m.—SLIDE RULE—Group Meeting
10:00 a.m.—POETRY INTERPRETATION (Preliminaries)
10:00-10:15—Group Meeting, Draw for Category
10:15-11:15—Contest
11:15-11:40—Tabulation of Results, Oral Critiques in Rooms
11:40-12:00—Announcement of Winners to Advance to Finals (Draw, Order)
12:00 noon—General Journalism Meeting. Attendance urged but not required.
1:00 p.m.—NEWS WRITING
1:00 p.m.—NUMBER SENSE
1:00 p.m.—PERSUASIVE SPEAKING (Preliminaries)
1:00-1:15—Group Meeting, Announcements
1:15-1:45—First Drawing, Five-Minute Intervals
1:45-2:45—Contest
2:45-3:10—Tabulation of Results, Oral Critiques in Rooms
3:10-3:30—Announcement of Winners to Advance to Finals (Draw, Order)

2:00 p.m.—FEATURE WRITING
2:00 p.m.—SCIENCE—Group Meeting, Questions, Tour of Laboratories
3:30 p.m.—INFORMATIVE SPEAKING (Preliminaries)
3:30-3:45—Group Meeting, Announcements
3:45—First Drawing, Five-Minute Intervals
4:15-5:15—Contest
5:15-5:40—Tabulation of Results, Oral Critiques in Rooms
5:40-6:00—Announcement of Winners to Advance to Finals (Draw, Order)
4:00 p.m.—EDITORIAL WRITING
5:00 p.m.—HEADLINE WRITING
5:00 p.m.—DEBATE (Preliminaries)
5:00-5:15—General Assembly
5:15-6:30—Round I—AA, A, and B
6:30-7:45—Round II—AA, A and B
7:45-9:00—Round I—AAAA and AAA
9:00-10:15—Round II—AAAA and AAA
7:00 p.m.—SHORTHAND—Group Meeting
7:00 p.m.—TYPEWRITING—Group Meeting
Saturday, May 3, 1980
8:00 a.m.—PROSE INTERPRETATION (Finals)
8:00-8:15—Group Meeting, Draw for Category
8:15-9:15—Contest
9:15—Tabulation of Results, Oral Critiques in Rooms
8:30 a.m.—PERSUASIVE SPEAKING (Finals)
8:30-8:45—Group Meeting
8:45—Draws

9:15-10:15—Contest
10:15—Tabulation of Results, Oral Critiques in Rooms
8:30 a.m.—DEBATE (Finals)
8:30-8:45—General Assembly
8:45-10:00—Round III—AA, A, B
10:00-11:15—Round III—AAAA and AAA
11:15-12:30—Round IV—AA, A and B
12:30-1:45—Round IV—AAAA and AAA
9:00 a.m.—SPELLING
9:00-11:00—Contest
2:30—Tie Breaker (if necessary)
5:00—Winners Announced, Awards Given
9:00 a.m.—TYPEWRITING
9:00 a.m.—SCIENCE
9:00-11:00—Contest
2:00—Winners Announced, Awards Given
10:00 a.m.—POETRY INTERPRETATION (Finals)
10:00-10:15—Group Meeting, Draw for Category
10:15-11:15—Contest
11:15—Tabulation of Winners, Oral Critiques in Rooms
10:30 a.m.—SHORTHAND
10:30 a.m.—INFORMATIVE SPEAKING (Finals)
10:30-10:45—Group Meeting
10:45—Draws
11:15-12:15—Contest
12:15—Tabulation of Winners, Oral Critiques in Rooms
11:30 a.m.—SLIDE RULE
2:00 p.m.—AWARDS—ALL SPEECH CONTESTS

inside

Money talks

National high school championships are receiving a lot of attention, especially by those wanting to make a buck or two. Page 2.

Write-on

Advisers can get a sneak preview of new Texas Education Agency journalism course guidelines now in the mill. See page 3.

A friend

He's been a major force behind the development of the TILF scholarship program. Who is he? Turn to page 8.

Elsewhere

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Director's corner

Almighty dollar pushing national championships

By BAILEY MARSHALL
League Director

A move to establish national high school championships in athletics, music, speech and drill team competition is gradually gaining momentum.

Standing firm behind this move are a number of major business companies, who hope to use these activities as a means of advertising. There are a number of national music competitions being sponsored by private enterprises, and several of these are extending their tentacles into Texas now.

We have a few school coaches and contest sponsors who favor this competition and are working to see that national championships become a reality in the not-too-distant future.

At the same time, there are currently some groups which have national championships, such as golf (PGA), speech (National Forensic League) and track (Amateur Athletic Union). These groups have high school students participating but in most instances, the high school does not sponsor the students.

Nearly all of these national championship events are individual sports and ac-

tivities rather than team or large group activities.

We as educators need to consider the values of the national championships before we decide whether they deserve our support. The educational value of these programs must be examined, and then it must be determined whether the educational value—if it exists—equals the costs.

Also, if we allow the big businesses to sponsor these events, will the experience

be worth the time utilized by the students, coaches, parents and fans or can the costs above and beyond those paid by advertisements be justified?

A major question we must ask: Is using advertisement money to pay for school competitive programs educationally sound? You can see what television has dictated in many of our activities for colleges and professional teams. If high school educators lose control of their competitive programs to advertisers, can we expect to keep it educationally sound, es-

pecially in light of past occurrences?

The Legislative Council of the UIL has opposed national championships traditionally, and went on record last year, voting unanimously against competing for national championships.

The move toward national championships is growing. It is important that we begin speaking out against this, or else face the possibility of being swept into an uneducational frenzy offered up by those interested in the almighty dollar.

Age of crises

UIL sponsors have role to play in improving society

By JOHN COGDELL
Slide Rule Director

This is an age of crisis, or rather, crises. Of course, there is an energy crisis, but we also have an economic crisis (inflation, unemployment), political crisis (Watergate, tax revolt), moral crisis (crime, decline of the family, violence) and an educational crisis (dropping SAT

scores, illiterate high school graduates, dropouts, teacher disenchantment).

What are the roots of these crises? While we could seek their origins in a number of places—from our public institutions (too many bureaucrats), to the media (the mountain-out-of-a-molehill industry), to the church (We need more Old Time Religion!)—a large part of the problem is selfishness on the part of the individuals like you and me.

In the words of the cartoon character, Pogo, "We have met the enemy and they is us."

Selfishness is one of those antiquated words, like sin, that we have attempted to drop from our active vocabulary. But the practice of selfishness is very much with us.

Doesn't inflation arise from individuals trying to get just a "little more" than the other guy? Don't broken homes come from the refusal of married couples to put the interest of their partner and children above their own? In other words, behaving selfishly.

If the cause of our troubles lies with an individual, so is the remedy. There is no scientific or political breakthrough which is going to save us from this one. Just as in the energy crisis, we as individuals have contributed to the problem by consuming energy needlessly, so we must solve the problem by individually reduc-

ing our consumption.

In the same way, we can attack this crisis of crises by individually restraining our selfishness. In short, by doing more for other people and the society as a whole.

What does all this have to do with the UIL? Just this: For most of us, our work with the League is largely a volunteer effort. An act of unselfishness. As a teacher, you might receive a small increase in pay for your work with a UIL contest, but probably you do not, or if you do, it could hardly be considered fair compensation for the hours spent in this work.

Your efforts with your students in the UIL activities are true labors of love, acts of unselfishness. This is bound to help in at least two ways: Your example influences the student and your investment in your students "beyond the call of duty" greatly enhances their educational and personal growth.

In the latter regard, that of the educational and personal benefits of UIL involvement for our students, I wish to state that I believe in what we are doing. My work as director of the slide rule and the developing calculator applications contest is also a labor of love.

I enjoy watching students challenged in such a way as to develop their potential as scholars, citizens and humans. Won't you join me in that dream?

Equity maintained via separate sports teams

By BONNIE NORTHCUTT
Asst. Athletic Director

The Women's Equity Action League (WEAL) and the American Civil Liberties Union (ACLU) have taken a position that girls should be allowed to play on boys' baseball teams. They have also indicated that girls should file suit against the University Interscholastic League unless the rules are changed permitting them to do so.

It is difficult to understand this position if we are concerned in the true best interest of the girls and boys programs. When this stance is applied by everyone, we have girls wanting to play boys' baseball, and boys trying out for the girls' volleyball team.

Separate can be equal and at this stage of development, it is the only viable way equity can be achieved. When only one team is offered, the vast majority of girls would be delegated to sub-varsity teams.

At present, only one Texas girl has attempted to play on a boys' baseball team. Defended in court by the ACLU, she received legal approval to join the Houston Wheatley boys' team despite UIL rules forbidding girls playing on boys' teams, and vice versa.

The case received considerable national attention, though the girls played in but

a few games with little success before quitting. Another girl, supported by WEAL and the ACLU, also filed suit challenging the rules, but later decided to participate in the girls' athletic program, and dropped suit.

The school people of Texas take great pride in and support the girls' athletic programs. A national report indicates Texas girls' programs are far ahead of most other states in both activities and participation.

Texas women in athletic administration, coaching and officiating do not support WEAL or ACLU's positions, but rather the realistic endeavor towards outstanding programs for boys and outstanding programs for girls.

The same is true nationally. Anyone with a small amount of common sense can readily observe the difference between the sexes, in reference to athletic ability. The dichotomy is well-documented and the facts are obvious: Men have greater strength, speed and height. These attributes have a great effect on sports performance.

We must educate our public of these realities. Many of the young women in Texas who presently represent their school varsity teams would lose this valuable opportunity if teams are opened to both sexes.

League official notices

SAN ANGELO CENTRAL

The 5-AAAA district executive committee has placed Central (San Angelo) on probation for the 1979-80 school year in one act play for violation of the Spring Meet Plan, Item 8.

ODESSA PERMIAN

The 5-AAAA district executive committee has placed Permian (Odessa) on probation for the 1979-80 school year in one act play for violation of the Spring Meet Plan, Item 8.

ARANSAS PASS

The 30-AA district executive committee has placed Aransas Pass on probation for the 1979-80 year for violation of Section 18 of the Tennis Plan.

WELLINGTON

The 2-A district executive committee has placed Wellington on probation for the boys' track season 1979-80 for violation of Article VIII, Sec. 15.

WHITE DEER

The 2-A district executive committee has placed White Deer on probation for the boys' track season 1979-80 for violation of Art. VIII, Sec. 15.

MANSFIELD

The Region V music executive committee has placed the Mansfield High School choir on probation for the 1979-80 and 1980-81 school years for violation of Article V, Section 14, b, of the Music Plan.

FARWELL

Farwell High School has been placed on probation in volleyball for the 1979-80 school year for violation of Rule 28 of the Volleyball Plan.

MUSIC

Page 124, Article IV, Section 13, f, of the Constitution and Contest Rules should read "... It shall be the duty of the contest chairman to provide an adequate warning signal at the end of nine minutes."

SWEEPSTAKES

The following schools should have been listed in the sweepstakes winners published in the August Leaguer: Sundown High School—band—Conference B; Rio Grande City High School—band—Conference AAA.

WEST RUSK

West Rusk High School of New London has been placed on probation for the 1979-80 school year for violation of the One-Act Play Plan.

D'HANIS

D'Hanis High School has been disqualified for district honors in one-act play during the 1979-80 school year for violation of the One-Act Play Plan.

SEALY

Sealy High School has been placed on probation in football for the 1979-80 school year for violation of the Awards of Amateur Rule.

WILLOWRIDGE HIGH

Willowridge High School of Stafford has been assigned to District 10-AAA for the 1979-80 school year.

BROOKELAND

Brookeland High School has been placed on probation for the 1979-80 season for failure to provide adequate police protection involving the mistreatment of a basketball game official last year. Specifically, a fan from Brookeland struck an official in the face at a bi-district game between Brookeland and Big Sandy on Feb. 20, 1979.

CRYSTAL CITY

The State Executive Committee has suspended Crystal City High School for the 1979-80 school year and placed them on probation for 1980-81 school year for violation of the Basketball Plan.

GAINESVILLE

The District 6-AAA executive committee has placed Gainesville High School on probation in football for the 1979-80 school year for violation of Rule 10 of the Football Plan.

MUSIC LIST

On page 45 of the 1979-80-81-82 Prescribed Music List, under Cornet-Trumpet Solos, Class I, "Haynie—Three Bagatelles...BH" should read "Tull—Three Bagatelles...BH."

QUAIL

Quail High School closed as of the 1979-80 school year. Students will be attending school at Hedley and possibly at Wellington.

The Leaguer

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Scholastic journalism

Talk show host scoops spring contest changes

By BOBBY HAWTHORNE

Director of Journalism

Those guys down at 60 Minutes really blew it. I mean, here I sat with all this juicy info, waiting to spill every drop. Yet, the phone ringeth not.

Okay, Mike and Morley, Dan and Harry, that's the way you want it. That's the way it'll be. I've waited for you long enough. I'm selling this scoop to NBC. Here goes with the first annual do-it-yourself Tom Snyder-type interview:

Tom: Sir. It says here that you've made the arbitrary and capricious decision to change the format of the UIL journalism contest. My question to you is this: What the heck have ya done to it?

Bob: Well, it was hardly arbitrary. I discussed the change with TAJD officials long before implementing the change. But in the past, the contest information was provided in a narrative form. Granted, the lead of the story might have been hidden somewhere near the middle of the contest, and there was quite a lot of irrelevant information tossed in. But what often happened, especially on the district level, was that contest entries would greatly resemble the contest sheet handed out.

What we've attempted to do is provide full quotes and information in a precise point-by-point manner, so that the contestant is forced to find the lead and develop the story from the situational points and available quotes.

Tom: Okay. Fair enough. But I just wonder if—well, imagine for a second that I was the contestant, and having been in the news business a few years, I can easily imagine that (ha, ha, ha, ha, ha)—would I be forced to use all the quotes or just some of them or what?

Bob: Tom, have you ever worked for a

newspaper? If so, you know that in developing a news or feature, you speak quite often to a number of persons. More often than not, they give you far too much information to use. The reporter picks and chooses the quotes effectively in developing the article.

This is what we're expecting the contestant to do. He or she must decide which quoted information is relevant, which is unnecessary, and then use it effectively in weaving his contest entry.

Tom: Okay. I can buy that. My next question to you is this: What the heck have ya done to the editorial contest? That's a question I just fielded from our technical director, Jerry Lucini, a really beautiful person. I love ya Jerry. What about it?

Bob: Glad you asked, Tom. We've done basically the same thing as we've done with the news and feature contests. That is, we've provided information on a situational, point-by-point basis.

Another major change is making the contest subject matter timely and relevant, so that the contestant will probably have an opinion on the subject himself. Also on the contest sheet will be arguments for and against the subject.

The contestant will read the material. Decide on a stance, then write his editorial, structuring it around an introduction to the problem and stated position of the writer, development of the argument for the stance taken, a look at the arguments against the stance taken, and a conclusion reiterating the writer's point of view.

Tom: Speaking for the crew here late-night, I can say with no fear of future contradiction that it sounds like an okay idea, right guys? Now, let's move on to another topic that's been weighing heavy

on my mind since I learned you were going to be doing this show about 30 minutes ago. Why the heck can't a kid compete in four journalism contests and maybe ready writing and prose interpretation and spelling too if he wants to? There, I said it. I meant it. NBC has lawyers. Sue me if you like. What the heck.

Bob: It is rare that a student can successfully compete in more than two contests. Occasionally, you'll find a particularly outstanding young man or woman who'll win three or four contests, but this is the exception.

We suggest students find a specific area of interest—journalism or whatever—and work to develop that talent because his chances of winning in one or two contests are far greater than if he attempts to compete in three or four.

Thus, his chances for winning at regional and qualifying for a Texas Inter-scholastic League Foundation scholarship are greatly enhanced.

We also urge advisers and students to consult the UIL's suggested state meet calendar, so that conflicts will not arise. Due to the number of contests, it is impossible to avoid certain time conflicts, but the proposed schedule goes a long way toward eliminating conflicts between contests where overlap is traditional, such as journalism and ready writing; slide rule and number sense.

I can assure you we are going to follow that schedule at the state meet to the letter, so it is paramount that students and advisers consult it before making final decisions on which contests to enter.

Tom: Well, ya've certainly done an formidable job explaining the program. I'm impressed with your command of information and wealth of knowledge and I

hope you can come back and talk to us again sometime real soon.

Bob: For sure.

Tom: We're going to break right here to sell some facial tissue, but we'll be right back with our next guest, a guy who claims he carved the original plans for the Taj Mahal from a bar of Ivory soap. Stay with us. (ha ha ha ha...)

Books & magazines

TELEVISION AND HUMAN BEHAVIOR—George Comstock, Steven Chaffee, Natan Katzman, Maxwell McCombs and Donald Roberts. Columbia University Press, New York, N.Y. 1978.

A discerning look at the nation's television programming, its audiences and its effects on the American way of life the past 25 years. Exhaustive in its research, the text puts forth in a provocative manner the social and behavioral effects of television viewing—the predominant leisure time activity in America.

Detailed and comprehensive, the book would make a valuable addition to a communications or journalism library.

ON PHOTOGRAPHY—Susan Sontag, Farrar, Straus and Giroux. New York, N.Y., 1977.

Susan Sontag examines a wide range of problems, both aesthetic and moral, raised by the presence and authority of the photographed image in the lives of everyone today. The work considers the relation of photography to art, to conscience and to knowledge.

Too difficult for most high school readers, but recommended for advisers interested in photography theory.

INVESTIGATIVE AND IN-DEPTH REPORTING—Judith Bolch and Kay Miller. Hastings House, New York, N.Y. 1978.

Instead of news writing, the text realistically comes to terms with the problems and thrills of news gathering. Using the case history method, the book examines each step of the news gathering process and shows through numerous examples drawn from the experiences of professional reporters, the procedures to use in tracking down and developing a story.

Written for the student or novice reporter who has mastered the fundamentals of journalism and wishes to pursue stories requiring more advanced reporting skills.

MAGAZINE WRITING: THE INSIDE ANGLE—Art Spikol. Writer's Digest Books, Cincinnati, Ohio. 1979.

Written by an award-winning magazine writer. Candid, outspoken and honest. Filled with more than just information about why articles do or don't sell. Spikol teaches not only how to write a better article but how to write a better anything.

Easy to read and highly enjoyable, as well as informative.

ON REPORTING THE NEWS—William E. Burrows. New York University Press. 1977.

A fresh approach to the age old problem of learning basic reporting. Burrows uses a light and humorous touch to help illustrate the basics of news reporting and the problems reporters face. More importantly, he teaches the reporter to go beyond the surface level facts to the plane where the real news exists.

Excellent reading for the advanced student reporter or adviser.

Two hailed for press rights stance

Kudos to Tom Prentice and Jackie McGee, publications adviser and principal respectively at Stephen F. Austin High School in Austin, for their stances in a recent controversy surrounding coverage of student alcohol and drug use at the school.

A two-page spread in the yearbook depicts students drinking beer and smoking marijuana, within the section "A Time to Party". Though the subject was handled realistically and intelligently, it invoked the anger of the local PTA presi-

dent, who claimed such behavior to be "dirty laundry" not fit to be "aired in public."

Many parents suggested that McGee review the book before it is printed, lest such atrocities occur again. She declined the offer.

"This is why we have faculty sponsors . . . It would not be appropriate in my opinion for a sponsor to run down to my office each time he had a page finished," she said. "I certainly don't see myself as a censor."

Prentice said parents often are unaware of the changes in yearbooks the past few decades.

"I think it's a First Amendment issue and what it boils down to is should a high school yearbook report only the good things . . ." he said. "As a journalism teacher, one of my principal duties is to teach the value of a free press and critical thinking and its role in a free society and to teach student responsibility. I believe we've done that."

Bravo!

TEA journalism course framework in-the-mill

In passing a law mandating the return by public schools to the semester system no later than the 1980-81 school year, the Texas Legislature threw a sizeable wrench into the journalism workings.

Hardly fresh off the presses were Texas Education Agency course descriptions for journalism, set up for the quarter system and hailed as a great improvement over the previous Journalism I and Journalism II structure.

But then, enter the Legislature and make way for the return of the semester. What was TEA to do?

"We took the quarter system, which had been approved by the State Board of Education, but never distributed, and expanded it into the semester system," said Betty Gray, TEA journalism consultant and former high school publications adviser.

"Everything found in the (quarter) other document can be found in the new framework, with some additions," she said. "The new guidelines must survive three readings before the State Board of Education."

"They were submitted and given first reading at the September reading," she said. "So, unless complications arise, and

that's always a possibility, we expect to have them approved in the November meeting and, allowing six weeks for printing, to have them distributed in January or February."

Advisers wishing a sneak preview may order a draft by writing Betty Gray at TEA, Division of Curriculum Development, 201 East 11th Street, Austin, Texas 78701.

"At the moment, we're operating under journalism guidelines approved January 13 of this year," Gray said. "At present, each school district has an option of staying with the quarter system or going to the semester system. However, state law mandates that they return to the semester format by the 1980-81 school year."

"If all goes according to plan, we'll have the guidelines out far in advance so that districts will have time to make preparations for the implementation of the program," she said.

The proposed draft before the state panel is an expansion of the journalism program rather than a condensation, Gray said.

"Whereas the old system consisted of 18 quarters, we now have 15 and a half

semesters," she said. "Also, journalism is now available for grades nine through 12 while the old system allowed just for Journalism I and II."

Courses outlined in the proposed framework are: Reporting; specialized writing; advertising; graphics design layout; editing; photojournalism; magazine journalism production; newspaper production; broadcast journalism; and independent study.

All are available to students grades 9-12, except independent study, which is open only to seniors having one full year of journalism credit.

Reporting, magazine journalism production, newspaper production and broadcast journalism each have a possible one-half to one unit credit. Specialized writing, advertising, editing, independent study, and graphics/design/layout are half-unit courses.

Photojournalism has been expanded so that a student may take up to three semesters for credit.

While TEA mandates no prerequisites, it is advisable that the individual districts do so in order to properly adjust the students in the journalism program.

"What we're setting forth are broad general guidelines," said Gray. "It is the

responsibility of the individual schools to establish prerequisites, if they desire to do so, and to set sequences.

"And again, we urge that they set up a sequence plan," she added. "If I were setting up the program, I think I'd make beginning reporting a prerequisite for any of the more advanced courses, but the final decision to do so is strictly in the hands of the local administrator, acting upon the advice of the journalism adviser."

Districts are not forced to offer all the journalism courses available and all journalism courses are offered for elective credit only. Nor can journalism be offered in lieu of English, as was done on an experimental basis in El Paso and Austin, Gray said.

"Of course, these set of guidelines are not meant to be exhaustive," she said. "Additions to the framework may be made, but, if passed, every school district must use the course title and follow the general guidelines."

This insures, Gray added, that a student taking a course in reporting in Dallas may transfer to Houston, resume the course without suffering major disorientation in that course due to the locale change.

Punish coach? It sounds better than it works

Editor's note: These short articles were mailed to administrators in September as one in a series aimed at better explaining the Texas Inter-scholastic program.

Why punish the kids? Why not put the coach on probation?

This is a common question posed to Texas high school administrators and athletic directors. The answer is simply, "When a coach affiliates with a team and then breaks a rule, the team is then punished. No one has found a better, more efficient way of arresting the tide of various athletic illegalities."

Only in the professional ranks are the coaches penalized, and this comes in the form of financial losses. No amateur athletic association in the world—National Collegiate Athletic Association, Amateur Athletic Union or Olympics—punishes the coach directly.

Indirectly, the coach whose team is on probation loses the esteem of his peers and disqualification could cost him his specific job. In light of today's "win at all costs" mania, many school administrators and other sports experts feel that penalizing the coach would not be a suitable deterrent to athletic abuses.

Qualifying for state

The weather in Texas between February and May generally ranges from sub-freezing in the Panhandle, to hot and humid in portions of the South and far West Texas. Of course, there is a generous and unpredictable portion of rain, hail, thunderstorms and other natural catastrophes tossed in for good measure.

All this occurs during the track and field season. Consequently, different athletes are forced to participate under varied conditions, and the respective times and distance reflect these weather vacillations. There has been talk of bringing the best "10 or so" times and distances to the State Meet, whether they qualify for it at regional or not. This is not a good idea.

For one, you'd be penalizing those kids participating without good weather. Secondly, there would be a question of what qualifying times to use. If times and distances from invitational meets were used, the result would be some of the fastest individual times ever, week after week.

Finally, if you had an open State Meet, which is what some are apparently advocating, would athletes participate against others solely on the basis of qualifying times. In that case, a Conference B sprinter with

a 9.3 timing could compete against a Conference AAAA sprinter, also timed at 9.3. What would this do to the team championship concept? Would this not cause the coach to abandon the team concept in favor of developing fully one particularly outstanding athlete?

One sportswriter pointed out that six or seven of the state's best times in the mile run were posted in the Houston area, although only two qualified for the State Meet. It must be pointed out that those Houston area milers—who posted times record times during the year, competing in relatively pleasant weather—finished second and fifth at the State Meet.

Besides, if this logic is without flaw, why is it not used at the Olympics? Were it the case, the United States would certainly have more representation than Paraguay or Costa Rica.

The fact is that the current State Meet structure is consistent with the overall League program of equal competition—athlete against athlete, team against team. The winners at district advance to the regional and the winners there advance on to state.

This is the system used in the literary and academic program and in the other UIL sponsored sports. Track and field should not be set apart from the program as something special.

Unsafe avocation?

Abusing sports officials has become a favorite pastime of some fans. It is more important than the game itself. This unhealthy trend must be reversed.

The official is a specialist in his field. Officiating contests is not a vocation but an avocation, a hobby. He does not benefit financially but enjoys the hobby for what it offers: A chance to assist young people in a program of educational athletic competition.

Most officials are former athletes themselves, and update themselves on trends and changes by attending clinics and conventions. Most allocate four to six hours weekly preparing themselves to officiate one game. Very often neglected is the fact that the referee knows more about the game than the average fan, and is in a much better position to make judgment calls.

Officiating to these dedicated men and women is a serious business. They are an integral part of our sports structure and we owe them all a debt of gratitude.

Dallas serving as host

Famed speaker to keynote tenth AD convention

Featured speakers have been selected for the tenth National Conference of High School Directors of Athletics, December 9-12, 1979, at the Anatole Hotel in Dallas, Texas.

Heartsill Wilson, often referred to as "America's Number One Speaker," will stake his reputation when he keynotes the opening general session on December 9. Dr. Wilson will talk about "The World of the Uncommon Leader" as he addresses the leaders of high school athletics who are helping to prepare the future leaders of the United States—the high school students.

Wilson is a superb motivator, combining humor, good taste and a keen sense of the art of communication. The annual survey of communications personalities

has several times rated Wilson "Best Speaker in America," and the leadership of the Colorado Athletic Directors Association reports that he was the best speaker ever to address its annual meeting.

The conference luncheon speaker for December 10 will be Don Newbury, vice-president of Tarrant County Junior College in Fort Worth, Texas. Dr. Newbury has been an educational public relations director for more than 15 years. During college, he worked regularly reporting sports and news for the college radio station and newspaper, officiating high school basketball games, and editing a weekly newspaper. Later, he served a six-year stint as public relations director for the Lone Star Athletic Conference.

The conference banquet on December

11 will feature Charlie Plumb. Plumb flew 75 combat missions in Southeast Asia before being shot down in 1967 and serving nearly six years in North Vietnamese prisons. On March 4, 1973, he was awarded the Purple Heart and Silver Star. His banquet presentation will be entitled "Your Hidden Strength."

The four-day conference will also focus on practical aspects of athletic administration. There will be a dozen workshops on specific topics or for particular school situations, such as private schools, junior highs or large city districts. There will also be sessions on legal liability and sports medicine.

Local hospitality will include attendance at the Southern Methodist-Colorado basketball game on Saturday, December 8, a hospitality party on December 9, and

tours of various Dallas-area attractions and a Texas-style barbecue on December 10.

The National Federation of State High School Associations sponsors and conducts the national conference, which will be attended by approximately 1,000 athletic directors from across the United States. The National Intercollegiate Athletic Administrators Association holds its annual meetings in conjunction with the conference.

The registration fee is \$40, with a five dollar discount for athletic directors holding a 1979-80 NIAAA membership card. Room rates at the Anatole will be \$30 (single) and \$39 (double). Registration materials will be sent directly to athletic directors who are members of the NIAAA or who have attended past conferences. Other directors can obtain materials by contacting the National Federation at 11724 Plaza Circle, P. O. Box 20626, Kansas City, Missouri 64195 (Telephone 816/464-5400).

All-state recognition

Coaches asked to nominate deserving football players

Got a fullback who rushed for 600 yards last week?

How about a linebacker who answers to the name "Kong" and has a temperament to match?

If so, you might like to nominate him for a spot on the respective Texas Sports Writers Association all-state team. Deadline for nomination of players is December 2 and all nominations should be sent to the TSWA all-state chairman for each respective conference.

Chairmen are: Conference AAAA—Jesse Miller, Brazosport Facts, P. O. Box 547, Clute, Texas 77531.

Conference AAA—Bill Hart, Abilene Reporter-News, Box 30, Abilene, Texas 79604.

Conference AA—Mike Lyons, Waco Herald-Tribune, 900 Franklin St., Waco, Texas 76703.

Conference A—Robert Cessna, Bryan Eagle, Box 1073, Bryan, Texas 77801.

Conference B—Les Giles, Amarillo Globe-News, Ninth and Harrison Sts., Amarillo, Texas 79166.

Along with nominations, coaches should include all vital statistics such as size, weight, class, position and past honors.

Nomination of backs should include yards gained, number of carries, touch-

downs scored, number of passes completed and attempted, interceptions, yards gained per carry, punt returns, kickoff returns and any other statistics available.

Nomination of linemen should include speed, quickness, number of tackles, quarterback sacks, blocked punts or passes, etc.

"It is a great thrill for a youngster to be named to an all-state team," said Bill Farney, athletic director. "Coaches should not deprive the deserving player from an opportunity of being selected to one of the teams merely because he failed to submit a nomination."

District swim deadline set

There will be no district swimming meets after February 16, said Bill Farney, athletic director.

"It was omitted from the calendar in the Constitution and Contest Rules, but the last day for holding district swim meets is February 16," he said.

The regional swim meets are scheduled February 29 and March 1, and the state swim meet will be held at the Texas Swim Center in Austin, March 14-15.

Postscripts on athletics

Educational excellence goal of athletics

By BILL FARNEY
Athletic Director

The primary goal of athletics is academic achievement.

Though this may sound confusing, many times school administrators, teachers, coaches, and sponsors tend to overlook a very important aspect of the interscholastic competition program. The state office gets a number of calls each year that proceed as follows:

"We have a student who only passed two courses last year, for a total of two credits. Is he eligible the first semester this year for football?"

No one shall take part in any contest in this League who did not attend a major portion (51 percent) of the preceding quarter and who did not pass at least three one-credit courses, or the equivalent, including at least two separate courses, during the quarter.

Special education students who meet the standards of the Texas Education Agency for assignment to special education classes and who have been enrolled in special education classes for a major portion of the preceding quarter and who passed three one-credit courses or the equivalent in the preceding quarter are considered eligible under this rule.

In any school operating on a trimester or quarter program, with class periods of 80 minutes or more, a student must pass two courses to be eligible under this rule. If class periods are only 50 or 60 minutes, the student must pass three courses, or the equivalent, to be eligible under this rule.

"Isn't there something you can do to make him eligible? I'm afraid he will drop out of school if he doesn't get to play football. It seems like a harsh penalty since this is his last year in school, and now he can't play."

Yes, it is harsh. But we, in our sympathy, tend to forget a very important fact. We, as teachers, coaches, sponsors, and administrators cannot *make* a youngster study. If students were allowed to participate without some academic standard, then the total program would not be grounded in educationally-based values.

Young people could move in and out of schools at will, participating as they wished without any thought of passing or failing. What lessons would they be learning? Would there be any purpose in the program? The time for a youngster and school officials to worry about grades

is during the time a student is taking a course, *not* after he has failed.

Schools would find it advisable to run grade checks weekly on all students who plan to participate the following year in any League activity. This method could prevent some of the sad dramas that confront many of our students in September.

Students should be reminded constantly of the requirements of "passing" their courses. This should be done, not for athletic purposes alone, but also for the primary goal of attaining a high school education with a diploma as evidence of such attainment.

Students should be reminded that it is their obligation to pass. If they do not, they are letting down themselves, their family, and their classmates who depend on their contributions on all competitive teams and activities. Study now, pass the number of courses needed to graduate, not the number which compose minimum standards for eligibility.

Respect of intent of rule necessary to minimize risk of athletic injury

Participation in sport requires an acceptance of risk of injury. Athletes rightfully assume that those who are responsible for the conduct of sport have taken reasonable precautions to minimize the risk of significant injury. Periodic analysis of injury patterns continuously lead to refinements in the rules and/or other safety guidelines.

However, to legislate safety via the rule book and equipment standards, while often necessary, is seldom effective in and by itself. To rely on officials to enforce compliance with safety guidelines. By compliance is meant respect on everyone's part for the intent and purpose of a rule or guideline, not merely technical satisfaction by some of its phrasing.

Some sport safety problems lend themselves readily to identification and solution (e.g., heat stroke and the administration of liquid freely during early football practice). Some safety problems may be less clearly identified (e.g., head injuries), and solutions may be developed on selected assumptions and the premises that measurable standards are

Everyone needs to "get on the ball" and place education and academics first in the school program, where it belongs.

18-year-olds

Often, this office receives a call regarding an 18-year-old student changing schools without his parents making the corresponding move with him into the new district.

School officials sometimes feel that he is eligible for varsity under the senior transfer rule. All schools are to be reminded that the 18-year-old does not obtain exemption from *any* UIL rule.

One could easily visualize a veritable plethora of programs if any 18-year-old who changed schools without his parents were to be eligible for varsity competition.

The state would soon have a problem of students changing schools without their parents making the corresponding move. This would result in a large number of

students not living nor going to school in the school districts they reside, and thus not receiving the benefit of parental guidance.

Recruiting could become an acute problem because of the easy mobility of these students.

Please remind all your school personnel of this particular area of concern. It would be well to remind them also that all rules and regulations governing UIL activities are made and changed by a majority vote of the member schools.

New conference designations

Beginning in 1980-81, there will be no Conference B. In its place will be Conference A, AA, AAA, AAAA and AAAAA.

Schools are reminded of this change so that confusion will not result when notification is received in November of this year.

better understood than qualitative rhetoric (e.g., purchase a helmet manufactured in accordance with NOCSAE standards instead of purchase the "best helmet possible"). Some safety problems remain problems because of questionable compliance with the legislated solutions (e.g., dental mouthguards).

Using football head/neck injury prevention as an illustration with current significance, it is impossible and should be unnecessary to expect the game officials to examine each helmet of the squad before the game to ensure that each helmet has met the NOCSAE standard.

Respect for the approved safety standard alone would insure that nothing but NOCSAE helmets are available to be worn. Optimal effectiveness, moreover, will come only from the athletes' informed compliance with all basic principles of head/neck injury prevention.

The committee therefore encourages football coaches to discuss safety information with their squad at the onset of the season, put it on each player's locker

for emphasis, and then remind them of the essentials periodically during the season:

1. Serious head and neck injuries, leading to death, permanent brain damage, or quadriplegia (extensive paralysis from injury to the spinal cord at the neck level), occur each year in football. The toll is relatively small (less than one fatality for every 100,000 players, and an estimated two to three non-fatal severe brain and spinal cord injuries for every 100,000 players), but persistent. They cannot be completely prevented due to the tremendous forces occasionally encountered in football collisions, but they can be minimized by manufacturer, coach and player compliance with accepted safety standards.

2. The NOCSAE seal on a helmet indicates that a manufacturer has complied with the best available engineering standards for head protection. By keeping a proper fit, by not modifying its design, and by reporting to the coach or equipment manager any need for its maintenance, the athlete is also complying with the purpose of the NOCSAE standard.

Realignment process assures equal competition

The League Office has been receiving calls concerning reclassification for the 1980-81 and 1981-82 school years. Most of the inquiries are concerned with the enrollment cutoff figures for each conference. The policies involved in reclassification described below should explain why these figures cannot be obtained at

this time.

Enrollment cutoff figures are derived by using the average daily membership of each school for the previous two years (in this case, 1978-79 and 1979-80). This information is keypunched and our computer programmer obtains a rank order print-out by enrollment, starting with the largest school in the state.

For Conference AAAAA, we go down the list to the 240th school and make this the cutoff point. The same procedure is followed for Conference AAAA, AAA, and AA. All remaining schools are assigned to Conference A.

Many schools in Conference A do not compete in football, volleyball, or baseball. Consequently, it is important that there be enough total schools in Conference A to allow adequate scheduling for these activities. All schools participate in basketball.

What information is considered when determining upper and lower enrollment cutoff figures for each conference? First, we have to determine the number of schools to be placed in each conference. To determine this, the following things must be considered:

- (1) The minimum number of schools that can be assigned to a conference without creating an extreme travel problem;

- (2) The minimum number of districts

in the state per conference to allow for an organized and progressive playoff system without prohibitive travel;

- (3) The minimum number of schools which can be placed in a conference to justify state playoffs.

It is impossible to completely equalize competition within a conference, since there are hundreds of variables that affect how well schools compete in an activity. This is true in Texas as well as any other state. Most variables affecting a school's athletic teams are subjective and almost impossible to gauge for assignment purposes; e.g., school spirit, ability of players, and community pride.

The number of students in a school is the only objective and logical variable that can be used effectively for assignment purposes. Consequently, the number of students enrolled in the top four grades (9-12) is the factor used when arranging schools into conferences.

An appeal to the State Executive Committee may be made regarding conference assignment, but it is doubtful that the committee would approve a change at the request of a school if the enrollment figures submitted by the school were correct. If other factors, such as previous win-loss records, were considered as a reason for changing conferences, the committee would constantly be hearing appeals on conference assignments.

After schools are assigned to conferences, the athletic office of the League assigns each school to a district within their conference. We try to have between six and nine schools in a district. (There are some exceptions to this because of travel problems.)

This allows schools to play approximately the same number of district games while scheduling schools not in their district or conference for non-district games.

The procedure for assigning schools to districts is as follows: Map pins are placed on a Texas map at the site of each school in a conference. Rubber bands are used to encircle the proper number of schools in the required number of districts (16, 32 or 64) within each conference.

It is inevitable that some schools will feel they should be put in a district other than the one to which they are assigned. The League office and the State Executive Committee must be concerned with the entire state and a composite picture which will facilitate an orderly sequence of competition.

In arriving at the total picture, some individual schools are forced to travel more than others; however, regardless of occasional problems, the system has proven over the years to be the most effective method of perpetuating interscholastic competition.

Good news, bad news

Bad news: Your school will be moved into a higher conference next year.

Good news: So will everyone else's.

The League's realignment will be released to schools and be available for release to the public via the press the week of November 5.

Due to action by the Legislative Council last fall, the Conference B status will be eliminated, being replaced by Conference A. Each of the traditional A conferences will make the corresponding move upward, giving the League a conference structure of AAAAA, AAAA, AAA, AA, and A.

Competition key to TILF success

UIL participants represent a superior brand of student, Col. Kerbel says

In 1967, Col. Walter Kerbel was named executive secretary and trustee of the Dallas-based Clark Foundation. One of his first tasks was to inquire into scholarship opportunities for particularly outstanding high school students.

He then approached a Dallas Independent School District administrator, who steered him to Rodney Kidd, director of the University Interscholastic League.

The rest, as they say, is history. The Clark Foundation became one of the primary donors to the scholarship program sponsored by the UIL, known as the Texas Interscholastic League Foundation, and Kerbel became one of TILF's staunchest supporters.

"I was fortunate to get involved in the program and it's been my pleasure to watch it grow these past 12 years," said

Kerbel, who now sits as TILF board director.

The key to the success of the endeavor, he insists, is the competitive nature of the League program as a qualifying factor for financial aid.

"You hear a lot of negative talk about education and today's youth, and I suppose some of it has merit," Kerbel said. "But I can say this without fear of contradiction that the kids we're involved with through the UIL contests represent a superior brand of student.

"We've experienced less than one-tenth of one per cent failure rate among our scholarship recipients, and I attribute this to the competitive aspect of the program," he said.

"First, it allows these young people to compete against their peers in the process of qualifying for the State Meet in Aus-

tin, and secondly, through this competitive process, it gives them a superior insight on what is required of them to be successful, and what this country is all about."

With the TILF program firmly established, it would be easy to sit back and watch it run its course. But with the economic sphere being what it is today, that would be a risky act. Consequently, Kerbel and others are drawing up plans to insure the future availability of funds for talented high school graduates.

"At the moment, TILF is embarking on a fund drive to set up a permanent endowment which will insure the continuation of the program which has proved so valuable and vital to Texas," he said.

"We'll be soliciting contributions into this permanent endowment in the near future," he added. "It is highly important

that this program be perpetuated. I know of no other program of its kind in the nation and Texans should be proud of it and willing to work to see that it is continued."

Kerbel's work with TILF is just the latest in a long line of national and local service.

He retired from the Air Force in 1962, having completed 32 years accredited service. He is a member of the Rocky Mountain football, basketball and baseball officials associations, and holds membership in the American Legion, Kiwanis, Air Force Association, Masonic Lodge and Air Force Historical Association.

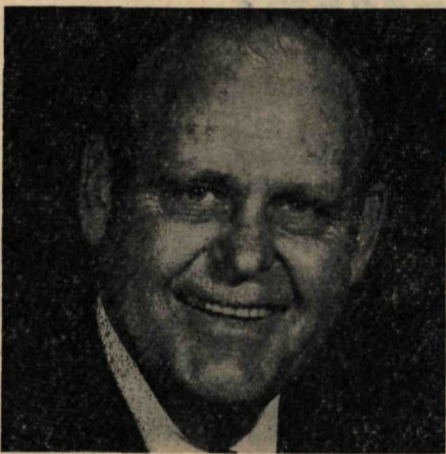
He graduated from the University of Denver and studied for masters degree in management at Texas Tech University and George Washington University.

"The public school people and students of Texas appreciate greatly the outstanding services Col. Kerbel has provided this past year as TILF director," said Dr. Rhea Williams, TILF secretary.

"He's been a firm supporter of the UIL goal of equal and fair educational competition and has worked diligently to secure scholarship funds for the many successful high school participants in UIL activities," Williams said.

Council chairman

From page 1



JOE B. SCRIVNER
Legislative Council Chairman

licity a few League rules have received during the past year. But it is a position he is comfortable in, having faced the public eye since 1948, when he first began coaching at Mertzon High School.

Since, he has been a coach and administrator at Rankin, Goliad, Dumas, Taylor and now Irving.

A graduate of Plano High School, Scrivner received degrees from McMurray College and Hardin-Simmons University, and has finished post graduate work at Sul Ross University, West Texas State University, the University of Colorado and Southwest Texas State University.

Speaking of critics, he has few kind words for those who attack the League's rules.

"There are critics of the UIL who say that we are an undemocratic organization," Scrivner said. "Unusually the persons who make such statements are totally unfamiliar with the operations of the League.

"The League has always provided all people involved in educational extracurricular activities an opportunity to express an opinion," he said. "Some opinions are adopted and become a part of the League rules while others fail for lack of support from the League membership."

"This is how a democratic organization works. I urge all school people who value the League and its work to make special efforts to inform the people we serve of the goals, objectives and the functions of this great organization."

June meet results in speech rule changes

By MARILYN SWINTON
Speech Activities Director

Coaches of speech events should check the 1979-80 League Constitution and Contest Rules for changes made in their respective contests as a result of the June meeting of the Prose and Poetry Interpretation revision committee.

Major changes include:

Prose—Additions and deletions of authors, category C change (legends, myths, fables and tales), requirement of an introduction, and suggestions concerning bodily action.

Poetry—Additions and deletions of poets, category C changes ("program" of selected poems and published authors not on A and B lists), requirements of intro-

ductions, and suggestions concerning bodily action.

Also resulting from the June meeting are revised critique sheets for prose and poetry interpretation, as well as persuasive and informative speaking. These sheets will be reviewed at the student activities conferences and implemented at the spring preliminary meets and the State Meet.

Attendance by coaches and students at these conferences will help clarify these revisions.

Thanks!

Members of the Revisions Committee for Prose and Poetry Interpretation should be congratulated for their competent and cooperative input into the 1979-80 revisions.

Members of the committee, which met June 30th at the League office in Austin, were Pat Jurek, Calhoun HS, Port Lavaca; Lanny Naeglin, Jefferson HS, San Antonio; Rita Harlein, Eastland HS, El Paso; Rex Poland, Brazosport HS; Mary Aikman, Kilgore HS; Ray von Rosenberg, Taft HS; Kay Calaway, Smithville HS; and Larry Preas, Luling HS.

Also, Jack Meares, Jr., Roscoe HS; Art Miles, Lago Vista HS; Virginia Haralson, Colmesneil HS; Guy Bizzell, McCallum HS, Austin (retired, special adviser); Luann Preston, University of Texas at Austin (student, special adviser); Eloise Weisinger, McCollough HS, Conroe (special adviser); Dr. Lee Hudson, UT-Austin Speech Communication Dept. (special adviser); and Dr. Betty Sue Flowers and Dr. Karl Ames, both from the UT-Austin English Dept.

In addition to recommending changes in categories, poets and authors, the committee also discussed revisions in the Constitution and Contest Rules, and the judging critique sheets. The committee represented well the wide range of view-

points of coaches and students across Texas.

Attend a conference

Confused about the changes in poetry and prose interpretation? Attend the student activities conference in your area and read the most recent Constitution for information and suggestions.



BECK—Genelle Beck discusses the number sense contest at the Austin student activities conference.

Slide rule contest 'tricks' involve practice, dedication

By JOHN COGDELL
Slide Rule Director

When I first became involved with the slide rule contest, I heard about the "tricks" which certain coaches used to produce winners year after year. When I met some of these famous coaches, I asked them what their tricks were, and their candid answers were forthcoming—the trick is mainly hard work.

They spend enormous amounts of time with their students encouraging them, teaching them, giving them practice, practice, and more practice.

Another "trick" is going to invitational meets. These are unofficial practice contests sponsored by individual schools or groups of schools. These are held on weekends throughout the year and at many locations. Often several invitational meets are being conducted simultaneously in different parts of this vast state.

The benefits of taking your students to these meets are obvious, as are the costs. The practice competition with peers under realistic conditions is invaluable preparation for the official UIL competition in the spring. So I urge you to try to take a group to every invitational meet

you can manage. It will pay off.

During this period when we are developing the new calculator applications contest, invitational meets will assume an important role. This year we have only one UIL sponsored calculator applications contest and this is unofficial, at the district level, and optional. The only way you can get practice is to get it at the invitational meets. Many of these meets will offer calculator contests modeled after the UIL format.

Now a word to those who will be sponsoring an invitational meet. First, please let me know the date and place of your meet so that I can make this known to people who inquire. I would like to put a list in the *Leaguer* so that everyone knows about your meet.

Secondly, I would like to encourage you to have a calculator contest in your meet. After the fall activity conferences, you will know what the format of the UIL contest is going to be. You can make your own contest along the same lines. In fact, UIL may be in a position to offer you masters of a contest form, minus the stated problems. If we offer this service, all you have to do to have a one-of-a-kind contest is to make up your own stated problems. Watch for future *Leaguer* articles about this service.