

## Everything OK, literary panel told

It was a classic example of all talk, little action. After long discussions on every aspect of the League's literary program, the committee charged with reviewing that wing of the UIL found little to act upon.

"Basically, the committee heard testimony from various educational organizations and from the respective contest directors themselves to the effect that all is going fairly well," said Dr. Bailey Marshall, UIL director.

Highlighting the September 21 meeting were votes recommending that the UIL staff begin a search for a part-time speech director, that the staff contact East Texas State University regarding possible development of a literature contest, and directed the staff to write and submit to the Legislative Council a proposed change in the ready writing contest rule.

Dr. James Kinneavy, ready writing co-director, said judges were having trouble weighing length versus content. He proposed that the rules state that the quality of the composition's interest, organization and style be the determining factor in judging, and not the length.

"However, development, which is sometimes indicated by length, may be used to discriminate among several close papers. In these papers, the following norms should be used: The composition should be approximately 900 words in length for junior high school contestants with a 700 minimum; 600 words in length for junior



James Anderson of San Antonio Roosevelt and UIL contest directors Nelda Garcia (left) and Anna Stengel review possible changes in the spring meet calendar, during a recess of the literary committee meeting.

high school contestants with a 450 minimum; and 400 words in length for elementary school contestants, with a 300 minimum. There is no maximum limit, but wordiness should not be rewarded."

Kinneavy said he and Dr. Robert Kline will meet with League staff members soon to hammer out final details. If passed, the change would go into effect during the 1981-82 school year.

Other presentations included:

- Speech director Marilyn Swinton, who reported enthusiastic response to the work of the speech committee and to the improvement of State Meet contest judging.

- Dr. Charles Lamb, number sense director, who said he has received suggestions that the contest be scaled down for the fourth and fifth graders.

- Dr. John Cogdell, calculator

applications director, who announced completion of his introductory manuals and reported high interest in the newly formed contest.

- Anna Stengel, typing director, who raised questions regarding allowing two semesters of junior high instruction to compete in the contest. She said that three of the five state winners last spring had had junior high instruction. However, the difference between the scores of these students and others in their conference was minimal.

- Bailey Marshall, who mentioned that it had been suggested that all spelling participants take a tie-breaker immediately following the regular contest. This way, the contest director already has the contests and can pull out tie-breakers if needed, thus eliminating tracking down students when the occasion arises.

## Realignment changes set in motion

The door to possible changes in the League's realignment process was cracked here Sept. 24 during the meeting of the policy committee of the Legislative Council.

Approved were plans to alter the realignment release process, and to add another level of appeal for schools dissatisfied with their alignment. Though exact wording of the recommendations to be made to the Legislative Council is yet finalized, the motions approved would call for a biennial press conference in Austin for the announcement of realignment and reclassification, and a full explanation of the redistricting process.

Also, the Council will hear a motion calling for the addition of an appeal panel, giving schools three avenues for appealing their realignment: Mutual consent of the receiving and sending districts, a newly formed committee of the Legislative Council, and the State Executive Committee.

A provision of the announcement and appeals process would prohibit schools from scheduling games until seven days after the realignment is released. This allows schools one week to complete the appeals process.

"The problem we've had with the appeal is this: We make district assignments from this office," Dr. Bailey Marshall explained. "The State Executive Committee then approves it. If a school protests its alignment, it must go back to the State Executive Com-

(See Policy, page 7)

## Host sites urged to follow proposed schedule

In order to avoid possible conflicts in contest scheduling from district to regional and regional 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 contest 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 Puckett, League activities director.

"Questions should be forwarded to the State Office," she said.

Proposed Schedule for 1981 State Meet  
Friday, May 8, 1981

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)  
9:30 a.m.—CALCULATOR APPLICATIONS—Group Meeting  
9:00 a.m.—READY WRITING  
9:00-11:00—Contest  
4:00—Winners Announced  
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.—PERSUASIVE SPEAKING (Preliminaries)  
1:00-1:15—Group Meeting, Announcements  
1:15—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.—NUMBER SENSE  
3:00 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—AAA, AA, and A  
6:30-7:45—Round II—AAA, AA, and A  
7:45-9:00—Round I—AAAAA and AAAA  
9:00-10:15—Round II—AAAAA and AAAA  
7:00 p.m.—SHORTHAND—Group Meeting  
7:00 p.m.—TYPEWRITING—Group Meeting  
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—AAA, AA, and A  
10:00-11:15—Round III—AAAAA and AAAA  
11:15-12:30—Round IV—AAA, AA, and A  
12:30-1:45—Round IV—AAAAA and AAAA  
9:00 a.m.—SPELLING  
9:00-11:00—Contest  
2:30—Tie Breaker (if necessary)  
6:00—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 Results, 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.—CALCULATOR APPLICATIONS  
2:00 p.m.—AWARDS—ALL SPEECH CONTESTS

## For openers

### Back to basics

The return to basics in education should not be an exercise in snipping one's nose to spite the face. Dr. Nelson Patrick and Randall Buchanan, the president of the state's theatre association, share common viewpoints on pages 4 and 5.

## volleyball

Braids?  
Time-out?  
Various volleyball situations examined.  
See page 6.



### New brackets?

A proposal to expand the football playoffs to include the first and second place district winners seems to be picking up support. But is it really a good idea? Dr. Bill Farney looks at the pros and cons of this controversial topic, page 6.

### Also

Opinion ..... page 2  
Journalism..... page 3  
Music..... page 4  
Drama ..... page 5  
Sports ..... page 6-7  
Etcetera ..... page 8



# What are we selling?

Unlike colleges and professionals, schools peddling quality education

Professional athletics and college athletics have had a considerable influence upon interscholastic athletics. The championship concepts and overemphasis on winning are two examples.

Professional athletics, and in many cases, college athletics, have a business philosophy. They try to sell their product, which is entertainment. To sell it successfully, they must win. Most often it is win at all costs.

We in the public school programs have to continually guard against this philosophy. Certainly, we compete but we are trying to educate youngsters through competition. We are not trying to sell entertainment through competition and winning.

The college and university athletic people



## Director's corner

By Bailey Marshall

try and often do influence the public school programs. They are interested in the outstanding athlete who will later perform for them. We in the public schools have to assure the other 95 per cent of the students who participate are given the best education through competition available. If the programs are kept educational for all, the

top five percent will still rise to the top and will be well prepared for college athletics.

Not only does this pressure for advanced programs and promotion come from the college personnel, it comes from parents, fans and communities. Every parent hopes against hope that their child will be all-

state, all-America, and play professional ball. Consequently, between the parents and the fans, they often push for educationally unsound programs. They may think it will help their son or daughter be a better basketball player or football player — but will it help develop them into a better citizen? The public schools are interested in the complete child.

Due to these differences in philosophy, the state interscholastic league organizations and their member schools must continually guard against changes which are advocated by people who are influenced by the professional and college athletic philosophy. All of us must work together to sell our philosophy and consequently serve our programs.

## Official notices

### PRESCRIBED MUSIC LIST

The Prescribed Music List is not current with the recent reclassification, in which Conference B was eliminated (see page 8, C&CR). Music directors and administrators should make certain that the new classification procedure is followed.

### WEST RUSK

West Rusk High School in New London has been placed on probation in football for the 1980-81 school year for violation of Rule 11 of the Football Plan (playing more than two scrimmages in a period of less than seven calendar days.)

### BASKETBALL PLAN

Add to Basketball Plan, Rule 4, Districts, insert for third graph: District games may not be played prior to December 15 except by unanimous consent of all district members. It is recommended that when feasible, the district schedule be set up on a round-robin basis. Districts may be sub-divided (see Rule 4, Item e, page 143).

### MIDLAND

Midland High School has been placed on probation for 1980-81 in football for violation of Rule 3 of the Football Plan.

### CALHOUN

The State Executive Committee placed Calhoun High School of Port Lavaca on probation in baseball for the 1980-81 season for violation of the Athletic Code.

### POLYTECHNIC

Polytechnic High School (Fort Worth) choir has been placed on probation for the 1980-81 and 1981-82 by the Region V music executive committee for violation of Art. VII, Section 33, 4, of the Music Competition Plan.

### YORKTOWN

The District 31-A executive committee has placed Yorktown ISD on probation in football for the 1980-81 school year for violation of Rule 24 of the Football Plan.

### ESTACADO (Lubbock)

Estacado High School, Lubbock, has been placed on probation in baseball for 1980-81 for violation of Article VIII, Section 10.

### MUSIC

On page 150 of the Prescribed Music List, the title of event 433 should read "Miscellaneous String Ensembles" instead of Miscellaneous String Solos.

### JUNCTION

Junction High School has been placed on probation in boys' basketball for the 1980-81 school year for violation of the Athletic Code.

### SAN DIEGO

San Diego High School has been placed on probation in boys' basketball for the 1980-81 school year for violation of the Athletic Code.

### LINCOLN (Port Arthur)

The District 22-AAAAA executive committee has placed Lincoln High School Port Arthur on probation for violation of Rule 9, Sec. G of the Basketball Plan; violation by girls' junior varsity.

### JEFFERSON (Port Arthur)

The District 22-AAAAA executive committee has placed Thomas Jefferson High School on probation for violation of Rule 9, Section G of the Basketball Plan; violation by girls' junior varsity.

### PICTURE MEMORY

The following errors have been noted on the student-size picture purchased from Texas School Pictures, San Antonio: "Annunciation" is misspelled.

The artist's name should read as follows: "van Eyck."

In both cases, the Picture Memory Bulletin Official List is correct.

### LEE (TYLER)

Robert E. Lee High School of Tyler has been placed on probation in volleyball for the 1980-81 school year for violation of Rule 13 of the Volleyball Plan.

### 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.

### MUSIC LIST

The following corrections of the Prescribed Music List should be noted: Page 25, English Horn Solos, Class I, Handel, Concerto in G minor, SMC.

### JUNCTION

The State Executive Committee has placed Junction High School on probation in boys' basketball for one year for violation of the Athletic Code.

### C&CR CHANGE

Item k, page 23 of the Constitution and Contest Rules should read: "Items 'f' and 'h' of Article VIII, Section 14 apply in this rule."

# DeWitt Reddick: A rose in winter

Dr. DeWitt C. Reddick, one of the most loved men ever associated in any capacity with the League, died at his Austin home, August 22, after a long struggle against cancer.

Former UIL director, Rhea Williams:

"No person has contributed more to the development of the high school journalism program than DeWitt Reddick. He founded ILPC and served as its unpaid director for 22 years. Even when there was a full time director later on, his omnipotent presence, counsel and advice was always available. The thousands of young people who knew him and were motivated by his inspirational leadership are today outstanding journalists and symbolize his influence in this area.

"It can truly be said of him that even though he is not with us in person, he will always live on in the lives of those who knew him."

Virginia Lewis, Cuero High School:

"Perhaps the best example of DeWitt's dedication to the cause of ILPC is the old mimeograph room in the ground floor of what was then the University of Texas journalism building — the old yellow-brick building on the northeast corner of the main building plaza.

"In the middle 1930s, if you needed or wanted to find DeWitt, you didn't go to his office but down to that room. He would be running off pamphlets for high school newspapers staffs, which he wrote and cut the stencils. He ran off the papers and stapled them. And he mailed them out. I hope the journalism department furnished the paper, but I suspect DeWitt bought the stamps.

"Whoever bore the incidental costs, it was the time and the concern which he spent on ILPC that was important then — and now. Of course, if one of his students came looking for him, that student stopped to help collate



DeWITT C. REDDICK  
'A Rose in December'

and staple. DeWitt was the kind of person you wanted to help without being asked. But so much of the work, and all of the worry, was his alone. His salary was only the satisfaction of creating something good and productive."

Edith Fox King, co-founder, ILPC:

"It was my privilege to be with DeWitt at the founding of ILPC. His spirit of enthusiasm at that first conference remained with me and inspired me throughout my teaching career.

"Among my most valued treasures is the tape which he made when in Tennessee, he announced the 1970 Edith Fox King Award for distinguished merit for outstanding teaching and service to journalism education, which scores of sponsors in succeeding years have received.

"Someone once said that God gave us memories so that we might have roses in December. One of the always-fresh rosebuds in my bouquet of memories is

labeled simple 'DeWitt.'"

Norris G. Davis, journalism professor, UT:

"What made DeWitt Reddick so unique was faith — faith in all human beings as well as in God. It was my privilege to see that faith shown in an everyday kind of situation.

"Several of us had flown to a meeting in Little Rock. DeWitt and Marjorie had driven. They learned that we were in a motel some distance from the meeting, and they were giving us a ride.

"We came to a very confusing intersection. DeWitt stopped. The driver behind sat on his horn. I looked around in irritation. But DeWitt looked around with his face beaming.

"'Must be somebody we know,' he said."

Dr. Max Haddick, former ILPC director:

I knew and worked with DeWitt C. Reddick since I was 16. He was an unfailing inspiration and was a friend in the highest sense. When I was in high school I sent him a feature story I had written. I wanted his comments on it. The story was two and a half pages, handwritten, and not very good. In just a few days I received a fat envelope from him. He had written a dozen pages of praise and suggestions for making the story better. That was DeWitt Reddick's way. He always gave much more than anyone had a right to expect from him.

Virginia Lewis, Cuero High School:

"To sum up, DeWitt made ILPC an enduring institution by his hard work, without thoughts of remuneration, but also by the very force of his personality — his enthusiasm, his goodness, and his joy in whatever he did.

"I think I will be a better teacher — if also a sadder one — because I was asked to write this."

## DIRECTORY

State Executive Committee: Dr. Thomas M. Hatfield, chairman, Lynn F. Anderson, Dr. William Farney, Dr. Bailey Marshall, Dr. Lynn W. McGraw, Betty Thompson, Dr. Jesse J. Villarreal, Dr. Byron F. Fullerton.

Legislative Council: Jack Johnson, chairman; Bill Vardeman, vice chairman; Ed Irons, Ralph Poteet, Carter Lomax, C. N. Boggess, Gordon Cockerham, Glen Pearson, J. C. McClesky, Don Whitt, Bill Farmer, Kenneth Flory, Roy Dodds, Jack Frost, Jerry Gideon, Eugene Stoeber, James McLeroy, Burton Hurley, James Worsham and James Kile.

Director ..... Dr. Bailey Marshall  
 Director of Athletics ..... Dr. William Farney  
 Director of Music ..... Dr. Nelson Patrick  
 Director of Journalism ..... Bobby Hawthorne  
 Director of Drama ..... Lynn Murray  
 Director of Activities ..... Barbara Puckett

# The Leaguer

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Dr. Bailey Marshall ..... Editor  
 Robert Hawthorne ..... Managing Editor



# Headlines: Tips on making them error-free, complete, and long enough to fit perfectly

The best headline is the headline that best communicates the message. At times, this means going beyond what the textbook might teach. Keep in mind, though, it is okay to break the rules, as long as you know what the rules are and why you're breaking them.

So, without further ado, some do's and don'ts of the art of writing headlines.

No. 1 — As a rule of thumb, don't use articles (a, an, the) in a headline. You'll notice professional papers doing it more and more these days, but that doesn't make it right. There are exceptions, of course. You would not want to break up a dual noun which is interpreted as a single entity, such as "fire and brimstone," "Adam and Eve," or "love and marriage."

No. 2 — Don't pad the headline. This can be done in a variety of ways: Manipulating verbs, packing on canned phrases or adding trite modifiers. The most abused form of this has to do with the announcement of a club meeting. Meeting set. Seniors set meeting. LHS seniors set meeting. 1981 LHS seniors set to meet. 1981 LHS senior class schedules meeting. And on and on.

No. 3 — Avoid using names in headlines, unless the name is especially well known. "Carter" in a headline is well-known enough to use it. The name of your principal, superintendent, football coach and other high ranking dignitaries may approach this. Most others won't.

Using first names? Generally, don't do it. In the case of Carter, you might want to add "Billy" if you're talking about him. If you don't, the reader might think ole Jimmy is the one rubbing elbows with the Libyans. If it will eliminate confusion, use the first name. And keep in mind that using the first name is going to create confusion far more times than it will scuttle it.

No. 4 — Avoid confusing initials or abbreviations. If the organization is well known, such as the UIL, ILPC, or NCAA, or if the initials are common, such as ERA,

LBJ, or UFO, then they may be used. As for abbreviations, you can get by using them occasionally, but it is best to avoid them as much as possible. Abbreviating names of states, countries, holidays and the like simply looks unprofessional.

If you're going to use initials in a headline, leave out the periods after each letter. The idea is to make it as short as possible.

No. 5 — Watch how you break the lines of a head. Do not split subject from verb, modifier from noun or verb, or parts of a compound verb. It's also risky to end a line with a preposition, although you notice a lot of papers ending the second line of a one-column, three-line head with a verb, such as:

Carter sends  
muzzle for  
his brother

No. 6 — Do not repeat key words in any one headline. This is especially true when using kickers, overlines and underlines. Also, be careful that kickers, overlines and underlines provide additional information, rather than clarifying a hazy headline.

For example, it is weak to have a main headline in 36 point reading: Assembly given advise.

Then, the overline says something like: Engineer urges students to conserve.

Pack as much information as possible into your headlines. Do not set yourself up for clarification by writing imprecisely.

No. 7 — Don't be satisfied with a canned headline, which might apply to anytime, any school, anywhere. The best examples come in the form of "So and so to speak" or "Latin Club to meet".

Do not allow a label headline in your publication. That does not mean that every headline must have a verb. Most of the good newsmagazines are going to feature magazine headlines with an accompanying drop head. A label head is one that provides no more information than "Football" or

"FTA" or "Band." This is like going to the grocery store and having to guess what's in the package marked "Meat."

No. 8 — Headlines are best written in historical present or future tenses, though there are times when past tense is acceptable. In sports, you'd write: "Longhorns trounced". Turn it around, though, and you get "Razorbacks trounce UT." Play it by ear. Use the headline that sounds best.

No. 9 — Make certain the head stretches at least half way across the last column. Be choosy. If the headline is too short, rewrite it. Do not pad it.

No. 10 — Don't overlook the possibility of a good feature headline. In last year's state headline contest, one of the stories dealt with an abundance of mosquitos caused by recent rains. Consequently, the band could not practice.

The best headline entered:

Band members itching for practice  
as soon as mosquito problem solved

No. 11 — Never set type vertically. High schools in Peking can get away with it. That's how those folks read. We do not.

No. 12 — When using quotes in headlines, use single quotation marks.

No. 13 — Make sure there are no spelling or grammatical errors. This can be trickier than it looks. Recently, a fairly large daily spelled Hitler's first name "Adolph" and stuck it in 36 point type at the top of page three. His name was "Adolf". Inconsequential — like a wart on your nose.

Use semicolons rather than periods; commas instead of "and".

There are a number of good publications on the subject. An excellent text is *Editing in the Electronic Era* by Dr. Martin L. "Red" Gibson of the University of Texas at Austin. His chapter on headlines is the most comprehensive around.

Also fine texts are Dr. Mario Garcia's *The New Adviser* and Ben Allnut's *Springboard to Journalism*.

## Ad, sports contests proposed

A recommendation to include sports writing and advertising design in the spring journalism contests is expected to be made to the Legislative Council when it meets in Austin, November 2.

"The journalism teachers of the Ysleta Independent School District (El Paso) strongly recommend" the inclusion of the two contests, stated Bonnie A. Lesley, YISD supervisor of English, in a letter to League director Dr. Bailey Marshall.

League journalism director Bobby Hawthorne said he was aware of some support of sports writing as a spring meet contest.

"I've been approached on a few occasions with requests to include sports writing as one of our four contests," Hawthorne said. "My reply has been and remains that the basic techniques of sports writing are the same as those used in news and feature writing."

Contests in sports writing and advertising design are currently conducted through the Interscholastic League Press Conference, Hawthorne said.

## TAJD in Alamo City

The Texas Association of Journalism Directors (TAJD) will hold its second convention, November 2-4 at the downtown Marriott in San Antonio.

Program details are still on the drawing board but TAJD president Ricky Walraven, Corpus Christi Carroll, said she expects to present a full slate of educational sessions as well as outside activities for delegates.

Featured items include a tour of the Institute of Texas Cultures and the scenic downtown River Walkway.

Information concerning the convention may be obtained by writing TAJD at P. O. Box 12435, Capitol Station, Austin, Texas 78711.

# A kicker by any other name may be a hammer

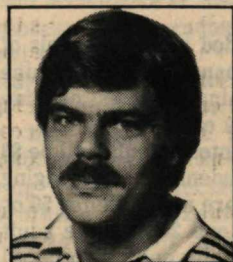
Success in the new UIL dinosaur drawing contest will hinge on knowing what a particular dinosaur looks like. If you were asked to sketch a *Struthiomimus* and you were really up on your *Struthiomimuses*, you'd whip out something resembling an overstuffed ostrich with four legs.

That's what a *Struthiomimus* looked like some 60 million years ago.

Fortunately, there is no UIL dinosaur drawing contest. But if there were, odds are the participants in it would have some of the same problems contestants in the headline writing contests are having: Specifically, knowing exactly what it is we contest directors are asking for.

Having perused a good many of the contest entries from last spring, I can safely say that many students don't know an overline from an overdose; a kicker from an urban cowboy. This article will change all that and journalistic purists will shower me with praise for years to come.

The kicker — The kicker is a subheadline, generally half the size of the main headline, both in count and typesize. It is used to dress up the page by lending variety to the



## Scholastic journalism

By Bobby Hawthorne

headline schedule, and to provide an added tidbit of info without giving away the entire story.

The kicker is an appetizer. It is not one entire of the main course. As such, the main headline cannot depend on the kicker for clarification. You would never have a main head such as "Mayor is an idiot" with a kicker "Police chief claims".

Nor would you have a running documentary.

The main headline must stand on its own. The kicker enhances it.

Underlines/overlines — Like the kicker, the underline or overline is half the typesize of the main headline. Unlike the kicker, it runs about three-fourths the way above or

below the main head. Like the kicker, it must stand on its own. Unlike the kicker, it is a complete headline and not a phrase or blurb. Cast a critical eye to page 5 (The final curtain call) for an example.

The hammer — This little jewel is becoming rather fashionable. It is kind of a reverse kicker, with the hammer itself being a strong, attention-grabbing word.

The reverse kicker, placed below, explains the grabber. Note in example E that the hammer is short, almost explosive. The reverse kicker is generally two lines, slightly indented.

A variation of the hammer is the tripod. Again, you have a hammer but the kicker is placed on the same plane — flush right and

stacked. For instance the hammer may be in 48 point and the two legs of the tripod in 18 italic, stacked to the immediate right (see example at top of this page). This trendy device is chic as designer toothpicks, as evidenced by their utilization in this jetset publication.

There is also a variation of the tripod, which I suppose you might call a bipod. It is the hammer, flanked only by the bottom leg of the triad.

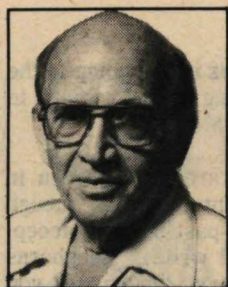
This is an effective head for breaking up an otherwise gray page. In addition, the hammer draws attention to the accompanying story and insuring that the importance of the story is not depressed by the relatively timid leg. However, because the leg is smaller than most of the other heads on the page, it does not fight for attention.

The 1981 spring meet headline contests will require students to grasp rudimentary knowledge of kickers, overlines, underlines, hammers and tripods. Doubtless there are other variety headlines at your disposal for study and use. It is a good idea to begin doing so.



# Music is basic to social institutions

Music is as basic to education as it is to the other social institutions of our society. We might go even further and state that music is more than basic to education; it flows through all of our social institutions emotionally reinforcing these institutions to man and the world around him.



## Music matters

By Nelson Patrick

From time to time, we have already touched upon the phenomenon of music in the social institutions but let's go a little deeper this time. In government and our political life, music seems to bind us emotionally to our national concept of unity. In each war that we have fought, we have developed a music that defines our emotional allegiance to our country. Many of the patriotic songs have become a part of our living history: Battle Hymn of the Republic, This Is My Country, America the Beautiful, The Warsaw Concerto, or the opening motif of Beethoven's Fifth Symphony, just to name a few.

Music in school songs is used as an expression of unity and of belonging. What would a football game be without the school anthem or the school fight song? In many tense moments, we express our feelings of working toward common goals of victories or of sharing with each other our feelings of defeat. Not only do our songs express feelings but they bind us emotionally together. Lodges, fraternities, sororities, churches, and sub-groups within each of

these groups have songs to denote both unity and feelings of belonging. Music serves a basic social function of reinforcing through feeling and emotion our strengths of unity and belongingness.

Music in religion is obvious. What could be more basic to our education than preparations to participate in feelings of reverence regardless of the deity one serves. The sublime feeling of reverence is basic to the quality of life among people. Most other peoples have a national religion to teach moral concepts and responses. We have only the arts that can be taught legally to provide a basis for the development of feeling of reverence responses to the good life.

We cannot teach religion in our schools, but we can teach music, music reading, and musical feelings that are transferrable to life styles. Much of our world of music has a

reverence background without having a religious relationship. This same music can and often does help establish a basis for teaching aesthetic education without teaching deity. There is no other subject in the school curriculum that can better lay the foundation for aesthetic education than music. Is this not basic education?

Music is interwoven into the fabric of our economic system. It has extra-musical relationships in our daily lives. These relationships are so obvious that we will not pursue them from the usual viewpoint, but from the standpoint of reciprocal action — reaction to music. Muzak found this reciprocal action of music years ago and today provides department stores, banks, restaurants, and other businesses with music to help sell most anything from soap to soup. Not only do we find this basic relationship in commercial places, but in

our homes, on television and radio. We cannot escape it. The music, as simple as it is, does affect feelings positively in most people and does help sell products. If it were not so, the money now expended on jingles and other commercial music would be used elsewhere.

Man creates the music and gives it meaning and that music then becomes associated with feeling-emotions related to day to day living, things, and people. It becomes an integral part of a segment of our lives. The relationship has become through usage, so strong that the music becomes associated with specific events, happenings, or things.

The action-reaction becomes a chain circle of music and events each acting on the other. At the same time, music becomes a stimulus and a feeling-emotion response. Music created by man for man has become one of the strongest bonds of binding man to man, through feeling-emotions responses to the world around him.

Music operates through all of our social institutions, uniting man to his own creations. As music moves through the society, it leaves behind a profusion of cultural responses binding man through his institutions to his past culture related to the quality of life of the present.

If for no other reason than the unifying qualities of music through its feeling-emotion reinforcement of man to his social institutions, music is basic to education. To omit music from education would deprive man of his strongest bonds to his social world.

# Regions do superb job running huge contests

By CHARLES SCHWOBEL  
Associate Music Director

Contest results from last year show that 786 marching bands participated in regional competition with 37.8 percent receiving Division I ratings, as opposed to nearly 45 percent awarded the year before. It is interesting to note that second bands were entered from seven AAAAA schools and reports indicate more are expected to enter this year.

There were 1661 concert bands with 33.7 percent receiving Division I in concert and 36.5 percent receiving Division I in sight reading, which is an increase of more than six percent for superior sight reading ratings.

There were 112 full orchestras participating with 44.6 percent or an increase of 9 percent receiving Division I ratings in concert and 44.6 percent Division I's in sight reading, for an increase of seven percent.

In vocal events 675 mixed choirs competed with 37.3 percent earning Division I in concert and 25.9 percent earning Division I in sight reading, which is only a few percentage points difference from the year before. Of 163 tenor-bass choirs competing, 46.6 percent received Division I in concert and 29.5 percent received Division I in sight reading, both very similar to the previous year. From 462 treble choirs participating, 36.8 percent received Division I in concert, which is close to the prior year. However, the 15.2 percent Division I ratings in sight reading is a considerable drop from the 26.4 percent awarded the year before.

There were 34,307 solo entries and 9,750 small ensemble entries at regional UIL contests, which represents participation by approximately 42,162 students. There were 340

medium ensembles, representing approximately 7,120 students. That gives us a ball park figure of 73,500 participants in regional solo-ensemble events. The activities including solos, ensembles, marching bands, orchestras, and choirs is in excess of 300,000 participants for the 1979-80 school year.

It is no small task to keep a system of this magnitude organized as the finest music contest of its kind. Many thanks are due to the regional executive committees, regional executive secretaries, contest chairmen, and each director guiding his or her students in their preparation for musical performances. It takes the continued efforts of educators concerned and involved with the musical progress of students to maintain the high standards associated with music contests in Texas.

## Marching contest

The second annual State Marching Band Contest will be held November 24 and 25 at the University of Texas Memorial Stadium in Austin. Additional sites will be determined if necessary. Preliminary events for AAAAA and AA classifications will be held Monday, November 24, during the day, with the finals in the evening. Preliminaries for AAAA, AAA, and A classifications will be Tuesday, November 25, during the day with finals in the evening.

According to the Constitution and Contest Rules, each region will certify two bands from each conference to the state finals. Entries are due by November 1 or within 72 hours following the close of the regional contest. The US Postmark will be accepted as

the date of entry. Judges who are directors of high school bands in Texas are not permitted to enter their organization in the contest.

The contest chairman is Glenn A. Richter, director of the University of Texas Longhorn Bands. Prior to his return to UT Austin, Richter was director of the Michigan marching band and the University of Cincinnati marching band. His exceptional musicianship and administrative abilities will continue the outstanding organization associated with this contest.

Judges for the State Marching Band Contest are Harris Brinson, San Angelo; Harry Clark, Kentucky; Bob Floyd, Garland; Charles Grove, Mississippi; James Heil, Mississippi; Jerrold Longwell, Hurst; J. R. McEntyre, Odessa; Don Marcouiller, Iowa; Lee Boyd Montgomery, Seguin; Mel Montgomery, Nacogdoches; James Ike Nail, Mississippi; L. M. Snavely, Mississippi; Lee South, Stephenville; Bill Woods, Seagraves.

Judges will be divided into two panels of seven each. Each panel will determine finalists at the preliminary contest one day and the final rankings on the other day.

Admission to the contest events will be \$3 for adult and \$2 for student for each judging session. Group rates are available for 50 or more student tickets and 25 or more adult tickets by advance sale only if ordered before November 15. Tickets may be ordered ahead of time from the League office or they may be purchased at the stadium ticket window. Advance ticket information and additional contest information will be mailed to all band directors this month.

## Sweepstakes

During the 1979-80 school year, five high schools earned the Sweepstakes award in all three music contests: band, mixed choir and orchestra.

These schools were: Amarillo High School - Ron Wells and G. Biffle; North Mesquite High School - Tom Council, W. A. Minnick,

and Tony Anderson; Permian (Odessa) - Charles E. Nail and R. Tally; Coronado (Lubbock) - J. Neuenschwander, Phil Anthony, and Boyce Wyrick; and White (Dallas) - Robert Meinecke, William White, and Gordon Collins.

According to the League rules, the Sweepstakes Trophy will be awarded to any high school band parent group earning a Division I in marching, concert, and sight reading, and to any mixed choir parent group or full orchestra parent group in high school conferences earning a Division I in concert and sight reading.

## Choral winners

- Choral Sweepstakes Winners
- Region I: AAAAA-Pampa, J. Woickowski; Amarillo, G. Biffle.
  - Region II: AAAAA-Abilene, Danny Hood; Rider (Wichita Falls), Don Cowan; AAA-Iowa Park, Janet Walker.
  - Region III: AAAAA-North Mesquite, Tom Council; Mesquite, Rosemary Heffley; South Garland, Carroll Barnes; Plano, DeWayne McCollough.
  - Region IV: AAAAA-Pine Tree (Longview), Luanne Fugler; Longview, Carolyn McClain.
  - Region V: AAAAA-Bell (Hurst), Bobbie Douglas; Trinity (Euless), Charrie Townsend; AAA-Weatherford, Carl Pyle; Grapevine, Dale Miller.
  - Region VI: AAAAA-Lee (Midland), W. Wright; Permian (Odessa), R. Tally; Central (San Angelo), C. T. Aly; Odessa, S. Medlin.
  - Region VII: AAA-Brownwood, McIntosh.
  - Region VIII: AAAAA-Elision (Killeen), R. Surface; Killeen, Nick Boltz; Bryan, John Hornbeck; AAA-Lancaster, Mark Sumner.
  - Region IX: AAAAA-Lamar (Houston), Judy McEnany; AAA-Huntsville, Patty Davis.
  - Region X: AAAAA-Vidor, David Llewellyn; AAA-Livingston, Tom Myers.
  - Region XI: AAA-Fredericksburg, Jerald Jenkins.
  - Region XII: AAAAA-Clark (San Antonio), Gordon Ivers; John Jay (San Antonio), Ruth Ann Frankhauser; Judson (San Antonio), Laurance Burnett; Lee (San Antonio), Jim Sheppard; Roosevelt (San Antonio), Mary Ann Winden.
  - Region XIII: AAAAA-Victoria, Al Clark; Calhoun (Port Lavaca), John Williams; AAA-Bay City, Eugenie Littlefield; AA-Palacios, Michael Petrisky.
  - Region XIV: AAA-Gregory-Portland, Melva Sebesta.
  - Region XV: AAAAA-McAllen, E. M. Byron; Harlingen, Robert Irby.
  - Region XVI: AAAAA-Coronado (Lubbock), J. Neuenschwander; AA-Seminole, Fred Mays.
  - Region XVII: AAAAA-Brazoswood, John Magee; Alvin, Kathy Wilson; AAA-Freindswood, Karen Kackson.
  - Region XVIII: AAAAA-Anderson (Austin), Richard Watkins; AAA-Lockhart, Linda Youngblood.
  - Region XIX: AAAAA-South Houston (Pasadena), Sally Schott; Clear Creek (League City), Kevin Crowell; Clear Lake (League City), John Brasher; Sam Rayburn (Pasadena), Norris Blevins.
  - Region XX: AAAAA-White (Dallas), William White; Turner (Carrollton), Peggy O'Neill; Mac Arthur (Irving), Panny Hart; Irving, Tom Jennings.
  - Region XX: AAAAA-Lufkin, James Queen.



# Famous actress highlights theatre convention

Southwest Theatre Conference is my major focus this month and I am truly excited. Variety is the idea and the theme is "working in the theatre". If you are a teacher, actor, dancer, designer, critic or any other active theatre worker, there is much for you at the 33rd annual Southwest Theatre Conference Convention in Austin Oct. 30-Nov. 1. All participants should be prepared to "work".

In keeping with the theme, workshops and master classes involve participation. Bring your working clothes, leotards, notebooks, etc. Many programs are still in process or planning, but there are already more than 65 workshops/panels/classes and 17 performances. This convention will be a marathon of theatre work and performances.

Uta Hagen will be the featured guest of the convention. She is widely known as actress, acting teacher and author. She will present two performances of a one-woman show, Peter Hack's *Charlotte*, and will be the featured speaker at the Saturday all-conference luncheon.

Uta Hagen (Charlotte von Stein) was born in Germany and trained briefly in London. At age 18, she made her professional debut as Ophelia in *Hamlet* starring Eve Le Gallienne. At 19, she made her Broadway debut as Nina in *The Seagull* with the Lunts. In the ensuing years, she appeared opposite Paul Muni in *Key Largo*, opposite Jose Ferrer in *Vicki*, as Desdemona in the legendary Margaret Webster production of *Othello*, co-starring Paul Robeson and Jose Ferrer and in the New York City Center revival of *Angel Street*.



## Educational theatre

By Lynn Murray

She played the role of Blanche Du Bois in the national tour of *A Streetcar Named Desire* with Anthony Quinn as Stanley, and then succeeded Jessica Tandy in the Broadway production. In 1950 she played Georgie Elgin opposite Paul Kelly in Clifford Odets' *The Country Girl*, winning a Tony Award, the Donaldson Award and the Drama Critics Award. She starred in Broadway in Shaw's *Saint Joan*, with Walter Matthau in *In Any Language*, the road tour of *The Deep Blue Sea*, in *The Magic and the Loss* with Robert Preston and in Ugo Betti's *Island of Goats*.

At the Phoenix Theatre, she appeared in *A Month in the Country* and Brecht's *The Good Woman of Setzuan*. Then, in October, 1962, she created the role of Martha in Edward Albee's *Who's Afraid of Virginia Woolf?*, winning her second Tony and Drama Critics Awards plus other awards. When she repeated her role in the London production, she won the London Critics Award.

Other theatre credits include the part of Lyuba in the APA production of *The Cherry Orchard*, many tours opposite her husband, Herbert Berghof, such as *The Lady's Not for Burning*, *The Affairs of Anatol* and *Cyprienne*, among

others. Her television appearances include "Playhouse 90," "Kraft Theatre," "Play of the Week," "CBS- Television Workshop," "CBS Playhouse" and "Net." She has been seen in the films *The Other* and the recent *The Boys from Brazil*. Miss Hagen is the author of "Respect for Acting" and "Love for Cooking."

If Uta Hagen is not worth the registration fee, try the rest of the schedule. Barry Ingham, lecturer at UT-Austin, will perform his one-man show: *The Actor*. Barry is an associate artist of The Royal Shakespeare Company and co-founder of the Austin Theatre workshop. His stage roles include Leantes in *A Winter's Tale*, Aguecheek in *Twelfth Night* and Buffalo Bill in *Indians*. He appeared opposite Maggie Smith in *Snap* and with Angela Lansbury in *Gypsy*. He appeared in several series for BBC, the film "The Day of the Jackal" and on television in "The Power Game," "The Victorians" and "The Caesars."

The playwright program includes Mark Medoff, author of *When You Comin' Back Red Ryder?* and the 1980 Tony Award winning *Children of a Lesser God*.

Other performances during the conven-

tion will include Deborah Hay, internationally known choreographer, in a modern dance performance; *Outside In and Working*, UT-Austin Theatre for Youth in special convention performances; Snyder High School, six-time UIL State OAP contest winner, in *A Midsummer Night's Dream*; Afro-American Players, local ethnic theatre group, in *Siswe Banzi is Dead*; Phyllis Thaxter and Larry Gates, Paramount Theatre professional performances, in *The Gin Game* and Yvonne De Carlo, at St. Edwards, in *Butterflies Are Free*.

There are so many programs and features that it is impossible to mention them all. Dr. Germaine Greer, feminist, author and teacher will present a lecture on "Shakespeare and the Woman Question." Dr. Greer is the author of *The Female Eunuch* and *The Obstacle*.

The opening session Thursday is a reception for the officers of the American Theatre Association and Southwest Theatre Conference, but the occasion is a special viewing of the Robert Tobin Collection of European Scene Design and "Skipper" Dippel, well-known arts advocate, will present the keynote address.

There is much more, but you must join us Oct. 30-Nov. 1 to see for yourself. The convention is being supported by a special gift from the Morton Brown Fund (first UIL state drama director) made possible by the UT-Austin theatre faculty and a grant from the Texas Commission on the Arts and Humanities and the National Endowment for the Arts.

## The final curtain call?

### Hopefully not; Theatre arts necessary for complete education

By RANDALL BUCHANAN  
President, TETA

John F. Kennedy once said, "The life of the arts, far from being an interruption, a distraction, in the life of a nation, is very close to the center of a nation's purpose — and is a test of the quality of a nation's civilization."

We of the Texas Educational Theatre Association agree that far from being an interruption, a distraction, the arts are more and more an essential element of a complete education. The arts are systems of communication, and they teach us about human interaction. They demand creativity in problem solving and teach us about coping and growing.

They challenge our perception and teach us to sense and to interpret the world around us. They bring us pleasure and teach us to discover and appreciate our strengths and weaknesses. They are the child of self-discipline as well as the child of inspiration. The arts have a power to train and motivate and, if they are utilized, can become an integral, a basic, part of contemporary education.

Kathryn Bloomer, in her article "All the Arts for All the Children: a Basic Issue" gives several advantages to the inclusion of the arts in school curriculum:

First, the arts (she says) provide a medium for personal expression, a deep need experienced by children and adults alike. Children's involvement in the arts can be a strong motivating force for improved

communication through speaking and writing as well as through drawing and singing.

Secondly, the arts are a universal, human phenomenon and means of communication and one of our primordial drives. Involvement in them, both as participant and observer, can promote a deeper understanding and acceptance of the similarities and differences among races, religions and cultural traditions.

Thirdly, the arts involve the elements of sound, movement, color, mass, energy, space, line, shape, and language. These elements are common to the concepts underlying many subjects in the school curriculum. For example, exploring solutions to problems in mathematics and science through the arts can increase the understanding of the process and value of both.

Fourthly, the arts are useful tools for every day living. An understanding of the arts provides people with a broader range of choices about the environment in which they live, the life-style they develop and the way they spend their leisure time.

What is true of the arts in general is also true of theatre in particular — Sir Laurence Olivier defines theatre as "The outward and visible sign of an inward and probable culture." Theatre Arts, as an integral part of a basic curriculum, can provide a child with the advantages of a basic education; it can also enhance other skills that produce more informed, productive and understand-

ing adults who are able to cope with an increasingly complex world as we move through the cultural changes inherent in our society.

Theatre arts can only accomplish this feat through practical application, an application that can develop practical skills. Through theatre, students come to appreciate the dignity of human labor because the theatre demands a great amount of physical toil. Theatre arts can contribute to vocational education. Training and practical experience in a diversity of skills providing a comprehensive background for those students seeking careers in the media industries.

Theatre arts can also expand cultural awareness. The study of the great dramatic masterpieces, a prerequisite for bringing them to life on the stage, creates an appreciation and appetite for good literature. Knowledge of the artistic accomplishments of the world's great cultures enables students to grasp the relevance of the arts in the structure of society.

Theatre arts can embody the principles of democracy and civic responsibility. Interaction is basic to the theatrical process, which requires the co-operation of all participants. Differences of opinion and procedure which are always present in a free society are settled with tolerance and understanding, because the theatre can explore the foolishness of any other course.

Theatre arts can foster personal growth and enhance self-esteem. Students ex-

perience keenly the feeling of belonging, developing their sense of identity and worth. They practice self-control and self-discipline. Theatre arts can enhance communication capabilities. There are many kinds of languages for expressing ideas and emotions and theatre arts embodies them all.

Theatre arts can clarify ethical and moral standards of behavior. Drama derives from people facing crisis, making moral decisions and suffering or enjoying the consequences of those actions. By providing insight into human behavior in various cultures and times, the theatre teaches universal concepts.

Theatre arts can do many more things to enhance and fulfill a child's education, but only if it is made a basic part of a curriculum that embodies the arts as an essential element in a complete education.

William Shakespeare in *As You Like It* said "All the world's a stage, And all the men and women merely players. They have their exits and their entrances ... One man in his time plays many parts..."

Those who are denied a complete education that includes theatre arts along with the other forms of the arts, will be less able to experience all the parts that can be played on the stage that is real life.

Texas Educational Theatre Association respectfully submits that the arts, music, art and theatre, should be included as basic to the curriculum for Texas schools for the '80s and for life.



# Pros and cons of playoff proposal

The duties of the office of the athletic director include a review of all possible changes by looking at the effects any change could cause if implemented into the League program.

Buzzy Keith of El Campo High School, the newly elected president-elect of the Texas High School Coaches Association, has projected an expanded playoff system which would include more than one team from each district in the state playoffs.

Briefly, his system calls for the second place team in a district to advance in the playoffs in football with the possibility of two teams from the same district meeting in what we now know as a regional championship. The winners of these four games would then continue to play in the playoffs until an eventual state champion is crowned.

The system has some advantages and some apparent disadvantages. This article will attempt to take those advantages and disadvantages and pair them together. Obviously, the first advantage would be the inclusion of more teams in a playoff structure giving more teams, schools, and coaches the opportunity to have the experience of being



## Postscripts on athletics

By Bill Farney

in the state championship race. This would be particularly beneficial to those schools who are in districts with traditionally strong teams, districts in which it is very difficult to advance in the winner's circle.

A disadvantage to this system, of course, would be many districts do not have a predominate winner year in and year out. District championships are won by scores of 7-6 or 13-12. In this event, it is possible that these two teams may meet again in two or three weeks and the team that lost the first game may win the second game. Therefore, one team would advance in the playoffs because on a particular night, with a second chance, it prevailed.

Everyone who has coached knows the difficulty in getting a team "up" for a football

game. This is especially difficult if you have previously defeated a team. Youngsters, who do not understand all the facets of competition, have difficulty getting excited about the possibility of being defeated by a team they have already beaten.

Currently, eleven weeks are set aside during which a team may play 10 games. If the new playoff system is adopted, the season would need to be shortened to ten weeks in order to prevent: 1) playing a game in August; and 2) playing the state championship after Christmas.

Neither of the above conditions is favorable with Texas school administrators. Playing in August increases the possibility of injury from insufficient pre-season training and enhances the always-present

problem of summer heat. Playing past Christmas runs the risk of poor weather, poor attendance, and conflicts with family vacation plans, i.e., traditional Christmas gatherings, and conflicts with basketball.

Trying to play 10 games in 10 weeks could also prove to be impossible for some 40 percent of member schools who are currently in odd-team districts. For example: a nine-team district member would have difficulty obtaining games in open dates late in the year. Result: Some schools would play 10 games. Others could play only nine.

To be perfectly equitable, schools would need to be limited to nine games in 10 weeks. With over 1,000 schools playing football in 146 districts, this would eliminate one regular season game from each schedule. It would, however, permit 146 more schools to participate in the playoffs.

Other sports, even though presently played on a double-round robin schedule, would want this additional playoff provision. One week would need to be taken off the regular season in basketball, volleyball, and baseball to accommodate the additional playoff round.

In November, the Legislative Council will give serious concern to this recommendation. If anyone wishes to express an opinion, either for or against the proposal, he should contact the League office or a Legislative Council member.

## Grid deaths on the wane

"One death is one too many; but the trend is favorable and we are approaching the point of an irreducible minimum," said Richard D. Schindler, National Federation of State High School Associations assistant director, regarding the 48th Annual Survey of Football Fatalities, which he helped prepare.

In 1979, there were three deaths caused directly by high school football, the lowest total since the survey began in 1931. The total is a dramatic change from the 18 deaths which occurred ten years earlier and the record 26 deaths which occurred in 1968.

The report—prepared jointly by Schindler and Carl S. Blyth, Ph.D. of the University of North Carolina for the American Football Coaches Association, the National Federation—credits changes in rules, equip-

ment and coaching techniques for the favorable trend. According to the report:

"In their effort to reduce serious injuries and fatalities, the football rules governing bodies, as well as the administrative organizations, made some rule changes for the 1976 football season. The primary rule change eliminates the head as a primary and initial contact area for blocking and tackling.

"The equipment for football athletes continues to improve under the guidance of the National Operating Committee on Standards for Athletic Equipment (NOCSAE). The NOCSAE organizations continue their research on improving helmets for football. The authors of this study are firmly convinced that the rule changes that eliminate the head in blocking and tackling and the helmet research of NOCSAE have played the primary role in reducing fatalities and serious head injuries in football."

The report notes that most direct fatalities since 1960 have been caused by head and neck injuries and it offers suggestions for reducing those injuries:

"1. Athletes must be given proper conditioning exercises which will strengthen their necks so that participants will be able to hold their heads firmly erect when making contact.

"2. Coaches should drill the athletes in proper execution in the fundamentals of football skills, particularly blocking and tackling.

"3. Both coaches and officials should discourage the players from using their heads as battering rams when blocking and tackling. The coaches and officials should enforce the rules prohibiting spearing in practice and in games. The players should be taught to respect the helmet as a protective device and that the helmet should not be used as a weapon. All coaches, physicians and trainers should take special care to see that the player's equipment is properly fitted, particularly the helmet. Enforcement of the rules prohibiting 'spearing,' properly fitted helmets and excellent physical condition are the factors which will help reduce fatalities and serious head and neck injuries resulting from participation in football."

## Coaches get pat-on-back by Clements

The Texas High School Coaches Association is observing October 3, 1980, as Texas Coaches Day.

Over the years, Texas citizens have become increasingly sports minded, are intensely aware of the achievements of our professional athletes and have given them well deserved recognition. We are especially proud of our members of our olympic team and we are also enthusiastic about the fine athletes in our high schools, colleges and universities.

Yet, despite the talent of these men and women and their initial promise, many of them could not have risen to their current performance level without the guidance and encouragement of those who have coached them during every stage of their progression. Whether or not they achieve athletic distinction, most of those who participate in organized sports will become better citizens because of the lessons they have learned from their coaches and because of the example which their coaches have set for them.

Coaches are highly qualified teachers in a highly specialized field. They are also friends and counselors who help to instill in their charges important attitudes that will serve them all of their lives. The coach can help to teach a student the values of team work, discipline, and a healthy attitude towards competition. A coach can help a young person learn how to win gracefully and how to grow from defeat. A coach can help build that moral fiber on which our future as a nation depends.

Coaches play an important role in building the character of our youth, and it is fitting and appropriate that special recognition be paid to them on Texas Coaches Day.

Therefore, I, as Governor of Texas, do hereby designate October 3, 1980 as Texas Coaches Day and urge appropriate recognition thereof.

W. P. Clements, Jr.

## Volleyball situations reviewed

**Situation:** A player is wearing braids all over her head with beads in each braid — a "Bo Derek" hair-do. **Ruling:** Illegal (1-5-4, pg. 10). **Comment:** This type of hair apparel is decoration.

**Situation:** The captain and coach of Teams A and B attend the pre-match conference with the referee to review pertinent rules. Then, immediately following this conference, 15 minutes prior to the first game, the coin toss is conducted with these same people but Team A's coach chooses not to be in attendance. **Ruling:** Legal. The coaches do not have to be present at the coin toss, but shall attend the pre-match conference. (2-2-2e,f)

**Situation:** Prior to the start of the match, the umpire notices several of Team A's players wearing jewelry. **Ruling:** The umpire may remind those players jewelry is not allowed. Any player discovered wearing jewelry after the contact of the first serve shall be charged with delay of game. (2-2-3,9-5-4)

**Situation:** When 4 line judges are used, each line judge is responsible for calling 2 lines — an end and a sideline. **Ruling:** This is correct. Each line judge is responsible for 2 lines. (2-3-3, pg. 12)

**Situation:** Team B requests a team time-out and sends in 3 substitutes. Before play continues, Team B requests and is granted their second team time-out. During the second time-out, Team B requests 2 additional substitutions. **Ruling:** Second substitution request is refused. (3-4-1, pg. 18) **Comment:** Substitution may occur only 1 time during any dead ball. The 1 substitution request may be honored at the beginning of, during, or after a time-out prior to the whistle for serve.

**Situation:** During a time-out, Team A wishes to substitute player number 10 for 15. Team A's coach reports this to the umpire, who in turn informs the scorekeeper. At the end of the time-out, players exchange without following normal play substitution

procedures. **Ruling:** Legal. This is the procedure for substitution during time-outs. (3-4-2)

**Situation:** As Team B's RF spikes the ball, CB on Team A jumps in the air with arms up right in front of the spiking line. **Ruling:** Legal. **Comment:** Even though a back line player cannot block or attempt to block, blocking is defined as a play close to the net, approximately arm's length. The spiking line is more than approximately arm's length from the net. (4-4-la, 7-2-3)

**Situation:** Team B's captain requests a service order check prior to the start of the first game. A) Two players on Team A are out of serving order. B) A player, not listed as one of the starting 6 on the serving team, is at CF and the listed player is on the bench. **Ruling:** A) The umpire may switch the players since preventive officiating is permitted prior to the first game of a match. B) Sideout. An incorrect lineup sheet was submitted. (9-5-1, pg. 32)



# Panel waters down identical swim suit rule

Beginning in the 1980-81 season, the rules will recommend, rather than require, that all swimmers on each team wear suits of identical coloring and pattern. Failure of manufacturers to keep styles in stock for several years, coupled with school budget limitations, necessitated the retraction.

Also, next season it will be recommended, instead of required, the markings on finish pads conform with and superimpose on the pool wall markings.

The rules have prohibited exhibition swimmers for several years; but, beginning next year, each state high school association will determine for itself whether or not exhibition swimmers will enhance or detract from the swimming programs of that state.

For several years, the Committee has recommended the construction of 25-meter pools if a 25-year swimming course was provided in some way; but, the Committee has not listed metric events or accepted

records for those events. However, in the next edition of the rule book, metric distances will be listed; and while the National Federation Records Committee may not accept metric records (its decision will be made this July), such records will be compiled this year by the National Interscholastic Swimming Coaches Association (NISCA).

The Committee chairman is Dave Robertson (Illinois), and other committee members are William Kogen (New Jersey), Sterling Aphrop (Ohio), John Foster (Alabama), Con Keller (Indiana), Susan Zinn (Nebraska), Bill Farney (Texas), George French (California), and Steve LePenske (Washington). Their decisions will affect virtually all high school swimming and diving programs in the United States.

The 1980-81 Swimming and Diving Rule and Case Book will also include water polo

rules for the first time.

## Major Rule Revisions

1-2-1 Specifies the swimming pool shall be either 75 feet long (22.860m) or 82.021 feet long (25m). Boys' and girls' events shall be swum in either yards or meters (5-1-1).

1-4-2 Recommends, instead of requires, markings on the finishing pad conform with and superimpose on the existing markings of the pool.

1-6-2 Recommends the water temperature to be no more than 82 degrees Fahrenheit (28 degrees C) instead of requiring it to be no more than 80 degree Fahrenheit (27 degrees C).

3-1-3 Deleted. Whether or not exhibition swimming is permitted is now left up to each state association.

3-3-1 Recommends, instead of requires, all swimmers on the team wear suits of identical coloring and pattern.

4-1-2 Establishes a meet committee for championship meets, making this committee responsible for making decisions on matters not specifically covered by rules of procedure or setting aside application of a rule during a meet. For nonchampionship meets, it is the head official's responsibility (4-1-4).

9-2-6 Recommends, instead of requires, all divers on the team wear suits of identical coloring and pattern, although the color and pattern may vary from the swimmers on that team.

9-3-7 Clarifies after the semifinal round, the number of survivors shall be equal to the number of places to be scored.

9-4-4 States when more than one diving board is available for competition, divers shall have their individual preference as to which board to use for each dive.

## Policy

From page 1

mittee. The schools figure that since they approved it in the first place, there's no way they can receive a fair hearing.

"This new appeals board allows their complaints to be heard by a neutral committee," he said, adding that when a committee member has a vested interest in any case, he will disqualify himself and the

Legislative Council chairman will appoint a member from another committee to replace him.

In other action, the committee voted to further study a request by representatives of private and parochial schools to join the League.

Proponents of the request promised to survey its members as per association with the UIL, and to report back to the committee prior to the November 2 meeting of the full Legislative Council.

"We want to make certain that the private and parochial schools understand the rules of the League and how they will affect them

when they join," Marshall said. "We want to make certain they know our rules before they say whether they want in or out."

Among the issues to be hammered out include scholarships, recruiting, the use of part-time coaches and district lines.

The committee also voted to recommend that:

- the out-of-state rule be eliminated;
- the council place on the referendum ballot a proposal to increase the major award to \$40 and symbolic awards to \$6; and
- approved a proposal calling for a mandatory penalty rule in cases where ineligible are not involved.

## Six states discuss mutual woes

Energy, inflation and litigation dominated discussions at the Section 6, National Federation meeting, held September 15-16 in Little Rock, Ark.

UIL director Dr. Bailey Marshall and athletic directors Bill Farney and Bonnie Northcutt joined the state directors from Colorado, New Mexico, Oklahoma and Arkansas to discuss mutual concerns.

"Of course, the energy problems we're now encountering was a major topic of conversation," Farney said. "There is concern with the cost of transporting students to activities, the cost of heating and cooling facilities during activities, salaries and the overall inflationary spiral concomitant with the economic times."

Farney said New Mexico has recently cutback activities in a number of areas and other states are considering similar action. Part of the concern here, he added, deals with loss of school time by students participating in extracurricular activities.

"The ever-growing concerns of pressures from the various state legislatures was also much discussed," Farney said. "We discussed the proper ways and means to get information to legislators, helping them understand the need for a general set of rules governing activities, without the severe cost, time and money required by some form of appeals process."

"Also, we discussed ways of pointing out how with an appeals structure, some students would be forced to abide by the rules while others would find loopholes or exceptions to them."

Farney said it was suggested that an ongoing program of information to state legislators as well as to the public, in cooperation with television, radio and newspapers, be initiated and developed.

Other issues discussed included utilization by state activities offices of computer systems, problems dealing with televising college basketball games on nights traditionally reserved for high school competitions, and the various court challenges of eligibility rules.

## Shorts

### Atlanta to host athletic directors

More than 1,500 athletic administrators, spouses and exhibitors are expected to converge on Atlanta, Ga., December 14-17, when the National Federation hosts its annual National Conference of High School Directors of Athletics.

The conference, set at the Marriott Hotel, has been designated as the site of the annual National Interscholastic Athletic Administrators Association meeting. The NIAAA will be holding committee meetings and section caucuses, Dec. 13-14, with state athletic director association delegates to the NIAAA representative assembly meeting the 15th.

The entire NIAAA membership will meet December 16.

In addition to an all-star cast of speakers, the second keynote address will be given by Hensley Sapenter, director of athletics at Sam Houston High School, San Antonio. Hensley will discuss motivating athletes through attitude adjustment and goal setting.

### Tournament honor system explained

How are all-tournament teams selected? This question invariable pops up after each state tournament or meet, and the answer in each case is the same. The League asks members of the working press covering the tournament to select a team. Generally, the reporter will select a team only in that conference where he has local

team participating.

The ballots are cast, collected, tabulated by UIL press director Bobby Hawthorne, and released to the wire services the Monday morning after each tournament.

Occasionally, a complaint will be rendered concerning a selection.

"The voting is conducted on as democratic system as I can imagine," said Hawthorne. "We have been approached with the suggestion that the coaches from the respective teams do the balloting.

"My reservation here stems from a matter of immediacy," he continued. "Coaches, after the game, have so many other responsibilities that I'm afraid they might forget or delay the selection of the teams. And we need to collect and tabulate ballots immediately."

Hawthorne also said he believed writers could be more objective than coaches in their selections.

"We are interested in further input," he said. "We want the selection process to be as fair as possible."

### League thanks principal's group

The League would like to express its appreciation to the Texas Association of Secondary School Principals, which at its August 8 meeting, passed the following motion:

Motion and second that TASSP wishes to go on record supporting UIL which provides organization and control of athletic and literary events in the State of Texas. The governing board of this League is composed of superintendents and principals throughout the state who have control of the policy-making function of this organization to assure that the youth of this state will have an opportunity to participate under the

most desirable conditions available. Motion carried.

### Metroplex trainers meeting Jan. 31

The 1981 Metroplex Athletic Trainers Clinic will be held Jan. 31, 1981 at Duncanville High School.

"The clinic is open to all athletic trainers, coaches and administrators," said Dave Burton, head trainer at Duncanville. "There will be a \$2 registration fee, with registration opening at 8 a.m. and clinical sessions starting at 9."

For more information, contact Burton at Duncanville High School, 900 W. Camp Wisdom Road, Duncanville, Texas 75116. Telephone: (214) 298-6136.

### New free-throw rule in effect

In an effort to stem confusion among officials, the League requested and was granted permission to experiment in 1980-81 with a newly-devised free-throw rule.

The rule, to be used for the first time by the National Collegiate Athletic Association (NCAA) this season, permits players on either side of the free-throw lane to break the plane of the lane as soon as the ball is released from the players hand.

The current National Federation rules do not permit players on either side of the free-throw lane to break the plane until the ball touches the backboard or rim.

A player who does not occupy a lane space along the lane line must position himself behind the free-throw line extended to either side line.



## Johnson

Educational philosophy  
based on participation

Better schools make better communities. And one key to better schools is the participation of its students in extracurricular activities.

Jack Johnson brought this philosophy to Carroll High School in Southlake some 23 years ago and practiced it on every level — as a classroom teacher, athletic coach and administrator. It's the same doctrine — perhaps a bit more polished now — that he'll bring to Austin, November 2-3, when he chairs the UIL Legislative Council's annual meeting.

"My philosophy of extracurricular activities is predicated on participation," Johnson said. "It is important to me that each and every student have the opportunity to participate in one or more activities of their choice. And we strive for 100 percent of our students participation in at least one UIL-sponsored activity."

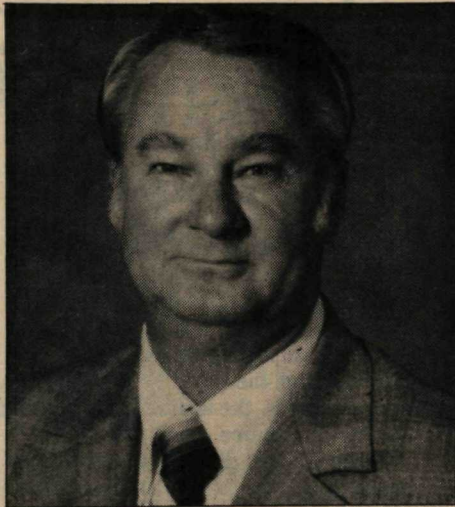
The League, he added, serves as the vehicle for allowing the schools to have the greatest number of equal competitive activities available for each student under the direction of the school's administration. And he does not take that responsibility lightly.

"Since the administration of a school is held accountable for each program and for enforcement of all League rules, it is important that it make every district executive committee meeting and attend as many activities as its schedule permits.

"There is nothing concerning UIL activities that is more important for the school administrator than attendance at each district executive committee meeting."

Johnson brings the same sense of responsibility to the League's rulemaking body, and the council can look forward to ruling on at least one highly volatile issue: The controversial one-year transfer rule.

"It is my opinion that the council-



**JACK JOHNSON**  
Legislative Council chairman

members will accept in total the recommendation of the committee that worked on this problem and place it before the schools for vote on the referendum ballot in April," Johnson said. "That's just my opinion, but if I had to say one way or the other, I'd say the council will follow the suggestion of the committee."

The athletic committee, meeting in June, voted to recommend that a proposal which would extend the senior transfer option to grades nine, 10 and 11 be placed on the referendum ballot.

Johnson said it is important to realize that the move was made because school people themselves want to clear the air surrounding the issue.

"A lot of people try to make it look as if we're afraid of the Legislature," he said. "I don't know anyone I'd rather deal with than the Legislature. I think they have the same interests that educators have and that is a quality program.

"I have a lot of faith in the good judgment of our state legislators," he added. "As long as they are given the facts, they'll act accordingly. During the last session, I was extremely impressed with their ability to review the information we gave them and to act in the best interests of the public school students of the state."

## Briefs

### Legislative Council meeting Nov. 2

Twenty school administrators representing every conference and every region in the state will converge on Austin, November 2 for the annual UIL Legislative Council meeting.

The meeting opens at 8:30 a.m. Sunday, November 2 at the Sheraton Crest Hotel.

Jack Johnson of Carroll High School (Southlake) will preside over the UIL's rulemaking body. Also in attendance will be representatives from officials, coaches, administrators, and teachers associations.

The meeting is open and all interested parties are welcome to attend.

### No one-act play addendum this year

There will not be a new OAP Handbook this year. An addendum for the Handbook for One-Act Play, ninth edition will be published later this fall and sent to all entries, administrators, contest managers and critic judges. If you do not have the ninth edition, order it as soon as possible in order to be properly prepared for OAP participation.

Changes in OAP rules are minor for 1980-

81. Rule 2 now includes a statement noting that "original scripts may be submitted." The same rule states again that "Directors are not required to submit cuttings of plays from approved publishers when the title appears on the Approved List of Long Plays." All should remember that publisher and playwright permission must be obtained.

A statement has been added to Rule 2.b.3). Number in Company. "Characters added to the acting edition cast listing of an approved play must be approved by the state office. This is not an actual change in practice, but a clarification of the existing rule.

### Picture memory prints available

Today more than ever art education through "picture study" is expanding at the elementary grade level. The picture memory contest prints now being used represent the best illustrative material available to acquaint students with old and contemporary masterpieces.

The pictures for the 1980-81 school year are available from Texas School Pictures, Box 34270, San Antonio, Texas 78233. The prints can be obtained in two sizes: 4x6 or 11x14. The smaller prints are reproduced in fuller color on heavy paper and cost \$2.50 per packet of 40.

The larger prints are on extra heavy paper, suitable for framing, and cost \$25 per

packet.

The picture memory contest bulletin is also available. The bulletin contains the official list for the contest, pronunciation of the artists' names, contest rules, and general information about the artists and paintings.

### TILF announces two major contributions

The Texas Interscholastic League Foundation's commitment to assisting Texas' best students continues.

Recently, the Clark Foundation of Dallas announced it was awarding TILF with \$250,000 for scholarships. The funds will be made in payments of \$50,000 per year, and all interest earned will be devoted to the scholarship coffers.

Meanwhile, TILF secretary Dr. Rhea Williams recently announced the awarding of three scholarships worth \$1,000 each, beginning in the 1981-82 school year. The grants were made by the Meadows Foundation of Dallas.

"Despite the hard economic times, Texas foundations and individuals are continuing to support the TILF scholarship program because they realize the future of the state and nation lies with our young people," Dr. Williams said. "We greatly appreciate their financial assistance and generous support."

The recent donations bring the TILF endowed funds to more than \$600,000, and the sum of annual gifts by foundations and individuals to more than \$200,000.

## Release dates announced

The League's student activities conferences are an important part in the preparation of any contest hopeful. But for those planning to take part in the calculator contest, they are especially helpful.

"This is the first year for the calculator contest and the tests which are being prepared are the first of their kind," said Dr. John Cogdell, director. "Two years ago, when I first went around the state garnering information and opinion about the contest's development, I saw my work as an engineering activity."

At the fall conferences, he added, he presented the stages of a design and stressed that no realistic designer expects his first effort to be satisfactory.

"Indeed, the experienced designer expects his first model to fail, but he expects to benefit from that failure in his second version, and so on," Cogdell said.

The contest to give used at the fall conferences, Test 81-A, is his fifth version of the contest and, "I think that I have most of the kinks out of it," Cogdell said. "However, I am interested in the difficulty — that it be neither too difficult or too simple."

Cogdell said it is important to the development of the contest that coaches and students attend the conferences.

"We fully expect the test to be rapidly distributed throughout the state among friends within the coaching ranks, which is proper, but we request that the test be withheld from students until they have had an opportunity to take the test at the nearest student

activity conference," Cogdell added.

"This way, I can observe what students score on the test under realistic competition conditions."

Three number sense tests will be released for practice meets. Ten calculator applications tests — four full tests and six partial tests, containing 60 problems — will be released. The release schedule is as follows:

- October 14 — 81I to meets.
- November 4 — 81J to meets.
- November 18 — 81K to meets.
- December 2 — 81L to meets.
- December 9 — 81A and NNA to individuals.
- January 6 — 81H and NNB to meets.
- January 20 — 81M to meets.
- February 3 — 81B and NNC to meets; 81H and NNB to individuals.
- February 17 — 81N to meets; NNC to individuals.
- March 3 — 81C to meets.
- March 17 — 81C to individuals.

Complete calculator applications tests — 81 A, B, C and H — will be shipped book rate unless otherwise indicated. The partial calculator tests — 81 I, J, K, L, M, and N — will be shipped first class.

The number sense contests include NNA, NNB, NNC.

At the student activities conferences, number sense test NNA and calculator test 81A have been given.

### Elementary contest information needed

Academic and literary contests are proliferating on the elementary school level. To monitor this growth, the League's Literary Committee requests schools offering contests to evaluate its own program and pass along the results to the state office.

"At present, the greatest growth in the UIL program is occurring in the athletics for women and in the elementary contests," Dr. Bailey Marshall, UIL director, said.

"Elementary and junior high principals and teachers are turning more to the UIL literary program as a means for challenging their more talented students. In fact, the League literary programs are often used as accelerated programs for high achievers."

There are a limited number of contests available for elementary students. Many schools have developed new contests while others have altered high school contests to fit the specific needs of the second through sixth graders.

"It is the goal of the Literary Committee to review the contests being given and, if it is feasible, to adopt the contests into the UIL program," Marshall said.

All information will be presented to the committee at its November meeting for study and recommendation to the full Legislative Council.

All information should be sent as soon as possible to the UIL, Box 8028, University Station, Austin, 78712.