

Texas AD's nominate Lawson for accolade

W. D. "Shorty" Lawson of Abilene has been named Texas nominee for National Athletic Director of the Year, to be announced later this year.

Lawson, presently Abilene ISD athletic director, won three state football and two state baseball championships during his coaching stint at Abilene High School.

As a sports official, he has worked 13 national basketball championship games and 12 major college football bowl games. He belongs to the Southwest Basketball Officials Hall of Fame and served as president of the Texas Athletic Directors Association, the TAHPER Southwest Basketball Officials and Southwest Football Association.

He also served as Texas High School Coaches Association director.



'Shorty' Lawson

Lengthy illness claims

ex-Boswell superintendent

Funeral services for Glenn Reeves, former superintendent at Boswell High School in Saginaw, were held October 31.

Reeves, 54, died October 29 after a lengthy illness. He had been superintendent at Boswell for 14 years, retiring in 1978. He was a member of the UIL's Legislative Council from 1973 until October, 1977, and served as its vice chairman during the 1976-77 school year.

"Glenn was one of the really fine school people I've had the privilege of working with," said former UIL director Dr. Rhea Williams. "His contributions to the League and to the public schools of Texas were of inestimable value."

Reeves is survived by his wife, Doris; two sons, Spurgeon Reeves and Walton Reeves; and one daughter, Charla Shannon Reeves, all of Saginaw.

Muleshoe debate coach to represent Texas

Kerry Moore of Muleshoe High School will represent Texas debate enthusiast at the National University Education Association debate selection committee meeting, Dec. 27-29 in San Antonio.

The meeting, to be held at La Mansion Hotel, will be attended by debate officials representing each state. In addition to discussing problems of current concern, the delegates will select topics for next year's debate contests.

Moore has taught at Muleshoe 20 years, directing 16 debate teams to the state tournament and four state champions.



Glenn Reeves



Kerry Moore

Schools holding transfer rule's fate

As expected, the University Interscholastic League's rulemaking body approved a proposal which leaves open the possibility of drastic change of its controversial one-year transfer rule.

The 20-member Legislative Council, meeting in Austin November 1-2, unanimously passed a recommendation which would allow students to participate in football and basketball, so long as bona fide residence is established and the receiving district is satisfied that no recruitment for athletic purposes was involved.

The question now goes before public school administrators on a referendum ballot, to be mailed from the UIL office in February. If approved, it would go into effect in the 1981-82 school year on a two-year trial basis.

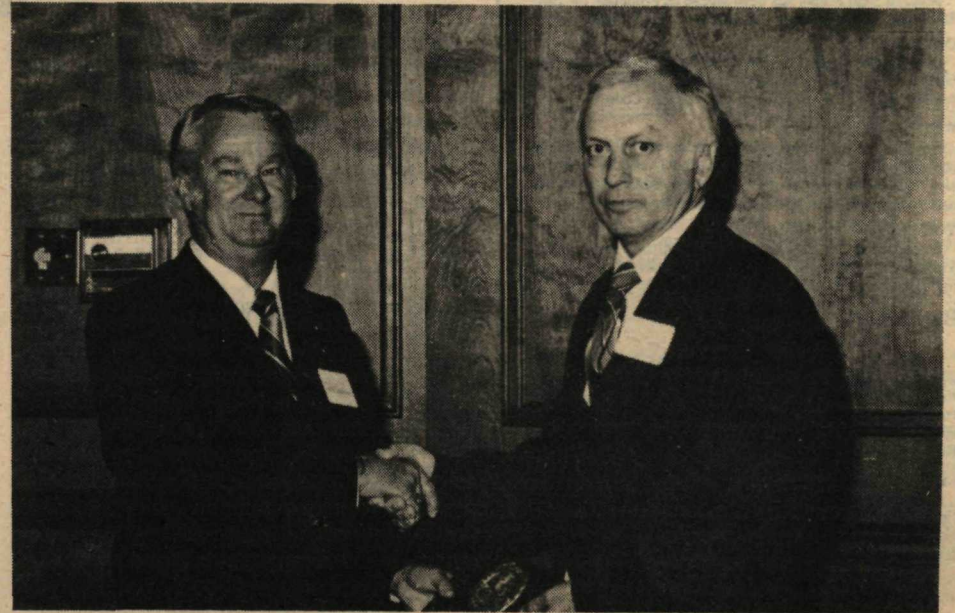
Results of the ballot will be released the first weekend in March.

Under current rules, transfer students in grades nine, 10 and 11 are ineligible for one year in football and basketball. The rule has been the subject of several lawsuits and action by the state Legislature.

Last May, a panel of legislators, school administrators and other interested educators met in Austin to study the rule. Out of that committee came the general proposal extending eligibility to transfer students. The UIL office staff drew up enabling forms, which, along with the overall plan, was studied and approved by the athletic committee at its June meeting.

After voting to place the item on the referendum ballot, the council members voted 14-5 recommending its passage.

In other action, the council took preliminary steps toward League sanctioning of soccer, wrestling and gymnastics. Placed on the referendum ballot were



Jack Johnson (left), outgoing Legislative Council chairman, accepts a plaque of appreciation from Dr. Bailey Marshall at the honors luncheon during the council's annual meeting, November 2.

proposals which, if passed, would add the three sports to the Conference 5A and 4A programs.

Also, the council placed on the ballot a proposal which would expand playoffs in football, basketball, baseball and volleyball. The vote came on the heels of a presentation by Buzzy Kieth of El Campo, urging that the League allow the first and second place finishers in each district advance in the state football playoffs. While the council placed the item on the ballot, it refused to recommend its passage.

In other action, the council members voted to place on the spring ballot:

- a recommendation to remove a rule

which disqualifies students for competing in out-of-state activities not approved by the UIL State Executive Committee (Art. VIII, Sec. 19).

- a proposal creating an appeals panel for schools protesting district assignments. The appeal would be made to the Athletic Committee. Final appeal may be made from the Athletic Committee to the State Executive Committee.

- a proposal allowing the League staff to schedule a general meeting of public school officials and media representatives in Austin, at which time the biennial redistricting and realignment will be released.

See Transfer rule, page 6

Fullerton: 'I'm glad to be back'

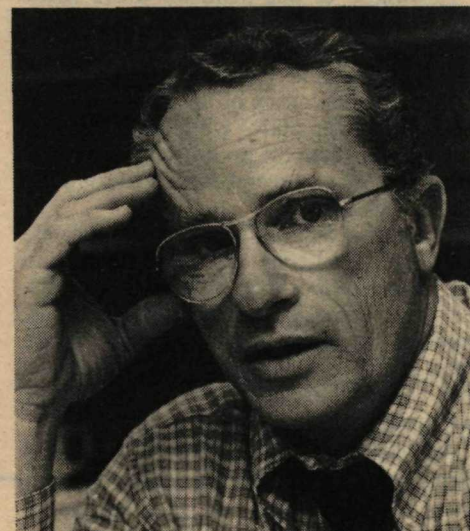
It's not exactly a case of living in glass houses, but newly appointed State Executive Committee member Byron Fullerton believes those charged with interpreting League rules will be more closely scrutinized in the days ahead than ever.

"We are not the rulemaking body and that's where the pressure is going to fall," Fullerton, associate dean and director of continuing legal education at the University of Texas Law School, said. "There is more of an awareness in the general public, the press and, consequently, the Legislature today than ever before and this outside interest in the activities of the League is going to stimulate interest in the actions and rulings of this committee," he added.

"And it may well be that the League find it time to make some changes because it is better for those changes to be initiated from inside the League itself rather than from outside — in the courts and Legislature."

Fullerton's interest in and knowledge of the League stems partly from his serving a three-year stint on the State Executive Committee, 1967-1970, while Jerre Williams took a leave of absence to serve in Washington DC.

"I'm glad to be back on the committee," Fullerton said. "I think it's the best committee assignment on campus.



Byron Fullerton

"Many people critical of the League do not understand it," he added. "It is easy for one individual to say something is wrong with the League, or that the UIL is unfair when one rule is applied to one person in one case. But when you multiply that by a thousand, or a hundred thousand, then you throw it into an entirely new perspective.

"And from that perspective, the rule is

equitable. That's the problem the League has faced and continues to face."

A native of California, Fullerton grew up in Kingsville, where he graduated from high school and attended Texas A&I. He taught at high schools in Kingsville, Brownsville and Beaumont for five years and was an assistant attorney general of Texas in 1957-61. From 1961 until he joined the UT Law School faculty in 1963, he was in private practice in Austin.

He is a 1976 recipient of the Justinian Award, which is given to outstanding UT alumni of Delta Theta Phi, a national legal fraternity. In 1973, he was cited by the Federal Bar Association of Dallas for his outstanding contributions to continuing legal education.

By Presidential appointment, Fullerton served on two national advisory councils — those concerning education professions development, and extension and continuing education.

He received national recognition in 1960 when he originated and helped produce the "Trial by Jury, USA" program for Austin and State Junior Bars. The program was acclaimed by the American Junior Bar and adopted as its nationwide program for high school students. It subsequently won a Freedoms Foundation award in 1963.

Official notices

Coaches, please note changes in baseball rules for 1981 and change in shoe requirements in 1984: 1) A throat protector is recommended for the 1981 baseball season and will become required equipment in 1982. 2) Beginning in 1984, metal cleats will be prohibited. The 1981, 82, and 83 seasons allow time to utilize existing stocks of shoes.

Football

MIDLAND

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

OGLESBY HIGH

Oglesby High School has been placed on probation in football for the remainder of the 1980 football season and the 1981 football season for violation of the Athletic Code.

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).

YORKTOWN

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

Basketball

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 3, page 143).

CRYSTAL CITY

Crystal City HS has been suspended by the State Executive Committee for the 1979-81 school year and placed on probation for the 1980-81 school year for violation of the Basketball Plan.

Rule 8 in the Basketball Plan on page 162 of the Constitution and Contest Rules should read:

"No high school team shall be eligible for district honors that has violated any portion of this rule. For definition of a 'high school team' see Article VII, Section 19.) The mandatory penalty for a team that violates any part of Rule 8 with a player who participated as a varsity member the current year is disqualification for district honors the current year. If detected after the season is completed, disqualification for district honors the next school year...."

SPRING HILL HIGH

Spring Hill High School in Longview has been placed on probation in girls' basketball for the 1980-81 school year for violation of Rule 3 of the Basketball Plan ("There shall be no organized or formal basketball practice for a contestant on team before or after school prior to October 15.")

JUNCTION

Junction has been placed on probation in boys basketball for 1980-81 for violation of the Athletic Code.

SAN DIEGO

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

LINCOLN (Port Arthur)

Lincoln High of Port Arthur has been placed on probation for violation of Rule 9, Section G of the Basketball Plan; violation for girls' junior varsity.

JEFFERSON (Port Arthur)

Thomas Jefferson of Port Arthur has been placed on probation for violation of Rule 9, Section G of the Basketball Plan; violation for girls' junior varsity.

Other sports

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.

ESTACADO (Lubbock)

Estacado has been placed on probation in baseball for the 1980-81 school year for violation of Art.VIII, Section 10.

LEE (Tyler)

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

Miscellaneous

PICTURE MEMORY

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

The artists' name should read "van Eyck."

In both cases, the Picture Memory Bulletin official list is correct.

C&CR CHANGE

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

Music

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.

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.

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

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, d, of the Music Competition Plan.

Specialize

Students benefit from varied backgrounds

What about specialization?

Should a youngster devote all his time in athletics to a single sport, shooting for that possible college scholarship and professional career, or should he give himself exposure to more than one sport?

The philosophy of the UIL is and has been that a student is best served by a well-rounded extracurricular activities program consisting of athletic as well as academic endeavors.

However, this philosophy has come under fire by some who feel the purpose of the League is to provide a program best suited to the needs of the college and professional bound athlete, despite the fact that "of several million kids who play high school football and basketball, perhaps 200 a year make it as pro rookies, with career expectancies of about four years," according to the September 22, 1980 issue of Newsweek.

Despite the odds, lawyers representing in court the parents of students affected by League rules argue that the rules, democratically adopted by the member schools for the majority, somehow injure the student's shot at a professional career.

In some cases, the judges succumb to local pressure and rule in favor of the student, which establishes, in effect, a different set of rules for those outstanding athletes and those financially able and willing to take their case to court.

By their nature or by UIL rules, some sports do not fit in the specialization category, but that doesn't mean that specialization does not occur. Baseball is a spring-summer activity as are softball and



Director's corner

By Bailey Marshall

"We must remember that high school athletics were never intended to provide boys and girls with a one-in-a-million chance at the pros or the Olympics."

Golf. Football doesn't have anything besides a school season in the fall, unless you consider the year-round weight-training program. Tennis, on the other hand, is more year-round as are gymnastics, swimming and the duo track/cross country.

It cannot be denied that some youngsters participate in one sport simply because they have no interest in others. At the same time, we would be naive to deny that too many students concentrate on one activity not of their own volition but under influence, coercion or prodding from a coach, parent or other person or group, sometimes being a highly organized program with levels of competition going far beyond the local community to state and national championships.

For example, the time and effort needed for some activities — swimming and tennis especially — are unusually demanding and preclude the possibility of the student participating in other activities.

Education of the coach, the parent and the student appears to be the key to the problem. We should emphasize the benefits of a well-rounded program and encourage students to expand their interests. We must remember that high school athletics never

were intended to provide boys and girls with a one-in-a-million chance at the pros or the Olympics. And equally important, we must strike out of our minds the notion that high school athletics never were intended to provide opportunities for boys and girls to receive scholarships to colleges, even though most colleges and parents of "star" athletes believe this.

Another common defense for specialization is the contention that another boy or girl gets a chance to make the team if a "star" athlete concentrates on one sport. That argument may make sense to some but there must be a better way for another student to make a team than by sacrificing the "star" athlete to the altar of specialization.

It would be best for all who have influence with young athletes or would-be athletes to help keep their athletic aspirations in focus with their total development from adolescent to adult. There's got to be time in life for more than one sport, or activity.

There must be time to be just a boy or just a girl, growing up in a world that needs men and women with well-developed backgrounds founded in a wide range of athletic and academic endeavors.

What we do not need today are men and women with over-emphasized sports backgrounds, able to do nothing more than shoot a basketball or serving a tennis racket.

(This article was based on an editorial printed in the Wisconsin Interscholastic Athletic Association Bulletin, May 2, 1980, prepared by WIAA associate director Matt Otte.)

Best to keep an open ear

By BILL FARNEY
Athletic Director

Elsewhere in this publication are listed the items which will be on the referendum ballot. Most of the items to be voted on by member schools concern athletics and reflect the consensus of all conferences in all areas of the state. While most readers are familiar with the process of voting, it is important that all member schools know the issues involved.

The school superintendent is responsible for signing the ballot before it is returned to the League office. Most superintendents discuss the items with their school boards, coaches, and sponsors in order to facilitate input and understanding of how their school and individual program could be affected by the proposed rule change.

Although each person involved in an issue

should have input, it is the ultimate responsibility of the superintendent or principal to determine how a rule would affect the overall school program. For that reason the ultimate responsibility of a vote does not rest with coaches or sponsors of individual contests. Naturally their primary interest lies in their area of specialization.

Schools will be given the opportunity in conferences AAAAA and AAAA to vote on soccer, gymnastics, and wrestling. If a majority of schools in either conference vote to add these programs, they could become a part of the League program in that particular conference in 1982-83.

It is possible for conference AAAAA to vote one or more of the activities in and conference AAAA fail to do so, and vice versa.

Voting will now be done in February, with ballots being mailed to schools on February 1, and returned to the league office by February 15. Results will be announced the first Saturday in March.

Previously, the results had not been announced until the first week in May. The earlier voting date makes it important for all those who have an interest in ballot items to do their homework and make their

points known to those responsible for voting. Concrete facts which illustrate the benefits of a particular ballot are always welcome to help in making decisions. The final outcome might not be what you want, but at least, you have given your opinion and exercised your democratic rights.

Now, more than ever, public schools need to fight for strong interschool athletic programs. With the colleges involved in grade and transcript scandals, it should become a top priority of public high schools to emphasize the educational standards which are required to participate in their programs.

The public needs to know how many and to which extent students are involved in the programs — the values of competitions — the opportunities for personal and social growth — and the benefits which accrue to society in general because of public school activity programs.

Keep your school patrons informed. Tell them what is being considered for the future — what will be voted on in February. Total understanding is hard to achieve, but better communication can be obtained through cooperative efforts of all school personnel.

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.

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The Leaguer

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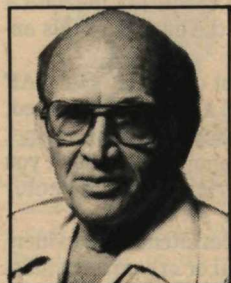
Don't gamble with music education

Music, moving through the society, leaves behind an observable residue providing insight into man's feelings-emotion responses to the quality of life around him. In recent years, philosophers and sociologists frequently have referred to music's culturally expressive values, proclaiming them to be basic indexes into our social values.

Merriam states that music is an integral part of culture and inevitably reflects its general structures and values. Langer writes that music is symbolic expression of vital experiences which language is unable or unsuitable to do. There is little doubt that vital experiences are related to our cultural environment and qualities of living, and that music is an expressive reflection of our feeling-emotion responses to them.

We have, from time to time, assigned positive and negative values to music. For example, in its early days jazz was associated with crime, lust, alcoholism, and a general moral degradation in some elements of our society. For many years jazz was not permitted in the schools. Even today, in some areas of our country, rock music carries a stigma of immaturity, drug addiction, and sexual promiscuity.

On the other hand, classical music has acquired positive connotations of aesthetic, moral, spiritual values related to the good life. Through the control of education attempts have been and are being made to perpetuate specific styles of music as being academically respectable because of the relationship that some music has for the quality of life in the society, whereas, other music may be negative if it were not for the



Music matters

By Nelson Patrick

educational scheme.

Music's bond to the quality of life is reflected in our use of music in our socialization and acculturation processes. A child's social environment places social pressures of approval or disapproval on the kind of music he chooses to participate in. His social behavior is, therefore, influenced by the music which reinforces his feeling-emotion responses to the life around him. Music becomes involved with the child's psychosocial patterns reinforcing feeling-emotion responses to the socialization processes, giving direction to social development and peer acceptance. The direction that social development takes under the influence of peer acceptance to some extent reflects the quality of life influenced by the music.

Using music through its reinforcement of feeling-emotion responses has been observable through desirable social attributes of loyalty, reverence, love and to unite man with bonds of feeling to his culture. Through these social attributes it is generally believed that man can create and maintain a society that has a better quality of living.

These qualities are not inherent values in

music; neither do they automatically result from participation in music. Both the music and the responses must be taught to the young through some form of education. Music in our society has a framework of social responses accumulated over hundreds of years, identifiable qualities that must be taught within the educational scheme. This cultural heritage of music is related to our life styles which are basic to the quality of life in the society and are much too precious to be left to chance tutorship.

Music is basic to our society. We have created our music and feeling-emotion responses compatible with our life styles. It is a part of our total being as we move within our socio-cultural environment. To perpetuate this social adjunct it is necessary to educate the young in the culturally accepted music as it reinforces, through feeling-emotion responses, to the world around them.

Music is basic to education and in education because in a democratic society such as ours there are only a few other ways that we can teach this emotion bond to life within the democracy.

Last year's sweepstakes bands listed

Band Sweepstakes Winners

Region I: AAAA-Amarillo, Ron Wells; Pampa, J. Doughten; AAA-Canyon, G. Laramore; AA-Tulia, Roger Edwards; A-Panhandle, Gerald Smith; Stratford, Randy Hunsaker; Sunray, Coy Cook.

Region II: AAAA-Abilene, Bill Spencer; Cooper (Abilene), Jack Noll; AAA-Mineral Wells, Norman Deischer; Snyder, Sam Robertson; AA-Breckenridge, E. R. Griffen; Seymour, Lonnie Dooley; A-Holliday, Tom Woody; Roscoe, Thomas Fosterman.

Region III: AAAA-North Garland, Neil Chamberlain; Richardson, Scott Taylor; Lakeview Centennial (Garland), Andy Anderson; North Mesquite, Tony Anderson; Lake Highlands (Richardson), Malcolm Helm; Pearce (Richardson), Tom Bennett; Berkner (Richardson), Bob Floyd; Plano, Charles Forque. AA-Van, Kenneth Griffin; Allen Charles Barton.

Region IV: AAAA-Greenville, Bill Goodson; Longview, John Kunkel; AAA-Mt. Pleasant, Frank Wilbanks; Atlanta, Charles Herring; A-Spring Hill, Don Lawler; Queen City, W.J. McCutcheon.

Region V: AAAA-Trinity (Eules), Tom Neugent; Bell (Hurst), Roger Winslow; Lewisville, Bill McMath; Denton, Don Hanna; AAA-Azle, Milton Fox; Brewer (White Settlement), Al Sergel; AA-Bridgeport, Fred Stockdale.

Region VI: AAAA-Permian (Odessa), Charles Nail; Lee (Midland), Van Ragsdale; Central (San Angelo), Gary Wylie; Odessa, Bill Dean; Midland, Clyde Wilson; AAA-Midland Freshman, Melvin Scott; Monahan, Dan Gibbs; Fort Stockton, Michael Marsh; AA-Crane, R. Miller; Alpine, B. Shipp; A-Clint, J. Lotspeich; B-Wink, J. Whitaker.

Region VII: AAA-Stephenville, Wendell Gideon; AA-Brady, James Mallow; Sonora, Ed Martinez; Llano, Forrester Halamick; A-Hamilton, Randy Tierce; Early, Andy Taylor; Menard, B-Gorman, Berry Cridgington.

Region VIII: AAAA-Bryan, Pete Rodriguez; Killeen, John Brewer; AAA-De Soto, Glen Wren; Ennis, John Blasingame; AA-Rockdale, Don Thode.

Region IX: AAAA-Northbrook (Houston), Darrel Jensen; Memorial (Houston), Dennis Hopkins; Klein Forest (Klein), Bob Blanton; Westchester (Houston), Jerry Tate; Spring, Richard Crane; Stratford (Houston), Randy Fitch; Elsie (Alief), Tom Stuchbery; Spring Woods (Houston), Bobby Wren; AAA-Huntsville, Richard Wuensche; Katy, Fred Fassino; AA-Bellville, Paul Downing.

Region X: AAAA-Forest Park (Beaumont), John Trousdale; Nederland, Blanton McDonald; Port Neches-Grove, Albert Long; Vidor, Charles Smith; AAA-Cleveland, Jim Blacksher; Little Cypress-Mauriceville, Nelson Nolden; AA-Hardin-Jefferson, Diane Baker; Buna, Anthony Michalsky; Woodville, Barry Johnson; A-West Hardin, Robert Fife.

Region XI: AAA-Uvalde, Richard Gibby; Tivy (Kerrville), Avie Teltschik; Fredericksburg, William Brady; AA-Crystal City, Raul Gonzalez; Pearsall, Daniel Aleman.

Region XII: AAAA-Roosevelt (San Antonio), Leland Sharcock; John Jay (San Antonio), Dan Schreiber; Holmes (San Antonio), Charles Vanderhider; Marshall (San Antonio), Travis Cowen; Jefferson (San Antonio), Henry Putte; Lee (San Antonio), Mel Meads; McArthur (San Antonio), John Bridges; Churchill (San Antonio), Tony Esquivel; Clark (San Antonio), Gary Rosenblatt; AAA-New Braunfels, Wayne Tucker; Madison (San Antonio), Harry Yoekel; AA-Randolph (Universal City), Billy Harrell.

Region XIII: AAAA-Victoria, Fred Junkin; Calhoun (Port Lavaca), Joe Wasse; AAA-Columbia, (West Columbia), Mike Cudd; Bay City, John Reinke; Wharton, James Larson; AA-Rice (Altair), Floyd Spenath; Edna, M.A. Fassino; Goliad, Delia Quintanilla; A-Brazos (Wallis), Al Sulak; Industrial (Vanderbilt), J. H. Castellano.

Region XIV: AAAA-King (Corpus Christi), Alfred Sosa; King (Kingsville), Terry Anderson; Alice, Bryce Taylor; AAA-Tuloso-Midway (Corpus Christi), Mike Olson; Gregory-Portland, Jim Vanlandingham; Falfurrias, Charles Arsuaga; Calallen (Corpus Christi), Jeff Stone; Jones (Beeville), Bill Cason; AA-Taft, John Walton; Refugio, Darrell Burditt; Premont, Heriberto Lopez; Hebronville, Humberto Gonzalez; A-Orange Grove, Juan Mave; Banquette, David Smith; B-Port Aransas, James Cole.

Region XV: AAAA-Hanna (Brownsville), Art Guajardo; Harlingen, A. R. Brumley; Pharr-San Juan-Alamo, P. Cisneros; AAA-Rio Grande City, A. Cortinas.

Region XVI: AAAA-Coronado (Lubbock), Phil Anthony; Monterey (Lubbock), Keith Bearden; Plainview, O.T. Ryan; AAA-Brownfield, Rob Lovett; AA-Friona, Scott Houston; Littlefield, Tom SoRelle; Lockney, Raymond Lusk; Frenship, C.A. Bundrant; A-Seagraves, B. Woods & Bonnie Anderson; Springlake-Earth, Tim Youree; B-Sudan, Kyle Ellison; Sundown, Truitt Mitchell.

Region XVII: AAAA-Dulles (Stafford), David Lambert; Dickinson, Don Owens; Pearland, Jack Farris; AAA-Santa Fe (Alta Loma), F. W. Vollmar.

Region XVIII: AAAA-McCallum (Austin), Bill Brent; Reagan (Austin), Richard Funk; L. B. Johnson (Austin), Don Haynes; Anderson (Austin), Verda Herrington; Crockett (Austin), Paula Crider; Round Rock, Gerald Babbitt; AAA-Brenham, Wayne Maxwell; Georgetown, Rodney Klett; Westlake (Austin), Lee Boyd Montgomery; Del Valle, John Etheridge; AA-Elgin, Andy Davidson; Dripping Springs, L. McDavitt.

Region XIX: AAAA-Pasadena, Fred Baetge; Sam Rayburn (Pasadena), Joe Cullom; Doble (Pasadena), Bill Brawn; Clear Lake (League City), Richard Bass; Lee (Baytown), Gene Stephenson; Aldine (Houston), Karen Johnston; Sterling (Baytown), Eddie Williams; AAA-Crosby, Larry Baisdon; Eisenhower (Houston), Albert Tate.

Region XX: AAAA-White (Dallas), Gordon Collins; Nimitz (Irving), Earl Haberkamp; Grand Prairie, Bob Gans; Irving, Glen Oliver; MacArthur (Irving), Larry Colvin; Duncanville, Bill Phillips.

Region XXI: AAAA-Lufkin, Waymon Bullock; Center, Dean Stewart; Jacksonville, Bob Parsons; Carthage, Raymond Thomas; AA-Lindale, Hubert Almey; Rusk, Gerald Fagan; A-Garrison, Dena Steed.

Required moves deemed too restrictive

Rule doesn't change baton contest

By CHARLES SCHWOBEL
Associate music director

We have heard many comments about the current requirements for twirling competition as stated in the Constitution and Contest Rules, "Baton twirling soloists will be expected to present an original routine."

Since 1967 twirlers have had required movements such as salutes, figure eights, Little Joe Flips, finger twirls, and aerial tosses, in addition to an original routine. On recommendation of the Music Advisory Committee these required moves were deleted.

The concerns of the committee were that the required moves restricted the performer and the judge. The level and quality of today's twirling competition generally surpasses the requirements that were listed in the Constitution and Contest Rules.

By removing these requirements, the twirling contest has not been altered. It is still a baton twirling contest and, though they may use any style in their routines, to quote Bill Woods of Seagraves, "They had darn sure better twirl."

The sight reading music selection committees were selected by the Music Advisory Committee last spring. There have been six methods of selecting sight reading music through the years. The first method was appointment by the state director, the second was appointment through committees named by the state director. The third method was commissioning works according to a prescribed formula. The fourth was again through committees appointed by the state director. The fifth was through committees selected by the vice-president

of TMEA, and the last is the current method of selection by the Music Advisory Committee.

Members of the Choral Sight Reading Committee are Cloys Webb (Chairman), Don Scargall, and Sampsy Wall; the Band Committee is Rey Meza (Chairman), James Mallow, and Dan Gibbs; the Orchestra Committee is Joe Frank (Chairman), Ron Wells, and Deborah Barker.

A five year survey shows that 26.6 percent of all sight reading ratings were Division I. For the same period, 35.4 percent of the bands, 40.1 percent of the orchestras, 23.5 percent of the mixed choirs, 23.18 percent of the treble choirs, and 25.18 percent of the tenor-bass choirs received a Division rating in sight reading.

The highest percentage for sight reading Division I's, 44.6 percent, went to orchestras in the 1979-80 school year; the low of 15.2 percent was awarded to treble choirs in two years, 1975-76 and 1979-80. Treble choirs also received the highest percentage of Division I's for vocal organizations in sight reading, in this five year period. That percentage was 39.3 percent in 1977-78, which also gives them the widest point spread for the five year period.

Remember, in case you missed the announcement in last month's Leaguer, the dates for the State Marching Band Contest are November 24 and 25 in Memorial Stadium at the University of Texas. Entries must be postmarked by November 1 or within 72 hours following the region contest. Tickets for the state contest may be purchased from the state office in advance or at the stadium window.

Legislative council action

Items approved by the Legislative Council include:

Adding "Those administrators eligible for appointment to the regional executive committees are superintendents, associate superintendents, assistant superintendents and high school principals" to information on page 115, Article III, Section 2, a.

- On page 136, Article IX, Section 39, 9 (6), to read: An event award plaque will be given to medium ensembles earning a Division I.

- On page 137, Article IX, Section 19, b (11), to read: A Golden Ensemble Medal will be presented to each member of a medium ensemble, experimental ensemble, or pop ensemble which earns a Division I rating.

- Page 133, Article VII, Section 36, (2) (d), to read: A band or orchestra whose director makes an obvious contribution to the performance by either singing with or speaking to the students while they are performing will be disqualified. (A judge's decision of what is obvious is final.) An obvious attempt by a director to be disqualified may result in a rating.

The council also approved a music advisory committee recommendation that a study of football half-time procedures be made. Dr. Nelson Patrick, music director, said school administrators have complained that some bands have been using more than the 7½-minute limit.



Educational theatre

By Lynn Murray

Participation level tops 1000

OAP enrollment marks the 12th consecutive year of growth and the total represents almost 90 percent of the eligible schools. There are still about 125 schools not involved in promoting educational theatre through OAP competition. Oh well, maybe next year. The entries total is 1005 for 1980-81. There were 992 actual participants last year. We may have over 1000 for the first time in OAP history.

The 1980-81 List of Accredited Critic Judges below will provide a sufficient number to use a different critic at each zone and district contest, but the list is much smaller than in recent years. There are 165 judges or 25 fewer than last year.

Plans are being made to schedule the Critic Judge Workshop Thursday evening of the three-day TETA conference. The convention will open Thursday morning and will continue with three full days of workshops, productions and working committees through Saturday evening. Judges that need to renew certification and prospective critics will find the convention an educationally profitable way to be added to the League's critic judge list for OAP.

There are many exciting workshops and programs planned for the TETA convention. James Henderson, VP for programming, has arranged sessions for all interested and

Randall Buchanan, President and host for the conference, has arranged for productions and tours that have enhanced the program. Many public school teachers are being given in-service credit for the TETA convention because of the quality of this annual conference.

Area meets are about organized and OAP planning meeting hosts are being identified, but we are behind as usual. If you have not been contacted by a planning meet host, you should call your spring meet director general and offer your services.

Your principal or superintendent can identify the director general or organizing chairman. It is especially important to get organized because of facility availability and the limited number of judges. All you need to organize is the *Handbook for One-Act Play*, Ninth Edition; *Constitution and Contest Rules* and the judges list.

A new *Handbook* addendum will be available in December, but there are few changes this year. The OAP rules are correct in the current *UIL Constitution and Contest Rules*. An addition has been made to Rule 2.a.1) that specifically states that original scripts can be submitted for approval. Rule 2.b. has been modified to more clearly indicate that company members of an ineligible play may not be given individual awards.

Rule 2.b.3., "Number in Company," has been clarified. In addition to the cast list in the acting edition of the script, no more than three individuals may serve as crew members. Some directors have been adding crew members to the cast in order to make more people available to run sound, lights, etc. This won't work anymore. It is possible to add to the acting edition cast list for legitimate reasons by obtaining permission from the state office.

The Drama Loan Library is in full operation, but constantly behind. We were closed the second half of the summer for inventory and cataloguing. We regret the inconvenience to those needing scripts in August. You can aid us by requesting plays alphabetically by title and enclosing 50 cents postage and handling fee with each request.

Mail service is getting even slower, if that is possible. Let us know when it is necessary for you to return scripts late because of mail delay. Check carefully the dated packing slip with each order. We expect you to have one full week to read the plays. The other week of the two week period is allowed for mailing to and from the library. When you are responsible for books being late, send the fine of 10 cents per day in a separate envelope when you return scripts.

Accredited critic judge list released

The 1980-81 Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest.

Only the judges on this list may be used to adjudicate League one-act play contests (refer to Rule 3.c.1 in the current *Constitution and Contest Rules*).

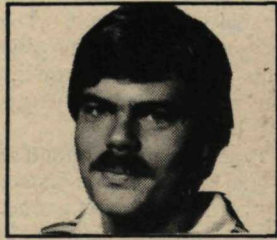
- *Darrel Baergen, Southwest Texas State University, San Marcos 78666 IV, 512/245-2166
- Ellen Baltz, 5000 Milwee, #50, Houston 77092 III, 713/681-3249
- John P. Banvard, Frank Phillips College, Borger 79007 I, 806/274-5311
- *J. G. Barefield, P.O. Box 2143, South Padre Island 78597 IV, 512/943-2020
- *David C. Barnes, 7713 Vernon, Lubbock 79423 I, 806/745-6926
- Jack Benjamin, Brookhaven College, Dallas 75234 II, 214/746-5135
- Maurice A. Berger, Southern University, Baton Rouge, Louisiana 70813 III, 504/771-3190
- *E. Robert Black, Northwestern State University of Louisiana, Natchitoches, Louisiana 71457 III, 318/357-6196
- Rod Blaydes, St. Mark's School of Texas, 10600 Preston Road, Dallas 75230 II, 214/363-6491
- Georgia A. Bomar, East Texas State University, Commerce 75428 II, 214/886-5344
- *Alice Katherine Boyd, Box 1226, Alpine 79830 I, 915/837-2604
- *Robert Boyd, Amarillo College, Amarillo 79178 I, 806/376-5111
- James Brandenburg, 6527 Ambling, San Antonio 78238 IV, 512/684-4736
- *John W. Brokaw, The University of Texas at Austin, Austin 78712 IV, 512/471-5341
- *Randall J. Buchanan, Texas A&I University, Kingsville 78363 IV, 512/595-3403
- Anthony J. Buckley, East Texas State University, Commerce 75428 II, 214/886-5346
- David Buratti, Hardin-Simmons University, Abilene 79698 I, 915/677-7281
- Richard F. Butler, Sam Houston State University, Huntsville 77340 III, 713/294-1330
- Raymond Caldwell, Kilgore College, Kilgore 75662 III, 214/984-8531
- Vera Campbell, Lamar University, Beaumont 77710 III, 713/838-7123
- Margaret E. Card, 150 Clairemont, El Paso 79912 I, 915/584-4030
- James W. Carlsen, Corpus Christi State University, Corpus Christi 78412, 512/991-6810
- Joel A. Cash, Texarkana Community College, Texarkana 75501 II, 214/838-4541
- Marion Castleberry, McMurry College, Abilene 79605 I, 915/692-4130
- Susie Christoffel, Stephen F. Austin State University, Nacogdoches 75962 III, 713/569-2801
- Alan Clay, North Texas State University, Denton 76203 II, 817/788-4274
- John E. Clifford, Southwest Texas State University, San Marcos 78666 IV, 512/245-2147
- *Gaylan Collier, Texas Christian University, Fort Worth 76129 II, 817/921-7625
- June Compton, Sul Ross State University, Alpine 79830 I, 915/837-8220
- Bill G. Cook, Baylor University, Waco 76703 II, 817/755-1861
- *Clayton Cook, Box 57, Vega 79092 I, 806/267-2240
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- David Crawford, Tyler Junior College, Tyler 75701 III, 214/597-1884

- Jane Ann Crum, Odessa College, Odessa 79760 I, 915/337-5381
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- Mike Firth, 104 North St. Mary, Dallas 75214 II, 214/827-7734
- *Rex R. Fleming, Houston Baptist University, Houston 77074 III, 713/774-7661
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- James Henderson, McLennan Community College, Waco 76708 II, 817/756-6551
- Jennie Louise Hindman, 4207 University, Wichita Falls 76308 II, 817/692-2552
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- *Jo Lynn Hoffman, 1803 Travis Heights, Austin 78704 IV, 512/442-8618
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- Forrest Holloway, Angelo State University, San Angelo 76901 I, 915/944-2344
- Douglas L. Hoppock, Kilgore College, Kilgore 75662 III, 214/984-8531
- Richard J. Hossalla, Southwestern University, Georgetown 78626 IV, 512/863-6511
- John Houchin, Shakespeare Festival of Dallas, 1925 Elm, Dallas 75201 II, 214/748-6021
- Charles Hukill, Hardin-Simmons University, Abilene 79601 I, 915/677-7281
- Paul A. Hutchins, Cooke County College, Gainesville 76240 II, 817/668-7731
- Ronald Ibbs, Incarnate Word College, San Antonio 78209 IV, 512/828-1261
- Philip H. Jackman, Brookhaven College, Farmers Branch 75234 II, 214/746-5130

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- *Stanley A. Keilson, Laredo Junior College, Laredo 78040 IV, 512/722-0521
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- Susan J. Krider, 1130 M. D. Anderson Blvd., #182, Houston 77030 III, 713/790-0248
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- Jean H. Miculka, The University of Texas at El Paso 79968 I, 915/747-5146
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- Mary Jane Mingus, Tarleton State University, Stephenville 76402 II, 817/968-9131
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- *George N. Oliver, Henderson County Junior College, Athens 75751 III, 214/675-6317
- Mary Ann Pawlik, Star Route, George West 78022 IV, 512/449-1768
- Ramona Peebles, San Antonio College, San Antonio 78284 IV, 512/733-2718
- *Jerry S. Phillips, Henderson County Junior College, Athens 75751 III, 214/675-6384
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- Jim Rambo, Western Texas College, Snyder 79549 I, 915/573-8511
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- Helen S. Roberts, South Plains College, Levelland 79336 I, 806/894-9611
- *Allan S. Ross, San Antonio College, San Antonio 78284 IV, 512/733-2726
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- Stacy Schronk, Tarrant County Junior College-NE, Hurst 76039 II, 817/281-7860
- Ronald Schulz, Texas Tech University, Lubbock 79409 I, 806/742-3601
- John R. Schwander, College of the Mainland, Texas City 77590 III, 713/938-1211
- Joyce Chambers Selber, 3400 Toro Canyon Drive, Austin 78746 IV, 512/327-3343
- Coy L. Sharp, Permian Playhouse, P.O. Box 6713, Odessa 79762 I, 915/362-2329
- Victor L. Siller, San Antonio College, San Antonio 78284 IV, 512/733-2725
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- *J. Henry Tucker, The University of Texas at El Paso, El Paso 79968 I, 915/747-5146
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- *Jerry P. Watson, Midland College, Midland 79701 I, 915/684-7851
- Bill Watts, Angelo State University, San Angelo 76909 I, 915/942-2031
- Richard A. Weaver, Texas Tech University, Lubbock 79409 I, 806/742-3601
- Larry L. West, Texas Woman's University, Denton 76204 II, 817/566-1128
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Put your best head forward



Scholastic journalism

By Bobby Hawthorne

Abominations I have known and hated: Yearbook spreads without headlines. Yearbook spreads with label heads. Yearbook spreads with canned headlines.

All else is peachy keen. To elaborate... Every spread in your book needs a headline, which combines typography and content to grab your reader and drag him into a spread of crisp photography and explosive copy, all served up on a bed of educated graphic design. Sound too good to be true? Maybe for some but not the staff at Spring Woods or Houston Memorial. Or Irving MacArthur or the giant metropolis at Red Oak. They did it. With some work, you can too.

Now, let's not place the horse before the cart. You begin with good copy and, despite what some may think, yearbook copy must be journalistic. This is not to say that it must sound like the second-lead story of the Wednesday Daily Planet. It is journalistic in the sense that it is factual, timely, relevant and important. How to do this? Via the use of feature devices, angles and horse sense, a young writer can zip off lines that not only well up memories but emotions and perhaps a giggle, a gasp or a tear to boot. Yearbook copy is many things but it is not summary reporting in the worst tradition of that insidious inverted pyramid.

Suffice it to say, superior yearbook features will demand equally outstanding headlines. This pretty much precludes those label heads, such as "Future Teachers of America" or "Band" as well as those obscene banners, "Football team fights for victory" or "Pep squad ignites spirit!!"

The purpose of the yearbook is to reflect on this school, this student body during the year. Thus, the copy must be specific. But

are the above mentioned horrors specific to any school, any year? Of course not. The very best and the very worst football teams — Pop Warner on up — fight for victory every year. Some make it. Other's don't. And behind those modern-day gladiators are pep squads, ripping apart their vocal cords in wild exhortations to block that kick, or hold that line or any of a number of chants.

Ten years after his senior year, the reader should be able to close his eyes, select a book, open it to any spread, open his eyes, read the headline and know immediately what book he had selected. Why? Because the Future Teachers of America club of 1980 was different from the FTA club of 1979 and won't be anything like the club of 1981. Your yearbook copy must reflect those changes.

The vogue in yearbooks today is the magazine headline. Creative design demands something other than newspaper heads. The magazine style headlines incorporate the freshness of the feature head with the graphic appeal synonymous with the national magazines, such as National Geographic, GEO, OMNI, Sports Illustrated, Field & Stream or Glamour.

Be it a play on words, alliteration, or a hammer-like grabber, each headline in these publications draws the reader into the story by seducing his curiosity.

In your yearbook, the magazine style headline, most often, will not identify the page content. For example, on a sports spread depicting the state championship basketball game, the head might read "A Tip Away". The subhead might explain how a missed tip-in cost the team the state crown.

For the magazine heads, you will want to use a folio-tab at the bottom of the page, which gives the page number and the sec-

tion (Basketball, page 26).

Of course, the bread and butter of the yearbook stock will be feature heads. Its strength comes from a creative twist, rather than what has been called a "cutsiepie" approach. Good feature headlines are not misleading but rather click on the data bank of the reader's mind. Take these, for instance:

Gooshing in the gook — about a tug of war through a mud puddle;

Life in the fast lane — about a sensational female track star;

Chic, but not cheap — about fashions.

These headlines don't give the full story but they entice you to read on.

Don't overlook the possibilities a good quote presents. "We wuz robbed" or "It was a mess" or "We blew it." In each case, one succinct quote capsules the emotions of the masses. When using quote headlines, set them off in single quotation marks.

There are a variety of other headline devices. One is to play on words, such as "The wurst is yet to come" or "Take meowt to the cat show." Sounds corny? Sure ... but they never fail to catch your eye.

Whatever device you select, make sure it captures the mood and the content of the spread. Avoid cliches. Use metaphors, alliteration, repetition, rhyme, allusion, antithesis and other grammatical twists tastefully. As an appetizer, they're fine but too much and the reader gets nauseous.

Superior headlines demand more than lip service. A head may be rewritten 10 times before it seizes that ephemeral quality separating good from excellent. You might have to depend on brainstorming. But there is a satisfaction, almost a euphoria, of reading your best in 48 point type.

One school, one year

Descriptive, specific copy essential to yearbook success

Yearbook copy is like a hand grenade. If it doesn't explode, it's a dud.

Since it is written to rekindle a mood, an attitude or a spirit, it is imperative that the copy be highly descriptive, impeccably specific. In short, the copy must be journalistic. The reporter observes and records the many nuances that make this year at this school unique.

Unfortunately, very little of the copy found in yearbooks attempt, much less achieve, this type reporting. Too many are satisfied with an introduction that says nothing more than "we were sad the summer ended but glad to see our firends."

Student life coverage is a coarse overview of student's moods or dreams. We are told that "Each day brings new and unique experiences" and reminded that "Our dreams of today will become the foundations for a better tomorrow."

The remainder of the book is an exercise in trumpeting the obvious to the point of insulting the intelligence. Should the reader ever forget, he need only to refer back to the yearbook to again be reminded that "The student council links the students to the administration" and that "The Naitonal Honor Society is selected each year by the faculty."

Brings back golden memories and a teary eye to read this stuff, right?

The remedy of this affliction includes no quick fixes. If the staff and adviser want a book that accurately represents one year at one school, rather than any year at any school, then it will up the time and effort necessary to produce one.

Throw out that insidious inverted pyramid and summary style reporting. Yearbook copy is written for 10 years down the line, not tomorrow's issue of the Daily Planet. Notice the subtle difference between the two short articles:

— "Vocational classes are offered to prepare students for the business world. Courses provided are as varied as student's interests, ranging from woodwork to office skills to accounting."

— "Robert Klein's grip on the torch slipped. The result: One not-too-serious but highly painful burn just above his left wrist. He was rushed to the health center and treated by junior Stephanie Lublum, one of 36 students enrolled in the advanced Health Occupations course.

"There is a growing demand for health and medical technicians," Mrs. Joyce Paulson said. "As long as people get sick, there'll be a need for these students."

The first blurb reads like a course description. The second utilizes a specific incident, the reporter's observations and direct quotes to develop a true picture of one

aspect of the vocational program.

The Talisman of Western Kentucky University last year produced one of the nation's outstanding books. The theme "lifestyles" was developed around a series of features, ranging in subject matter from a 22-year old evangelist to a student left legless after surgery.

In both cases and many others, the student reporters told the story of the University and the year through the experiences of a few individuals. This technique of allowing the story of the individual stand as the universal experience is worth attempting. A well-written feature on the view from the benchwarmer's perch might better capture the essence of the season than a trite play-by-play rehash of each game.

Last tip: Get it on paper as soon as possible. How can you expect to whip up to fever-pitch the emotion of the homecoming game if you wait to February to recreate it? Your memory will pick up the highlights but the extra touches that made this one different than the rest will have been lost.

Quality copy is a major part of theme continuity and coverage. Any book without enough well-written copy to relate the story of the year cannot expect to receive high ILPC ratings — despite the quality of its photography. There is a great difference between a good yearbook and a photo album.

Come to Denton

The Texas High School Press Association (THSPA) will hold its annual meeting on the campus of Texas Woman's University and will feature a full slate of yearbook and newspaper sessions. Among those on hand will be Col. Charles E. "Chuck" Savedge of Virginia, the nation's foremost yearbook expert.

"We're expecting to bring in the finest people available and to continue our efforts toward the best convention possible," Mrs. Lillian Hefner, director, said. "We improved considerably last year and want to make this year's convention even better."

For more information, contact Mrs. Hefner at THSPA, Texas Woman's University, Box 23866, Denton, 76204, (817) 382-6313.

Invitational meets

Planning an invitational journalism meet? If so, drop the details — when, where and who — in the mail to Bobby Hawthorne for printing in the Leaguer.

"We will run a list of the meets in the December or January issues," Hawthorne said. "If the response warrants, we will also carry a list in February. Please include the dates, specific locations, entry fees and a contact person."

Information should be mailed to Box 8028, University Station, Austin 78712.

Free press essay

The Student Press Law Center has announced plans to conduct a First Amendment essay contest.

Competition is open to any public or private school student who has written a news, feature or editorial concerning the First Amendment. The article must have been published in a newspaper or newsmagazine circulated primarily to students.

Two winners will be selected, with each receiving a \$15,000 scholarship for a three month internship at the SPLU.

Deadline for entry is March 1, 1981. For further information, contact Rob Eggert, SPLC executive director, 917 G Place N.W., Washington, D.C. 20001, (202) 347-7154.

On review

News Reporters and News Sources

By Herbert Strentz

By its own admission, the book centers on "what happens before the story is written" and Strentz does a fine job doing it. Like most texts this one is written for the professional reporter, but the lessons gathering news, interviewing and developing and maintaining sources would make good reading for the advanced high school journalism student. Good stuff throughout.

Iowa State Press, Ames, Iowa 50010.

Reporters' Ethics

By Bruce M. Swain

A perfect complement to the Strentz text. While Strentz discusses the practical level of preparation, Swain delves into the ethical pitfalls of reporting. White bribes, threats and freebies are rare on the scholastic scene, the information concerning each is relevant to the publications adviser and the advanced student.

Swain builds the text around countless interviews with professionals, whose stories and warnings make for interesting reading.

Iowa State University Press, Ames, Iowa 50010.

Editorial and Persuasive Writing

By Harry W. Stonecipher

The student publication — newspaper or newsmagazine — should serve the school in a leadership capacity. Recognizing this idea and the realization that many do not, ILPC has greatly increased the importance of the editorial/op-ed section in its ratings. Consequently, only those staffs making strong, relevant statements will qualify for top ILPC honors.

Those staffs currently weak in this area should read this book. Stonecipher examines the entire editorial spectrum: Editorial theory, writing tips, importance of reflection, subject matter and the audience acceptance and response. Highly recommended.

Hastings House Publishers, 10 East 40th Street, New York 10016.

Items for referendum

Items approved by the Legislative Council for placement on the referendum ballot include:

- Adding to Rule 22 of the Track and Field Plan: "Eighth grade and below may not participate in track meets prior to 2:30 p.m. on any given school day." Effective 1980-81.

- Change Rule 3 of the Basketball Plan to: "1982 Dates for Practices and Games — There shall be no organized or formal basketball practice for a contestant or a team, before or after school prior to:

- November 1 — boys' and girls', all conferences; or during December 23-27; or before or after school after the last date for certifying district champions, except for teams who have not been eliminated in playoffs.

- No interschool scrimmages shall be played prior to: November 8 — boys' and girls', all conferences; or during December 23-27.

- Teams are allowed one scrimmage per week from: November 8-23, with a maximum of two scrimmages;

- No interschool games shall be played prior to: November 22 — boys' and girls', all conferences; or during December 23-27.

- Change Rule 8c of the Basketball Plan

to: "No team or student shall compete in more than three invitational tournaments plus 22 basketball games in a season, past the last date for certifying district champions. This shall be all inclusive and shall include non-district and district games and games played in district tournaments.

If a team or student does not play in any invitational tournaments, a total of 28 games may be played. Two games may be substituted for each tournament not participated in. Exception: The district executive committee may authorize a single elimination method to resolve district ties." Effective 1982-83.

- Add to the Volleyball Plan: Eighth grade and below cannot work out prior to the first day of school (effective 1981-82).

- Change Rule 3 of the Baseball Plan to: No team or boy shall compete in more than two invitational tournaments plus 20 high school games. This shall be all inclusive and shall include non-district games and games which count on League standing. Two games may be substituted for each tournament not participated in. Exception: The district executive committee may authorize a single elimination method to resolve district ties. Effective 1982-83.

- Add to the cross country, track and field, and swimming plans: "A student, who is absent from school to attend non-school sponsored competition, shall have the meet count as one of his/her eight tournaments allowed during the school year." Effective 1981-82.

- Revision of Rule 19 of the Football Plan: Site and Day of Game — Non-district games: Mutual agreement. District games: District schedules, unless unanimously agreeable otherwise, shall be made by a draw. Home team may designate the day of the game.

Exception: When a school district has more than one game per week and only one stadium, the day of the game shall be determined by a draw. Starting time shall be set by the district executive committee, unless mutually agreeable otherwise.

Playoff games: Unless mutually agreeable otherwise, the place for playing a playoff game shall be determined on the "home and home" basis for the past six years. The team that was the visiting team the last time the two teams met on a home field in a post-district playoff game may insist upon the game being played upon its home field. The home team may designate the day for the game.

In case of disagreement between the two teams who have not played a post-district playoff game during the past six years the game site shall be determined by a coin toss. Effective 1982-83.

Transfer rule

Continued from page 1

- a proposal recommending to the president of the University of Texas at Austin that seven UT faculty/staff members plus one school administrator, active or inactive, and one school board member, active or inactive, be named to the State Executive Committee.

The UIL director and athletic director, if the recommendation is followed, would relinquish their voting positions for non-voting, consultant duties.

- a proposal increasing the major awards from \$32 to \$40 and the additional symbolic award from \$4 to \$6.

- an addition to Art. XIII, Sec. 7, stating "when a rule violation does not involve an ineligible player, one year probation is the minimum penalty unless otherwise

specified by rule. Students who violate the rules in the plans and eligibility rules are ineligible for at least one year from the date of violation unless otherwise specified by rule."

The proposal also adds to the Athletic Plan that "Eligibility blanks. A district executive committee does not have to assess the minimum penalty for violation of this rule if they feel it was an inadvertent error and the player was actually eligible."

The council also passed a proposal setting the calendar for literary and athletic spring meet competition. The proposal, studied by the Calendar Sub-committee of the Policy Committee, hopes to alleviate the traditional conflicts between the girls state track, golf and tennis and literary/academic

meets.

On the literary front the council approved proposals calling for modification of the ready writing contest length rules and a unified ranking plan for judging ready writing, speech and one-act play contests.

The council unanimously disapproved a request from the Texas Joint Council of Teachers of English that ready writing topics be written on local situations. Individual entries — and not individuals — would then travel to regional and state competition.

The council did approve a TJCTE proposal, calling for the League to look into the possibility of hiring a part-time speech director to aid current contest consultant Marilyn Swinton.

Guidelines for runners announced

By BONNIE NORTHCUTT
Assistant Athletic Director

The following guidelines apply to all high school runners:

- A key point is: What races fall under the UIL Amateur and Awards rules? *Example:* All Track and Field meets fall under UIL jurisdiction for students in grades 9-12.

All cross country races under six miles in length fall under UIL rules.

Races six miles and above are not considered cross country events and, therefore, do not fall under UIL rules. A high school student 15 years old and above could win an unlimited amount of valuable consideration and still remain eligible for UIL events.

- UIL rules do not prohibit high school students from accepting a symbolic award such as ribbons, medals, or trophies, provided the awards are given by the organization

conducting the meet or tournament. (Certificates may only be given by the school or District Executive Committee.) Article XVI, Awards Rule.

- Symbolic awards are not considered valuable consideration provided they are given by the organization conducting the meet or tournament. The monetary value of symbolic awards has no significance — the monetary amount relative to any other type of award (the Amateur Rule) is .01 and above.

A symbolic award could be donated by a merchant to the organization conducting the meet. Any prize other than a symbolic award would be a violation of UIL rules.

- The terms "useable" and "saleable" in the context of a trophy or medal may be applied in some cases. A "useable" desk set given as a trophy could be a violation. A symbolic award is "saleable" and it would be a violation for an athlete to receive a symbolic award from a source not conducting or sponsoring the meet or tournament. An example would be a newspaper awarding "A Most Valuable Player Award."

- A senior, who has completed his eligibility in cross country, would jeopardize his track eligibility if he accepted valuable consideration for winning a race under six miles.

- UIL rules do not prohibit a high school

student from purchasing a T-shirt as a portion of the registration fee paid by the student or his parents. Under these conditions, the shirt could be supplied by a merchant whose advertisement is on the shirt. The shirt cannot be limited to participants' finishing order without being a violation; in that, the shirt then becomes an award.

- Under UIL rules, high school students may run in an unlimited number of recreational and/or open and progressive cross country and track meets during the summer or on an individual basis — that is, without the school being involved in any way.

Participation in cross country invitational meets is a violation of UIL rules after the date of the State Meet (November 15).

Participation in track and field invitational meets is a violation of UIL rules after the date of the State Meets (May 9 for girls and May 16 for boys).

- An invitational track meet is a meet that is only open to selected invited runners in other words a meet that is not open to "all comers." That is not to say, that an open meet cannot set qualifying standards. Once those standards are set, the meet must be "open" to all who qualify.

- Under UIL rules, no high school student or team shall participate in a cross country meet after November 15, the date of the UIL State Cross Country Meet.

Council action not on ballot

Items approved by the council but not earmarked for the referendum ballot include:

- Addition to the Athletic Plan: Off-season workouts — Accelerated physical education activities, calisthenics, skills, or conditioning exercises may be conducted during the school term within the school day (provided it does not exceed one 60-minute period within the school day.) Classes before or after school or during the noon hours are specifically prohibited. For additional restrictions, see Football Plan. Effective 1981-82.

- College coaches' requests for complimentary tickets to state athletic events will be limited to one per college at the same cost high school coach pays. Effective immediately.

- a schedule for officials' fees.
- the current policy of awarding the bid to one network to work state baseball and basketball tournament broadcasts;

- a contingency plan for the summer camp rule, should the Fifth Circuit Court of Appeals uphold Judge George Cire's ruling that the UIL restrictions are unconstitutional.

Replacing Art. VIII, Sec. 21 would be the following restrictions:

- Attendance be limited to 14 calendar days per sport, and

- No more than two students from the same school may attend the camp, and

- Students above the eighth grade cannot be instructed in a camp by a coach from their school, and

- Attendance to camps shall be open to all students and

- Last date for summer camp attendance is August 15.

- a clarification whereby in reference to junior high, it will be interpreted as eighth grade and below. This would allow all ninth grades to play the same number of basketball games. Effective immediately.

- eliminating the conference AAAA option of playing a regional basketball tournament. Effective 1982-83.

- No emergency vehicle may be used to increase school spirit by sounding sirens and flashing lights during the course of any UIL athletic contest.

- The Athletic Committee will continue to monitor team tennis and study the feasibility of consolation swim finals at the state meet.

- referring to the policy committee for further study a proposal amending Article VIII, Sec. 18 to read that any student who graduates from the 12th grade prior to attaining his nineteenth birthday is excepted from the Five-Year Rule.

The Council took no action on proposals to study the feasible alternatives for changing the one-year transfer rule, allowing student teachers work with athletes and teams, waiving rules allowing basketball coaches to coach the Waco All-Star game, speeding up baseball games by allowing one minute between innings, adopting an eight region, two section track meet concept, and revising the state basketball and baseball broadcast systems.

Other proposals failing to receive council approval included

- an alternative approach to coaches scratch system (for officials), and the possibility of requiring certification of all officials working UIL contests.

- recommendations from the State School Board Association for opening the Legislative Council membership to school board representatives.

- a request by the Texas Christian Interscholastic League for UIL membership.

'All my memories are good ones'

(Editor's note: The following article was first published in Texas Coach. The author is an ex-football player, UIL state meet journalism runner-up, and is currently a freshman at Texas A&M University.)

By Scott Harper

People always seem to be interested in a story about a coach whose son is an athlete. It is a very special relationship, and outsiders looking in either see something they like, or wonder how the coach/father and athlete/son can stand each other in both situations.

I happen to be an athlete who is lucky enough to be in such a situation. Ever since I can remember I have been around and involved with high school athletics, and the more I was around sports, the more I grew to love them, especially the game of football.

As I entered junior high, there was little doubt that I would at least try to become an athlete. Although I was relatively small and skinny, I knew I wanted to participate. I played football, basketball, and ran track for three in junior high. I never started a game and never won a medal, but still I had fun, and my love for football continued to grow.

When I entered high school, the father-son story began. But my relationship with my father was more unique than any other father/coach - son/athlete situation I have ever seen. When I started high school, I became the "enemy." You see, Dad coached at a rival school.

The Carroll Tigers (my team) and the Ray Texans (his team) have been stiff competitors for as long as I can remember. Before I got to Carroll, I learned from my dad and other Texans that there was more on the line than just winning when Carroll and Ray played.

During my sophomore and junior years there wasn't really any big deal. I failed to

make the varsity both years, so I never had to actually play against my dad.

I picked up a lot of playing time those two years, and by my senior year I had developed into a starting defensive back on the varsity team.

I could tell my dad was really proud of me. For as much of my improvement came from his pointers and summer drills as from my own coaches'. Now there was a slight bit of tension starting to build. But still I had his support 100%, and that is why our relationship is so special. Nearly every evening we talked football. It would start out as a discussion of my progress, and eventually end up as a comparison of the strong and weak points of each other's team.

There was a lot of kidding going on, but never anything serious. As I look back, I realize that Dad had a lot more pressure on him than I did, though. Whereas I was dedicated only to my team's success, he had to divide his own team loyalty with his support for me.

As the season progressed, many of my friends and teammates asked me (as I'm sure most of his players asked him) if there weren't problems such as bitter rivalry or "spying" between us. But, amazing as it may have sounded to them, there weren't any.

In fact, I feel that there were more good points from the situation than bad. First, and foremost, I knew for a fact that I had made the team for my own ability, not because I was the "coach's son." Secondly, and probably equally as important, we never had the problem of personal differences on the field being brought home. Everything between us was positive.

On Saturday, October 6, 1979, we met at Buc Stadium for our district opening game. As I played the game, I often snuck in a glance to the opposite sideline to make sure

Dad was watching. The game went back and forth all night, but we eventually came out with a 30-21 win.

The most memorable moment of my football career happened that night, but it wasn't during the game. As I rejoicingly ran on to the field after the game to shake hands with my downcast opponents, I met my father. Suddenly, it hit me: winning wasn't what counted, but rather the spirit of friendly competition. Even though neither of us said a word, a complete new understanding of the game hit me.

There was the opposing coach: his team had fought a valiant battle, but lost.

But behind those same eyes was my father, my number one fan; and I dare say he was prouder and happier for me then than ever before or since.

As we embraced, everything else faded out of my mind, and for that brief moment, it was just him and me — nothing else mattered.

The season went on, and both our teams finished with a 4-3 district records, good enough for a third place tie.

I learned a lot from my football career, and even though Coach Sam Harper never coached me, he taught me as much as any other coach I ever had. He encouraged me when I was down, he consoled me when I lost, he rejoiced with me when I won, and he was always there when I needed him.

My father made football what it was for me. Now it's all over and all my memories are good ones. I may never play football again, but I know one thing for sure: as long as my dad is a coach, he'll be a winner, and I'll be behind him the way he was behind me.

It's a feeling that no one can fully understand or appreciate unless they are involved in it.

Thanks a million, Dad — I love you!

Q&A

District committee duties examined

1. Does the District Executive Committee have the authority to vote a student eligible when that student does not meet the eligibility requirements in the Constitution?

Answer: No. Rule 5 of the Football Plan states: "A district shall be disqualified in the playoffs, if its committee certifies to the State Office a team which has used an ineligible player in any game that counted on League standing. Disqualification will be made only upon presentation of sufficient evidence to the State Executive Committee."

2. Does the District Executive Committee access a penalty when a rule is violated?

Answer: Yes. Example: A school reports to the District Executive Committee that it inadvertently violated a rule. The District Executive Committee shall access a penalty. Normally, the school is placed on probation for minor first offenses.

3. Does probation mean a school cannot win district honors?

Answer No. Probation serves as a reminder that if other errors occur, a harsher penalty may be applied next time.

4. Is a senior who moves from School A to School B without his parents eligible?

Answer: No. Article VII, Section 13 and Section 14 state that the senior's parents must make the corresponding move into the new school district or attendance zone.

5. Does a school get to vote when the District Executive Committee is voting on a situation involving that school?

Answer: No. Rule 3 of the Athletic Plan states: "A member of the committee shall be disqualified to act in a case in which his school is one of the two involved."

6. What is a bona fide residence?

Answer: During a student's first year at a new school, his parent or parents must reside in that school district (Art. VII, Sect. 13). In my opinion a bona fide residence requires that the parent or parents actually live in the district, move their furniture into the district to set up their home, vote in the district, receive their mail at their residence, and plan to continue to live there.

When only one parent (not divorced or legally separated) moves into the district in an attempt to satisfy the bona fide residence requirement — that constitutes a dual residence — and does not meet the definition of a bona fide residence.

Moving into the district temporarily in an attempt to enable a student to participate in athletics would not be considered a bona fide residence.

7. When do District Executive Committee votes have to be unanimous to pass?

Answer: When a school requests to be added to or released from a district. To approve the playing of a district basketball game prior to December 15.

8. Does a defeat by a team which has been disqualified for district honors count in League standing?

Answer: The District Executive Committee should determine (prior to the season) if games will count on League standing.

9. Can 2 or 3 schools tied for the district championship in basketball or volleyball play an additional game as an exception to the two contests per week rule?

Answer: No. The District Executive Committee can arrange a district tournament to be played as an exception to the two contests per week rule, provided a minimum of three teams are assembled at one site on consecutive days for an elimination contest.

Shorts

Limits on school awards outlined

Question: May a member school pay more than \$32.00 for a student's major award?

Answer: No. Students are limited to one \$32.00-award for inter-school competition during their four-year enrollment in the same high school.

Question: May the school pay \$32.00 of the award and the student pay \$8.00? (The sporting goods company, in this case, refuses to sell the jacket for less than \$40.00.)

Answer: No. The school may not use this procedure because it is acting as purchasing agent for the student, permitting the student a benefit as an athlete which is not available to other students.

Question: May schools pay more than \$4.00 for a patch or other awards? (signifying all-district, all-regional band, lettering in a sport, etc.)

Answer: No. Students are limited to one \$4.00-award per sport per year. In the year a youngster receives the \$32.00 major award for a particular sport, he/she may not receive an additional \$4.00 award for that sport that year.

Question: May schools order a \$32.00 jacket and an \$8.00 letter which will be purchased sewn on the jacket and bill the student for \$8.00?

Answer: No. If the schools have to pay \$32.00 for the jacket, that is all they can pay. Students on their own and individually must obtain the letter without the school acting as purchasing agent.

New text on knees excellent reading

The *Knee in Sports*, by Karl K. Klein and Fred L. Allman, Jr., is must reading for coaches and trainers. The book is the first major work ever completed to illustrate the growth and development trends of the ligament structures of the knee joint throughout the lifespan of the male and female populations.

In addition to the normal growth trends, various sports are studied to determine the influence of the stresses of activity on the knee structure. The findings indicate that only the mechanical stresses of certain types of training activities seem to play a major role in creating instability, not the activity itself.

Also discussed is the influence of the growth process on ligament stability, the variations in the growth and development of the ligament structures between the male and female populations, and the mechanics of movement and the implications of functional stability from the standpoint of maximal muscular efficiency as well as injury prevention.

The book has been applauded by sports medicine officials, surgeons and coaches and has the endorsement of the National Athletic Trainers Association.

It is available through Jenkins Publishing Company, The Pemberton Press, Box 2085, Austin, Texas 78767. The book is \$6.25 per copy plus five per cent Texas sales tax.

Search underway for sports records

In 1953, Kenneth Hall of Sugar Land established two Texas high school football records, rushing for 4,045 yards and scoring 895 pints.

But Hall, who is the all-time career rushing leader in Texas with 11,232 yards, is not the only record holder or state high school athlete who had an outstanding performance in football, basketball, track or baseball.

The search is now underway for as many of those 300-yard football games in passing or rushing, big scoring efforts in basketball or all other possible records.

The fourth edition of the Texas High School All-Time Record Book will be published in the summer of 1981 and all coaches, former coaches and both fans and players from Texas are asked to help in the record hunt.

Both team and individual records in all sports will be reviewed for possible publication. Any outstanding performance, long rush, long pass interception returns, number of carries, field goals, punts, winning streaks, losing streaks, and dozens of other categories are included.

Such prospective records should be sent to the UIL office or to Bill McMurray, Sports Department, Houston Chronicle, 801 Texas Ave., Houston, 77002.

Explaining the 'push-button' aspect of calculator contest

By JOHN COGDELL
Calculator contest director

I just returned from the student activity conference in El Paso. There for the first time this fall, I encountered dissatisfaction with the present calculator applications contest format and goals.

I was taken off balance at the time and was not able to give very satisfactory answers to the objection which was voiced, but I have since thought about what to reply. This article will attempt to answer the question which was raised.

The concern was that the calculator applications contest contains too many "button-pushing" problems and too few problems requiring mathematical problem-solving. The better students (it was suggested) are finding the contest lacking in interest, a nonchallenge. Better to have less emphasis on manual skill and more on math skill.

It is certainly true that the contest emphasizes error-free calculation on the calculator. Sixty of the 80 problems on the contest are of the calculation type, although 12 of these (those on page five) involve mathematical shortcuts. Still, over half the score on the contest is derived from "button-pushing". Is this too much?

Ironically, the viewpoint expressed by the math teachers in El Paso is close to my own viewpoint when I began working on the contest development two and one-half years ago. My first proposal was for a contest consisting of 10 challenging word problems, graded on a partial credit basis.

In the ensuing furor, I was convinced that this would lead to an unmanageable contest, that for a variety of reasons we need many straightforward problems requiring calculator skill. This requirement was an important factor in shaping the contest into its present form. Before reviewing the reasons for the predominance of calculation problems on the contest, let me discuss another important factor in the development of this contest.

Calculator applications is UIL's pre-engineering contest. In one sense, its purpose is to introduce high school students to the enjoyment of applying their knowledge to the solving of practical problems, which is what engineering is all about. As an engineering educator, my work in designing this contest was guided by my knowledge of engineering training and practice — I wanted the contest to be as practical and realistic as possible.

Engineering is not taught in the public schools and very few public school teachers have had engineering training. The calculator team is usually coached by a math teacher, who naturally looks upon the contest as an applied math contest. Such a teacher, seeing that the contest does not give fair representation to all the math skills taught in the curriculum, naturally concludes that the contest is poorly designed.

Engineers make things — airplanes, microwave ovens, computers. And engineers like the things they make. They like to use the fruits of their work, the tools of technology. I personally delight in my calculator and welcome excuses to pull it out and put it to use. In the past I have heard many engineers praise the mystique of the slide rule in the same way a violinist gets eloquent when talking about the beauty of the violin. For me, the calculator has a similar appeal.

I am anticipating that many teachers will likewise experience that appeal through their involvement with the calculator applications contest. Certainly the present contest is slanted toward that student whose acquaintance with his calculator is more than casual.

So why is the contest designed that way? Why so many "button-pushing"

problems? Basically two reasons. First we want the contest to attract students long before they get into advanced math classes. During the younger years, skills of manual dexterity are more easily developed than the abstract mental skills of mathematical problem-solving. The contest is designed so that such a student can enjoy considerable success in the contest. Of course, the last few pages of the contest contain problems to challenge the more advanced student and will hence lay beyond the reach of the younger contestant.

The second reason for the many calculator skill problems is that we want practice to be a crucial factor in the contest. The student who is innately clever at math skills but who does not practice on the calculator will not learn much from competing in the contest and should not win. The less exceptional student who is willing to practice consistently should have a rewarding experience in this contest. Hence the importance of calculator skills.

One thing is sure — this is your contest, not mine. If I hear echos around the state of what I heard in El Paso, then I will change the mix of problems on the contest. I would not choose to stand in the way of progress. I might get run over.

Briefs

Southwestern honors first athletic coach

The memory of a man who led in building major athletic programs at two universities will be honored at a special dedication at Southwestern University's homecoming, Saturday, October 11.

The late R. M. Medley, who established the athletic program at McMurry College in Abilene before starting 30 years of athletic service at Southwestern in Georgetown, had his name on the Medley Memorial Room that was officially opened Saturday in the Sid W. Richardson Physical Education Center.

The dedication followed at 7:30 a.m. breakfast of the 'S' Association and other Medley friends in the University Commons.

Medley came to Southwestern in 1939 as athletic director and chairman of the Department of Health, Physical Education and Recreation. He was head coach in all sports, leading the football to national acclaim including wins over Southwest Conference schools in the early 1940s and a Sun Bowl victory in 1945.

Scholarship brochures soon available

Child prodigies and self-made millionaires need not apply.

Others planning to attend college but who haven't quite figured out how they're going to pay for it might be interested in the Texas Interscholastic League Foundation grants. In June, more than \$155,000 in new scholarships will be awarded, and another \$95,000 in grants will be renewed.

The scholarships are available to select students qualifying for the UIL state, UIL

literary and academic meet, or state meet alternates, and who plan to attend an accredited college or University in Texas.

"These scholarships are made available as a motivation and award for those who have engaged in educational competition through the League program," Dr. Rhea Williams, TILF secretary, said. "The youth of our state is our greatest natural resource and the TILF believes there is no better way to spend foundation funds than in providing aid to these gifted students.

"Tomorrow, these students will be in positions of leadership in the state, nation and world," he added.

The brochure containing information concerning scholarship opportunities will be made available to high school principals and counselors in late December, Williams said.

"Now is the time to begin preparations for UIL contests," he added.

Conference on arts for handicapped slated

A national conference on creative arts for the handicapped will be held on the Texas Women's University campus in Denton on April 2-4. The purpose of the conference is to facilitate interdisciplinary involvement of arts and recreation personnel, special educators, regular classroom teachers, therapists, and parents in improving arts programming for handicapped persons of all ages.

Sessions will include methods and materials for teaching art, music, dance, and drama/theatre activities; performances by groups with various handicapping conditions; grant writing and resources; and other topics related to arts and P.L. 94-142 and Section 504.

For further information, contact Dr. Claudine Sherrill, ARTS for Handicapped Conference, P.O. Box 23717, TWU Station, Denton, Texas 76204.

Invitational science, math meets set

Invitational science, calculator applications and number sense contests are scheduled this spring. A partial list of invitational meets already planned follows.

Information concerning meets not listed below should be mailed to Dr. John Cogdell, UIL, Box 8028, University Station, Austin, 78712.

NORTH TEXAS AREA

November 21 — Denton Math Contest, Texas Womens Universty
November 22 — Azle High School
December 5 — Austin College, Sherman
December 8 — Rider High School, Wichita Falls
February 14 — Boswell High School, Saginaw
February 20/21 — Richardson High School
March 14 — Springtown High School
March 21 — South Grand Prairie High School, Grand Prairie
March 26 — Tarrant Area Mathematics Competition, Fort Worth

NORTHEAST TEXAS AREA

December 13 — Tatum High School
January 10 — North Lamar High School, Powderly
January 31 — Spring Hill High School, Longview
February 7 — Pine Tree High School, Longview
February 27 — East Texas State University, Commerce
March 7 — Queen City High School
March 28 — Longview High School

CENTRAL TEXAS AREA

November 22 — Jay High School, San Antonio
December 6 — Kerrville Tivy High School
December 13 — Alamo Heights High School, San Antonio
January 31 — Temple High School
February 7 — Lee High School, San Antonio
February 7 — East Central High School, San Antonio
February 13/14 — Highland High School, San Antonio
February 21 — Judson High School, Converse
March 6,7 — Roosevelt High School, San Antonio

EAST TEXAS AREA

January 17 — West-Orange Stark High School, Orange
February 6 — Lamar University, Beaumont
February 13 — Sterling High School, Baytown
February 28 — Jefferson High School, Port Arthur
March 21 — Port Neches-Groves High School, Port Neches

WEST TEXAS AREA

November 22 — Lakeview High School, San Angelo
January 31 — Andrews High School
February 7 — Coronado High School, Lubbock
February 7 — Monterey High School, Lubbock
February 21 — Central High School, San Angelo

SOUTH TEXAS AREA

January 24 — Pharr-San Juan-Alamo High School, Pharr
February 6,7 — Harlingen High School
February 13 — Bee County College, Beeville
February 13/14 — McAllen High School
February 14 — San Isidro High School
February 28 — Pharr-San Juan-Alamo High School, Pharr
March 6,7 — Edinburg High School
March 20/21 — Gregory-Portland High School, Portland



Jim Kinneavy

League ready writing director Dr. James Kinneavy and three other University of Texas faculty members have received a three-year \$362,650 grant to develop a comprehensive set of procedures for evaluating the effectiveness of college writing programs.

Attempts to improve writing instruction in higher education will remain "sporadic and fragmentary" until a comprehensive set of evaluating procedures is developed, Kinneavy said.

Joining in the project are Dr. John Daly and Dr. Lester Faigley and Dr. Stephen Witte, both of whom have served as ready writing consultants.

"Widespread public concern over writing abilities of young Americans have prompted colleges and universities to develop new programs for teaching writing," Kinneavy said. "Yet, knowledge of how to evaluate these programs and their effects remains at a rudimentary and impressionistic level."