

It is said to contain 'built-in dissatisfaction.' It has been the object of blue-ribbon scrutiny, more than a little damnation, and even a lawsuit. Thank goodness it doesn't occur more than once every two years.

Reclassification

Minutes before the meeting began, Bill Farney got the bad news. The morning issues of two newspapers, the Dallas Times-Herald and Houston Post, surfaced, setting off a buzz among the administrators and coaches filling the Lyndon Baines Johnson Auditorium.

Somehow, copies of the list had come into the hands of two sports reporters and were then printed as Watergate-level snoop material. Cannon fodder in the local circulation battles, disguised as news.

Farney turned a pale shade of crimson. "We had called the meeting and school people traveled great distances so that everyone could get the information at the same time," he explained later. "We still don't know how the reporters got the lists and probably never will. It was the absolutely last thing we needed that day."

It was the low point of a most forgettable day. Quite frankly, Farney hates the fall of odd-numbered years. For at that time, he and his staff put together the reclassification and realignment list, which assigns schools to conferences and districts. Investigative journalism notwithstanding, the task is often a thankless one.

"Basically, you have built-in dissatisfaction," Farney said. "The smaller schools in a conference don't think it's fair that they have to play schools often twice or three times as big. Or Conference A schools who play football don't think it's fair that they have to play schools who don't play football and practice basketball."

Then, there's the problem of the so-called "super high school," consisting of 3,000 or more students. "The organization of these schools, with ninth and tenth grades over here and eleventh and twelfth grades over there, are creating a lot of concern," Farney said.

Scramble in the ever-growing girls' athletic program, the public concern with loss of school time, spiraling transportation costs, and the intangible problems involving team rivalries and you've got one major headache.

Farney knows. "We try to take as detached view of the situation as possible," he said. "We don't take into consideration rivalries. We try to place schools in districts totaling six or eight members because with two teams advancing into the playoffs, there are only 10 dates to play 10 games in Conferences 5A, 3A and 2A. An odd-number of teams would create an open date during the last half of the district schedule. In some cases, unless there is another district close by with an odd number of teams, this date could not be filled, thus creating a nine game season for some teams."

Factors determining district assignment include enrollment and location. "We try to eliminate as much unnecessary travel as possible, but some hardship is inevitable because of the size of the state and the proximity of schools of the same size to each other," Farney said.

"No school wants extreme travel problems and no school wants to be in a district with a traditional powerhouse. Sometimes, those two concerns clash."

While fans and administrators may be willing to travel 150 miles for the varsity football games, many are less than thrilled to make the three-hour trek for a junior varsity volleyball game. "In realigning, we have to keep in mind the total sports program," Farney said. "No effort is made to keep teams in an 'old' district. Certainly, no school is moved from a previous district just for the sake of moving. But when new schools come into the League, or when a school moves up or down a classification, the picture changes. We must make allowances."

The reclassification and realignment process has been a thorn of contention for quite some time, Farney said. "Oddly enough, we had a committee study the problem a few years ago, and it concluded that, despite the problems, the current system handled the problem about well as possible. At least, the committee could not find a better alternative."

At present, the previous two years average daily membership are combined for a two year average. This average is used to place every high school in rank order, with the largest school first and the smallest school last. The top 240-245 schools are placed in 5A, the next 135-140 become 4A, the next 210-215 become 3A, the next 215-220 become 2A and the 315-320 schools remain in Conference A. Schools with fewer than 85 students are permitted to play six-man football.

Another committee — the recently empaneled Reclassification and Realignment Committee — will have an opportunity to look over the process. The committee meets October 5 in Austin.

The committee is expected to review the feasibility of the "Super Conference," the division of Conference A into football/basketball and basketball only brackets, and the use of something other than average daily membership figures in ranking schools by size.

"We need to examine every possibility," Farney said.

For the time being, schools may appeal alignments by petitioning the district executive committees of the district in which the school is assigned and the committee of the district to which the school wishes to join. If both agree unanimously, the school may move.

Or, the school may appeal to the Athletic Committee of the Legislative Council and, ultimately, to the State Executive Committee. Last year, 17 schools appealed assignments and six of the appeals were granted.

If worse comes to worst, the school can sue, although a similar suit brought last year was denied.

"No matter what happens, someone is going to be at the top of the cut-off figures and someone is going to be at the bottom of the cut-off," Farney said. "And that means, someone isn't going to be happy with the alignment."



Satisfied?

Many are. And that is one of education's biggest problems

There are many things right about public school education. We have many intelligent, dedicated and effective teachers, students, parents and administrators. We have many fine facilities for these activities to be held and ample supplies to help make the teachers job more effective. Therefore, we have many well educated youngsters advancing to college and into the workforce.

No, not all students achieve their maximum potential. I don't think we will ever reach that pinnacle. Most people are "satisfied" (reach a point in their job or school where they think they have accomplished all they need to accomplish). For some students, this is a low A when it could be 100 percent. For others, it is a C when they could have earned an A while others make a D that could have been a C. There are teachers who are satisfied if they teach what the book covers, even though there are others in class who are capable of handling much more.

There are sponsors who feel they work hard with their contestants. When an individual or team wins, they are "satisfied" that they do a "so-so" job in the classroom.

There are parents who feel they want their child to be an average child. They do not want to encourage him/her to spend nights studying. There are also parents who could care less. The sooner their youngsters are gone, the happier they will be.

There are administrators who are satisfied with status quo and "go with the tide." They do not want to "buck" the QB Club, the anti-tax group or some other pressure group because it may not be the popular thing to do (even though it may be the educational thing to do). "As long as the community is satisfied, we are satisfied."

To improve education, we must all work to our maximum and challenge the students to work to their capacity.



Bailey Marshall

Director's corner

There are many who have written about what's wrong with education. Probably the greatest thing wrong with education is the "satisfying" by students, parents, teachers and administrators. We must all determine what our goals are and what we must do to reach those goals. We must all have as our goal the best education for youth possible.

University Interscholastic League interschool competition has added greatly to reduce this "satisfying" and has caused students, teachers, coaches and parents to work to the maximum. In competition, one strives to defeat others of similar skills and abilities. We must all strive to develop our skills to the fullest extent. If we don't, we will be defeated somewhere "down the line."

Students who participate in UIL activities learn this difficult lesson early in their competitive years. They learn they must compete within the rules and simply perform better than their opponents. To out-perform their opponents, they understand they must work to their capacity and learn all they can, keep physically fit and mentally alert. In other words, they learn they cannot be "satisfied" and succeed.

The Leaguer

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Editor Dr. Bailey Marshall
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Official notices

HARLINGEN

This is official notice that Harlingen High School football team has been placed on probation by the district 32AAAAA district executive committee for violation of Rules 25-5-2 (2) 25-5-3.25-1-A (1) (c) and 16-1-1 for the 1983 and 1984 football seasons.

KENNEDY HS (San Antonio)

Kennedy HS has been placed on probation in volleyball for the 1983 volleyball season for violation of Article 6-3-1 of the Constitution and Contest Rules.

HARDIN JEFFERSON HS

Hardin Jefferson High School has been placed on probation for the 83-84 season in baseball for violations of Rule 16-1-1.

The Executive Committee also placed the Hardin-Jefferson girls' basketball team on probation for 1983-84 for violation of rule 25-3-3-(1).

JOHN TYLER HS

The John Tyler High School Band has been placed on probation for the 1983-84 school year for violation of Article 24-2-1 of the Music Plan.

ELKHART HS

Elkhart HS has been placed on probation for 1983-84 for violation of district executive committee rules regarding notification of officials to opponents during the basketball season.

LANCASTER HS

The District 6AAAA Executive Committee has placed Lancaster High School on probation for football for 1983-84 for violation of Rule 3h of the Football Plan.

FABENS HIGH

Fabens High School has been placed on probation for one year for violating rule 25-1-11.

BRECKENRIDGE HIGH

Breckenridge High School has been placed on probation in football for 1983-84 for violation of Art 25-5-3 of the Constitution and Contest rules.

MUSIC COMPETITION PLAN

Article 24-7-5 (h), page 160, of the 1983-84 Constitution and Contest Rules should read: An organization may NOT repeat a selection performed by that group during the preceding three school years. EXCEPTION: Conference C and CC organizations, composed of grades 7 and 8 only, may not repeat a number performed during the preceding two school years.

MUSIC PLAN

Page 147, Article 24-3-12 (3), Region VI should read: Region VI — Andrews, ABorden, Brester, Crane, Dawson, Ector, Glasscock, Howard, Irion, Jeff Davis, Loving, Martin, Midland, Mitchell, Pecos, Presidio, Reagan, Reeves, Scurry, Sterling, Terrell, Tom Green, Upton, Ward and Winkler counties.

Page 147, Article 24-3-12 (3), Region XXII should read: Region XXII — Culberson, El Paso and Hudspeth counties.

POETRY

Add to the UIL Constitution and Contest Rules: P. 69, 20-5-3 (1) Selections from plays are not appropriate for poetry interpretation selections.

MUSIC PLAN

Page 146, Article 24-3-12 (3) should read: Texas shall be divided into 22 regions for music competition.

When looking for a scapegoat, don't blame the successful

Editor's note: The following article originally appeared in the September 3 issue of the Corpus Christi Caller-Times. Secret is superintendent of the Ben Bolt-Palito Blanco Independent School District.

When problems crop up, whether it be in education or anything else, the public has a tendency to start looking for a "scapegoat" to pin it on. It appears that extracurricular activities is the selected culprit to blame to declining test scores and other recognized problems facing public education.

Research has repeatedly shown that participation in extracurricular activities is consistently the best indicator of later success in life (including academic grades). You will also find many of our very best students involved in these activities, and it is the only thing in our curriculum that was initiated by the students.

It is ironic that the characteristics that most Americans wish developed in our youth (competitiveness, discipline, hard work, leadership, ability to listen and concentrate, to play and work within a set of rules, etc.) are currently developed to a greater degree in extracurricular activities than any place else.

It almost seems that extracurricular coaches/sponsors are being punished for excellence in teaching and working with our young people. Our youth desperately need highly dedicated and motivated adults to guide and teach them. Extracurricular coaches/sponsors are more successful at guiding, motivating, and disciplining young people than any group

that I am aware of (and they do it for peanuts).

Instead of placing the blame for our educational ills on the very group that has been the most successful, why not get to the real issue (or is this too painful for the public to cope with)? The real issue is that the American public at this stage in our history simply does not care enough about the future of our young people to pay the price required to get the job done properly.

We simply cannot expect our talented young people to select teaching as a profession at common laborer's wages. The only way to improve test scores and other educational problems is to have a talented, highly motivated, and dedicated professional teacher in every classroom in America, working closely with concerned, caring parents.

When you consider one out of two American families are involved in divorce cases with devastating effect on many of the children involved; when you consider that the public schools are expected to cure all of the societal ills; when you consider that the American public annually spends more on tobacco products and intoxicating beverages than on the education of their children; when you consider the horrendous apathetic and negligent behavior of countless parents and society in general toward the education and care of their children, it is small wonder that we have the problems that we do. If not for the caring, dedicated service of countless teachers (including coaches), it undoubtedly would be considerably worse.

Yes, all of us in education can do better, but we need help from many different sources to make any significant changes for the better.

Far West Texas counties join music competition

The University Interscholastic League welcomes Region XXII into League Music competition. Region XXII is composed of El Paso, Hudspeth and Culberson Counties.

Early in June several administrators in these counties indicated that they wanted a music region. Following several discussions and a survey, it was decided to make a Region XXII out of what TMEA had designed a Region 6B.

Presently, the following school districts have signed music acceptance cards, which represents 27 schools participating in music contests: Ysleta ISD, Canutillo ISD, Fabens ISD, Clint ISD, and Culberson County ISD. Because of the cohesiveness of the area this could become one of the most active regions in the state.

The Region Executive Committee consists of: James Barnett, Ysleta ISD, Chairman; Dr. Charles Benson, Ysleta ISD, Evelyn Bell, Ysleta ISD; Elmer Grounds, Fabens ISD; Gilbert Gil, Canutillo ISD; Julian Shaddix, Clint ISD. Howard Shiplett of Ysleta ISD was named region executive secretary.

Region XXII will provide a marching contest this fall.

National Federation selling marching band videotapes

At the National Federation's summer meeting in Seattle, the Music Committee previewed its first videotape. "Designing, Teaching and Evaluating the Marching Band Show" is now available for sale to member schools throughout the country.

"Reactions to the videotape have been very positive," Dr. Nelson Patrick said. "Students, directors and music judges will find the tape an excellent instructional tool."

The 50-minute tape presents three essential aspects of marching band shows. For the first 20 minutes, viewers are shown how to select appropriate music and how to design a marching band show. Essential elements of a show are then shown to illustrate how to teach a drill to students. Once the show is designed and taught, a nationally-known adjudicator views the band in competition. His oral comments parallel the band's music performance on a football field.

Cost of the videotape is \$85. Copies may be obtained in half-inch VHS and Betamad or in three-fourths inch U-Matic tape.

10 tips to help the beginning director prevent a few disastrous blunders

Here are 10 suggestions that might be of help to the beginning music director. They could go a long way toward preventing a few costly mistakes.

1. Be sure to read the UIL Constitution and Contest Rules.
2. Read the Prescribed Music List, giving limitations and performance directions.
3. Review all eligibility rules, especially Article VIII.
4. Obtain a copy of your region's contest schedule as well as the state schedule.
5. After securing the schedules, determine the deadline dates for your contest.
6. The entry form must be completed in its entirety. Failure to supply all information may lead to disqualifications.
7. Failure to submit an entry form at region or state is no excuse for having late entries, and excuses are not acceptable for late entries.
8. If you have late student transfers, be sure to check the procedures with your principal in order to certify that all transfer conditions have been satisfied.
9. As early as possible, secure copies of music scores for the judges. Judges may not hear a performance unless prop-



Nelson Patrick

Music matters

erly prepared scores are in hand. Therefore, read the copyright rule.

10. Read and reread the sight-reading procedures. You would be well advised to develop a procedure for sight-reading contest.

We have observed that the majority of disqualifications and a rare number of suspensions result from failure to comply with one or more of these regulations.

Good luck!

State Marching Band set Nov. 14-15

By CHARLES SCHWOBEL
Assistant Music Director

The fifth annual State Marching Band Contest will be held in Austin on November 14 and 15. As a result of last spring's referendum, the Legislative Council is expected to formally recognize the contest at their October meeting as the state championship for marching bands.

Conference A, AA and AAAA bands will compete on Monday, Nov. 14. Conference AAA and AAAAA bands will compete on Tuesday, Nov. 15. Preliminaries will be held in Memorial Stadium at UT Austin and additional sites as necessary.

According to the Constitution and Contest Rules, each music region will certify from each conference two bands selected by the judges from those bands earning a Division I. If a band selected cannot attend the state contest, an alternate may be named.

Region contest chairmen will notify the State Office (phone 512/471-4418) of the region representatives and alternates within 24 hours following the contest (or Monday following a weekend contest). Directors of bands planning to

attend the state contest must also notify the State Office within 24 hours (or Monday after a weekend contest).

As in the past, second bands may not be certified.

Entry forms should be mailed to the State Office as early as possible. Although the entry fee of \$250 is not required to accompany the entry form, it must be paid prior to participation. This will allow school districts ample time to process their checks following the regional contest.

The performance time limit and most contest regulations are the same as for regional contests, however, please note the schedule regulations on Page 150 of the Constitution and Contest Rules. Also, motorized vehicles will not be allowed on the field.

Group rates are available for students or adults. A tournament ticket is available for admission to all preliminaries and finals during the contest.

Last year's audience increased enough to allow a rebate to participating school districts. Let's hope for clear fall days at this year's competition.

For more information please write the State Marching Band Contest, University Interscholastic League, Box 8028, University Station, Austin, Texas 78712.

Music Memory: 'An enjoyable experience'

(Note from Janet Wiman, Contest Director: With a new set of records which includes all of the selections necessary for the contest, Music Memory shows promise of becoming the most widely used contest in the elementary and junior high program.)

Molly Tower, Austin ISD, and the Texas Music Educators Association need to be commended for reviving the contest and locating the materials that will make the program easy to implement.

The following comments are from Sheila Pankratz, Canadian ISD.

The bulletin and maps Ms. Pankratz mentions can be ordered through the League Office and are listed on the Literary Order Form. The recordings, called "The Enjoyment of Music," are available from: Music in Motion, P.O. Box 5564, Richardson, Texas 75080.)

By SHEILA PANKRATZ
Canadian ISD

Initially I was rather apprehensive about proceeding with the Music Memory Contest. But I just dug in and followed Mollie Tower's suggestions in the bulletin, improvising as necessary.

I was lucky to begin with, since I had all the selections on record except for two which I purchased. I was also glad that I had the proper versions of each piece listed.

As soon as I got my bulletin and located my recordings, I made transparencies of all the listening maps.

I then gathered the best biographical information I could find on each composer, editing the information to make sketches that would appeal to my fifth and sixth graders. I compiled this information from music encyclopedias, reference books, and the record jackets.

When possible, I included the background of why each piece was written or the circumstances under which it was composed. I also showed the students pictures of each composer. When we reviewed the pieces later, I found students had remembered personal or pertinent facts about each composer that had made it easier to think of titles or of how the music sounded.

Before presenting the pieces with the map, I did lots of homework so I could follow them myself. In a couple of instances, there were lags caused by differences between the maps and the recordings. I always warned my classes beforehand if this were the case.

I found it best to point out some of the details on the map before trying to follow it with the music, especially if there

were fragments, repeats, or unclear symbols. This saved us from lots of confusion on subsequent readings. During this time I also answered any questions.

The listenings done while following the maps were always done without comment or interruption, as Tower suggested. If we got lost, we all got lost together and discussed it afterwards. I always pointed to each spot on the map the first time through. If it was a particularly difficult one, I would continue to do so until we could relax with it.

After I felt this had been accomplished, I gave the children their own copy of the map. I suggested that they follow it and look up only occasionally to see if they were in the right spot. Almost without fail they took this as a great challenge and were delighted when they were successful.

We chose random Fridays to present new pieces to the fifth grade class, and the students would often ask, "Is this the Friday we get a new song?" I never heard a complaint, because they never knew what we would be covering next.

I followed Tower's suggestions about choosing teams. I also gave a couple of preliminary tests, the first of which was

Turn to MUSIC MEMORY, page 11

You select: Critic or panel

I am delighted to discover a few folks do read what I write. In fact, my pitch for scheduling OAP caused such a stir that a slight modification has been made in the official calendar to solve some conflicts. March 19-24 seems to be a popular "spring break" week.

You may schedule district OAP March 16 and 17. There is a catch. You must hold required zones no earlier than March 12. No exceptions will be made to this beginning zone OAP date. Districts selecting March 16-17 must see that schools requesting OAP set additions and play requests do so at least one week earlier than the Feb. 2 deadline. Play titles must also be submitted a week earlier than the official Feb. 23 date. A stamped first-class self-addressed #10 envelope must be provided in order to mail eligibility forms. This will be done early and separate from the bulk mailing Feb. 27 in order to help directors meet the ten day deadline.

This schedule will work a hardship on getting materials out of the state office, but it will help solve some conflict problems. It is still impossible to allow OAP districts (except IV-AAAA) during the area week.

You might consider the OAP area meet when scheduling other spring meet activities. The final schedule will not be available until after the OAP entry deadline Nov. 1. Three areas are being structured for each region where two have served previously. This structure will provide for no more than six plays at area and regional OAP meets. This will better balance programs.

Welcome to the continuing saga of panel vs critic. The proposal made for OAP judging I described last month received few responses, all negative. I don't know whether directors are disinterested or really believe in the critic concept. This office promotes and believes in the critic concept, but the time has come for all of you to speak to and through your administration. A UIL survey is being distributed for Legislative Council review.

The reason for this survey is a proposal submitted by Wanda Yancey, a parent from Friendswood ISD; supported by Dr. Myrlene Kennedy, assistant principal at Friendswood High School. The proposal submitted would require a panel of no less than three judges selected from the UIL accredited critic judge list. The panel would be required to provide a written critique and other provisions of the current OAP panel requirement would be followed.

Mrs. Yancey believes that fairness is the factor to be considered. "Students who have worked hard to achieve excellence in their performance should not be victims of unjust and incompetent judging. An unbiased and professional attitude is essential and the responsibility of all judges, whether or not they like or dislike any particular play. Decisions presented by a panel of no less than three judges who share this responsibility are more readily acceptable to students and directors. Written critiques for all plays and performers must be required of each judge. Oral critiques are not necessary. If a judge is a "no show," his/her name will be dropped from the list."

Those aware of my position on panel vs critic know that I will not agree with the Yancey proposal. I immediately admit that participation in the One-Act Play Contest is a subjective experience, with subjective results. Selecting plays and choosing all-star casts is similar to hiring teachers. The decision is based on objective criteria, training and opinion.

We are fortunate to have a number of capable, well-trained, personable critic judges. Not all receive the same responses from directors and students. Not all have the same abilities to communicate with angry directors and emotional students, but the majority are effective in a highly emotional situation. Why do trained theatre people subject themselves to judging OAP? It is not going to make them popular or famous.

OAP critic judges participate in our program because they believe in theatre as a teaching tool and competition as a training experience in living. They believe in extension teaching as a means of helping in the development of theatre programs. In short, they believe in the stated purposes of the One-Act Play Contest. If you don't know what they are, you might take a look at Article 23, Section 1 in the current *Constitution and Contest Rules*.



Playing the role of Yosarian in CATCH-22, Robert Strain won the Samuel French Award as Conference 5A Outstanding Performer in last year's State Meet OAP contest. Strain, the first black actor in Conference 5A to win the award, teamed with Charles Mascilli to lead San Antonio Roosevelt to its first State Meet berth.



Lynn Murray

Educational theatre

How much information is required to make an intelligent decision? This column is probably "overkill," but I believe the single critic concept is educationally the best for our situation. I do not believe judges would provide written critiques of any detail that would be a value. The best we could hope for is a check sheet that would be a generalization. I do not believe you can get an objective vote from a three member panel in OAP. State office records of the few panels used annually indicate split votes or total agreement. Often, three member panels vote for three different plays for first, second and third places. This is true in UIL contests other than OAP. Most often it is the vote for seventh or eighth that determines first place when a three judge panel is used. It takes five member panels to get an objective vote by discarding the high and low vote or using judges preference.

It would be impossible to require panels in OAP and maintain a qualified list. Three or five member panels would require 450/750 judges for district, 240/400 for zones and 120/200 for area. Requiring panels would necessitate 810/1,350 judges during a two week period. Where do we get them? There are currently 200 on the certified list.

It is true that many high school teachers are highly trained theatre professionals, but the logistics of directing and judging at the same time would be impossible for most. You would have those directors that lost judging those advancing. A "brother-in-law" system could determine the winner

in many situations. The current restriction of "judging the same play twice" would be impossible to administer for required panels. I do not believe this office could maintain/administer a certified list for required panels, because there are not enough hours in the day for a half-time administrator and one secretary.

I must be fair to Mrs. Yancey and say that her original proposal was to require panels at regional and state only, but I believe what is educational and fair for zone, district and area is educational and fair for region and state. I do not believe that there are generally unjust and incompetent OAP judges, but that is an argument for another day. I also do not believe that a three judge decision is more readily acceptable to directors and students. Some will remember participating through 1961, when panels were advocated and arguments were the order of the day. Oral critiques were often disagreements among panel members.

Panel oral critiques would be difficult in an eight play contest and written critiques cause problems of interpretation that cannot be discussed or questioned. OAP judges and directors have opposed the use of exclusively written critiques in surveys and professional meetings for the past thirteen years.

I believe that most OAP directors believe in the critic judge/extension teaching concept. I do not believe administrators will vote for requiring panels and increasing the cost of OAP by 200 percent. Ask those administrators and contest managers that have tried to find judges to serve on a panel. Most good judges feel that it is a waste of time.

Now that you know my position on required panels, what is yours? I suggest you make your position known to your principal or superintendent. They will be completing the Legislative Council survey and the result may well determine the path of the One-Act Play Contest for many years to come.

It is my responsibility to administer rules and policies determined by the majority. What is the current majority view?

Sparks named THSPA director

Mary Kahl Sparks, a former high school journalism teacher and university publications adviser at Angelo State University and Kansas State University, was named director of the Texas High School Press Association in late July.

Sparks replaces Lillian Hefner, who retired last spring. Sparks taught in high schools for four years and worked with publications on the university level for eight years. She has taught high school journalism workshops in Iowa, Missouri, Tennessee, Wisconsin, Kansas and Texas.

Fall convention dates

On the convention trail:

October 23-24-25 — Texas Association of Journalism Directors convention, Hilton Inn, Corpus Christi. The convention opens at 1 p.m. Sunday and closes at noon, Tuesday. Registration is \$12 per person advance and \$15 at the door. Contact Marjorie Walraven, Mary Carroll HS, Corpus Christi, 5301 Weber Road, 78411 or call 512/53-9153.

November 7 — Columbia Scholastic Press Association fall convention, New York, NY. Contact CSPA, Box 11, Central Mail Room Columbia University, New York, NY 10027.

November 17-18-19 — JEA SPA national convention, Riverfront Towers Hotel, St. Louis. For information, write JEA, Box 99, Blue Springs, MO 64015.

December 8-9-10 — Texas High School Press Association convention, Texas Woman's University, Denton. Registration opens Thursday night and the convention closes by 3 p.m. Saturday. Contact Mary Sparks, THSPA Director, Box 23866, TWU, Denton, Texas 76204.

Think small: Increase coverage by printing news, sports briefs in six-point

MACHO DUDE, open-minded former Nazi who loves Ozzy and Marie Osborne, quiet evenings setting homes on fire and welts looking for a long-term relationship with mature belly-dancer, preferably one resembling Don Shula. Send photo and shoe size to ...

Ever read the personals? You should. They're great. And, once you get hooked, it won't bother you that they're in six point. I work with a few people who'd read them, even if they were in six point Egyptian. They're addicts. Real soft smut junkies.

The point of all this is: People can and will read six point type. So why not use it? The Dallas Morning News has led a great Texas revival of the use of six point. The apparent philosophy is, "Our readers want the information. We want to print it. Go with six point."

On the student newspaper scene, six point has worked well in the masthead, but is being found with greater regularity in news and sports briefs. The Blackhawk of Davenport Central HS, Davenport, Iowa used a full page of six-point sports last year.

The staff decided, at first, to sacrifice readability for coverage. However, adviser Rod Vahl said readability was not affected. "We were having problems fitting in the junior varsity and minor sports and decided to go to the six point, thinking that both the readability and the appearance of the publication would suffer," Vahl said. "But the six point reads quite well and, by adding a few photos to the page, we've managed to design a functional and attractive package."

A few tips on using six point: 1. Avoid unusually light or bold type. A solid medium, serif is preferable. 2. Avoid all capitals, using them for rare emphasis. 3. Keep columns short, generally eight to 12 picas. If your publication uses a three-column, 21 pica format, or a four-column, 15 pica format, then consider going with a five-column, 11.5 pica for-



Bobby Hawthorne

Scholastic journalism

mat. Or even a six-column, 10 pica format. 4. Use a 14-point headline. Don't overpower the six-point with a huge head.

A reminder:

The UIL amateur rule does not apply to student journalism. A student may work for a newspaper, radio, television, public relations agency or other media outlet for any salary and retain eligibility for the UIL spring meet journalism contests and the ILPC contests.

However, the League's awards rule does apply to journalism. This rule does not preclude the acceptance of symbolic awards, such as medals, cups, tokens or certificates, provided the awards are made by the organization conducting the contest. If, on the other hand, students competing in an editorial writing contest sponsored by a local newspaper, wins and accepts \$100, they may be found in violation of the awards rule.

To be safe, check with your administration prior to accepting awards.

A good news story: You must go after it!

By SARAH SCOTT
Student Newspaper Adviser
Richardson High School

REPORTER: "I'm here to write for you!"

EDITOR: "No, you aren't. You are here to report and only after that to write.

"We've got all kinds of writers in this school. What we need are a few dedicated reporters — guys who go places, talk to all types of people, look and listen carefully, get all the information down correctly and then come back to the room and write it up as clearly and interestingly as possible.

"Sound simple? Just try it!"

A GOOD NEWS STORY DOES NOT COME TO YOU. YOU MUST GO AFTER IT!

But, before you go out searching for news, perhaps knowing the characteristics or elements of news would be helpful. Most journalism texts agree that the two key characteristics of news include **timeliness** and **proximity** or nearness.

TIMELINESS: The most recently updated information (i.e. the latest or newest) is usually the most newsworthy; however, occasionally a news story deals with an event that happened in the past. When this occurs, the reporter must update the material or seek a recent angle; but news stories also often serve as advance notice for events. In other words, news stories concentrate on the present and the future. It's also good to remember that although news should always be factual, not all facts are news.

PROXIMITY: Although proximity or nearness usually refers to geographic nearness, it also refers to interest nearness. Suppose your high school orchestra is touring Europe. The story would be important to your school paper even though the event was actually happening thousands of miles away. Most happenings that directly relate to your readership can be considered "near" and are, therefore,

newsworthy.

Other news characteristics include:

CONSEQUENCE: The more people the story affects, influences or is of interest to the greater the consequence or importance. For example, let's say the federal government in Washington, D.C., is passing a new law saying 16 year olds have the right to vote. Even though you live in Texas, this information would be important to your paper. In fact, it would be important to any high school paper in the United States because it would affect the readership.

PROMINENCE: People, places, things and situations or events which are well known to the public due to achievements, previous publicity, wealth or social position make good stories. For example, if Richard Gere or Princess Diana broke a leg, it would certainly be news although your publication might not be interested in it.

On the other hand, if YOU broke your leg, would they write you up in the school paper? Probably not ... unless you were a starter on the basketball team which was right in the middle of district play. Then, YOU would gain prominence!

CONFLICT: Whether verbal, ideological or physical, conflict of any kind can be news. Examples of conflict include a debate in the Senate over arms control; the Dallas Cowboys versus the Miami Dolphins; a domestic argument which leaves one dead; a 14-year-old boy (the youngest ever) who climbed Mt. Everest; five who survive a plane crash in Colorado during a blizzard; or 80-year-old Marc Spirts who swam the English channel.

HUMAN INTEREST: Stories involving emotions such as happiness, fear, anger or sorrow also make interesting stories. Although not usually your leading news stories, sometimes human interest stories make good complementary (sidebars) stories.

For example, the main news story might involve the destruction caused by a tornado. The sidebar might center around the problems suffered by one particular family. By centering in on the feelings of one small group of people and

quoting these people and reviewing what happened through their eyes, the reader is better able to understand the humanness of the story than he might through a lead story that stressed statistics and the vastness of the damage done.

Other possible news characteristics include drama (The more picturesque and suspenseful, the more appealing.), progress (Any changes or achievements made by man are interesting.), humor or oddity (The unusual makes news).

Although you may find various characteristics of news in a happening, three facts are essential to make news:

FACTS/INFORMATION + INTEREST + AN AUDIENCE = NEWS!

News is difficult to define because it varies from paper to paper and place to place. What may be news in Texas may not be news in California or New York. Likewise, what is important to one school may not be important to another just as what is news for one person may not be news for another. Yet, the reporter's job is to gather all the information he can about his beat or assignment while the editors decide what is most important to their paper's readership.

Keeping in mind the fact that the newspaper's purpose is to educate, to inform, to lead and to entertain, the staff must then decide how to secure the information for stories.

A newspaper can secure information through numerous news gathering methods such as:

(1) **the establishment of beats.** Beats are assigned areas, such as administrative offices, department heads, coaches, club sponsors or officers, which reporters must cover on a regular basis. From the information gathered on beats, story assignments can be made.

(2) **a future book or calendar.** These are kept by the school office or Student Council and include a record of upcoming school activities. The staff should have its own future book or calendar.

Issues and (hopefully) Answers



Special Study

The Special Study Committee conducted hearings in Austin, Lubbock, Houston, San Antonio and in Hurst last spring, collecting information on several major questions of extracurricular activities. The committee held its final meeting May 17 in Austin, recommending that the summer camp and summer league question be placed on the referendum ballot, that schools be allowed to vote on admitting private/parochial schools into the UIL, and that soccer restrictions on outside team participation be relaxed.

In addition, the committee urged that academic eligibility requirements be raised, and that contests be scheduled to avoid loss of school time by both student and teacher.

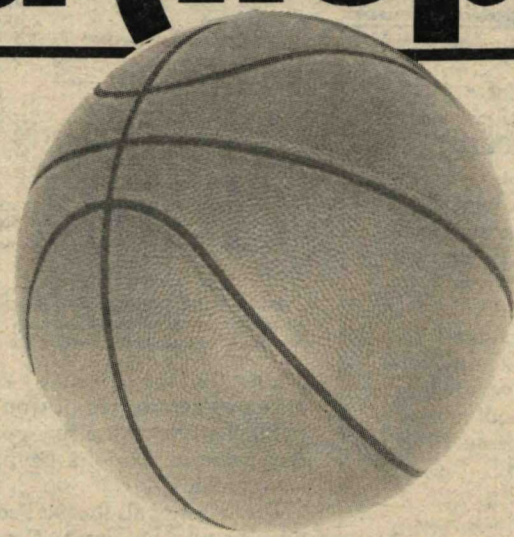
Members of the Special Study Committee included Supt. J. C. McClesky of Slaton and chairman of the Legislative Council, Supt. Glenn Pearson of Bridge City and Legislative Council member, Supt. Eli Douglas of Garland ISD and Texas Association of School Administrators, Supt. Lee Meyer of Pasadena ISD and TASA, Principal E. Don Brown of Texas Association of Secondary School Principals and Hurst-Euleuss-Bedford ISD, Principal Ruben Saenz of Rio Grande City ISD and TASSP, John Quisenberry of Ector County Board of Trustees and Texas Association of School Boards, Jeffie Hibbits, Jr. of Brazosport Board of Trustees and TASB.

Quote

The League has been unfairly accused of operating behind closed doors. This couldn't be further from the truth. The Special Study Committee was an attempt to go to the public and gather input from those in favor of and those opposed to League rules. In the past, Legislative Council meetings have been open to the public and press, but few non-school people have attended.

The hearings were so successful, we plan to expand the concept to include regular regional hearings, where school people, parents, school board members and other interested citizens can voice opinions and learn the ins and outs of the UIL.

— J. C. McClesky
Supt., Slaton ISD



Summer camps

The Summer Regulations Committee met Wednesday, September 14 in Austin to study summer camps and summer participation in all activities in order to prepare a ballot item for the 1984 referendum. This recommended ballot item would be presented to the Legislative Council's Athletic Committee in October.

In addition, the committee was asked to prepare a recommendation for the Policy Committee that would avoid automatic penalties to students and, instead, penalize adults, either coaches, sponsors or administrators, when the adult is at fault.

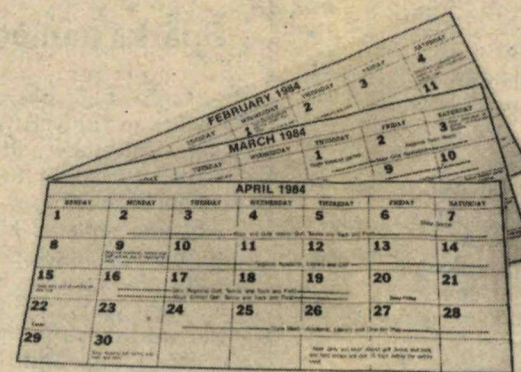
Also, the committee studied Rule 8-5-1 relating to students who are enrolled in college courses for credit which are taught by high school teachers in the local high school.

Members of the Summer Regulations Committee include Legislative Council chairman J. C. McClesky of Slaton, Supt. Fred Weaver of La Grange, Supt. Dr. Roger Gee of Victoria, Ruben Saenz of Rio Grande City and the Texas Assn. of Secondary School Principals, Barney Newton of Alamo Heights HS, San Antonio and TASSP, John Quisenberry of Ector County ISD and school boards, Jesse Hibbits, Brazosport ISD and school boards, Rep. Bill Haley of Center, Senator Carl Parker of Port Arthur, music supervisor J. R. McEntyre of Odessa, Supt. Jack Johnson of Southlake-Carroll ISD, Supt. Glen Pearson of Bridge City, Donald Jay of Texas High School Coaches Association, Eddie Joseph of THSCA, athletic director Gerald Meyer of Pasadena ISD, and athletic director John Clark of Plano ISD.

Quote

The summer camp issue is not a "yes-no" question. I think everyone agrees that some restrictions are necessary, even if camps are allowed. The purpose of this committee is to look at both sides of the issue, and then to draft a realistic proposal that could be put before the schools on the spring referendum.

— Dr. Bill Farney
UIL Athletic Director



Spring calendar

The Spring Calendar Committee will meet Wednesday, September 21 at the Thompson Conference Center on The University of Texas at Austin campus. The meeting will begin at 10 a.m. and run from 1:30-5 p.m. and, if needed, from 6:30-9 p.m.

The purpose of the committee is to conduct a thorough study of the feasibility of holding literary and academic district, regional and state meets earlier and athletic events later in the school year.

Members of the Spring Calendar Committee include chairman Supt. Jack Johnson of Southlake-Carroll ISD and a member of the Legislative Council, Athletic Director John McGuire of Amarillo ISD, Principal Pat Patterson of Austin Westlake HS, Midland ISD Director of Secondary Education Maridel Fryar, Georgetown HS Forensic Director Treva Dayton, Supt. Bill Green of La Feria ISD, Principal Barney Newton of San Antonio Alamo Heights HS, and Skidmore-Tynan HS Theatre Director Mavournee DuBose.

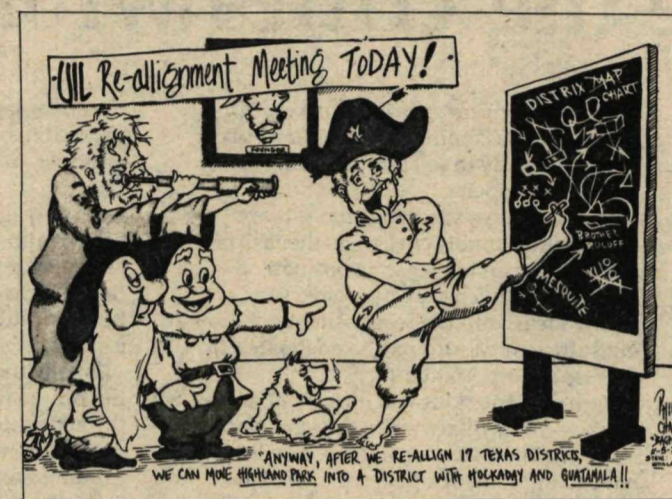
Quote

Scheduling spring activities has been and remains a nightmare. There is the problem of boys and girls district, region and state athletic events, coupled with literary/academic contests, drama and music contests. In addition, the state journalism convention is scheduled in March and we have to deal with spring breaks as well.

This committee will examine the implications of moving the literary meet earlier in the year, of moving athletic events later in the year, and of the problems of maintaining the current schedule.

With the preponderance of activities and the limited availability of district and regional host sites, we are facing a most difficult choice. In the past, attempts to change the spring calendar have created about as many problems as they solved.

— Janet Wiman
UIL Activities Director



— Philip Chalk, Highland Park HS, Dallas

Reclassification

The Reclassification and Realignment Committee will meet from 10 a.m.-noon and 1:30-5 p.m. Wednesday, October 5 at the Thompson Conference Center on the University of Texas at Austin campus. The purpose of the committee is to conduct a 13-month study of the procedures for classifying schools. The committee is charged with researching alternative methods of classifying schools and to report possible alternatives to the Legislative Council in the fall of 1984.

Members of the Reclassification and Realignment Committee include Chairman Supt. J. C. McClesky of Slaton, Supt. Dr. John Horn of Allen ISD, Supt. B. J. Stamps of Amarillo and a Legislative Council member, Supt. Ronald Caloss of Bandera ISD, Supt. Glenn Pearson of Bridge City ISD, Supt. Dr. Marvin Crawford of Carthage ISD, Supt. James McLeroy of Borden County ISD, Supt. Grayson Wetzell of Goldthwaite ISD, Supt. Dr. Dan Ives of Harlingen ISD, Supt. Dr. Hank Wheeler of Spring Branch ISD, Supt. Eldon Edge of Poth ISD, Supt. Max Seidenberg of Shiner ISD, Supt. Joe J. Lindsey of Sweeny ISD, Supt. Bob Elsom of Trinidad ISD, and Supt. Ford King of Woden ISD.

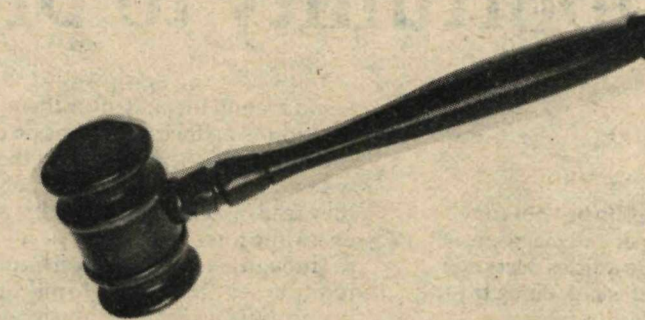
Quote

The reclassification and realignment process has a built-in problem of dissatisfaction among smaller schools in a division playing the larger schools. The schools just under the cut-off mark are happy, but the schools just over the cut-off think it's unfair that they have to play schools often two or three times as large.

The alternative seems to be to having more conferences, but travel and other costs make such a plan unfeasible.

In addition, there are concerns about the so-called "super school" organization and the division of Conference A into "basketball only" and "football and basketball" conferences.

— Dr. Bill Farney
UIL Athletic Director



Legislative council

The Legislative Council is the rulemaking arm of the UIL. This 20-member body is empowered to gather input, adopt and alter rules governing educational competition. The annual meeting of the Council will be held October 16-17 at the Hyatt Regency Hotel in Austin.

Presentations will be given from 8:30 to 11:45 a.m. Sunday, October 16. Subcommittees will meet from 1:30 to 6:30 p.m. the same day and again from 7:30 to 9:30 p.m. that night, if necessary.

The Council will meet from 9 a.m. to noon Monday, and from 1 p.m. to 4 p.m. if needed October 17 to take final action on all recommendations.

All meetings are open to the public and press and attendance is urged.

Members of the Legislative Council include Chairman Supt. J.C. McClesky of Slaton, Supt. B.J. Stamps of Amarillo, Supt. Dr. Ralph Poteet of Mesquite, Principal Wayne Schaper of Spring Branch (Houston), Supt. Dr. Victor Rodriguez of San Antonio, Supt. Don Smith of Cleburne, Supt. Frank Moates of DeSoto, Supt. Glenn Pearson of Bridge City, Supt. Jack Frost of Georgetown, Supt. Don Whit of Wylie, Supt. Dr. William Farmer of Barbers Hill (Mont Belvieu), Claude Jungman of Premont, Roy Dodds of Plains, Jack Johnson of Southlake Carroll, Jerry Gideon of Frankston, Eldon Edge of Poth, James McLeroy of Borden County (Gail), G.W. Maxfield of Gorman, James Barnett of Leverett's Chapel (Overton) and Jim Payne of Bruceville-Eddy.

Quote

On virtually every level, education is under the microscope. Everyone seems to have an idea why Johnny can't read or write. Extracurricular activities have not been immune to increased public scrutiny. It is the Council's responsibility to see that our contests are educational first and foremost. When rules are examined, the number one consideration is the impact on the overall educational program of the local school district.

— Dr. Bailey Marshall
UIL Director-General

An opportunity to prove the critics wrong

By **DONNA BLEVINS**
UIL Speech Consultant

Education continues to be "hot copy" in every newspaper and magazine in the country. These articles decry education and what it is, or is not, doing to our youth and our collective futures.

You, as UIL sponsors, can personally do something to change that image. And you, specifically, as extemporaneous speaking sponsors, can negate the claims these reports are making about an epidemic of illiteracy and a lack of critical thinking skills.

Our youth are exposed to this ever-changing world on a daily basis; that catalyst of change is the anchor on which extemporaneous speaking is based. Today's news will have major impact on future events, so your extempers must research and work NOW to be ready for THEN.

Extemporaneous speaking, whether informative or persuasive, can be a potentially frightening event for students because the preparation time at tournaments is so short, and the preparation time before tournaments is so long. But most students who try it wind up loving it.

Extemporaneous speaking enables students to become knowledgeable about the

world around them. It gives them a forum for expressing their own ideas on current events, allows them to support those ideas with examples from the major publications they read, and integrate their life experiences into topic analysis.

Through extemp they receive an opportunity to say "Hey, listen to me. I may be young, but I've got ideas about how we should solve the Middle East problem!", or "I know who I'd support in the presidential race in 1984.", or "The best cure for America's economic ills is _____."

Very often our high school students feel that, because they are still legally juveniles, and because they still live with their parents, and because school rules dictate much of their lives, that their views on pressing issues of our times are irrelevant. Extemporaneous speaking gives them a chance to realize that that is simply not true.

In persuasive speaking, students acquire the skills necessary to take 30 minutes to outline a speech which will then explain to an audience why they are really committed or not committed to a certain idea. Because of the time frame, they quickly learn the necessity of continuous reading during the school year.

In the world after high school, such skills will become invaluable, especially

when a supervisor says to a worker, "Our major client is coming in two hours; I want you to be ready to sell our program to them." It happens.

In informative speaking students are faced with a double challenge: the task of maintaining an informative position on a topic about which they may have very strong ideas, and the responsibility of having sufficient background to adequately discuss an important topic.

Both of these skills will help them in later life — particularly when they are placed in an administrative position where they have to implement a policy they may not support. With informative speaking skills, they can present such policies without having to betray their own feelings.

They will also have the background training which would have instilled in them the desire and need to know. That could make the difference between dead-end jobs and attractive ones; between career advancement and stagnation.

As a former extemper whose job is now researching and speechwriting for a major political lobbying group, I know first-hand the advantages of extemporaneous speaking training.

High school students may not be able to relate to the benefits these skills can offer in the career world — but they can relate to

the advantage they have when they are pressed to come up with an answer, for example, in a history, civic or English class.

They will learn the value of research and organization when their first term paper is assigned, and they will be blessed when they are the only ones capable of speaking before a club or organization about a major issue facing them.

Finally, nothing is more necessary for the progress of America than progress in the education of its citizenry. The bad reports, commencing with the National Commission on Excellence in Education, claim there is "a rising tide of mediocrity" in American classrooms. Their report, "A Nation at Risk", has forced all of us in education to put our best foot forward — to prove that we can educate and are educating our youth.

What better way than by teaching students to be cognizant of the current events of the world around them? And, more importantly, what better way than by teaching them the critical thinking skills that every one of these reports claims are not taught in the public schools?

My challenge to you as this year begins is to grasp the opportunity to tell these study groups that they are wrong — and that you and your students can prove it.

Tie-breaking method proposed

By **J. R. COGDELL**
and **DAVID L. BOURELL**
Calculator Applications Directors

As directors of the calculator applications contest, we look forward to visiting with coaches and students at every opportunity. One of the best ways we have found to do this is to attend the fall student activities conferences. For your information, we are providing a schedule of these conferences, with a tentative notification as per which one of us will be attending which conference. We hope to see you there!

Date	Site	Director
Sept. 24	UT-Austin	Cogdell/Bourell
October 8	Odessa	Bourell
October 15	Canyon	Cogdell
October 22	Waco	Cogdell
October 29	Abilene	Bourell
Nov. 5	Pasadena	Cogdell
Nov. 12	Kilgore	Cogdell
Nov. 19	Denton	Bourell
Dec. 3	Edinburg	Bourell

In other matters, the Literary Committee of the UIL Legislative Council met in Austin, Monday, August 15. This committee oversees the literary contests and, among other things, receives proposals for rule changes. Such proposals are then transmitted to the Legislative Council with the recommendation of the committee. We were present at this meeting to report on the contest, to hear what changes might be proposed, and to make a proposal of our own. This article relates the substance of our report.

First, we were pleased that no major problems emerged during the 1982-1983 season. However, we did receive a number of inquiries about significant digit problems, which showed some confusion about how to work such. We made a presentation on this subject at the conference preceding the state contest and, over the summer, expanded that pres-

entation into a teaching essay. Discussion of significant digit problems will be the focus of our fall student activity conferences.

Next, we acknowledge the important contributions of the Texas Science and Math Teachers Association to the development of the contest.

Looking to the 1983-84 season, we mentioned three editorial changes made in the 1983-84 *Constitution and Contest Rules*. These changes concern the availability of proper seating (Section 22-1-5, paragraph 1), conduct of contest officials (Section 22-1-5, paragraph 1) and the return of tests to contestants who request them (Section 22-1-6(1)).

The last item we addressed was the need for a way to break ties at all levels of the contest. We proposed two methods of accomplishing this. The first approach was to include more significant digit problems on the tests, since the scoring of these problems makes ties less likely. The second approach took the form of a formal proposal to the Literary Committee. This proposal was to change Section 22-1-6(2) of the *Constitution and Contest Rules* to read:

First place goes to the contestant making the highest score; second place to the contestant making the next highest score; third place to the contestant making the next highest; and so on. If two papers that place have the same score, the higher place shall be given to the paper on which more stated and geometric problems have been worked correctly. If the same number of stated and geometric problems are worked correctly, then a tie exists. Should there be a tie for first place, there will be no second place. Should there be a tie for third place there will be no fourth place, and both third place winners advance to the next higher competition.

We believe that the tie-breaking procedure thus described places more importance on working correctly those problems which involve more thinking, namely, the stated and geometric problems.

We requested that this rule change be considered for immediate adoption at the October meeting of the Legislative Council. If adopted, it would go into effect prior to the start of the 1983-84 season. We will relate the outcome of this proposal in a future Leaguer article.

Literature, accounting contests piloted at East Texas State

Contests in literature and accounting will be piloted in the Region II, AAA area of Texas for the 1983-84 and 1984-85 school years.

A literature contest developed by Dr. Fred Tarpley, Department of English, East Texas State University, and supported by the Texas Joint Council of Teachers of English will give teachers and students an opportunity to experiment, test, and evaluate the area of literature as a possible academic contest in the League's program. This group has requested that the League sponsor such a contest for the past several years. With the assistance of Dr. Tarpley, East Texas State University, and the members of the TJCTE serving as graders, this contest should be an exciting one for students who are interested in literature.

Dr. Arvella Jones, Department of Accounting, Commerce ISD, with the support of East Texas State University and the Texas Business Education Association, has worked with the Legislative Council for the past two years to work out the technical aspects of an accounting contest. This contest will be open to students enrolled in their first year of accounting.

Teachers may get information about the contests by writing the League Office. Several articles will appear during the fall issues of the Leaguer giving guidelines for both pilot projects. And sessions on the literature and accounting pilot contests are tentatively planned for the Kilgore College student activities conference November 12 and the North Texas State University student activities conference November 19.

Administrators are requested to assist by establishing the contests in districts that advance to the regional meet at East Texas State University (Region II, AAA). Three students from each district will advance to the regional meet in both pilot projects, but students will advance no further than the regional level for the first two years.

Literary panel orders plenty of homework

As might be expected, the Literary Committee ordered further study. Lots of it.

The panel sought additional study, either by way of the UIL administrative questionnaire, pilot programs or continued staff examination, on a plethora of proposals, presented during the group's meeting, August 15. Proposals earmarked for additional study include speech tournament limitations, cross examination debate, adding a junior high calculator applications contest, using electronic typewriters and taping spelling tests.

However, the committee did pass a proposal creating an academic rules committee, which would review or revise contest rules, adopt contest rules, determine and revise meet procedures, and refer to the Literary Committee questions that relate to more than one contest area, require additional costs, create an increased loss of school time, result in additions or deletions from the program, affect eligibility or representation, or relate to conflicts in scheduling.

The panel also recommended the addition of Lincoln-Douglas debate to the League program in 1984-85, the addition of a multiple elimination debate tournament format option (leaving the districts the option to use multiple elimination, round robin, home and home and single elimination for all levels of debate competition), and revision of the calculator applications tiebreaking method. At present, tiebreakers in calculator applications do not exist. Under the proposed change, if two papers place with the same score, the higher place shall be given to the paper on which more stated and geometric problems have been worked correctly. If the same number of stated and geometric problems have been worked correctly, then a tie exists.

The panel recommended further study for the following proposals:

- That 5A and 4A schools use cross-examination debate.
- That speech students be restricted in both the number of tournaments attended and the numbers of schools days allowed to attend such tournaments. The item was presented to schools on the Legislative Council questionnaire.
- That students be allowed to enter two events in speech.
- That a junior high calculator applications contest be developed and added.
- That the ready writing contest be changed from the present two hours to one hour, and the word requirement changed from 1000 words to 500 words for high school, 750 words to 375 for junior high, and from 500 to 250 for elementary entrants.
- That shorthand contests be taped.
- That a new definition of shorthand be established which would allow the use of speedwriting in UIL competition, and that schools be allowed to enter one, two or three contestants in the shorthand contest.
- That tapes of the words on the spelling contest be provided. The Literary Committee recommended the concept be tried at the regional level in 1985.
- That electronic typewriters be allowed and used.
- That the science contest be expanded to include overall science, biology, chemistry, physics and geology divisions at the high school level, and to establish a science contest at the junior high level which would include life science and earth science as divisions.
- That a computer science contest be added.

The council took no action on the following proposals:

- That establish grader qualifications for spelling contests and the extemporaneous and debate contests.
- That establish two classifications in typewriting: One for students with no previous experience and another for students who have had previous experience.
- That allow typing students to have a dictionary, calculator, typing rule and score sheet on the desk during the contest.
- That a foreign language contest be added.
- That a poetry writing contest be added.



Juniors
Nancy Tollett (right) and Tracy Behnken of Wortham discuss strategy prior to debating Blake Bryan of Houston Lamar HS and Matt Weddell of Austin Westlake during the UIL's summer debate workshop. The workshop, attended by approximately 70 students, was a great success.

Photo by Bobby Malish

Special Attention paid to elementary/JH program

By JANET WIMAN
Activities Director

The 1983-84 school year brings special attention to the elementary middle and junior high school academic competitive programs sponsored through UIL.

Elementary, middle and junior high schools that have feeder high schools that are members of the League need not pay a membership fee to obtain all the services of the League. Schools need to return the completed participation card by October 1 in order to be placed in an organized district for academic competition. Those returning the card will also be mailed a copy of the 1983-84 Constitution and Contest Rules.

In most cases, junior highs will compete in the same district alignment as their high schools. There is more flexibility in alignment for elementary middle, and junior high schools than with high schools. Schools that have been competing for several years in a self-organized district may notify the League of the desire to continue this alignment and, where possible, this request will be honored. The list of district assignments will be mailed by November 15.

The participation card, literary order form, order form for the new elementary and junior high handbook, and brochures describing the programs mailed to all elementary and junior high school administrators during the first week of September.

Principals and sponsors of elementary, middle and junior high school academic competition programs should refer to Section 5: Elementary and Junior High, page 49 of the 1983-84 Constitution and Contest Rules for details on organizing dis-

trict activities.

The new *Elementary and Junior High Handbook for UIL Literary and Academic Contests* is now available. The handbook gives information about establishing a program, organizing a district, and implementing contest activities. Special attention is given to Music Memory, Impromptu Speaking and Modern Oratory with examples of evaluation sheets, ballots, and materials.

Special sessions for elementary and junior high sponsors are being planned at most Student Activity Conference sites. Individuals wanting more information about specific conference programs should write the League office and request that a program for that site be mailed to them. All of the conferences are free and no pre-registration is needed.

The League requests feedback from schools with active elementary and junior high programs. We are happy to offer assistance to schools that wish to establish academic competitive programs.

Number Sense Notes

By DR. CHARLES E. LAMB
Number Sense Director

Notes on the number sense contest:

- Be sure to make plans to attend a student activities conference this fall. Bring your students so that they can compete in a practice test situation.
- This year, elementary materials and junior high materials will be separated. Watch for details in the Leaguer.
- Feel free to bring elementary and/or junior high students to the student activities conferences.
- "Developing Number Sense" is being printed as a booklet now. It is available from the League office.
- Please write with comments or suggestions.

Music memory

Continued from page 3

entirely multiple choice and the second fill-in-the-blank with the entire list of songs and composers listed at the top of the test sheet. Gradually I established my teams and we practiced several times with blank paper, just naming pieces and composers as they heard the selections.

I suppose the most disappointing part of the whole experi-

ence was that our contest went no further than the local level. My junior high principal met with seven others a few weeks before our invitational meet. He and one other were the only ones aware that Music Memory was being offered by the UIL. Thus, they decided to have only a local contest.

I had two students with perfect papers, and several with 90's, so I felt that we could have done well at the next level.

On a positive note, I think my students really enjoyed the whole experience, I know I did. Several parents commented on how glad they were that their children were exposed to the classics in this way. I'm looking forward to seeing how the Music Memory Contest grows in the next few years.

Taking the mystery out of rule enforcement

There are many misconceptions about the enforcement of UIL rules. Laymen, and some school officials, seem to believe that the League Office establishes penalties for violations. Others think a few school administrators hold the power to levy penalties. Most have no idea who carries out these responsibilities.

Enforcement of Eligibility Rules

Most violations of eligibility rules are discovered by the administration and coaches of the member school before eligibility reports are filed. Upon receipt, the League Office checks each report for errors. Occasionally errors are found. Some are typographical, while others are oversights. Oversights, that is those certifying an ineligible student, are called to the attention of the member school. The school is then required to forfeit any game in which that individual participated. If typographical errors are made and the student is actually eligible, there is no penalty. The error is corrected and a notice of correction is mailed to the District Chairman and to the League Office.

Enforcement of the Athletic Plans

Local school administrators usually see that Athletic Plan rules (for example, football, basketball and baseball plans) are not violated. When there is a violation, the offending school is usually the first to report it. A citizen of the local community is the next most likely person to report a violation. Occasionally opponents of the violating school report offending teams. The incidence of this is low, however. We can conclude, and proudly do, that most local schools control their own activities.

Penalties

Who sets the penalties for League rule violators? There are only two groups with jurisdiction to set penalties — the District Executive Committee and the State Executive Committee. No individual member school or League administrator may determine the penalty for a violator.

The District Executive Committee may place the school on probation, disqualify it for district honors, disqualify it for the state playoffs, or recommend suspension. If there is no proof of a violation, the committee may render a decision of "no penalty."

The State Executive Committee may also place a school on



Bill Farnley

Postscripts on athletics

probation, disqualify it for district or playoff honors, or suspend the school. In addition, however, the State Executive Committee must act on the recommendation of suspension from the District Executive Committee. Normally the District Committee's decision is upheld by the State Executive Committee unless there are extenuating circumstances or new evidence is presented.

Jurisdiction

Which committee has jurisdiction over a particular violation? The District Executive Committee settles all disputes occurring within a district.

A dispute arising between schools in different districts comes under the jurisdiction of the State Executive Committee. Disputes over the improper treatment of game officials also reach this committee.

Make-up of Committees

The District Executive Committee consists of superintendents or their representatives from each school within the district. Each school has one voting member. The committee's jurisdiction therefore, offers much "grass roots" control.

Members of the State Executive Committee are appointed by the President of the University of Texas. They are members of the University of Texas at Austin staff and serve as deans, professors, and departments heads. Also on the committee are lay citizens from throughout the state. The State Executive Committee affords the University Interscholastic League an impartial group to hear cases and objectively ren-

der decisions. The members have few ties, if any, with member schools, and consequently are under little outside pressure.

After reviewing the plans from other states, it is easy to conclude that Texas has one of the best, if not the best, organization for controlling interschool competition. Other states' judicial bodies often come under extreme pressure from interested groups and individual schools within the organization.

Proper Hearing

It is important for each dispute to have a proper hearing — one in which all parties concerned have an opportunity to testify, defend and explain. Notice is given by the chairman to all parties involved in the dispute. After all testimony has been completed, the committee must make a decision consistent with the rules in the *Constitution and Contest Rules*. No committee has authority to exceed or set aside any rule or regulation.

Expediency

Disputes surrounding UIL rules usually must be settled quickly. The season is underway. The race for the championship is hot. A question of eligibility arises. Committees must meet. A decision must be reached. There is no time for the preparation that is usual with state and federal court proceedings. If too much time is taken the season is over and the matter becomes moot. So it is that school administrators must act promptly to insure that rules are enforced. The District Executive Committee in Texas probably operates under more pressure for a speedy decision than any comparable group. Generally they do an outstanding job. We must remember that they are school administrators whose service for the UIL is but one of many responsibilities they hold.

Since 1910 the University Interscholastic League has been the guiding force for Texas interscholastic competition. The consistent enforcement of rules is part of this responsibility. Without this consistency state playoffs would become a joke — a team in one area could use one set of rules and other teams in other areas of the state could use a different set. The goal of our association is to seek better enforcement of current rules and to encourage the change of rules which no longer fulfill the purposes of the League programs.

Plenty of water needed during hot practices

By **FREDERICK O. MUELLER**
University of North Carolina

Early fall football practice frequently is conducted in very warm and highly humid weather in many parts of the United States. Under such conditions, the athlete is subject to:

- Heat Cramps — painful spasms of skeletal muscle (most common of the calf muscle) — caused by depletions of water and salt due to sweating.

- Heat Fatigue — feeling of weakness and tiredness caused by depletions of water and salt due to sweating.

- Heat Exhaustion — characterized by extreme weakness, exhaustion, headache, dizziness, profuse sweating and sometimes unconsciousness caused by extreme depletion of water and salt. Key features that are different in heat exhaustion from heat stroke are sweating skin and normal body temperature.

- Heat Stroke — a true medical emergency caused by overheating from a breakdown of the sweating mechanism. May occur suddenly without being preceded by any of the other clinical signs. The individual is usually unconscious and has hot, dry skin with a rising body temperature.

It is felt that the above heat stress problems can be controlled provided certain precautions are taken. The following practices and precautions are recommended:

1. Each athlete should have a physical examination with a medical history when first entering a program and an annual health history update. History of previous heat illness and type of training activities before organized practice begins should be included. State high school associations recommendations should be followed.

2. It is clear that top physical performance can only be achieved by an athlete who is in top physical condition. Lack

of physical fitness impairs the performance of an athlete who participates in high temperatures. Coaches should know the physical condition of their athletes and set practice schedules accordingly.

3. Along with physical conditioning, the factor of acclimatization to heat is important. Acclimatization is the process of becoming adjusted to heat and it is essential to provide for gradual acclimatization to hot weather activities. It is necessary for an athlete to exercise in the heat if he is to become acclimatized to it. It is suggested that a graduated physical conditioning program be used and that 80 percent acclimatization can be expected to occur after the first seven days. Final stages of acclimatization can be expected to occur after the first seven days. Final stages of acclimatization to heat are marked by increased sweat loss and reduced salt concentration in the sweat.

4. The old idea that water should be withheld from athletes during workouts has no scientific foundation. The most important safeguard to the health of the athlete is replacement of water. Water must be on the field and readily available to the athlete at all times. It is recommended that a minimum 10-minute water break be scheduled for every half hour of heavy exercise in the heat. Athletes should rest in a shaded area during the break. Water should be available in unlimited quantities.

5. Salt should be replaced daily. Extra salting of the athlete's food will accomplish this purpose. Salt tablets and glucose/electrolyte solutions are not recommended. Attention must be directed to replacing water.

6. Know both the temperature and humidity. The greater the humidity, the more difficult it is for the body to cool itself. Use of a sling psychrometer is recommended to measure the relative humidity and anytime the wet-bulb temperature is over 78 degrees, the practice should be altered.

7. Cooling by evaporation is proportional to the area of skin exposed. In extremely hot and humid weather, reduce the amount of clothing covering the body. Never use rubberized clothing.

8. Athletes should weigh each day before and after practice and weight charts checked. Generally, a three percent weight loss through sweating is safe and a five percent loss is in the danger zone.

9. Watch athletes carefully for signs of trouble, particularly athletes who lose much weight, overweight athletes, and the eager athlete who constantly competes in his capacity. Some trouble signs are nausea, incoherence, fatigue, weakness, vomiting, cramps, weak rapid pulse, visual disturbance and unsteadiness.

10. Teams that encounter hot weather during the season, through travel or following an unseasonably cool period, should be physically fit but will not be environmentally fit. Coaches in this situation should follow the above recommendations and substitute more frequently during games.

11. Know what to do in case of an emergency. Be familiar with immediate ambulance service.

Heat stroke: This is a medical emergency. Delay could be fatal. Immediately cool body (immersing in cold water, spray with cool water, or using any other means available for immediate cooling) while waiting transfer to a hospital.

Heat exhaustion: Obtain medical care at once. Withdraw individual from further activity and give fluids by mouth if the athlete is able to swallow. Place athlete in shade and keep cool while awaiting transfer to hospital.

Summary: The main problem associated with exercising in hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete to drink as much water as he likes, whenever he wishes. The small amount of salt loss in sweat is adequately replaced by salting food.



Reich inducted into THSADA Hall of Fame

Howland Reich

Port Arthur ISD athletic director Howland Reich has been inducted into the Texas High School Athletic Directors Hall of Fame.

A charter member of that association, Reich has served in virtually every THSADA officer position. In addition, he is a member of the National Interscholastic Athletic Administrators Association, serving on its Ways and Means Committee and its Administration and Session Coordination Committee. He is also a member of the National Council of Secondary School Athletic Directors Association and the American Alliance for Health, Physical Education and Recreation.

A graduate of Lamar University and Purdue University, Reich has coached at El Paso Ysleta, the University of Texas at El Paso and Port Arthur Jefferson.

"I am convinced now more than ever before that we need a strong athletic program in our schools," he said. "I realize that athletic programs must operate within the perspective of the overall educational system and fit into its aims, objectives and goals. But if sports programs are important, they ought to be good. A 'good' program is one that will earn the respect of all concerned."

Mock 3-minute coin toss urged for fans' sake

Concerning the three-minute coin toss prior to kickoff: If schools want to toss prior to three minutes, they may do so off the field.

"We are requesting that a mock toss occur at the three-minute mark for the benefit of the fans," Dr. Bill Farney, athletic director, said. "The toss will actually be made, but whatever the fall of the coin (heads, tails or on the edge), the referee will denote to the captain who has won the earlier toss off the field, that he has won his choice."

If the captain has won the off-field toss, but has deferred his choice until the start of the second half, the referee will indicate that he has deferred his choice to the second half, Farney said. "Then, pointing to the other team captain, he will indicate whether that captain wishes to kick, receive or defend a particular goal," he added.

Diamond-Shamrock given football broadcast rights

Diamond-Shamrock Oil Company will have exclusive radio and television broadcast rights for the Conference AAAAA football playoffs, beginning with the third round and extending until the championship game.

The company will also have the radio rights for the first games of the playoffs as well as radio and television rights for the AAAA championship game. However, the AAAA title match may be televised only if it is a sell-out 48 hours prior to game time.

The AAAAA football championship game will be produced by Sports Productions, Inc. "At present, Sports Productions, Inc., has nine stations in separate major population areas that have agreed to carry the game live," Dr. Bailey Marshall, League director, said. "We are very excited about having our state title game on television and we greatly appreciate the interest in high school sports by Diamond-Shamrock and Sports Productions."

Keep up with the paperwork

The nightmare for school administrators has begun and the UIL appreciates your cooperation in returning athletic forms promptly within the guidelines established.

Forms which are required for all participants before any practice/game which are to be kept at your school include:

- Physical exam (UIL form is only a recommended form. Others are acceptable).

- Participation permit signed by parents/guardian.
- UIL rules acknowledgement form signed by student and parents/guardian.

- All eligibility forms are to be completed in triplicate.
- Football and basketball forms are included in mailings with the coaches manual to each school.

- Yellow general eligibility forms are to be used by each school for all other sports. These may be purchased on the UIL athletic order blank.

- Supplemental forms (pink) are to be completed for each student playing varsity who did not appear on the original blank for any sport.

- Supplemental forms can be purchased on the UIL athletic order blank.

Eligibility blanks must be:

- Completed for all varsity athletes.

- Completed and approved by the DEC prior to the first varsity contest.

- Sent to DEC, UIL office, and kept in school files.

Beginning this year, green football games reports do not have to be sent to the UIL office. These are to be kept in school files and a copy sent to the DEC chairman.

Also with the 1983-84 school year, not all schools have to complete football injury reports. The only schools who have to complete the report and send to the UIL office is the school of the DEC chairman. These are the only reports that will be used by the statistician who compiles the computer report. Any school who has a catastrophic injury must report this to the UIL office at once.

Post card evaluations are being used for football officials ratings. Each football school must complete a card and after placing a stamp on it, return to the UIL office after the game. These anonymously will be returned to chapters in an effort to improve games being worked. Volleyball official evaluations have also been implemented for the 1983 season. Schools are asked to complete the forms provided in the volleyball UIL mailing and return to the SVOA district chairman immediately after all varsity contests.



Susan Zinn

Sports notebook

Schools received information and a sample of the new form to be used for transfer students. The new form is called the Previous Athletic Participation Form. These may be purchased on the UIL athletic order form in sets of 25. The forms used in the past, Parent Changing School Form and Transfer Release forms will still be accepted by the UIL office. Only the yellow copy of each form needs to be sent to the UIL office. Schools are to retain the white copy and DEC keeps the pink copy.

Also remember about these for new forms:

- The signature of the parent is required;
- Either school (new or old) may witness the parent signing;

- The new school must certify;
- The previous school must certify unless waived by the DEC.

- The DEC must sign and date;
- List the sports the student will participate in;
- These must be filled out on any varsity player who represented any school the current or previous school year in the sport he/she will play at your school. They must be completed even if the student played non varsity at the other school in grades 9-12.

- This form is to be used for all sports.
- This must be approved by the district committee before the student represents the new school in a varsity contest.

- If different DEC exists for different sports, the previous athletic participation form must be approved by the committee authorized for that sport.

With all the new changes this year, the cooperation of the schools has been tremendous. The UIL athletic staff will strive to clarify any future problems. Your input is appreciated.

To waive?

Situation: A student contracts contagious hepatitis and doctors refuse to allow him to return to school. While in a home-bound study program, the student misses too many days to receive local academic credit. The next semester, he returns to school but finds he is ineligible to play football because he did not pass three and a half credits the prior semester.

Would he be eligible for a waiver of the Previous Scholarship Requirement?

Situation: A student cannot "get along" with a step-parent and decides to move to another city to live with an uncle. Is he eligible to play football at his new school?

Answer: Maybe. Maybe not.

As the UIL waiver officer has learned, nothing is definite. "There are all kinds of extenuating circumstances," Young said. "Sometimes, these circumstances are a hardship but not the kind of hardship that would fall under the specific guidelines of the waiver situation. In other words, sure, it's a hardship on the kid, but the student maintains an element of choice in the matter. If you have a choice, odds are you won't be granted a waiver."

The first example would be a waiverable situation, Young said. Why?

"Because the student failed to receive academic credits due to illness, of which he had no control," he said. "Certainly, the student did not contract hepatitis simply to miss school."

On the other hand, the student in the second example had a choice: To remain at home or to move with an uncle.

"Certainly, living in an uncomfortable environment is a hardship, but the student made a choice to move in with an uncle and thus lost his eligibility under the Parent Residence Rule."

Sound complicated? It is.

"The problem we have is getting facts," Young said. "In most cases, we receive a lot of opinions but not enough facts. The situations must be documented fully. If a medical doctor had decided that, for the student's mental stability, he should live with an uncle, then the student might have been involved in a waiverable situation."

Young uses the term "waiverable situation" frequently because despite similar appearances, every case differs.

"In every waiver request, we look at the action and we look for the motives," Young said. "We request an abundance of facts — medical records, school transcripts and the like. We attempt to learn if the hardship, no matter how strenuous it may be to the family and individual, falls within the confines of the hardship rule."

Thus far, the League has received 56 waiver requests, of which four have been granted. "Most of these requests deal with the Five Year Rule or the Parent Resident Rule," Young said. "As we compile evidence on the requests, we find that either the student or the parent made a choice, which resulted in the student's ineligibility."

The Waiver Board met in August and denied three appeals to override waiver officer decisions. They also voted to overrule one of two waivers granted by Young prior to the first appeals board hearing. "But in that case, the district executive committee came in with new evidence, and the board itself came up with quite a bit of information through questions and answers," he said. "I hate to repeat it, but in the early days of this waiver process, the number one problem remains compiling bonafide facts, rather than opinions of the facts."

Purpose of sports tainted when students specialize

Ed. note: The following letter appeared in the Illinois High School Association's May, 1983 general bulletin to members.

By **LARRY A. ROSTRON**
Rich Central High School

As a high school guidance counselor and varsity coach for twenty years, I am concerned that we as coaches are forcing our young athletes to specialize in one sport. Personally, I feel that we are doing these young men a real injustice.

Having talked with many high school graduates over the past few years who concentrated on one sport, I find that many of them are disappointed and regretful. Disappointed from the standpoint that after working hard for four years with the thought of a college scholarship as their motivation, they were not even contacted by a college coach. And regretful because they now wish they had participated in other sports while they had the opportunity.

Of course, the argument could be raised that no one forces the athlete to specialize. However, as coaches we know this is not the case. As long as summer camps, summer leagues, and off-season activities during the school year are offered, the athlete (especially one of average ability) knows that if he does not participate he may not make the team.

Perhaps it is time for us as professional educators and coaches to re-examine our goals for high school athletics. If our goals are to win state championships by encouraging our athletes to specialize, and allowing them to believe that by doing so

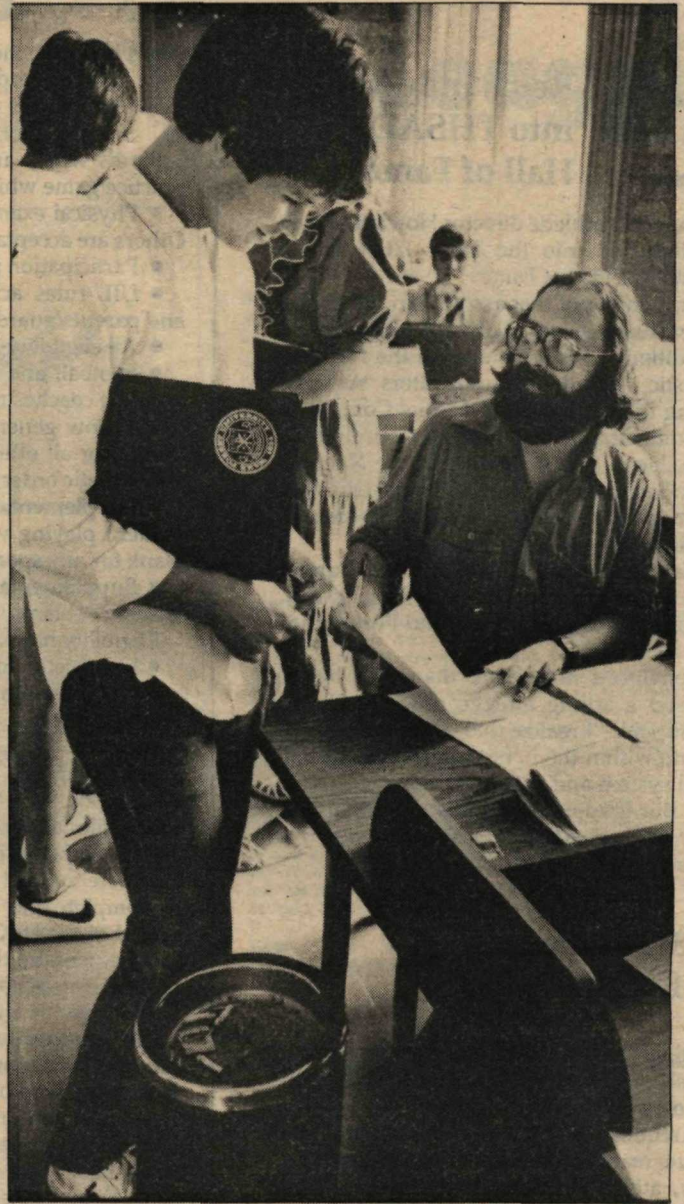
they will earn a college scholarship, then apparently we have lost sight of the real purpose and value of high school athletics. Can we justify this? Do we have the right to interfere with the athletic opportunities of many, when we know that only a few will ever participate in a championship game, and fewer yet will ever play at college, let alone receive a scholarship?

Who is responsible for this push to specialize? Obviously, highly motivated coaches have perpetuated this philosophy, which in turn, has forced other coaches to do the same. Because, as Duncan Reid states, "I'm not saying specialization is good, but it is a fact of life. Either you concentrate on excelling in basketball or you won't compete with the schools that do. Concentrating on one sport is the big thing."

Does the IHSA agree with and condone this philosophy of specialization? If so, such an attitude concerns me for the following reasons:

1. Would we not serve the majority of our athletes better, if we as coaches, encouraged them to participate in a variety of sports while in high school? Why not allow them to develop their skills and competitiveness in other areas as well?

2. As most school enrollments continue to decline so do the number of available athletes. Many schools in the near future will need the two and three sport athlete again in order to continue to compete in all areas of athletics. Therefore, if we continue to encourage specialization we may in fact have to discontinue some of our present athletic programs.



The secret to debate is preparation. And students attending the first UIL debate workshop last August spend endless hours, researching questions and compiling notes. Here, workshop director Dick Lesicko reviews a student's outline, moments prior to the actual debate.

Photo by Bobby Malish

Good news: Go after it!

Continued from page 5

(3) **following up on news tips.** Everyone on staff should keep their eyes and ears open for possible stories. If someone hears that an assembly is going to be held to raise money for a student injured in a car wreck but no one really knows any details, then this tip needs to be followed up until all the information unfolds and the material for a story evolves. Note: Naturally, not all tips lead to stories!

(4) **publicity or press releases.** Releases, particularly from colleges or universities, can often be expanded into individual stories or incorporated into an overall story such as one on scholarship opportunities. All it takes is the release plus some interviewing and localizing of information.

(5) **Parent-Teacher and alumni associations and booster clubs.** Frequently these groups have information, some available in their newsletters, which can be developed into stories.

(6) **the staff!** Perhaps the best source for stories is an alert corps of reporters who jot down ideas and tips as they go about their daily routines. Then, using all the sources listed above, this group of reporters and editors compile a list of story assignments.

To determine which stories are of most importance, try asking these two questions:

(1) How many students does this affect?

(2) How important is this element to these students?

The answer to these questions should determine the length of the story and the play that the story receives. Is it a page 1 or a page 4 story? Should it be a news brief or an in-depth news story?

But, even after asking these questions, it is important to remember that the news story of most importance is often the least interesting, according to *Scholastic Journalism*. This makes the job of the reporter a difficult one. Not only must he understand the assignment and research the story, but he must also know whom to contact and where to go for his information. Only after he has planned and organized his questions should he arrange for an interview with those he considers his most informed and knowledgeable sources. If the reporter does not know whom to contact, he might call the public library reference department, the local newspaper or the school district's administrative offices. Many times the public library comes through when no one else can help.

Only through in-depth reporting can a news story be made interesting. If a reporter only gets the 5 W's (who, what, when, where, why) and the H (how) plus a few obvious details, he is not doing his job. That means if you feel one page of good solid notes from three sources is adequate, then gather five times as much material as you think you need. Remember, it's up to you to report the details that the reader can't get anywhere else.

Delve into the why's and the why not's and research your assignment thoroughly. Writing the story will be lots easier if you've done the digging and gotten the information before you begin.

For example, if you are doing a story on the importance of college entrance exams such as the SAT and the ACT, talk to your school counselors, talk to admissions directors at local colleges, talk to members of the State Coordinating Board, write or call the Educational Testing Service in New Jersey.

Dig for that information and *quote* your sources. Include titles to indicate to your reader what qualifies these people as authorities.

During your interview, keep an open mind. The questions you have written out should serve as a rough draft not a final blueprint. If the interviewee brings up something relevant which you had not considered, don't be afraid to change the direction of the interview. You can always go back to your original line of questioning.

Some of the best stories never see print because the reporter gets so locked in to his own ideas of what the story *should* be about that he doesn't really hear what the interviewee is saying and thus misses a terrific story angle. "Be flexible. Asking questions is, after all, an unpredictable and exhilarating pursuit," says John Brady in his book *The Craft of Interviewing*.

Brady reminds the interviewer, "The point of research before the interview is not to impress the interviewee but to talk intelligently on the topics he takes up." If the interviewer shows an interest in the topic, the interviewee will probably be more receptive. However, if you don't understand what is being said, don't be afraid to ask for an explanation. Being misquoted or inaccurate in print is far worse than being temporarily embarrassed.

"Stupidity is a reporter's greatest asset," said Cornelius Ryan. "Don't be afraid to say, 'I don't understand.' You'll be amazed at the help people are willing to give, once they know you are being honest with them."

Once the interviews are over and the material is organized, the writing should be done immediately while the material is fresh.

Writing is very easy. All you do is sit in front of a typewriter keyboard (or CRT)* until little drops of blood appear on your forehead.

— Red Smith in *The Craft of Interviewing*
Now, go to it!