

NAWGJ NATIONAL NEWSLETTER



**A Publication of the National Association
of Womens Gymnastic Judges**

1989

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TABLE OF CONTENTS

Certification News	2
Test Preparation	
Test Anxiety	4
Improving Test Performance	6
Test Taking Tips	8
Survey Results	9
Questions and Answers	10
Dance Manual	11
News Update	12
Symposium Information	13
Symposium Registration	14
Calendar	16

CERTIFICATION NEWS

Submitted by Jola Jones

Region I Newsletter Representative

In consultation with Varina French and Delene Darst

Many judges are curious about the certification procedures that will go into effect when the new rules are instituted in June, 1989. The first test date is scheduled for June 28 at the National Judges Symposium in Costa Mesa, California, and judges are anxious to find out the level at which they may begin testing. Jola Jones, Region I newsletter representative, set out to obtain the most current information for newsletter readers. Her inquiries led her to consult with Varina French and Delene Darst of Judges Certification, Inc. Here's what Jola found out.

Six classifications of judging personnel will be included in the new judging system. These include the Provisional Judge, the Compulsory Judge (two levels), the Optional Judge, the State Judge, and the Regional Judge.

Provisional Judge

To receive the Provisional Judge rating, a new judge must complete a provisional judging course that will be similar to the existing course. This course will consist of a minimum of twelve hours of instruction in the basics of gymnastics and gymnastic judging. The Provisional Judge

will be eligible to judge levels one through five.

Compulsory Judge Level 5

Compulsory Judge Level 6-7

A new judge, a current Provisional Judge, a Class III C or Class III O judge can all begin testing at Level Five. Level Five is the first competitive level and it is a compulsory-only level. Without any waiting period, provisional judges, Class III C or Class III O judges can take the test for the Level Six-Seven compulsories. There is one test for both levels six and seven. The only restriction is that Level Five must be taken first. For example, a judge can take the Level Five test on Friday and the Level Six-Seven test on Saturday. If the judge successfully passes these tests, a rating card will be sent to the judge indicating that he or she is a "Compulsory Judge Level 5-6-7". If only one of the tests is passed, the rating card will indicate "Compulsory Judge Level 5" or "Compulsory Judge Level 6-7", depending on which test was passed. The Level Five test must be passed at the 70% level; the Level Six-Seven test must be passed at the 75% level.

Optional Judge

Another entry level for testing is

Level Eight. This level is a restricted optional-only level which is similar to the current Class III Optional level. The Level Eight test has two parts, theoretical and practical (film), each of which must be passed with a minimum score of 70%. There is no minimum *average* score that must be obtained. If the judge passes each test with a minimum score of 70%, a rating card will be sent that states "Optional Judge".

Those judges who entered the system as a Compulsory 5 judge or as an Optional judge, must judge for one year before testing to the State level. Because these two titles are both considered to be entry-level ratings, a judge may earn credit for the one-year experience simultaneously (just as a judge can currently earn a Class III C and a Class III O rating in one year).

State Judge

Judges who currently hold the Class III (C & O) or higher level rating are eligible to test for the "State" level. The testing at this level includes an optional theoretical exam, an optional practical exam, and a compulsory theoretical exam for Levels Six and Seven. Each part must be passed with a minimum score of 75%.

Once again, there is no average score that must be earned. Judges must hold the State rating for one certification year before testing at the Regional level.

Regional Judge

A Regional rating can be earned by judges who currently hold a Class I or a Class II rating. Three tests must be passed for this rating: theoretical compulsory (level ten); practical optional; and theoretical optional. Each test must be passed with a minimum score of 80%. No average score is required on the tests. If Regional Judges wish to judge compulsories at levels five, six, or seven, then they must also test at the

appropriate compulsory levels.

The pay scale that will accompany each of the ratings and related decisions are still being con-

sidered by the National Association of Womens Gymnastics Judges and Judges Certification, Inc. Information will be distributed as soon as it is available.

NEW JUDGING LEVELS

Provisional Judge
Compulsory 5
Compulsory 6-7
Optional
State
Regional
National*
Elite*
Brevet*

**Separate qualifications exist in addition to certification testing*

AGE GROUP DEVELOPMENT PROGRAM

The new Age Group Development Program is about to debut. The last USGF newsletter contained a detailed description of the new program and each of the ten levels. A summary is pro-

vided here so that the new judging ratings can be easily compared to the levels in the new USGF program. The new program contains four major components.

Levels One - Four

The first component is a Developmental Level consisting of approximately six--ten elements per event and a short sequence of elements on each event.

Levels Five, Six, and Seven

The second component consists of compulsory exercises divided into three levels—5, 6, and 7. Each of these levels is a competitive level similar to the existing J.O. program. Each level will build on skills from the previous level.

Levels Eight and Nine

The third component of the program is the optional level. This component has two levels of optionals-only competition.

Level Ten

The fourth component of the new program requires the gymnast to perform Compulsory and Optional exercises and is similar to the Class I program in the current system.



Linda Chencinski displays the patches that gymnasts can earn by participating in the new Age Group program

TEST ANXIETY: WHAT IS IT?

The first date for the judging recertification exam is rapidly approaching. While a few judges are calm, cool, and collected, many are already beginning to experience some level of stress. We can respond to stress in one of two ways. We can take control of the situation and direct the stress toward specific coping actions or we can let the stress block our ability to perform. The latter reaction is known as test anxiety.

The study of test anxiety began in 1952 at Yale University. While many theories have evolved in an attempt to understand test anxiety, one commonality has come to be accepted—test anxiety is related to poor test performance.

The good news is that several methods exist to reduce test anxiety. The bad news is that a reduction in test anxiety does not necessarily result in improved test performance. So, is there any hope for test-anxious judges? Yes, but test anxiety is not a singular problem and it does not have a single solution. Because test anxiety can take many different forms, relief is dependent upon the form that it takes. Therefore we need to learn more about test anxiety before we adopt strategies to minimize its negative effects.

Negative Interference

One common theory is that anxiety produces behaviors during a test which interfere with our ability to recall information. Judges who experience this reaction are frequently heard saying “I knew it when I went in the room but I froze as soon as I saw the test” or “I just blocked when I got to that question!” What happened? Some psychologists think that test anxiety increases because of negative thinking. Anxiety has

been characterized as a self-preoccupying reaction to stress (Sarason, 1981). Among the characteristics of anxiety are thoughts of personal inadequacy and helplessness. During the test, highly anxious judges may find themselves thinking that “I never was good at multiple choice tests” or “What will I do if I don’t pass?” They may be worried that they’ll lose their Class I rating or be thinking of the embarrassment they’ll feel if they fail. If a judge

CHARACTERISTICS OF TEST ANXIETY

Adapted from Test Anxiety Scale

By David M. Wark and J. Michael Bennett

While taking the judge’s certification exams, I perspire a great deal.

During the certification exams, I find myself thinking of the consequences of failing.

After the certification exam, I am so tense that my stomach gets upset.

While taking the test, I find myself thinking of how much brighter the other judges are.

I freeze up when I take the certification exam.

I worry a great deal before I take the judging tests.

During the judging test, I get so nervous that I forget facts that I really know.

I usually get depressed after taking a test.

I have an uneasy, upset feeling before taking the judge’s test.

After taking the judge’s test, I always feel I have done better than I actually did.

I sometimes feel my heart beating very fast during important examinations.

is preoccupied with such negative thoughts, it can interfere with the task at hand, i.e., responding appropriately to test questions.

Knowledge of Subject Matter

Test anxiety may do more than interfere with test performance—it may actually interfere with the learning process as we prepare for the test. For example, college students with high test anxiety have been found to have more problems picking out important points in reading assignments than students with low-test anxiety. As a result, they had difficulty developing the knowledge base needed to do well on tests. The same thing that happens during a test might also happen while studying—negative self-statements may be made (a kind of private speech) which interfere with the learning process. Therefore, we may only be able to absorb superficial knowledge regardless of how much time we spend studying. Not only can anxiety interfere with test performance, it can also cause us to be inadequately prepared for the test. The result — all of those value parts, rules, and bonus points get confused and we find ourselves without the fundamental knowledge base to make memorized facts make sense.

Study Skills

Test anxiety may also be caused by poor study skills. It has been found that highly test anxious people tend to have poorer study skills than low-test anxious people. *In this case, test anxiety may not cause poor test perform-*

ance; the reverse may be true. (Hembree, 1988). Regardless of how much time they spend studying, high-test anxiety people report that they studied “the wrong thing” or they “forgot to study that part.” Because poor study skills have resulted in poor performance on past tests, we

into neat categories. The problems of high-test anxious individuals appear to lie along a continuum from poor study skills (which lead to deficiency in learning the material and organizing it) to worry in the test situation that interferes with concentration so we are unable to retrieve required information

The important point is that test anxiety can be reduced but unless it is accompanied by better study methods and/or better test-taking skills, little improvement will be seen in test performance.

learn to be anxious about future tests.

Test-Taking Skills

Finally, test anxiety may be caused by a deficit in test-taking skills. In this case, we may not be able to respond correctly when the test question is presented in a way that is different from the way we studied. For example, the compulsory text may state that the deduction for “incorrect position of leg on full turn” is .2, but the test question may ask what the deduction is if the “knee is turned out on the full turn”. This question requires that we know the correct knee position as well as the specific deduction. If we get confused and do not have adequate test-taking skills to fall back on, an error may be made even though we know the correct answer.

No Single Answer

In reality, test anxiety does not fit

(Benjamin, et al., 1981). Test anxiety is probably the result of a combination of these problems. The first step in alleviating test anxiety is to identify those characteristics that fit you. No single response will be effective for all people. The important point to remember is that anxiety associated with testing can be reduced but unless it is accompanied by better study methods and/or better test-taking skills, little improvement will be seen in test performance. This newsletter contains some study methods that have been used successfully by judges across the country. Relax, start early, study hard, and good luck!

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- Sarason, Irwin G. (1981). *Test Anxiety, Stress, and Social Support. Journal of Personality*, 49 1, 101-113.
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IMPROVING TEST PERFORMANCE

Methods to improve test performance vary for every individual. A technique that is successful for one person may not work at all for someone else. For example, some people can only study with music playing in the background while others are distracted by music and have to have a totally quiet room in which to study. The suggestions that follow must be adapted to your individual needs and learning styles. If you try a technique and it doesn't help, move on to another method until you find ways to improve your test performance.

Know The Test Format

It helps to know the format of the test and to adjust your study techniques accordingly. Judges have the advantage of knowing that the theoretical tests will be in multiple choice format. Table One includes a few suggestions for taking multiple choice tests.

The optional exam includes not only a multiple choice test but it also will have a film component. Preparing for the film test requires a totally different type of preparation than the multiple choice test. During the film test,

a judge has to recall the rules and apply them to a routine in a predetermined time period. It may take a while to adjust to judging routines from the flat surface of film and screen rather than the three dimensional viewpoint of the gym. Probably the best way to prepare for the optional film test is to practice by judging routines on videotape. This exercise will help you learn to adjust to the viewing angle of the film. More importantly, it will give you practice in recording elements and deductions simultaneously and in applying the rules you studied for the theoretical exam.

TABLE ONE
Multiple Choice Test Tips

Read all of the answer choices before making your selection.

Eliminate answers you know are wrong. Look for clues in the remaining answers to help identify the correct response.

Try a technique known as Response Generation. Read the question and mentally convert it to a short-answer question. Formulate your response and then compare it to the options in the multiple-choice list. If one of the item options is similar to your generated response, then that answer should be chosen. If none of the options is similar to the generated response, then you may have misinterpreted the question. Reread the question carefully and reconsider your response. Note: this approach was found to work best with low anxious examinees and to be slightly detrimental to high-anxious examinees.

Experience

Experience taking the judge's exams is another method of improving test performance. If you are not successful the first time you test, you will have the opportunity to use the experience to improve your performance at the next testing session. Many judges report that they learned how to study for the judge's test after they took it the first time. Have you heard a judge say "Be sure to study the 'up-to' deductions—not just the maximum value of the deduction?" This advice results from experience in testing. Experience can also reduce test anxiety by familiarizing us with the testing conditions, the test format, and the types of ques-

tions on the exam.

Mental/Emotional Preparation

Advocates of this approach believe that emotional preparation is almost a self-fulfilling prophecy. If the individual is genuinely positive and optimistic, the results will probably be better and more easily accepted than if the individual is negative and pessimistic (Kubis-tant, 1981). Important components in mental preparation include pacing one's studying and practice (i.e. not cramming); setting clear and reasonable goals; learning to relax and channel tension toward productive means; and mental rehearsal.

One of the problems that frequently accompanies anxiety is a high level of muscular tension. This tension can result in physical symptoms which interfere with our ability to concentrate. Relaxation techniques can be learned if they are practiced frequently. Several commercial relaxation training tapes are on the market and many have been found to be effective in reducing anxiety experienced before and during tests. Some judges have found that exercising during study breaks and before the test is an effective way to relax. A few simple exercises during the test might also help (e.g. rolling your head in circular motions; placing your feet against the floor and pressing hard for 25 seconds; lifting your shoulders up and down several times; breathing deeply).

Approach the test confidently. Confidence evolves through experience and familiarity with the

situation, adequate preparation of subject matter, and acceptance of one's capabilities. If we find that negative "private speech" is interfering with test performance, we should attempt to identify positive statements as substitutes, e.g., "I passed this test last year and I can do it again!" Gymnasts are taught mental rehearsal as a technique to improve their performance. This same technique can be an aide to judges in the test situation. Visualize yourself walking into the test room having thoroughly prepared for the exam. Think positive thoughts about knowing all of the answers on the test. See yourself getting your new rating card. Mental rehearsal works best when paired with relaxation training. Try them both—but don't use these techniques as a substitute for studying.

Social Support

Social support requires the availability of people with whom one can associate and on whom one can rely. Social support helps some people cope with stress. For these people, the absence of social support can have a negative effect. It is clear that social support is more important for some individuals than others. Some people can study in groups—others absolutely have to be alone. If you feel you benefit from social support, identify a few friends to study with but make sure they are reliable or else your support system could fail just when you need it the most.

SOME BASIC RULES

- ✓ Arrive on time and be ready for the exam.
- ✓ Choose a good seat. Get comfortable and practice relaxation techniques.
- ✓ Check your answer sheet to determine the correct direction to record your answers.
- ✓ Periodically compare the number of the test item with the number on the answer sheet to ensure you are on the appropriate line.
- ✓ Immediately determine how many items are on the test and calculate the average amount of time you will have to work on each item.
- ✓ Answer the questions you know first and come back to the ones you're not sure of.
- ✓ Avoid hurried answers. Think about each response or come back to a question.
- ✓ If time permits, check your answers. Check all calculations (it's easy to make simple mathematical errors when you're anxious).

TEST TAKING TIPS FROM EXPERIENCED JUDGES

Submitted by Teddy Davis
Region VI Newsletter Representative

Yes, another testing cycle is upon us. Just to give you that extra enthusiasm needed to attack the new mountain of paper we will be shuffling, I have compiled a list of study hints from some well-respected and well-tested brevet and elite judges. Some ideas are old. Some ideas are new. Use your judgment as to those that will work for you.

Flashcards

Everyone has probably tried these at one time or another. Through trial and error, I am finally happy with mine! Using color-coded (by event) index cards cut in thirds, I write the exact text terminology on one side of the card.

Stalder Backward To-
Handstand with 1/1 Turn
in Handstand Phase
(Frederick)

Example Card Front

On the back, I write the number and value of the element on the left side and the symbol for the element on the right side.

2.102
D + 2 X!

Example Card Back

This method should help you study the text wording, the element values, and the bonus points. Just cover the left-hand side of the card to test yourself on the symbols. The numbers are great for clarifying questions, changing values throughout the cycle, or verifying that you haven't lost any cards when your friend tells you your cards are all over the parking lot!

Audio Tapes

Lois Carlson, Brevet judge from Massachusetts, likes to begin serious studying by listening to lecture tapes from Jackie Fie or Audrey Schwyer. You might make self-testing tapes by reading off elements in each event in order of their value. You can also mix the elements. Leave a short pause after you record the name of the element to give yourself time to respond. After the pause, record the value and you will get immediate feedback when you practice. Read from shuffled flashcards to vary tapes. If you find it's too tedious to record all of the elements, just record your most troublesome elements. Gail Caspare, Elite judge from New York, makes sure she states the number of elements in each grouping ("There are 12 D mounts"). She also records a generality about each group

("There are 14 elements with +2 bonus"). Audiotapes are also a good way to review your event while driving to a meet. Just pop the tape in the player and learn while you drive!

Correlation

In Massachusetts, Ruth Morse and Lois Carson converted the new code back into the format of the old code. This method helps in understanding the progression in values from an "A" move to a "D" move. Lois does this in symbols while Ruth creates her own computer printouts. Ruth has also done a cumulative analysis of the number of elements in each event, each group/subgroup, and each bonus category. Believe it or not, she has also created a self-testing value-raising sheet with every possible value-raising combination!

Computer-Aided Instruction

Extremely efficient judges like Priscilla Hickey of Washington basically retyped the entire code into a computer program. This method allows for easy revision of study sheets. Robin Ruegg of Minnesota has created her own self-testing database program!

Stenography

Brevet judge, Linda Chencinski, managed to condense the entire code into only four pages of steno-

graphic symbols. This should convince even the poorest student that you can conquer memorizing *four little pages!*

New Judging Sheets

Each cycle usually gives each of us the opportunity to revise our individual judging score sheets. Just make sure you determine if you'll be required to use another form or method during your practical exam and practice with it beforehand.

Videotapes

There are several ways to use videotapes. Try these methods alone or in a study group: leisurely viewing; analytical viewing (technique analysis); stenography practice; stenography and value-raising practice; full scoring; timed scoring.

Gymnasiums

There is little that can substitute for working with gymnasts or dancers and talking with knowledgeable coaches.

Questions

Don't be afraid to ask questions using the most sensible chain of command. Listen to and learn from all of the judges you meet throughout the season.

Self Evaluation

Analyze your own performance after each meet and constantly work to improve your weaknesses. Also, don't be afraid to give yourself credit for a job well done!

NEWS FLASH !

Mary Van Grinsven, Administrative Assistant for NAWGJ, has entered the entire Code of Points on her computer. She designed a format that results in a print-out of elements that is in a three-column format that can be easily converted to gummed labels. These labels can then be put on index cards to use as flash cards when studying for the judging test or reviewing for meets.

In order to xerox the print-outs on gummed labels, you will need to purchase labels that are three across a page and eleven down

(see your local fast-print shop for help if you don't know how to do this).

Mary has made her 45-page print-out available to all NAWGJ members through the new Educational Library. This packet will save you hours of work as you prepare for your test! If you would like to obtain a copy of the flashcard print-outs, contact Yvonne Hodge, NAWGJ Educational Library, 4304 Mt. Vernon Rd., Louisville, KY 40220. Please send \$7.00 to cover the cost of duplication and mailing.

SURVEY RESULTS

The fall, 1988 NAWGJ newsletter included a survey to assess reader interest in topics which should be included in future newsletters. The response was very positive and several wonderful suggestions were received. The results of the survey will be *discussed with the NAWGJ* Governing Board at their summer meeting and a new structure will be proposed to ensure articles can be obtained in the areas of interest. In the meantime, the editor will do everything possible to include articles on those topics

which were high on your interest list. Readers were most interested in the following topics:

Compulsory Clarifications
Dance Techniques
Composition of Routines
Value Raising Examples
Value Raising Exercises
Study Guides for Testing
Question and Answer Column
Certification Information
Shorthand Examples
Shorthand Exercises
Articles on Current Issues

QUESTIONS AND ANSWERS

Questions Compiled by Jola Jones
Region I Newsletter Representative

Answers Prepared by Delene Darst

Question: The mount and the dismount are not to be considered when determining direction change in optional bars. Would the mount "kip on LB, 1/2 turn, kip to HB" listed as an A element be considered a direction change?

Answer: Yes, because the 1/2 turn is performed after the kip. The glide is done in one direction and is performed on the low bar.

Question: When counting elements for optional bars, do you count a cast that is at horizontal? How about one that is about 45 degree?

Answer: Either way it counts as the finish of the previous move. To count as an element, it must be listed in the FIG Code of Points or supplement to the Code. So, the answer to the question regarding casting to horizontal is "no" and the same answer applies to a cast that is about 45 degrees. Technically, the cast should be within 10 degrees of vertical to count as an element, but the judge may use discretion when making this decision.

Question: On Optional Floor Exercise, we understand that a routine must have two of the three directions (front, back, side) all starting from a B to receive no deduction. Is this correct?

Answer: No. You may take .1 deduction for monotony of presentation or for one-sided choice of acrobatic elements depending on what elements were performed (e.g., all back tucks).

Question: For advanced optional bars, is a B or C release element required in order to receive no deduction?

Answer: Yes (either).

Question: Is an Arabian considered front or back tumbling?

Answer: It is a combination just like a round-off. It begins backward and ends forward.

Question: What is the correct deduction when a gymnast remounts on bars and beam in each of the following situations? Three different cases have come up. Can you clarify?

Case A: A gymnast runs to mount twice, neither time touching any equipment?

Answer: .3 deduction for no mount

Case B: A gymnast runs twice, touching the equipment on one of her attempts?

Answer: .3 deduction for no mount; .5 deduction for "fall". Total deduction = .8

Case C: A gymnast runs twice, touching the equipment each time?

Answer: .3 deduction for no mount; .5 deduction each for two "falls". Total deduction = 1.3

DANCE MANUAL AVAILABLE

Do you know the difference between a *pas de basque* and a *pas de chat*? If not, read on. Linda Kardos Barnett, former elite gymnast and current NAWGJ judge, presented a dance clinic for judges at the Region V Judge's Symposium. Linda prepared an excellent set of materials to accompany her presentation. The materials were so helpful that they are now available to all judges through the new NAWGJ Educational Library.

The focus of the Dance Manual is on the elements in the new compulsory dance program. Every dance term is defined and a picture is provided to illustrate the correct body position. Linda was careful to point out that the manual defines elements as they are performed in classical dance. Once the new compulsories are released, variations on the classical positions may need to be made. However, this manual will be very helpful to judges who want to become familiar with dance terms and positions.

Linda's gymnastics experiences have been a tremendous asset to her as a choreographer. She began competing in gymnastics in 1972 and entered the elite system in 1976. By 1977, she was a member of the touring group that performed with

Nadia. As a member of the U.S. National Team, she represented the United States at the 1979 Pan American Games and was an alternate at the 1979 World Championships. She has fond memories of 1979, a year in which she placed sixth in the All Around competition at the Championships of the U.S.A., second on Floor Exercise, and third on Balance Beam. She continued gymnastics while a

student at the University of Utah and was named a four-time All American gymnast. While at Utah, she was a member of four NCAA National Championship Teams.

In addition to working as a marketing communications specialist for Litton Industrial Automation, Linda serves on several committees for the U.S.G.F. Currently, she is a member of the Women's Program Committee, the Bylaws Committee, the Board of Directors and the U.S.G.F. Athlete's Council. Linda has maintained her dance skills as was evidenced by all of those who attended her session at the

Symposium. To obtain a copy of Linda's materials, contact Yvonne Hodge, NAWGJ Educational Library, 4304 Mt. Vernon Rd., Louisville, KY 40220. Please send \$3.50 to cover the cost of duplication and mailing.



NEWS UPDATE

New NAWGJ Briefcase

NAWGJ has a new briefcase with many wonderful features. The briefcase is larger than the NAWGJ bookbag plus it has several divider pockets inside to keep judging materials in place. The new briefcase has a zipper compartment on the outside and a shoulder strap in addition to the regular hand grips. This briefcase can hold it all!! One pocket is just the right size for the FIG Code while another is just perfect for the compulsory book. There's pockets for pencils, score pads, and expense forms as well as special dividers for judging notes and forms. The new briefcase can be ordered from:

Betty Sroufe
2096 Rolling Hills
Fairfield, OH 45014

Enclose a \$25.00 for the briefcase plus \$2.00 for mailing.



The new briefcase has lots of pockets to hold judging books and materials.

National Symposium

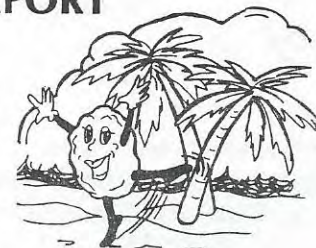
Dr. Mary McLellan has released the latest information on the 7th NAWGJ National Symposium. The Symposium will feature hands-on experience judging the new compulsories. Updates will also be provided on the new FIG Code. Sessions will be held for the novice through advanced judge. A registration form is enclosed in this newsletter. Plan to attend!

7th NAWGJ NATIONAL SYMPOSIUM

RED LION INN / ORANGE COUNTY AIRPORT

Costa Mesa, California

Wednesday, June 28 - Saturday, July 1, 1989



RAISIN EXPECTATIONS!!!

PROGRAM HIGHLIGHTS

- * "Hands On" experience - Learn & judge new compulsories
- * International Clinical staff
- * Accredited sessions
- * FIG Code update
- * Motivational "Helps"
- * Novice/Advanced Sessions
- * Image Enhancement
- * Biomechanics/Research
- * NEW-Pre-Symposium Workshops

AREA HIGHLIGHTS

- * Oversized guest rooms
- * Fitness Activities
- * Restaurants nearby
- * Outdoor pool/jacuzzi
- * Southcoast shopping plaza
- * Performing arts center
- * Newport Beach
- * Queen Mary/Spruce Goose
- * Disneyland - 20 min. away
- * Warm sunny weather
- * Vacation in California

PRE-SYMPOSIUM - Wednesday, June 28th

- 9:00 a.m. - **Putting it All Together** - A positive review session for the certification tests (compulsory & optional)
- 1:30 p.m. **Planning, Executing and Evaluating a Judging Clinic** for the experienced or novice clinician. Learn all the "tricks of the trade" from an experienced clinician.

CERTIFICATION EXAMS - Wednesday, June 28th - 6:00 p.m.

All 1989-93 Certification Examinations will be administered for the **FIRST** time.

SYMPOSIUM

Begins Thursday, June 29, 8:30 a.m.
Ends Saturday, July 1, 4:00 p.m.

OUTSTANDING CLINICIANS *** OUTSTANDING PROGRAM

Send more information on:

- () Pre Symposium Workshops
- () Certification Tests
- () EARLY BIRD Beach Party

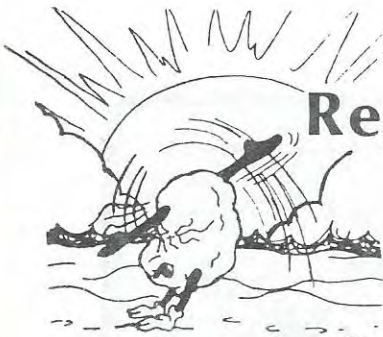
ADVANCED REGISTRATION DISCOUNT

\$150.00

IF RECEIVED BY APRIL 15, 1989

For further information contact:

Dr. Mary I. McLellan, Director, 129 Mitchell Hall
University of Wisconsin-La Crosse, La Crosse, WI 54601
Phone (608) 785-8182



Registration & Hotel Information

Region _____

7th NAWGJ NATIONAL SYMPOSIUM
RED LION - ORANGE COUNTY AIRPORT
COSTA MESA, CALIFORNIA
JUNE 28 - JULY 1, 1989

REGISTRATION

Please print or type and return to:
Dr. Mary McLellan, Symposium Director
129 Mitchell Hall
University of Wisconsin - La Crosse
La Crosse, WI 54601

Name

Last Name

First Name

Middle Initial

Address _____

City _____ State _____ Zip _____

REGISTRATION FEES:

(Includes Pre-Symposium & Thursday PM Banquet)

EARLY BIRD SPECIAL \$150 _____

(Postmarked by April 15, 1989)

PRE-REGISTRATION \$160 _____

(Postmarked by June 1, 1989)

ON SITE REGISTRATION \$180 _____

(After June 1st, On-Site Registration ONLY)

PRE-SYMPOSIUM ONLY \$ 30 _____

TOTAL ENCLOSED _____

(Make check or money order payable to NAWGJ Symposium)

SESSIONS: I will be attending:

_____ Pre-Symposium and Symposium

_____ Pre-Symposium only

_____ Symposium only

_____ The Beach Party (late Tuesday afternoon)

BANQUET: Thursday Evening, June 29, 1989

_____ Vegetarian Plate requested

Office Use Only

Date Received _____
Amount \$ _____
Check # _____

Cancellation Policy

In case of cancellation prior to June 1st
a \$25.00 processing fee will be withheld
NO REFUND AFTER JUNE 1st.

Insufficient Funds

There will be a \$20.00 service charge
for all checks with insufficient funds.



ORANGE COUNTY AIRPORT

NATIONAL ASSOCIATION OF
WOMEN'S GYMNASTIC JUDGES

JUNE 28 - JULY 1, 1989

(714) 540-7000 • (800) 547-8010
3050 Bristol Street (off I-405) • Costa Mesa, CA 92626

I plan to arrive on _____ and depart on _____

NAME _____

ORGANIZATION _____

ADDRESS _____

CITY, STATE, ZIP _____

DAYTIME PH# _____

Please Check

<input type="checkbox"/> Single	(one person, one bed)	\$ 70.00 + 6%
<input type="checkbox"/> Double	(two persons, one bed)	\$ 80.00 + 6%
<input type="checkbox"/> Queen Double	(two persons, two beds)	\$ 80.00 + 6%
<input type="checkbox"/> Triple	(three persons, two beds)	\$ 90.00 + 6%
<input type="checkbox"/> Quad	(four persons, two beds)	\$100.00 + 6%
Name(s) of additional person(s) sharing room *		
1. _____		
2. _____		
3. _____		

* Please send one card per room only

I plan to arrive by

☐ airplane _____ flight # _____
☐ car _____ airline _____

Arrival time _____

Please

☐ Guarantee my reservation to
☐ Visa ☐ Master Card ☐ American Express
☐ Diners Club ☐ Discover

Card # _____

Expiration Date _____

☐ Hold room until 6 p.m. only

Reservation requests received after June 8, 1989 are subject to
availability. Guaranteed reservations must be cancelled by 6 p.m. on day of
arrival to avoid being charged first night's room plus tax.

SCHEDULE OF EVENTS

May 5-7, 1989	Courses for new Code of Points	Atlanta, Chicago, and San Francisco
May 18-21, 1989	Masters Clinic (1989-92 Compulsories)	Indiana State University, Terre Haute
May 25-28, 1989	Masters Clinic (1989-92 Compulsories)	University of California—Davis
June 1-4, 1989	Masters Clinic (1989-92 Compulsories)	Rutgers University
June 24-25, 1989	National Judges Cup	Fountain Valley, California
June 28, 1989	Pre-Symposium Workshops	Costa Mesa, California
June 28, 1989	First Test Session for 1989-92	Costa Mesa, California
June 29-July 2, 1989	National Judges Symposium	Costa Mesa, California

Sept. 7 - 15, 1991	Gymnastics World Championships	Indianapolis, Indiana
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NAWGJ
2211 Berrywood Lane
Bloomington, IL 61704

Nonprofit Organization

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