

Ballot announcement slated for early March

Results of the annual referendum ballot are being tabulated and will be announced during the girls' state basketball tournament, the first weekend in March.

Of the eight proposals placed before school administrators by the Legislative Council, two items appear to be drawing the heaviest debate: Abolishment of spring football training in Conference AAAAA, and permitting private and parochial schools to join the League.

"The spring football issue has been debated off and on for several years," Dr. Bill Farney, athletic director, said. "Some administrators and coaches feel the spring training conflicts with other activities, is too expensive and risks injuries unnecessarily."

The proposal was brought before the Legislative Council by a number of superintendents in Conference AAAAA, who felt the 21-consecutive days of spring training interfered with other activities.

A coalition of private and parochial schools approached the Legislative Council with requests that the League amend its Constitution and Contest Rules to allow non-public schools to participate in UIL activities.

Representatives of the Texas Christian Interscholastic League (TCIL) and Texas Association of Private Schools (TAPS) argued that no comparable program exists for private school students, and that those students were not being afforded the benefits of the League program.

"The private schools agreed to join the

UIL under UIL rules, but there remains an almost unanswerable problem," Farney said.

That problem is the absence of private school district boundaries.

"Public schools are limited to students from within their independent school district boundaries or from an attendance zone in a multiple high school district," Farney said.

"Obviously an advantage could be obtained if private schools could draw from any area, while public schools are limited to a specific area," he added.

Other proposals on the ballot include:

- Allowing district volleyball or basketball games postponed by weather or public disaster to be played as an exception to the two-matched-contest per week rule, provided that they play within the next seven days.

- Limiting eighth grade and below basketball teams to play no more than two match games per week and one game during the week of invitational tournament.

- Making it a violation to film or videotape a game in which your school or team is not competing, unless prior consent of the two schools involved is given.

- Amending the Athletic Plan to prohibit on-campus workout sessions which involve means and/or overnight lodging.

- Extending eligibility to students assigned to homes licensed by the state as a child boarding facility.

- Establishing co-ed team tennis in the spring.

Camp rule in effect

Appeal suspends class action judgment

Over the years, the strength of the UIL laid in its rule enforcement. Local district executive committees ruled on eligibility cases, based on rules which were democratically adopted by school administrators who best understood the nuances of extra-curricular activities.

That foundation of strength began eroding during the late 1970's, when individuals sought relief from League rules through the court systems. The consistency of rule administration by school officials gave way to courtroom inconsistencies. Today, no rule and no prior decision is beyond the temporary restraining order or temporary injunction. Some students who are ineligible by the rules are playing under court order, while many others, who have not been granted court clearance, are not playing. This creates inconsistencies and gives some schools marked advantages over others.

No single case in recent League history bears witness to this better than the summer camp rule. After almost four years of litigation, coaches and administrators remain uncertain of the rule's constitutionality. In early February, the case took another twist when the League filed a Notice of Appeal, suspending a district court's class action judgment allowing all students affect-

ed by the rule to participate in varsity competition.

Previously, those students were ruled eligible by the 100th District Court in Carson County, which entered a permanent injunction enjoining the UIL from enforcing the summer camp rule. The camp rule, according to State Judge Robert Montgomery, violated the Texas Constitution by denying parents their rights to control the activities of their children during the summer.

Oddly enough, Montgomery's ruling came less than three weeks after the U.S. Court of Civil Appeals in New Orleans upheld the rule as valid under the United States Constitution.

The change in status of Judge Montgomery's ruling became effective February 11, except for the four named plaintiffs in the previous summer camp lawsuits from Panchandle, Austin McCallum, Liberty Hill and Cypress Creek of Houston. In effect, any other student who plays in a varsity high school basketball game after February 10 who participated in a summer basketball camp would be ineligible.

In addition, students who participate in summer football, volleyball or basketball camps this summer risk loss of eligibility, assuming that the legal processes do not eliminate the rule prior to next year.

MARCH

comes in like a Lion



Basketball

Girls' basketball kicks off the hectic month, as all conferences play to state championships, March 4-5-6, in the Frank Erwin Center in Austin.

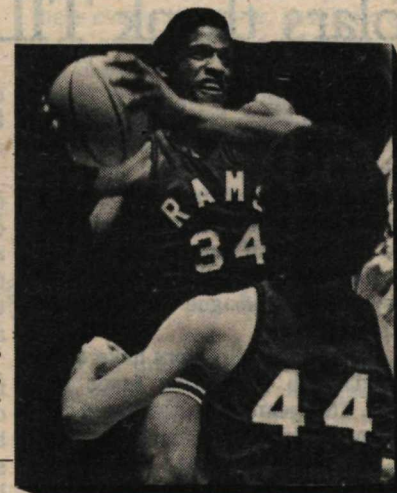
Action begins at 8:30 a.m. Thursday, March 4 with the Conference A semifinals, and concludes at 7:15 p.m. Saturday.

Boys' tourney

The next week, Austin hosts the popular boys' tourney, also at the Erwin Center. Twenty teams will test skills in the drive for the five state championships.

Expect nothing mundane. Last second victories have become the order of the day.

Like the girls, play begins Thursday morning and wraps up with the AAAAA finals at 7:15 p.m. Saturday.



Journalism

More than 4,000 high school newspaper and yearbook students will converge on Austin, March 19-20, for the 55th Interscholastic League Press Conference state convention.

Greeting them will be eight of the nation's foremost journalism instructors.



As well as ...

Swimming

With one week remaining in March, there's time enough to squeeze in the boys' and girls' state swimming and diving championships, held in the Texas Swim Center, March 26-27.

Literary/academic

Finally, the UIL's district literary/academic, one-act play, and girls' golf, tennis, and track and field meets begin March 29. Thousands of students participate in the first leg of the long road to the State Meets in Austin.

Alternatives to rules unattractive

Everyone likes rules until they are affected by them. Then they want an exception to the rule.

The University Interscholastic League has enforced rules as they are written. The only exceptions to the rules are those stated within each rule.

Many school patrons and non-school officials feel there should be exceptions for every rule. This may work if school people could determine why someone does something. No one will tell you they did something for athletics. Even if they did not do something for athletics, they are likely to gain an advantage over someone else if they rules are not enforced.

The rules serve as a prophylactic. They serve to keep things from happening. The rules may taste bad to some people, but they do keep the programs as equitable as possible and educational. Every rule that is in the constitution is there for that purpose. By enforcing the rules as they are written, all schools know that no one will gain an advantage over someone else. They know that there may be some innocent students



Director's corner

By Bailey Marshall

who made mistakes or unknowingly became ineligible that they empathize with, but know for the best of all the students in the programs they must enforce the rules.

The average layman and many non-school persons do not understand that the schools do not have a police force to enforce the rules, that schools do not have personnel to work full-time as judges or investigators, that the schools would rather not have competitive activities if they must resort to hiring special investigators, hearing officers and judges.

The schools must control the competitive activities if they are going to effectively operate so they are equitable and educa-

tional. If they cannot control by rule, the other alternatives are: 1) to alter the competition and the importance of it to the point that the competition will not be so intense; or 2) eliminate interschool competition.

Throughout history, it has been observed that the more competitive the situation, the greater the need for rules in order to keep that competition equitable. Eliminate state championships and you eliminate the need for most rules.

We hope the other alternatives are not eventually necessary, but if the rich get richer and the poor get poorer, changes will come.

Moving elsewhere:

Picture this: One of your coaches is returning from scouting duties late Friday night. He is involved in an automobile accident, resulting in the death of an individual. And the incident is the coach's fault.

According to a new TORT liability law, the district is liable up to \$100,000.

Schools should be advised of the jeopardy they face if they're not adequately insured. Discuss the matter with your school's attorney or with the Texas Education Agency.

Health group convention

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) will hold its annual convention, April 22-27 in Houston.

Featured will be 198 professional program sessions, 17 indepth conferences, 44 workshops, a job placement center, sports arts fair, and continuous research reporting and poster session.

AAHPERD is an alliance of seven professional associations in related areas of health, physical education and sports, recreation, safety and dance. For more information concerning the convention, call the Alliance at 703/476-3416.

Scholars thank TILF donors

The big push begins.

From now until May, hundreds of thousands of Texas high school students will be participating in the UIL literary and academic contests. A superb few will qualify for the State Meet in Austin in May and, in addition to the honor of competing against the state's finest, earn eligibility for a Texas Interscholastic League Foundation scholarship.

The TILF board and directors have done an exceptional job generating funds for scholarships. This year alone, the board has received three contributions and is nearing \$1,000,000 in endowed funds. The TILF board and the contributors realize the fu-

ture of Texas lies with its youth and in these economic times, students need all the assistance possible.

We should be appreciative of the fine job done by these men and women and especially thankful for Mr. Rodney Kidd, former UIL director whose foresight and wisdom created this scholarship program for the academically-oriented students of Texas.

Also, we hope students will work as hard in preparation for the contests and in actual competition, as have the TILF founders and board members, who made it possible that scholars receive more than a medal and a handshake.

The Leaguer

The Leaguer is the official publication of the University Interscholastic League, Box 8028, University Station, Austin, Texas 78712. The League office is located at 2622 Wichita on the campus of the University of Texas at Austin. Phone (512) 471-5883. The paper is distributed to Texas school administrators, teachers, coaches and contest sponsors, as well as to other parties interested in scholastic competition.

The Leaguer is printed eight times yearly by Texas Student Publications. One year's subscription is \$2. Second class postage paid in Austin, Texas.

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Official notices

CLIFTON HS
 The Clifton High School Band has been placed on probation for the 1981-82 school year.

MUSIC LIST
 The Prescribed Music List is not current with the recent reclassification, in which Conference B was eliminated. Music directors and administrators should make certain that the new classification procedure is followed.

Also, the following corrections of the PML should be noted:
 Page 25, English Horn Solos, Class I, Handel, Concerto in g minor, SMC.

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

SMITHSON VALLEY
 Smithson Valley of New Braunfels has been placed on probation in tennis for the 1981-82 school year for violation of Rule 2 of the Athletic Plan.

BASEBALL
 There is an error in the Constitution and Contest Rules on page 178, Rule 3a of the Baseball Plan. It should read "No team or boy shall compete in more than twelve (12) high school games, exclusive of games allowed in two invitational baseball tournaments and games which count on League standing."

ELYSIAN FIELDS HS
 The State Executive Committee placed Elysian Fields on probation in golf for violation of Rule 8 of the Golf Plan.

OAP
 These transfer changes apply to one-act plays only. Region III-A, transfer District 24 - Chireno and Woden to District 23 with Kennard, Apple Springs, Laxeto and Wells.

MUSIC CONTEST
 The State Executive Committee placed all music organizations attending the Six Flags Contest and the Astroworld Contest on 12-month probation for violation of Article III, Sec. 4, b, of the 1980-81 C&CR.

LINCOLN HIGH
 District 6AAAA Executive Committee has placed Lincoln High School of Dallas on probation in football for the 1982-83 school year for improper certification of varsity players for the 1981-82 football season.

DUNBAR HIGH
 Dunbar High School of Fort Worth has been placed on probation for the 1981-82 and 1982-83 school years in boys' basketball for violation of Article VIII, Section 13, the Changing Schools Rule and Article VII, Section 25, the Bona Fide Residence Rule of the Constitution and Contest Rules.

Music
 The State Executive Committee has placed the A. C. Jones High School of Beeville and MacArthur High School of Aldine choirs on probation for the 1981-82 school year for violation of Art. VIII, Sec. 6 and 9.

TRANSFER FORMS
 Parents Changing School Forms and Transfer Release Forms are required for any student changing school who competed the previous year in any athletic activity at the previous school. Prior to 1981-82, Article VIII, Sec. 14 applied to football and basketball only. Now, it applies to all athletic activities.
 Please note that these transfer forms are necessary only if the student will be representing the varsity team this year.

ONE-ACT PLAY
 Remove *Plaza Suite* from the "Ineligible Plays" and also delete "Simon, Neil" - all full-length plays including individual acts of *Plaza Suite*.

Delete from "Approved Publishers" David McKay. Note: Most UIL approved plays from McKay's catalogue are now carried by Baker's and French. McKay's plays from the approved list may be produced in the 1982 OAP contest royalty free as public domain until the copyright owners can be located. No further approval is required.

No addendum for the *Handbook for One-Act Play, Ninth Edition* has been or will be published for the 1981-82 school year.

POLYTECHNIC
 Fort Worth Polytechnic has been placed on probation in choir for the 1981-82 season by Region V Music Executive Committee for violation of Art. VII, Section 33, d, of the Music Competition Plan.

AMARILLO HIGH
 Amarillo High School has been placed on probation by the District 3 - AAAAA Executive Committee for the 1981-82 season for violation of Rule 3c of the Baseball Plan.

Bremont High
 Bremont High School has been placed on probation for the 1981-82 and 1982-83 school years in football for violation of the Athletic Code of the Constitution and Contest Rules.

Dripping Springs High
 Dripping Springs High School has been assigned to District 29-AA for all Spring Meet activities and baseball for the 1981-82 school year.

LONGVIEW HS
 The Longview High School choir is placed on probation for the 1981-82 school year for violation of Article II, paragraph a, and Article VII, Section 36, paragraph (1), of the Music Plan.

PINE TREE HS (Longview)
 The Pine Tree High School choir is placed on probation for the 1981-82 school year for violation of Article II, paragraph a, and Article VII, Section 36, paragraph (1), of the Music Plan.

ALVIN HS
 The Alvin High School choir is placed on probation for the 1981-82 school year for violation of Article VII, Section 33, paragraph d.

PALESTINE HS
 The Palestine High School band is placed on probation for the 1981-82 school year for violation of Article VII, Section 33, paragraph d.

NECHES HS
 The Neches High School band is placed on probation for the 1981-82 school year for violation of Article VII, Section 33, paragraph d.

CENTER HS
 The Center High School choir is placed on probation for the 1981-82 school year for violation of Article VII, Section 33, paragraph d.

A. C. JONES HS (Beeville)
 The A. C. Jones High School choir is placed on probation for the 1981-82 school year for violation of Article VIII, Sections 6 and 9.

MACARTHUR HS (Aldine)
 The MacArthur High School choir is placed on probation for the 1981-82 school year for violation of Article VIII, Sections 6 and 9.

PICTURE MEMORY
 The correct spelling of the river is "Maas."
 "Mass" on the larger reproduction is a printing error. In order to be fair to contestants, either spelling will be accepted.

CARTER HIGH
 Carter High School of Dallas has been placed on probation for the 1981-82 and 1982-83 school years in football for violation of the Athletic Code of the Constitution and Contest Rules.

TIVY HIGH
 Tivy High School of Kerrville has been placed on probation for the 1981-82 school year in boys' basketball for violation of Rule 3 of the Basketball Plan.

ADAMSON HIGH
 District 6AAAA Executive Committee has placed Adamson High School of Dallas on probation in football for the 1982-83 school year for improper certification of varsity players for the 1981-82 football season.

KIMBALL HIGH
 Kimball High School of Dallas has been placed on probation for the 1981-82 and 1982-83 school years in football for violation of the Athletic Code of the Constitution and Contest Rules.

Lake Travis High
 Lake Travis High School has been assigned to District 28-AA for all League activities other than football for the 1982-83 school year.

PETROLIA
 The Petrolia High School Band has been placed on probation in music competition for the school year 1981-82 for violation of Article V, Section 15 (b) and Article VII, Section 33 (d) of the Constitution and Contest Rules.

WEST MESQUITE
 West Mesquite High School has been assigned to District 7-AAAA for literary competition for UIL Spring Meet activities for the 1981-82 school year.

DEBATE WINNERS
 First and second place winners in the 1981 Conference AAAAA State Debate Contest were omitted from the constitution and Contest Rules.

First place debate finishers were Arnie Derrickson and Rene Herrera of Waco Richfield. Placing second were Scott Edwards and Kyle Guthrie of Waco Richfield.

NEW DEAL HIGH
 The District IV-AA District Executive Committee has disqualified New Deal Girls Basketball Team for district honors for 1981-82 for violation of Rule 7, d, of the Basketball Plan.

Spelling errors

The following errors have been found in the Spelling Word List. The spelling listed below is the correct spelling.

- Page 5, col. 9 — exaggerate.
- Page 6, col. 16 — missile.
- Page 11, col. 9 — envelope (e), noun.
- Page 13, col. 17 — pharmaceutical.
- Page 13, col. 19 — pterosauria (P).
- Page 13, col. 19 — rephrase.
- Page 14, col. 22 — thanatology.
- Page 14, col. 23 — tariff.
- Page 14, col. 24 — venous.
- Page 15, col. 2 — aggregation.
- Page 15, col. 5 — believably.
- Page 17, col. 12 — consommé; consomme.
- Page 19, col. 17 — duodenal.
- Page 19, col. 18 — éclair.
- Page 19, col. 18 — egregious.
- Page 19, col. 18 — élan vital.
- Page 23, col. 33 — onyx.
- Page 25, col. 41 — rheumatic.
- Page 27, col. 50 — touché.
- Page 15, col. 1 — aberrant.
- Page 15, col. 2 — allomorph.
- Page 16, col. 6 — blunderer.
- Page 17, col. 9 — categorize.
- Page 19, col. 17 — donnée.
- Page 22, col. 30 — Mammon (m).
- Page 26, col. 45 — spackle (S).
- Page 27, col. 51 — unadulterated.
- Page 3, col. 4 — caldron, cauldron.
- Page 4, col. 7 — custodian.
- Page 5, col. 10 — foliage.
- Page 5, col. 11 — gorilloid.
- Page 9, col. 3 — ballerina.

Sight-reading changes unlikely

By CHARLES SCHWOBEL
Assistant Music Director

We have had several conversations regarding the text to be used during the sight reading performance. The vocal sight reading contest has not been changed from last year's contest.

The Constitution and Contest Rules states on Page 136, Article VII, Section 36, j, 3, c, "At the completion of the instruction period, choral groups will be given the pitch and each section may have the starting tone. The selection will then be sung twice; first with the piano accompaniment utilizing the group's preferred method of sight singing; then a capella using the words printed in the score. The director will have one minute for discussion between the accompanied reading and the unaccompanied performance."

At the present time, no proposals are before the Music Advisory Committee nor the Legislative Council to change this rule.

Another problem occasionally arises regarding SAB sight reading music. Conference A, AA, and AAA choral groups whose programs include a majority of SAB music in concert competition performance may elect SAB music for sight reading competition; choral groups performing a majority of SATB music in concert competition per-

formance will be required to sight read SATB music designated for that conference. Note that Article VII, Section 36, j, 3, c, page 137 allows groups in A, AA, and AAA conferences the possibility of sight reading SAB music only if the majority of their concert selections are SAB music.

Article VII, Section 36, h, states that second groups in conferences AAAAA and AAAAA will sight read the same selection(s) as that for corresponding organizations two conferences lower than the parent (or first group) organization. Thus, any high school second group choir has the option of sight reading SAB music provided the majority of their concert music is also SAB.

All junior high conferences and first groups in conferences AAAA and AAAAA may not elect to sight read SAB music.

The State Office has received a number of inquiries regarding possible violations of the awards rule, page 119, Article III, Section 4, D, "Any person, team, or music organization receiving monetary awards or other valuable consideration as prizes in contests or participating in an interschool contest offering such consideration shall not take part in the contest for a 12-month period following participation in such a contest. This rule does not prohibit accepting uniformly pro-rated rebates or other money given to each school or participant in the contest."

This rule applies to all contests involving more than one school, and specifically limited to the school age students. A contest open to college students or people of all ages is not considered an interschool contest.

Recent questions have concerned competitions which encompass high school and college aged students. The possibility of a violation occurs when a category is identified for competition among high school aged students and another for college students. If that is the structure of the contest, then the high school contest is merely concurrent with another event and students involved would be ineligible for UIL events for one year.

From time to time, our better students — those involved in private lessons and non-school performance groups — will enter a competition offering cash awards. These events may include general talent, specific music categories, or other contests in which music plays an important role.

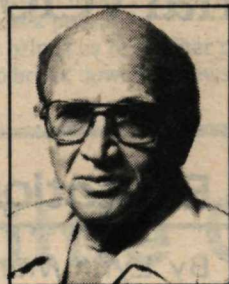
The public school music director may not be aware of the student's participation in these events. However, should he or she become aware of a student in this situation, the Regional Music Executive Committee should be notified immediately. The possibility of probation, depending upon the circumstances, is preferable to one year suspension.

Band camp auditions may violate 'college course' rule

The summer camp rule has finally hit the music program, which for years we thought was in the clear of this controversial issue. The summer camp rule and the subsequent court rulings does not directly affect music camps, but in the ensuing investigation, someone has involved the college course and auditing rules.

The college rule states: "A person who has represented a college in any contest shall not participate in any league contest. A student who has audited or enrolled in a college course that provides instruction in a league contest shall be ineligible in that contest." Here is where we have the problem.

In many of our summer music camps held on college campuses, college directors will permit or invite outstanding high school performers to perform with college



Music matters

By Nelson Patrick

ensembles. This has been interpreted as "auditioning a college course", and renders the high school students participating ineligible for school competition in UIL contests for at least one school year.

This office will forward letters of explanation to college directors who sponsor music camps, trying to explain this problem.

It is strongly suggested that directors instruct their students to decline performing in college summer bands where college credit is given to college students. A student may not audit, officially or unofficially, a course where college credit is given if that student is to remain eligible for high school competition.

From time to time we have written on this issue, especially concerning the relationship of the director to the summer music camp. It is suggested that directors think twice before requiring, pressuring or even threatening seating position loss for youngsters who do not attend the summer music camp.

Often, college directors will provide inducements to talented music students by inviting them to perform with college groups. On occasion high school students have toured with college music groups or sat in on football games and concerts. All of these courtesies can be construed as an infringement on the "college rule" and should be avoided when possible.

Another regulation that is often misunderstood is that pertaining to organization membership. This is especially related to Article V, Section 15, a, "All soloists competing in approved solo events listed in Section 20 of the Music Plan, and all members of small ensembles competing in approved small ensemble events listed in Section 21 of the Music Plan, and all members of medium ensembles competing in approved medium ensemble events listed in Article VI of the Music Plan must be members of a band, choir or orchestra, currently eligible to compete in the regional music contests." As far as the league is concerned the organization taken to the contest may or may not be the same class or course taught called band, choir or orchestra. Neither is it necessary to have the same membership as the class or course called band, choir or orchestra. The rule states that the participant must be a member of a competing organization 30 days before the contest — the re-

Plan to avoid State Meet literary conflicts

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

Likewise students should schedule contests so as to avoid possible conflicts at the State Meet level. Dates for the State Meet are April 27-May 1 inclusive.

1982 State Meet Schedule

One-Act Play — Tuesday, 4 p.m., 7:30 p.m.;
Wednesday, 9 a.m., 4 p.m., 7:30 p.m.;

Thursday, 9 a.m., 4 p.m., 7:30 p.m.; Friday, 9 a.m., 4 p.m., 7:30 p.m.; Saturday, 9 a.m., 4 p.m., 7:30 p.m., 11 p.m.
Calculator applications — Saturday, 9 a.m. (conference); 11 a.m. (contest).
Journalism — Friday, 12 noon (conference); 1 p.m. (news writing); 2 p.m. (feature writing); 4 p.m. (editorial writing); 5 p.m. (headline writing).
Number sense — Friday, 2-5 p.m.
Ready writing — Friday, 9 a.m.
Science — Friday, 3 p.m. (conference); Saturday, 9 a.m. (contest).
Shorthand — Friday, 7 p.m. (conference); Saturday, 10:30 a.m. (contest).

Speech/Debate — Friday, 8 a.m. (conference); Saturday, 8 a.m. (contest) for prose interpretation; Friday, 10 a.m. (conference); Saturday, 10 a.m. (contest) for poetry interpretation; Friday, 1 p.m. (conference); Saturday, 8:30 a.m. (contest) for persuasive speaking; Friday, 3:30 p.m. (conference); Saturday, 10:30 a.m. (contest) for informative speaking; Friday, 6 p.m. (group meeting), 6-9:30 p.m. (contest) and Saturday, 8:45 a.m.-2 p.m. (contest) for debate.
Spelling — Saturday, 9-11 a.m.
Typewriting — Friday, 2-4 p.m. (set up machines); Saturday, 9 a.m. (contest).

Summer drama workshop scheduled June 1-July 4

The University of Texas at Austin Department of Drama will sponsor the annual Summer Theatre Workshop from June 1 to July 4.

The workshop covers all phases of theatre including instruction in acting, stagecraft, makeup, voice and movement, with special sessions in costume, design, directing, theatre history, lighting, scene design and playwriting.

Classes are held in the Drama Building Laboratory Theatre and new Performing Arts Center. Department of Drama faculty and guest instructors conduct the activities of the workshop and direct productions. The drama faculty and special guests serve as lecturers and discussion leaders.

September 1983 sophomore, junior, or senior students are eligible. Priority is given to juniors and seniors. Enrollment is limited to 25 boys and 25 girls. Applications must be made prior to May 12 and a \$75 registration fee and approximately \$25 make-up kit will be required for each workshop participant.

Workshop students reside in university residence halls and are supervised by resident university and special Department of Drama counselors. Workshop counselors live in dormitories with students and supervise their daily production activities.

Major workshop productions will be directed by outstanding high school directors and Department of Drama faculty. Directors from past years tentatively scheduled are Robert Singleton, theatre director at Houston High School for the Performing and Visual Arts; James Henderson of McLennan Community College; and Prof. Ruth Denney, former principal of the Houston High School for the Performing and Vis-

Non-credit workshop for teachers slated

A "short-term" non-credit workshop specifically designed to help teachers with preparation for the UIL one-act play contest is planned for the final week of the 20th annual Summer Theatre Workshop. This five day, June 28-July 3, workshop will focus on play selection, adapting a long play, using limited scenery, use of the League-approved unit set, limited lighting, interpretation of OAP rules, and directing the contest play.

Teachers will be accepted for this workshop on a first-come-first-served basis. A \$100 non-refundable fee check must be made payable to the Department of Drama, The University of Texas at Austin. Teachers accepted will receive immediate confirmation. If the workshop is filled, registration checks from those not accepted will be immediately returned. A waiting list will be maintained.

Teachers in the "short term" workshop will view workshop laboratory scenes, the three major workshop productions, workshop classes, and Dept. of Drama productions during the five day program. Critique sessions on all activities will be held.

Teachers desiring to participate should mail the registration fee to Lynn Murray, director, Summer Theatre Workshop, Dept. of Drama, UT-Austin 78712.

ual Arts and a five time UIL State OAP Contest winning director.

Workshop courses for drama teachers interested in developing individual talents and teaching skills will be offered. Eight semester hours of credit may be obtained by registering as a "transient" student for drama courses devised to parallel the workshop program. Six semester hours of graduate credit may be earned toward an MFA in Teacher Training. Those seeking graduate credit must apply prior to April 1. Regular university registration fees are required.

The workshop will be of special benefit to teachers seeking hours in drama to comply with the TEA plan for drama teacher certification, meet local requirements or develop individual talents and teaching skills. The workshop will better prepare teachers for play production activities, for participation in the UIL one-act play contest and for teaching the variety of theatre subjects available in the new TEA *Theatre Arts Framework for Grades 7-12*.

Teachers may register for the course sequence noted above or select courses approved by drama advisors.

Teachers interested should request admission to the University as a graduate student (deadline April 1) or "Transient" student (preferably before June 1). For further information contact Lynn Murray, director, Summer Theatre Workshop, Dept. of Drama, UT-Austin 78712, or call the UIL, 512/471-5883.

TETA convention a marvelous success

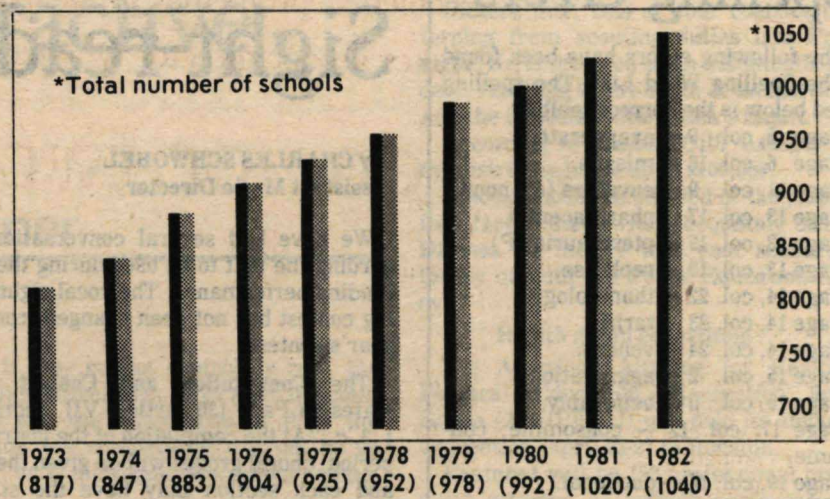
Application forms for the State Meet OAP Honor Crew and Eligibility Notices have been mailed. District materials are being processed. Some districts are being held very early. Make sure your eligibility notice is postmarked at least ten days prior to the zone or district meet.

If you missed the Texas Educational Theatre Association convention in San Antonio, make plans to attend next year, Jan. 27-29 in Waco. The 1982 convention was super, thanks to host Ron Lucke and his colleagues. Several outstanding programs were directed toward the OAP contest.

Many thanks to Rachel Anne Mattox, director at Katy; Taylor and Luis Munoz, director at San Antonio; MacArthur, for providing demonstration scenes for the critic judging workshop. Their students provided outstanding examples of quality secondary school theatre and demonstration critic James Henderson presented a perceptive and empathetic example of the UIL adjudication process. Henderson is president elect of TETA and co-host for the 1983 annual convention in Waco.

Many directors asked about UIL unit set usage. Contest management was a major topic of discussion and the OAP time limit drew some attention. All of these items will be studied in the coming year. Since contest time is near, unit set usage is a current topic in need of discussion.

The UIL unit set may be used in any manner desired by a director so long as the set is not damaged. You may not use nails, screws, or tape to attach trim items to the unit set, but you may use hangers, S hooks, weighted string or wire, C clamps or furni-



OAP participation jumps again

Ninety percent of all eligible schools are staging a one-act play this spring. And, for the 10th consecutive year, one-act play participation has increased.

Of the 1151 eligible schools, 1040 will take part in spring meet activities. Conference AAAAA and Conference AAAA both registered 97 percent participation while AAA followed with 95 percent, AA with 91 percent and Conference A with 79 percent.

It is estimated there will be approxi-

mately 14,000 students involved in one-act play this spring, according to director Lynn Murray. Those students will participate in more than 230 one-act play contests.

"Each year, the popularity of one-act play contest increases because communities are finding the works of high school students extremely enjoyable and, in these times, a good entertainment bargain," Murray said. "Also, school administrators realize the educational benefits of drama."



Educational theatre

By Lynn Murray

ture clamps to temporarily attach trim items or connect together unit set elements.

It is perfectly permissible to hang a picture, flag, wall hanging, etc. from the unit set with a hanger hook and thread or wire from the top, but you may not stick a hole through a flat or pylon. You may not use masking tape or any other type tape on the unit set. It will peel the paint.

You may use only the specified number of unit set elements identified in the *Handbook for One-Act Play*, Ninth Edition and on the unit set correction sheet provided with each *Handbook*. There are four three-fold flats, four two-fold flats, two 4' step units and two 2' step units. There are two each of the 4', 6' and 8' pylons. Please note that unit set pylons cannot be made of plywood on three sides. Only one side may have a 1/4" plywood cap, covered by canvas.

Platforms and ramps have caused some problems. There are two 4'x4' ramps. The printer put an incorrect heading above the ramps in the *Handbook*. There is no such thing as an 8' ramp in the UIL unit set. There are two 4'x8'x1' platforms. These items may be constructed as platforms or parallels. It is permissible to substitute two

4'x4' platforms for one 4'x8'. No, you can't use both!

You may use only one complete unit set or the total number individual pieces designated to build. You may not use more than the number specified and the state office has not approved any additional unit set elements by special approval. The contest manager is responsible for supervising the availability of the unit set. It is best to arrange for one legally constructed set and tell all others to leave unit set elements at home. Problems are caused when some elements do not match. Make sure you know what is available before your rehearsal. Make sure it is the proper size and construction. No, you may not cover the bottom portion of the platform and ramp with plywood or canvas. You may not build step units 2' high.

You may stack unit set elements. The extreme example is a 4'x8' platform on top of four flats with C clamps holding them as legs. This is probably too high for most things you want, but it is legal. It is not unusual to see a 4'x8' platform supported 4' high by two pylons and two step units. You may do this if you wish, but make sure you use C or furniture clamps.

Contest feedback

Feedback, or the lack of it, at district and regional contests has always been a bone of contention with many journalism advisers.

Written critiques of contest entries is always preferred but for a variety of reasons, is not always possible. The League urges host sites to conduct 30-minute oral critiques, in which the strengths and weaknesses of the entries are discussed.

If oral critiques are not possible, we suggest the host site mail a copy of the winning entry in each category to the adviser at each competing school. The adviser should bring to the contest site a stamped, self-addressed envelope. The judge may also include a xerox sheet, listing strengths and weaknesses of the entries.

If you have suggestions/comments concerning district spring meet feedback methods, please send them to the UIL journalism director.

Order extra books

When ordering next year's yearbook, plan to have several extras to be used for rating and critical services. In many instances, staffs mailed student's books or xeroxed pages from books. Of course, we have a difficult time returning contest entries, simply because of the bulk of material we receive. And xerox pages — no matter how good — stand poorly next to the real thing.

Worst of all are those staffs who submit a photo or story, with instructions for us to judge it under two or more categories. Since different individual achievement award contest entries go to different judges, we cannot oblige them, and the entry is placed in the first category named.

Problems, problems, problems.
Makes a poor director wonder:

Would anyone mind one or two semi-radical changes?

Tossing out thoughts ...

At a recent TAJD regional meeting, journalism teachers discussed the possibility of doing away with the fall newspaper criticisms in favor of more in-depth comments on the newspaper and newsmagazine rating forms — in much the same way as the yearbook rating/criticism is done.

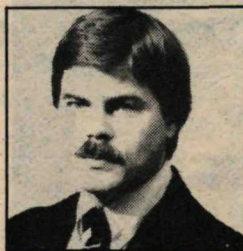
I can see good and bad from such a plan. Quite a few beginning advisers find the criticisms exceptionally valuable. Of course, we have a problem of receiving the newspapers for criticism, finding a critic, getting the papers to him and back, and passing them along to the adviser. The process generally requires two months.

After two months, the staff is ready to enter papers for rating. The criticism, in that case, isn't a lot of help, except as basic information. It has arrived too late to implement suggestions in the latest issues.

A possible solution is doing away with the "first three issues" and asking for the first issue alone. In most cases, the critic/judge concentrates on only one issue anyway. Most staffs have produced at least one newspaper by October 1. If we could have all papers to judges before October 8, we could possibly have them back before Christmas.

A problem with the in-depth newspaper rating is a lack of time. We have about three weeks to rate papers. Some categories contain as many as 45 papers. It would be asking too much of a judge to give a four-page written critique of 45 papers in a three week period.

This brings us to another point: It may be time to break down the newsmagazine cate-



Scholastic journalism

By Bobby Hawthorne

gory into newsmag-1 and newsmag-2. We may want to further breakdown the printed four-through-six categories as well. It is unfair for some schools to compete against 40 to 45 schools, while smaller schools compete in categories of 10 to 15 members. The ILPC office will provide a breakdown of schools by enrollment, and then suggest a possible division breakdown, at the ILPC convention.

In addition, a breakdown of the Conference AAAAA individual achievement awards is needed. Competition in AAAAA is often four or five times greater than the other conferences. Again, a AAAAA-1 and AAAAA-2 individual achievement award system seems inevitable. Perhaps we could then have a "Tops in Texas" for each of the IAA categories, pitting first place winners in each conference against each other.

Finally, changes in the yearbook rating/criticism structure may become necessary. Participation in the yearbook ratings jumped at least 10 percent this year and judges were shocked to receive 55 and 60 books, rather than the 30 to 40 that had been the norm. We will find it difficult to hire judges willing to critique/rate 60 books,

given the time-frame they're asked to work under.

Two possible solutions: (1) Do away with the conference format, replacing it with a Y-1 (enrollment 0-250), Y-2 (250-500), Y-3 (500-750), Y-4 (750-1250), Y-5 (1250-2000), Y-6 (2000 and up). The enrollment figures listed here are strictly off the top of my head, and we would breakdown schools according to enrollment to gauge the size of each division.

(2) Splitting the deadline for submitting books, so that spring delivery books are in the hands of the judge no later than July 1, and the fall delivery books to the judge by November 1.

Not only would this lighten the load on the judge, it would provide spring books a quicker criticism return, which of course means they could implement the comments in the preparation for the next year's book.

I will discuss these proposals with advisers during the ILPC convention in March. If it is not possible for you to attend ILPC or that meeting, please forward your comments to ILPC, Box 8028, University Station, Austin, Texas 78712, as soon as possible.

The Best Little Convention in Texas!

Rules and requests

- Registration fee is \$5 per delegate badge. Admittance to sessions will be regulated strictly and persons entering sessions without valid badges will be asked to leave. ILPC will provide plastic, pin-on badge holders.

- Advance registration is encouraged. ILPC will mail badges as soon as orders are received, except for orders received on or after March 10. Those orders may be claimed at the registration desk in the Thompson Center the day of the convention.

- Advisers are considered delegates and must pay registration fees. Fees do not cover hotel or meal costs.

- Payment of fees must accompany registration before or at the convention. No fees will be billed. If badges are lost, a full replacement fee will be charged.

Chuck Savedge and Nancy Patterson are coming in from Virginia; Jim Paschal, Maxine Hausholder and Rick Hill from Oklahoma; Bruce Watterson and John Cutsinger from Arkansas; And Carl Vander-muelen from Iowa.

They'll all be in Austin March 19-20 for the 55th annual Interscholastic League Press Conference state convention. Joining them on the 100-plus session program will be many of Texas' finest high school and junior high publication advisers, journalism professors from UT, and outstanding Austin-area professional journalists.

All-in-all, it's shaping into one of the finest journalism conventions ever held in the Southwest. Registration will begin at 10 a.m. Friday, March 19 in the Joe C. Thompson Conference Center, located at the corner of 26th and Red River — just north of the Lyndon Johnson Library.

An opening session will be held at noon, and the first instructional sessions will begin at 1 p.m. Four sets of sessions will be held Friday, with the last session ending at 5:30. Friday evening is reserved for dining and entertainment.

Activities begin at 8:45 a.m. Saturday with the announcement of the individual achievement awards. Instructional sessions resume at 10 a.m. and will be followed by classes at 11:15 a.m. and 2 p.m. The grand awards assembly, in which ratings and top publication awards will be announced, will begin at 4 p.m. in the LBJ Library.

All schools are invited and urged to attend. For reservations, clip and mail this form to ILPC. Make checks payable to the Interscholastic League Press Conference.

We're looking forward to seeing you in Austin in March!

ILPC REGISTRATION FORM

Please find _____ for _____ tickets \$5.00 each for \$ _____.

Clip and return this form to:

Interscholastic League Press Conference
Box 8028 — University Station

Convention Registration
Austin, Texas 78712

Debate selection system ensures the finest new year's resolutions

By RITA HARLIEN
El Paso Eastwood

I suppose every debate coach in the country yearns to have a voice in the design of the national debate topic. In Texas we're lucky. One of us is chosen each year to accompany the U.I.L. Director to the N.U.E.A./National Federation Conference. The debate coach serves as advisor to Dr. Marshall in the critical process of carving out three topic areas, each further broken down to three specific resolutions.

Participating in the first step of the process of determining the national debate topic was, for me, an enlightening and memorable experience. I strongly urge any colleague invited by Dr. Marshall to attend this conference to respond with an enthusiastic acceptance. It is well worth the three days of Christmas vacation time that must be sacrificed in order to attend.

The conference held many surprises for me, probably because I knew so little about what to expect. For example, I had anticipated having to do a great deal of study beforehand. When packets containing materials on the proposed areas did not arrive, I thought that they had been somehow lost in the Christmas mail. Actually, most of the delegates arrive having received no material prior to the conference; it is considered a more valid decision if reached within a given time frame and without preconference analysis and possible bias.

Surprising, too, was the number of delegates. I had expected 100 people or so (or at least a representative from each state.) The roster of delegates revealed 31 voting delegates from 29 states plus delegates from N.F.L. and N.C.F.L. and several alternates. (Janet Wiman and I were actually classified as delegates; Dr. Marshall is the official Texas voice.) There were also some non-voting participants there as study committee persons who presented reports and clarified information in regard to specific topic areas.

So momentous a decision would seem to require a vast number of specialists and a longer period of time than three days. How-



Rita Harlien

ever, the size of the conference was ideal in that it was large enough to accommodate necessary numbers for subcommittees but not so large that general meetings were unwieldy. Timewise, three days provided adequate time for covering synopses of research that had been done over the past year by those persons charged with investigating particular areas under consideration as national topic areas.

Much of the work is done by the study committee and by the wording committee. However, delegates are expected to peruse carefully the written reports distributed at the opening session and to give careful attention to the oral reports presented the following day.

General observations from a neophyte delegate include an appreciation for the total process of topic selection. I noted a keen concern that students be given a topic that clearly identifies what the students are expected to address in terms of issues. (There was a general dismay voiced throughout the conference about "squirrel" cases and avoidance rhetoric.) The process was one

that was essentially reflective; advocacy of particular topic areas was a secondary phenomenon.

The so-called "Marshall Plan" (based on a proposal made last year by Bailey Marshall to involve more delegates,) resulted in a slightly different process this year and was reported to have relieved the wording committee's task significantly.

Much discussion occurred about the wording of the resolutions. Occasional debate broke out, but, again, I did not perceive this discourse as argument generated from selfish motive so much as honest concern about possible distortion or ambiguity.

An interesting enclosure in our packet was a listing of national debate questions from 1928 to present. Glancing over the list, today's debate coach cannot but wonder how this honorable academic exercise survived such choices as "Resolved: That chain stores are detrimental to the best interests of the American public" (1931) or "Resolved: That the United Nations now be revised into a Federal World Government." (1949)

I suppose that such challenging resolutions give credence to one delegate's observation that "debate will always exist. It will be here long after you and I are gone for it is our nature to consider both sides of an issue." One might surmise that it is our nature to consider and *reconsider* controversial matters, for the 1929 debate topic was: "Resolved: That a federal department of education should be created with a secretary in the President's cabinet."

I am pleased with our choices of topic areas. All three seem to be strong, and all three were supported by Texas throughout the voting. The resolutions were carefully designed by the wording committee and were further refined by the general assembly of delegates. Now, as debate coaches across the country receive their ballots, I wonder if they may not be saying what I have so often said: "Is this the best they could come up with for topics???"

The answer to that question is ... Yes. Now it is up to the "grass roots" vote to choose the best of the best.

Avoid mixing real, imaginary

By KAY WESSON
Smithville High School

The student who has had training in interpretation might be a better actor because of that training, but there is a real difference between interpretative reading and acting. Interpretation deals with a story that exists in the imagination of the reader and of the listener. The meaning conveyed to the listener depends on the skill of the reader to interpret the meaning of the passage.

Interpretation, then, is a creative process for both the reader and the listener. The reader builds an experience out of the marks on a page. He creates an illusion. The listener also creates. The reader does not need a physical stage; he talks to an audience. The stage on which his characters move is not limited as in a theater. It can reach anywhere our imaginations can go.

When a student is criticized for "acting" in a reading or interpretation, it is frequently because he has gone too far in the matter of literal action and physical placing. He has mixed the imaginary with too much reality. When the reader uses physical objects and actions, he takes us out of the realm of imagination or illusion. The listener is returned to the real world of the present.

The interpreter must avoid mixing the real with the imaginary. He can describe an object such as a rose, and we can imagine it; we can see it in our mind's eye. If, however, he holds one, probably a wilted one, in his hand, gone is our mental picture and we are back to reality. The same is true of an action. The reader can describe the anguish felt by a grieving mother; but if she begins to cry, we do not see a mother weeping, we see a young lady weeping. Had she told us instead of shown us, we would have felt the emotion she wanted us to feel and to see.

Only through *suggestive gesture* can we get the feeling of being somewhere else. The confusion that results from mixing the two — real and imaginary — is the most common reason for the interpretative reader being criticized for "acting."

Experience alone not only benefit of practice tourneys

By DONNA BLEVINS
Austin

There are two purposes to extemp topics designed to be used for pre-tournament practice. The first is to closely simulate the contest situation. The second is to expose students to as broad a range of topic categories as possible. All too often, extemp topics for practice are hastily thought up and arranged.

Very often an instructor will say "Give me a speech on Libya", or will not clearly elucidate a speech topic which challenges the student to the rigors of the event.

The best practice is that which imitates the real situation. It makes sense, therefore, to take as much care in the planning and writing of practice topics as is taken in developing better skills in the practice speech. All of this means, of course, that

you accomplish the two goals.

Tournaments are known for a wide variety of topics, and a rather wide variety of topic wordings. There really is no such thing as a *bad* topic (outside of the obvious ones taken from an obscure story in Newsweek's "Update" section; or one hideously out of date). Some topics are merely worded better than others, and it seems that the universal factor in all topic complaints is directly related to just how much or how little research and reading a student has done.

At any rate, practice topics should reflect the likely fare at any given tournament. It follows, logically, that the topics should be presented in a manner consistent with normal tournament administration. It takes time and practice to learn how to best utilize the 30-minute prep period offered

each student.

Learning to choose a topic and allocate time wisely are essential parts of the extemporaneous speaking process. Those elements can ill afford to be left to the tournament experience alone, and need to be a part of each student's training *prior* to the contest.

The second purpose remains, and that is to provide a wide variety of topics to a student. The more practice speeches a student gives, the greater variety of topics he/she will have been exposed to. That means, of course, that the opportunity to read — to learn more about the current events of the day — increases. The more reading a student does, the less likely he/she is to come across a topic at an actual contest with which he/she is totally unfamiliar.

In making sure that students learn about

a wide variety to topics, coaches and teachers should do two things: 1) They should never allow a student to choose the topics on which he/she will speak in practice and 2) they should use the tournament method of having a student select from several topics.

Specialization is good to a point, because a student is better prepared in some areas and will develop a forte that will be beneficial in knowledge and in performance results. Too much specialization, however, means that a student will not be as prepared on a number of topics, and that can cause problems if the three or five topics drawn do not include a topic familiar to the student.

Allowing students to choose their topics means that they will very likely elect to

NCAA goes through passing phase

Twelve rule changes most significant action on passing game in 20 years

Recognizing the offensive trend toward the passing game over the last five years, the NCAA Football Rules Committee closely evaluated all aspects of the aerial game. The balance between rushing and passing, offense and defense, the fairness (equality) of the administration of fouls and penalty enforcement and the effect of the annually improved skilled position players were closely scrutinized.

The first significant changes in the passing game rules in 20 years resulted from the Rules Committee's evaluation.

Twelve changes ranging from standardizing the size and position of the yard line numbers on the field to aid receivers, defenders and officials to the definition of a catchable ball were voted into the rules.



Postscripts on athletics

By Bill Farney

The Committee's prime concern going into the meeting was the reclassification of fouls away from the area where a forward pass was thrown. In 1981 these fouls were either penalized as pass interference or were not called by the officials. Loss of the ball at the spot of the foul was the 1981 pass interference rule.

The Committee resolved this problem by defining a catchable ball, redefining defensive and offensive pass interference and penalizing the defensive team 5, 10, or 15 yards from the previous spot plus a first down for non-pass interference contact fouls.

The passing game penalty structure was subject to eight changes. The touchback penalty for offensive pass interference in the end zone or illegally touching a forward pass in the end zone were eliminated. The penalty for ineligible beyond the neutral zone was changed from 15 yards to 5 yards plus loss of down.

The automatic safety for intentionally grounding a forward pass from the end zone was changed to provide the offended team the option of a safety or the play result.

Recognizing an often used but not penalized practice, the Rules Committee eliminated the penalty for throwing a forward pass out of bounds to conserve time.

Blocking an eligible receiver below the waist as an illegal act has been expanded to include downs in which a forward pass is not thrown.

Passing teams, more than rushing teams, will probably be aided by the change which penalizes fouls by the offense behind the neutral zone from the spot of the snap rather than the spot of the foul. Prior to 1982, fouls by the offense behind the neutral zone were penalized from the spot of the foul rather than the spot of the snap. The 1981 fouls by the offense behind the neutral zone left teams with first down and 35 to gain if the foul was committed 10 yards behind the neutral zone. Under the new rule, the worst penalty will be 15 yards from the spot of the snap which means first down

and 25 yards to gain will be the severest penalty.

Tight ends and split ends, because of numerous false start problems in recent years will be restricted when their hand(s) are on or near the ground but only when they move into the neutral zone. Their freedom to shift in any other direction has not been affected.

Tearaway jerseys, illegal in 1982, will carry a charged team timeout. Other illegal equipment will also cost a team a timeout but only if it becomes illegal through play.

To accommodate teams with players, coaches and authorized attendants totalling 150 and more, the team areas were extended to the 25 yard line.

The specifications of the ball were increased to accommodate the balls presently in use. The length of the ball was increased 3/16 of an inch.

The increased use of sticky substance in recent years by players initiated a rule change prohibiting the use of adhesive material as well as slippery substances affecting the ball or an opponent.

To assist officials in determining the grasping of the facemask, the penalty was changed to 5 yards for incidental grasping and 15 yards for twisting, turning or pulling.

Twenty-five second field clocks were added to the rules and provide the home team the option of using them.

Faced with annual protests that halftime intermissions exceed the legal 20 minutes and games are not starting on schedule, the Committee provided a 10 yard delay penalty against the home team. Note: High school halftimes may be 23 minutes.

In a continuing concern to make game safer, a timeout will be charged for an unsnapped chin strap or failure to wear hip pads with tailbone protector. The yardsticks and down indicators with flat ends became part of the rules.

The NCAA Football Rules Committee, to make the game as safe as possible, continues to respond to the changes in college football while maintaining a balance between offense and defense and providing an interesting game for the spectators.

Boys' and girls' basketball

Tourney tickets available

Two weeks of the finest basketball in Texas.

That's what's in store for fans, March 4-5-6 and March 11-12-13, as the boys' and girls' state tournament kick off in the Erwin Center in Austin.

Opening the 14-day affair will be the girls', who hit the floor at 8:30 a.m. Thursday, March 4 with a Conference A semifinal tilt. Three sessions will be held that day, with the Conference A semifinals being played at 8:30 a.m. and 10 a.m., the AAA semis at 2 and 3:30 p.m., and the AAAA semis at 7 and 8:30 p.m.

On Friday, the AA girls will square off at 9:30 and 11 a.m., and the Conference AAAAA squads will meet at 4 p.m. and 8 p.m.

All championship games will be played Saturday: Conference A at 9:30 a.m., AAA at 11 a.m., AA at 2 p.m., AAAA at 3:30 p.m. and AAAAA at 7:15 p.m.

The boys will follow the exact time for-

mat as the girls.

Tickets for both tournaments are available, with adult all-tournament selling for \$25, student all-tournament tickets for \$15 and reserved ticket for each session for \$3 each.

All-tourney tickets are now on sale and will remain available until 11 a.m. Thursday of each tournament at either the Erwin Center box office or by writing the Frank Erwin Center, P.O. Box 2929, Austin, Texas 78769. Checks or money orders should be made payable to the UT Frank Erwin Center.

Tickets may be charged on VISA or MasterCard by calling 512/477-6060. Out-of-Austin residents may call 1-800-252-9909.

Student tickets are valid for high school students only. UT-Austin or other college/university students must purchase adult session or tournament tickets.

All seats are reserved and the Erwin Center will not refund money or exchange tickets.

tition be considered first, with the competitor with the fastest preliminary time advancing to the state meet. If a tie should occur there, then decide by flipping a coin.

State: The state finals shall be swum in two heats: A consolation final heat preceding the championship final heat in each event.

Officials — The Legislative Council instructed the Athletic Committee to study subvarsity level fee structure, and if an increase is needed, the Committee is to take action and make this change in June, 1982. They instructed the staff to notify all schools that this change may be made next year.

Soccer News — A survey has been sent to 5A and 4A schools to determine the extent of soccer participation for the 1982-83 season. Schools were asked to return the survey by February 15 so as to allow for tentative districts to be set. Conference AAAAA schools must indicate participation by April 15 or forfeit the opportunity to participate until a change in the *Constitution and Contest Rules* is made. Conference AAAAA schools must file final acceptance plans by September 15.

State swimming meet consolation finals among more important spring rule changes

The following changes of League rules for 1981-82 are in effect and should be noticed.

Golf — Rule 6 in the Golf Plan is changed to read: Team honors shall be determined by adding the best four score for each 18-hole round of the five players who enter as a team. The team with the lowest score will be the team winner. In case of a tie, the four players with the best scores on the final 18 holes will be involved in a playoff.

Track — Change the order of the track events by placing the 3200-meter run first.

Swimming — Regionals: To break a tie for the wildcard positions to the state championships, the times of the competitors from the regional preliminary compe-

Volleyball rule changes for 1982-83 season given

Volleyball major rule changes for 1982-83:

1-4-2 — States the score of a forfeited game shall be 15-0.

15-1 — Defines a match as winning two out of three games with a note that state high school associations may adopt a match as winning three out of five games (5-3-3d, 9-2-1).

4-1-2 — Clarifies braces and supports are permitted on body parts other than on fingers, hands or forearms. Braces must be padded with at least one-half inch foam rubber, and supports cannot be hard, unyielding or abrasive.

4-1-4 — Specifies hair devices may be worn if made of soft material.

5-3-1g — Clarifies the procedure and the two choices for the coin toss.

5-6-3 — Clarifies when time is used in determining the game, the timer shall indicate the remaining time for play when there is no visible clock during the dead ball periods when four, two and one minute(s) remain(s).

5-7-2b — States when two line judges are used, they shall stand near the intersection of the sideline with the end line, opposite the serving areas.

6-4-PEN 1 — Specifies intentional screening is unsportsmanlike conduct (12-2-PEN 1).

7-3-1 — Clarifies the period between games shall be no more than three minutes.

9-7-1 — States reaching over the net is permitted only during (a) the attempt to hit; (b) the follow through of a hit made on the players own side; (c) a fake hit.

Ready-writing director wins UT award



Because he came from a family of teachers and ministers, Dr. Charles Robert Kline never worried about what he would choose as his profession.

"There was no particular time" when he decided on teaching, but his students at The University of Texas are glad that he did. He is the 1981 recipient of the College of Education Teaching Excellence Award.

"Dr. Kline, who has taught at UT-Austin since 1972 and who serves as UIL ready writing director, recalls that it was during his years in junior high school that he decided to become a college professor and that later, in graduate school, he decided to combine his love of the English language and literature with the training of teachers.

Further supporting his love of teaching is his dedication in the Center for Teaching Effectiveness, which offers assistance to all levels of instructors on campus through group workshops and seminars as well as individual consultations and evaluations. Dr. Kline has been associated with the center for five years.

He also has time to work with the UIL's ready writing competition, including giving hints to prospective competitors during workshops and writing the handbook for the competition for the high school writers.

The College of Education Student Council coordinates the teaching excellence recognition program for the college. Faculty members go through several states of eval-

uation from nominations to actual classroom visits and interviews with the teachers and some of their students. The honor carries a \$750 award with it.

Dr. Kline is a past director of the Office of Student Field Experiences, which coordinates and supervises the college's extensive field-based programs including observation, internships and practice teaching.

It is our country's national dedication to a goal of universal literacy that places extra burdens on today's educators, Kline believes.

"This is one of the few countries in the world to even try to achieve national literacy," he said, adding that such a goal makes any deficiencies more noticeable.

How to pull up performances in one area of studies with sacrificing other areas is a particular problem in the back-to-basics movement, he said.

Semifinalists due medals

For the first time, semifinalists in debate and tennis will be awarded bronze medals at the State Meet, the result of a Policy Committee decision.

In the past, no third place was awarded in either competition. This spring, however, four semifinalists in each conference will receive bronze medals in debate as well as two semifinalists in each conference in tennis singles and four semifinalists in each conference in debate doubles.

"I am pleased that semifinalists will be recognized and will receive awards in

debate as these contestants have excelled in a very demanding discipline," Janet Wiman, activities director, said.

"To be one of the top four debate teams in the state in any conference is a true accomplishment and deserves recognition at an awards ceremony," Wiman added. "The UIL Debate Study Committee and Literary Committee strongly supported this recommendation."

The debate awards ceremony will be held at 2 p.m. Saturday, May 1 in the Business-Economics Building, Room 150.

Speech Q&A

Q: May a contestant select a poem by an unknown or anonymous poet?

A: Yes. The C&CR does not exclude materials of this nature. Many famous poems are found listed this way. The key word in the C&CR is **published**. The work must be published.

Q: What do we do if there is some question whether a poem is lyric or narrative, or if a prose selection is a short story or essay?

A: Consult definitions. If you find the piece in a book of essays, take the source to contest as documentation.

Q: In what prose category (A or B) would a student read a selection from a novelette or novella?

A: They are both defined as a short novel and as a long short story. Use your own judgment. If the committee elects to change this opinion for next year, it will appear in the C&CR.

Addition to OAP judges list

Twenty-two accredited critic judges were added to the 1981-82 list by attending recent critic judging workshops held at Student Activities Conferences and during the Texas Educational Theatre Association convention, Feb. 4 in San Antonio. This addendum should be attached to those listed in *The Leaguer* in November. This addition to the 1981-82 Accredited Critic Judge List is published for the benefit of contest personnel who have not yet selected critic judges.

Recertified Critic Judges

David Crawford, Tyler Junior College, Tyler 78705 III, 214/597-1884
Ruth R. Denney, The University of Texas, Austin 78712 IV, 512/471-7544
Paul A. Hutchins, Cooke County College, Gainesville 76240 II, 817/668-7731
Cherald Ellis Kocurek, St. Mary's University, San Antonio 78284 IV, 512/436-3545
Pamela D. McDaniel, Tarrant Co. Jr. College-NW, Fort Worth 76179 II, 817/232-2900
Jim Rambo, Western Texas College, Snyder 79549 I, 915/573-8511
Ronald Schulz, Texas Tech University, Lubbock 79409 I, 806/742-3601

New Critic Judges

Pat Baldwin, Angelina College, Lufkin 75901 II, 713/639-1301
Sally Barbay, Strake Jesuit College Prep., 8900 Bellaire, Houston 77036 III, 713/774-7651
M. Caroline Canfield, Angelo State University, San Angelo

76904 I, 915/942-2344
Nicholas G. Carter, San Antonio College, San Antonio 78284 IV, 512/733-2715
Susan Leslie Carter, Trinity University, San Antonio 78284 IV, 512/736-8511
Donna Clevinger, North Texas State University, Denton 76203 II, 817/788-2211
Olga Samples Davis, St. Philip's College, San Antonio 78203 IV, 512/531-3542
Ed DeLette, North Texas State University, Denton 76203 II, 817/788-2211
Michael Fortner, Austin College, Sherman 75090 II, 214/892-9101
Daniel M. Grace, McLennan Community College, Waco 76710 II, 817/756-6551
Sandra Harper, Austin College, Sherman 75090 II, 214/892-9101
Mark Horton, 2808 Whitis, #302, Austin 78705 IV, 512/480-0228
Richard A. Jones, Incarnate Word College, San Antonio 78209 IV, 512/828-1261
Cynthia Miller, Austin College, Sherman 75090 II, 214/892-9101
Steven J. Peters, East Texas Baptist College, Marshall 75670 III, 214/935-7963
Molly Rizzo, Southeastern Oklahoma State University, Durant, Oklahoma 74701 II, 405/924-0121
Steve Schoolar, Texas A&M University, College Station 77843 III, 713/845-2716
Donald W. Seay, St. Edward's University, Austin 78704 IV, 512/444-2621
Libby Smith, 3317 Montrose, Suite 1188, Houston 77006 III, 713/464-8385
Norma Watts, Angelo State University, San Angelo 76909 I, 915/942-2031
E. Don Williams, Lubbock Christian College, Lubbock 79407 I, 806/792-3221
Darrell Woolwine, Denton Community Theatre, Box 1931, Denton 76201 II, 817/382-7014

Auditions may spur trouble

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quired date of entry. For all that the league is concerned, the band, choir or orchestra may be composed of several classes, a group just organized for the contest or membership assembled, as long as it is done so 30 days before the first day of the contest.

The organization roster may include several students not registered for band, choir or orchestra: it is not required that all the students perform on the stage in the contest. For example, a director may include

several pianists who do not perform with the group but are entered as piano soloists. Such people may be declared on the roster provided all other eligibility requirements are met.

In the past, many directors have used this membership requirement as a means of securing suitable accompanists. They have placed pianists on their roster for solo purposes with the understanding that they play a number of accompaniments. Furthermore, this procedure gives the music teacher control of their entire solo program.

Current event topics

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speaking only on the topics they like, avoiding different, unusual or difficult ones. Getting only topics that you wish to speak on is not a luxury enjoyed by many speakers at extemp draw.

In general, then, coaches and teachers should provide their students with specific topics stemming from the broad range of current events prevalent at the time. At this point, the general topics would deal with: 1) Reagan, economics (austerity, etc.); Richard Allen; administrative conflict; arms (B-1 vs. Stealth, etc.); David Stockman; 2) domestics, private spending/saving; the housing industry; mergers; ERA; space shuttle; budget cut impacts; 3) foreign, Venezuelan hijackers; Cancun; Andrei Sakharov; Libya; Middle East.

This is hardly a complete list, but is an indicator of what is needed. To be more specific, the broad idea can be worded several ways into different topics. Below are some suggestions for just such a task:

INFORMATIVE

- Richard Allen: What was the problem?

- The latest hijacking: Why?
- What is the status of the fighting in Nicaragua?
- What is the Alaska Pipeline?
- Creationism: What are the issues?
- Who is Jerry Falwell?
- What is supply side economics?
- The second budget round: What are the goals?

PERSUASIVE

- Is Reagan's decision to rehire striking controllers a sound one?
- Another hijacking: What is the world to do?
- Has Stockman's "boo-boo" killed Reagan's budget credibility?
- Will the poor become poorer with Reagan in office?
- Should US natural gas prices be decontrolled?
- Has administrative infighting weakened both domestic and foreign faith in our government?
- Beefed up security: Are Libyan threats to be taken seriously?
- Is the Moral Majority losing its clout?