

# SOCCER

## UIL's newest sport 'really a lot of fun'

On one of those late winter late-afternoons, with the sun igniting a burnt-orange sky and a wisp of breeze forcing fans to keep a light jacket at arms' length, two girls' soccer teams took the field.

No district championships were on the line. No wave of bouncing cheerleaders accompanied the teams onto the field. There was no victory sign to crash through. No band to play the school song. No crowd to speak of, except for two wisecracking boys' teams, who would play in two hours, a few scattered coaches and managers, and one curious photographer, who'd never seen a girls' soccer match in his life and wanted to know what all the fuss wasn't about.

So taken by the ovation provided by a quiet crown of 5,000 empty aluminum seats, the girls' did what came naturally: They giggled. If they were nervous, they didn't show it. As a steady stream of conversation shot back and forth, interrupted by an occasional apology for missing a shot or planting a toe into another's ankle, the game assumed to the photographer all the intensity of a slumber party.

Or a family picnic. Seconds before the start of the game, a woman sprinted across the field, waving a pair of red-striped kneesocks and white cleated shoes so that her thoroughly embarrassed daughter would not be forced to take the field in two black-and-white checked, New Wave deck shoes.

Half embarrassed herself, and slightly out-of-breath, the woman explained to the coach, "I warned her not to run off and forget her shoes, but you know her."

Apparently, the coach did. He giggled as the woman took her place in the stands with the late-arriving crowd.

At 6 p.m. straight up, the coach drew his team together for a word of inspiration, followed by a "One-Two-Three, Go Big Red!" which bellowed through the stands. The girls raced onto the field and at 6:02, an official did whatever soccer officials do to start the game.

"Okay, let's move out there," the coach shouted.

"Go for the ball! Go for the ball!"

"Talk out there. I can't hear any talk out there."

"Kick the ball down here!" he pleaded with a young lady, who in three shots managed to bring play to a screeching halt each time. On the third kick, the ball sailed into the stands. "Well, at least I got my foot into it this time," she



reasoned.

Meanwhile, the boys pelted down indignities and all sorts of innuendo.

"Ugghhh. Hit her back," they shouted when two girls collided. "Whoosh" or "strike three" when kicks failed to hit their target — the ball.

Some 25 minutes into the game, the action stopped and both teams hovered over a player, who had apparently smacked the not-so-funny side of her funny bone. Escorted to the sideline, she wiped tears away while pleading with the

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- Legislators want and need both sides of this issue. It is our duty to present the entire picture. Bailey Marshall comments, page 2.
- Public understanding and support is needed now more than ever. Bill Farney discusses community involvement, page 7.

## Bill to replace League filed

Legislation which would replace the University Interscholastic League with a state agency under the aegis of the State Board of Education has been introduced into the House of Representatives.

House Bill 556, sponsored by Rep. Frank Madla of San Antonio, calls for the creation of an agency "to provide in the public school system leadership and coordination of extra-curricular academic and athletic competition among school districts."

Major aspects of the proposed legislation include:

- Called the "Texas Interscholastic League," the agency would be governed by a commission, composed of nine members appointed by the State Board of Education "so as to provide representation from all areas of the state, with not more than one member from any one senatorial district."

- Membership would be open to all schools, rather than public schools only. "Each school district in this state" is eligible for membership.

- Rulings of the agency are subject to appeal. "Persons who have a matter of dispute among them that arises under the rules of the commission, or any person aggrieved by an action or a decision of the commission, may appeal to the state commissioner of education, the board, and the district court."

- Transfer students will be granted immediate eligibility. "A student who legally transfers to a school district in this state and who meets all age and eligibility requirements may not be excluded from participation in interscholastic competition or activity over which the commission has jurisdiction."

- The league would encompass all extracurricular activities, rather than only those now administered by the UIL. "The commission has exclusive jurisdiction over extracurricular activities involving interscholastic competition among school districts in this state."

The League would be governed by a commission, whose members serve staggered, six-year terms. The League itself would be run by an executive director, appointed by the commission.

The commission would organize conferences and districts, appoint advisory committees, establish a legislative council "to adopt rules to govern contests between member schools" and establish district committees. The district committee will be represented by an appointee of member school district board of trustees. The commission would meet quarterly in Austin.

Membership fees "must be reasonable and designed to help cover the costs of operating the league and the commission" and would be paid through 10 percent gate receipts of football and other contests held after the regular season to determine a state champion.

Penalties for rules violations may include suspension of the school district for up to five years as well as suspension of any teacher's certificate "on satisfactory evidence that a certificate holder knowingly violated a properly adopted rule."

"If the superintendent of the school district in which the certificate holder is or was employed at the time of the violation has reason to believe that a violation has occurred, the superintendent shall file a complaint against the holder with the commissioner. If the superintendent knowingly fails to file the complaint, the school district's league membership is subject to suspension."

The bill calls for implementation of the commission by January 1, 1984, and full operation of the program by July 1, 1984.

## State agency question chased

The University Interscholastic League has asked the State Attorney General to "pursue all available legal avenues to litigate the question of whether the UIL is a 'state agency' under the law," according to an attorney with The University of Texas System.

John Darrouzet stated the State Attorney General's Office is presently analyzing pending litigation involving the League in order to identify the most appropriate case for The University of Texas at Austin to seek an evidentiary review of the agency question.

"A recent Texas Supreme Court decision effectively left the issue unresolved when the Court refused to review a lower appellate court's ruling about the UIL's status as a 'state agency' in the limited context of appeal bond," Darrouzet stated.

In that case, a lower appellate court raised this issue itself

when it appeared the UIL had not posted an appeal bond in its district court decision. The UIL has proceeded on the assumption that as a state agency, the law did not require it to post an appeal bond.

"The status of the UIL as a state agency was not an issue in the district court; therefore, no evidentiary facts were in the record to help decide the issue at the appellate court level," Darrouzet stated. "Thus, the lower appellate court's opinion was not based upon any factual evidence. The Supreme Court simply decided not to review the lower appellate court decision with the case in that evidentiary posture."

Darrouzet said that the UIL is a part of the University's Division of Continuing Education and has administrative offices housed on the Austin campus. The League's 73-year history will be only part of the factual evidence to be offered when the appropriate forum is determined, he added.



# Present both sides of the issue

Many school superintendents, principals, athletic coaches, speech coaches, drama directors, music directors and other literary contest sponsors have become concerned that legislation proposed in the Texas Legislature could adversely affect their interschool competitive programs. The questions abound: Why is there legislation being considered? Who do I talk to and what do I say?

First let's talk about why legislation may be proposed. We as school people have not done a good job of selling our programs locally and throughout the state. The general public, and many of our elected officials, are 1) not aware that the Interscholastic League in Texas entails a broad range of activities than other states, and 2) realize that more schools and students participate here than any other state. Nor are they aware that most people throughout the nation look to Texas as having the best overall competitive program.

Few, if any, individual league programs would rank lower than fifth nationally and most are considered the top programs nationally, e.g. speech, music, drama, journalism, math, science, spelling, business, football, girls' basketball, girls' and boys' track (California "toss up"), boys' baseball, and girls' and boys' golf. All of the programs have improved over the past few years.

We have to explain that these programs reached these heights through a good statewide organization and strong support from the local communities.

We also need to understand that elected officials seldom receive positive information about the University Interscholastic League. They hear complaints when someone is ruled ineligible, or has been disqualified, and usually from the person or supporter who has received the adverse ruling. Sometimes they may not hear the other side of the story, or why the rule affecting them exists. All of us must work to keep our elected officials knowledgeable. If not, a negative reaction to the League can be expected. It's not their fault. It's ours.



**Bailey Marshall**

## Director's corner

We also must understand that our elected officials are intelligent and are interested in the common well-being of their patrons, otherwise they would not have been elected. They should not be treated in a condescending or belligerent manner. Legislator's opinions may differ from yours, but they have the right to their opinion. Our responsibility is to present both sides of the issue, and hope that the facts speak for themselves.

If you are concerned about legislation, whether it concerns the UIL or not, you should contact your legislators and tell them how you feel. He wants to represent the people from his area and wants to know your thoughts. You may call, write, or visit in person. When they have the time, legislators will be happy to visit with you or schedule a meeting with an aide.

When you meet with a legislator or his aide, give that person a glimpse of the entire picture. Let him know that you oppose changing the nation's most outstanding extracurricular activities program because changes may be disruptive and more expensive for the schools. You may not know the specifics, but odds are, you realize the benefits of a well organized and administered program of educational competition.

It is our duty to communicate both sides of this program.

## The Leaguer

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

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Dr. Bailey Marshall, director; Dr. William Farney, athletic director; Dr. Nelson Patrick, music director; Lynn Murray, drama director; Bobby Hawthorne, journalism director; Bonnie Northcutt, assistant athletic director; Susan Zinn, assistant athletic director; Charles Schwobel, assistant music director; Ray Westbrook, activities director; Janet Wiman, activities director; Gina Mazzolini, athletic assistant; Dr. Rhea Williams, TILF consultant.

Editor . . . . . Dr. Bailey Marshall  
Managing Editor . . . . . Bobby Hawthorne

# Official notices

### LANIER HS (Austin)

The Lanier HS orchestra is ineligible to compete in UIL music contests during the 1982-83 school year for violation of Article 24-5-3 of the Constitution and Contest Rules.

### KENNEDY HS (San Antonio)

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

### BORGER HS

The District 1-AAAA Executive Committee has voted to have Borger forfeit all volleyball games in which an ineligible player participated in violation of Articles 8-15-3 and 8-15-4 of the Constitution and Contest Rules.

### MUSIC MEMORY

Selection number 17 in the Music Memory Bulletin is stated incorrectly. The correct listing should read: Holst — *The Planets*: "Jupiter."

### MUSIC MEMORY

This correction needs to be made in the "Music Memory Bulletin": On page 5 of the Bulletin, listing number 11 should read: "Anitra's Dance".

### HARDIN-JEFFERSON

The district 20-AAA Executive Committee has placed Hardin-Jefferson on probation for the 1983-84 school year in football for violations of Rule 16-1-1. The Executive Committee also disqualified the Hardin-Jefferson girls' basketball team for district honors in 1982-83 and placed on probation for 1983-84 for violation of rule 25-3-3(1). The Executive Committee also disqualified Hardin-Jefferson's baseball team for district honors for the 1982-83 season for violation of rule 25-2-3(3) of the Baseball Plan.

### MUSIC PLAN

Page 143, Article 24-5-7 (5)(a), should read, "All Class I instrumental solos may be performed with the music. Class II and Class III instrumental solos and all vocal solos must be performed from memory; a judge may not audition a soloist on a Class II, III or a vocal soloist who has not memorized the music."

### MUSIC PLAN

Page 150, Article 24-7-5 (10)(c)(3), should read, "At the completion of the instruction period, choral groups will be given the pitch and each section may hum 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. The director will have one minute for discussion between the accompanied reading and the unaccompanied performance, the a capella in Conferences A, AA, AAA, AAAA, and AAAAA using the printed text or in Conferences C, CC, CCC using the preferred method of sight singing or text.

### 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*. Add *Plaza Suite: Visitors From Forest Hills* and delete *The Pot Boiler* from "An Approved List of Short Plays for Contest" in the Handbook for One-Act Play, Ninth Edition.

### JOHN TYLER HS

The John Tyler High School Band has been placed on probation for the remainder of the 1982-83 school year and the 1983-84 school year for violation of Article 24-2-1 of the Music Plan.

### SOCCER

The district certification for soccer will be March 19, rather than March 12. Bi-district games will be played the week of March 21-26. Regional tournaments with four boys' teams and four girls' teams will be on March 30-31. The State Tournament will be in Austin on April 8-9.

### SWIMMING

Split-seeding will be utilized at the 1983 UIL State Swimming Meet, March 18-19.

### TRACK AND FIELD

The order of events for track and field have been changed effective this season so that the 800-meter run is the third event for both boys' and girls'. For girls' the order will be 3200-meter run, 400-meter relay, 800 meter run, 100-meter hurdles, etc. For boys, the order will be 3200-meter run, 400-meter relay, 800-meter run, 110-meter high hurdles, etc.

### BASEBALL

For the 1982-83 baseball season, schools will be permitted to utilize speed-up rules as outlined on page 53 and 54 of the National Federation Baseball rulebook. Rules may be used by prior mutual consent in non-district games and playoff games, and by prior district executive committee adoption in district games. In non-district games and playoff games, if prior mutual consent is not obtained, schools shall not utilize speed-up rules. In district games, speed-up rules shall not be used unless the district executive committee has authorized use prior to the season.

### ONE-ACT PLAY

The following corrections in the current Constitution and Contest Rules should be noted: Rule 23-1-1 (6a) on page 119 should read "Disqualification from the one-act play contest for the current academic year will result if a school fails to meet the entry deadline or fails to meet the title entry deadline. Rule 23-1-2 (2) on page 124 should read "The Director During the Contest Performance. — No director will be permitted in the light booth, backstage or offstage areas during the contest performance of his play, but directors are permitted in these areas during the set and strike periods."

### JOHNSON HS (Austin)

The District 26-AAAAA Executive Committee has placed L.B. Johnson HS on probation in basketball for one year for violation of Article 25-1-12.

### Speech

Add to page 61, 20-3-4(7) and page 63, 20-3-3(7): The speaker may complete the sentence which he is speaking without disqualification, after he has consumed his allotted time.

### San Antonio Kennedy HS

The District 28AAAAA Executive Committee has placed San Antonio Kennedy High School on probation for the 1982-83 and 1983-84 school years for violation of Article 25-1-1 of the Athletic Code.

### Roma HS

Roma High School has been placed on probation for the 1982-83 school year for violations of the vocal solo and ensemble contest.

### University HS (Waco)

Waco University High School has been placed on probation for 1982-83 in baseball for violation of the Baseball Plan.

### Aransas Pass HS

The district executive committee placed Aransas Pass High School on probation for the 1982-83 school year in tennis for violation of Rule 11 of the Athletic Plan.

### Dunbar HS (Fort Worth)

Fort Worth Dunbar High School has been placed on probation for the 1982-83 school year in boys' basketball for violation of Article 8, Section 13, the Changing Schools Rule and Article 7, Section 25, the Bona Fide Residence Rule of the Constitution and Contest Rules.

### South San Antonio HS

The district executive committee has placed South San Antonio High School's baseball team on probation for the 1982-83 season for violation of Rule 3E of the Baseball Plan.

### Typewriting

Correct in Constitution and Contest Rules, 22-10-9(1) to read: "Sponsors will not be permitted to examine the discarded papers. However, each sponsor will be permitted to examine his contestant's paper at a time designated by the director before final test results are announced."

### Debate

Add to 20-1-1 (page 52, C&CR) the word "that" making the sentence read: "Debaters whose use of rapid fire delivery that interferes with their communication with their audience and debate colleagues have forgotten that debate is a public form of speaking."

### Jersey Village HS

Houston Jersey Village High School's second band has been disqualified for UIL music competition for the 1982-83 school year for violation of the Music Plan, page 126, Article 5, Section 15, paragraph b.

### SPELLING WORDS

Following are corrections to the "Spelling Word List," 1982-83:

Page	Column	Printed	Correction
15	1	adventitious	adventitious
19	19	emanciated	emancipated
19	19	epee	épée
21	26	hyprocite	hypocrite
23	35	pejorative	pejorative
26	26	sollicitude	solicitude
26	46	spititual	spiritual
27	49	snyntax	syntax
28	53	vainness	vainness
26	46	spackle	spackle, vt
19	19	ecroach	encroach
23	33	octopus	octopus
27	49	snyntax	syntax

### Austin Westlake HS

Westlake High School has been placed on probation in all UIL activities for 1982-83 for violation of Article 8, Section 10.

### Robinson HS (Waco)

Waco Robinson High School has been placed on probation for 1982-83 in baseball for violation of the Baseball Plan.

### Lake Travis HS (Austin)

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

### Lancaster HS

The District 6AAAA Executive Committee has placed Lancaster High School on probation for football for 1982-83 and 1983-84 for violation of Rule 3h of the Football Plan.

### Kashmere HS (Houston)

Houston Kashmere mixed choir and tenor-bass choir have been disqualified for UIL music competition for the 1982-83 school year for violation of the Music Plan, page 126, Article 5, Section 15, paragraph b.

### Picture Memory

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



# 'Interschool' key word in rule enforcement

Many of the penalties and other problems arising in music competition are more frequently related to the League Constitution than to music regulations. The most common problems are involved with transfer, scholarship, awards, and trips or individual student expenses.

The transfer rule is really quite simple. First the rule:

Art. VIII, Sec. 13. "Parent Residence (Student Changing Schools). — A student changing schools is not eligible in League contests, until he has been in attendance at the school to which he changes for one year if: 1) his parents reside outside the school district; or 2) his parents reside outside the school attendance zone in school districts with more than one high school."

The key words are "...parents reside outside...". If the parents move, the student becomes eligible within 30 days — this could be the day the entry is submitted. If the student transfers without his parents moving to the new district, a year delay is imposed (see exceptions). Any other questions concerning transfer should be addressed to the State Office. In the case of separated parents, the legal guardian becomes the one assigned by the judge at the time of separation. Sec. 14 does not apply to music.

Scholarship: "No one shall take part in any contest in this League who did not attend a major portion (51 percent) of the preceding semester and who did not pass at least three one-half credit courses, or the equivalent, including at least two separate courses, during the semester."

A student to be eligible for music contest must be passing three half unit courses 30 days at the time of entry and have passed three half unit courses the previous semester (summer does not count). Credit courses are those for which graduation credit is given. Neither the UIL nor the Texas Education Agency uses the term "solid courses." Any course for which graduation credit is given will count. For example, the student could have passed and is passing band, orchestra, and choir and be eligible for participation. However, the local school district may require additional courses if it so chooses.

Awards: Art. XVI, Sec. 1. "Limitation of Awards. —



**Nelson Patrick**

## Music matters

No member school of this League shall be permitted to issue (and no student shall be permitted to receive) awards for participation in interschool competition in excess of \$40 (or the equivalent in value) during his high school enrollment in the same high school; except that additional symbolic awards not to exceed \$6 each may be presented for each additional interschool activity each year." AND "Acceptance of scholarship awards given upon enrollment in a college or university after graduation from high school is not considered as a violation of this rule."

The key word here is "interschool." Interschool refers to two or more schools. Wording describing the awards to be given is most important. If the donor limits participation to students, most likely there is a violation, but if the awards are given on age limitations such as 12 years old to 19 years old regardless of school, there is not likely to be a violation. Intraschool competition awards are unlimited as long as the award is not partially based on results from interschool competition. For example, an award for the best magazine salesman can be unlimited, but an award for best bandsman partially based on contest records would be a violation.

Music students may receive remuneration for performances as long as it is a salary and not an award.

Art. XVI, Sec. 2. "Gift-Awards Rule. — A school shall be ineligible for League honors in any League activity in which a school sponsor or coach (1) accepts from any nonschool source cash or valuable consideration (exception: scholarships for sponsors or coaches to college or university or awards upon retirement from

the profession) in excess of \$200 for directing any League-sponsored activity or (2) enters an individual or a team from the sponsor's school in a meet or tournament where cash or valuable consideration is offered to the sponsor or coach. Intent to deliberately involve a school by a sponsor or a coach shall be evaluated by the committee having jurisdiction.

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 considerations, 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 prorated rebates or any other money given to each school or participant in the contest."

Again, the key word is "interschool."

Trips, tour expenses, etc.: a music student may receive monetary assistance for trips, tours, etc., provided the money given is not based on interschool competition. It is strongly suggested that monies given for trips, tours, and other out-of-school activities be given through the school and not by an individual or organizations. The line between inter and intra school activities is very thin, therefore to be safe one would do well to read and study carefully the rules for granting the award.

The enforcement of the awards rules rests with the State Executive Committee. All alleged infringements on this regulation should be reported in detail to the State Office for review and transfer to the State Executive Committee. It is most important that in payment of travel expenses that an award situation does not exist. Any questions concerning the awards rules should be directed to the State Music Office. The Sousa Award should be based on intraschool activities. Based on contest records the award would be against regulations or at least a gray area that could lead to an infringement. Also when based on intraschool achievement, the costs are not as limited as they are under interschool competition.

We are contemplating writing a Music Directors Handbook listing the salient parts of the Constitution on music rules — would this be helpful? What should we include in such a publication?

## Eureka!

### Search ends with selection of music memory practice set

After a search of "more than two years", league music memory consultant Mollie Tower has found a source for selections which will be used in future music memory contests.

"We knew all along there had to be something out there," Tower said. "It was just a matter of finding it."

Tower was quick to point out that the series, a nine-album set entitled "The Enjoyment of Music" and available for \$39.95, will not contain all selections for this year's contest, but it will contain all selections for future years. "Once a school purchases this set, this will be all the school will ever need in terms of musical selections for preparation in the music memory contest," Tower said.

The set is available from "Music In Motion", P.O. Box 5564, Richardson, Tx. 75080. Telephone is (214) 387-8630 (Mary Ann Stewart).

Tower has also arranged for a complete listing of selections for the respective year to be included with the set of albums. "This will allow schools which have not obtained the 'Music Memory Bulletin' to proceed with contest preparations," Tower explained.

Selections for the 1983-84 school year will be made by an ad hoc committee from the Texas Music Educators Association and printed in the 'Bulletin' for next year.

## Take the money?

**BY CHARLES SCHWOBEL**  
Assistant Music Director

We have received many calls regarding contests offering "cash awards", "cash scholarships", "free trips", and so on. You should be aware of Article 24-3-5 (2) of the current Constitution and Contest Rules which states, "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 is a further delineation of the awards rule (16-1-1) restricting awards given and received for interschool competition, "No member school shall issue (and no student shall receive) awards for participation in interschool competition in excess of \$40 (or the equivalent in value) during his high school enrollment in the same high school. Penalty for violation of this rule shall be forfeiture of eligibility in all League activities for one year.

At one time, it was possible to argue that a cash award given to the school organization did not violate the limitation of awards (16-1-1) since the award was not given directly to the student. It is difficult to determine to what extent a student actually benefits when an award of this nature is given to the organization.

However, when the award is a free trip to Florida, California, the nation's capitol, or Europe, the direct benefits to the individual are somewhat more apparent.

It is possible, according to Article 16-1-2, page 41, for a

student to accept a scholarship to attend an institute of higher education, "Acceptance of scholarship awards given upon enrollment in a college or university after graduation from high school is not considered as a violation of this rule."

In this manner, it is possible for students to receive financial assistance at a time when they can use it most. The transition from high school to college is not always easy and no one can argue the benefits of financial assistance during this period. The rule ensures an educational basis for interschool competition, while allowing for encouragement of further education.

There are many competitions offering direct cash or other benefits to the winner in addition to an excellent experience for the advanced performer. It is possible for your students to participate provided they do not limit competition to the high school student.

In fact, if a student has developed advanced performance skills it could be to his or her advantage to enter any contests offering "cash" awards and forego participation in UIL events. However, ninety-nine and fifty-five one hundredths percent of our students are not yet ready for the gruelling rigors and psychological demands of an international competition.

If your students wish to compete in a non-UIL contest and not jeopardize their UIL eligibility, a few precautions may help protect your student.

Does the competition offer cash or valuables for awards? If so, is the competition limited to high school students? (A category for high school students separate from post-graduates in effect limits a competition to high school students.) If so, is the award in the nature of a scholarship given when the student enrolls in college following graduation?

It is not always easy to determine the effects non-UIL contests will have on a student's UIL eligibility. Sometimes it is difficult even to decipher the rules of the contest. In our struggles with truth and justice we should remember that, while we may not always agree with a League rule, it has become a rule because in some way it helps to protect the educational amateur status of our interschool contests.



# Critic concept promotes quality

Competition is one key to high-quality performance as we strive to foster appreciation, promote interest, learn to lose or win graciously and increase the number of schools and students involved in academic theatre courses. Directors, judges and contest managers are all involved and must recognize this cooperative need.

We believe the "critic judge" concept promotes quality. I admit that critics do not always provide quality evaluations, but it is certain that promotion of the "panel" concept won't help much. There are too many contests in too short a period with too few qualified people to advocate panel usage. Five members are required to make a panel truly objective. The cost is too great and the numbers are too few. If directors prepare students for a critic situation, they will better understand the purposes of OAP.

I occasionally hear from a director that believes a judge made an unfair decision. I urge all to consider why judges are involved in our program. Why do they seek to help us improve quality? They are certainly not involved for the money or fame. Most want to help promote theatre in secondary schools. The function of the critic is to serve as an educator and a majority of judges are more concerned with quality improvement than with who wins the contest. True, they must select winners, but adjudication without a carefully presented critique which teaches as it criticizes, deprives play competition of a most valuable feature.

What is your attitude toward the OAP critic judge? Your students will reflect that attitude. How can you best teach your students? They must be open-minded enough to allow



Lynn Murray

## Educational theatre

the critic to serve as a guest teacher and you are in command of the situation. Are you open minded enough to allow the critic to serve as a guest teacher for your students? Even when you do not agree with the critic's choices, you can learn from an informed and objective critique. Don't count the critic wrong until you have tried the suggestions in a rehearsal situation. We all learn from our audiences, and the critic is an informed and trained audience member.

I urge directors to evaluate carefully and return critic judge questionnaires this year. We will evaluate each on the basis of your questionnaires and 100 percent participation will help us make fair decisions. In past years, we have received only half of the evaluations. This is not fair to judges or directors that return evaluations. Perhaps it is time to require director evaluations as a basis for participation.

Perhaps it is time for judges and contest managers to evaluate director and student behavior in some specific way.

Poor behavior is more detrimental to the program than a poor critic. Perhaps directors should spend time with their students reading the "Spring Meet Code" and the contest manager should be required to read the code to the audience prior to the beginning of each play competition. What do you think?

Although we have a record 1053 OAP enrollment and the total has climbed to a new high for 14 consecutive years, quality is still the goal. Good critic judges are essential to the goal. The judging workshop in Waco last month was exciting. We had a multitude of fine people participating and quality judges added to the list. We lost a few judges that failed to re-certify, but we gained more than we lost.

The critic judging workshop at the Texas Educational Theatre Association featured the efforts of theatre directors J.E. Masters at Richfield in Waco and Jerry Worsham at Snyder. They provided us with two superior examples of secondary school theatre programs. Both are blessed with outstanding student groups and their schools must be proud of their work. Molly Risso presented a perceptive and knowledgeable example of the UIL adjudication process. You will be able to see Molly at the state level this year.

If you missed the TETA convention, make plans to attend the convention in Austin next year, Jan. 26-28 hosted by the UT Dept. of Drama. The 1983 convention was super, thanks to the outstanding efforts of new president James Henderson, theatre director at McLennan Community College, and his highly talented students and colleagues. They along with co-host Baylor University made our stay in Waco memorable. Several fine programs were directed toward the support of UIL, but we owe a special debt of gratitude to Kim Wheatley for the outstanding organization of the secondary school theatre programming. If you could not attend TETA this year and have not yet paid your dues, I urge to send \$10

Turn to NON-CREDIT, page 8

## UT-Austin hosting theatre workshop

The UT-Austin Department of Drama will sponsor the 21st annual Summer Theatre Workshop, June 1 to July 3. 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 and production activities will be in the Drama Building and new Performing Arts Center. Department of Drama faculty and guest instructors conduct the activities of the workshop and direct productions. Fifteen members of the drama faculty and special guests serve as lecturers and discussion leaders.

September 1984 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 13 and a \$75 registration fee and approximately \$25 makeup 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 the Houston High School for the Performing and Visual Arts; Prof. Ruth Denney, former principal of the Houston High School for the Performing and Visual Arts and a five-time UIL State OAP Contest winning director; and Kim Wheatley, Theatre Arts Specialist at the Texas Education Agency.

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. The application deadline is May 1. Six semester hours of graduate credit may be earned toward an MFA in Teacher Training. Those seeking graduate credit must be admitted 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 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 (Deadline May 1). For further information write Lynn Murray, Director, Summer Theatre Workshop, Dept. of Drama, UT-Austin 78712, or call the UIL, 512/471-5883.

# One-act play critic judges list amended

Thirty-two accredited critic judges were added to the 1982-83 list by attending the critic judging workshop held during the Texas Educational Theatre Association convention, Jan. 27 in Waco. This addendum should be attached to those listed in *The Leaguer* in November. This addition to the 1982-83 Accredited Critic Judge List is published for the benefit of contest personnel who have not yet selected critic judges. Judges no longer eligible are also listed below.

### New Critic Judges

- Judy Ann Anderson, 1105 Dominik, College Station 77840 III, 713/693-4804
- Perri Bell, Route 4, Box 142B, Gonzales 78629 IV, 512/672-6227
- Sister Michelle Belto, Incarnate Word High School, 727 E. Hildebrand Ave., San Antonio 78284 IV, 512/826-6002
- Michael T. Bolen, Tarleton State University, Stephenville 76402 II, 817/968-9131
- Sally Burdick, San Jacinto College-North, Houston 77049 III, 713/458-4050
- Rodger D. Caspers, The University of Texas, Austin 78712 IV, 512/471-5793
- Jim Clark, Tarrant Co. Jr. College-NW, Fort Worth 76179 II, 817/

- 232-2900
- M. Cecil Cole, Texas Wesleyan College, Fort Worth 76105 II, 817/534-0251
- Ralph B. Culp, North Texas State University, Denton 76203 II, 817/565-2560
- Eugene W. Dickey, 5160 Chambers Dr., Beaumont 77705 III, 713/838-4417, 5742 or 5943
- James B. Graves, Trinity University, San Antonio 78284 IV, 512/736-8513
- Claudette Gardner Harrell, Route 1, Willow Creek 8, San Marcos 78666 IV, 512/392-0836
- Joseph C. Harris, McMurry College, Abilene 79697 I, 915/692-4130
- Sharilyn Heatherley, Tarleton State University, Stephenville 76402 II, 817/968-9131
- Jeff Hunter, East Texas State University, Commerce 75428 II, 214/886-5346
- Fritz Kelley, El Centro Community College, Dallas 75212 II, 214/746-2345
- Gregory D. Kunesh, University of Oklahoma, Norman, Oklahoma 73019 II, 405/325-4021
- Dianne Lewallen, Permian Playhouse, P.O. Box 6713, Odessa 79762 I, 915/362-2329
- Helen Lewis, 1101 Etta St., Friona 79035 I, 806/247-2352 or 2447
- Melissa McMillian, Stephen F. Austin State University, Nacogdoches 75961 III, 713/569-4004
- James Mammarella, San Antonio College, San Antonio 78284 IV, 512/733-2726
- Carlynn F. Marley, Texas Scenic Co., 5423 Jackwood, San Antonio 78238 IV, 512/684-0091
- Shari Melde, University of Texas at Dallas, Richardson 75080 II, 214/690-2987
- Deborah Mogford, Baylor University, Waco 76706 II, 817/755-1861
- Kathy Morris, Southeastern Oklahoma State University, Durant, Ok-

- lahoma 74701 II, 405/924-0121
- Bill N. Morton, Lamar University, Beaumont 77710 III, 713/838-8158
- Jeffrey L. Osborn, Southwestern University, Georgetown 78626 IV, 512/863-1365
- Adonia Placette, Lamar University, Beaumont 77710 III, 713/838-8158
- Diane Roberts, Tarleton State University, Stephenville 76420 II, 817/968-9131
- Clarence L. Strickland, Tyler Junior College, Tyler 75702 III, 214/597-1884
- L.K. Williamson, University of Texas at Dallas, Richardson 75080 II, 214/690-2985
- Steven C. Young, 508 Homestead, Bryan 77801 III, 713/823-7645

### Recertified Critic Judges

- Vera Campbell, Lamar University, Beaumont 77710 III, 713/838-8159
- John E. Clifford, Southwest Texas State University, San Marcos 78666 IV, 512/245-2147
- Frederick March, Southwest Texas State University, San Marcos 78666 IV, 512/245-2147
- Dan Mendoza, Lee College, Baytown 77520 III, 713/427-5611
- Jean H. Miculka, The University of Texas at El Paso, El Paso 79968 I, 915/747-5146
- George N. Oliver, Henderson County Junior College, Athens 75751 III, 214/675-6210
- Jerry S. Phillips, Henderson County Junior College, Athens 75751 III, 214/675-6384
- Allan S. Ross, San Antonio College, San Antonio 78284 IV, 512/733-2726
- Rose-Mary Rumbley, 1833 Dolores Way, Dallas 75232 II, 214/224-2436

- Richard Sodders, Texas A&M University, College Station 77843 III, 713/845-2621
- Dennis W. Thumann, 17050 Imperial Valley, #127, Houston 77060 III, 713/820-4544

### Delete Critic Judges

- Alice Katherine Boyd, Box 1226, Alpine 79830 I, 915/837-2604
- Gaylan Collier, Texas Christian University, Fort Worth 76129 II, 817/921-7625
- Millard F. Eiland, Prairie View A&M University, Prairie View 77445 III, 713/857-2354
- C.K. Esten, 1200 Dominik Drive, College Station 77840 III, 713/693-8102
- Nik Hagler, South Coast Studios, 7349 Ashcroft, Houston 77081 III, 713/995-1326
- Alva Hascall, The University of Texas, Austin 78712 IV, 512/71-6253
- Jay Jennings, 2800 Westhill, Austin 78704 IV, 512/261-6600
- Josephine B. Moran, The University of Houston, Houston 77004 III, 713/749-3521
- \* Ramona Peebles, San Antonio College, San Antonio 78284 IV, 512/733-2715
- Beulah Pruett, 10351 Chevy Chase, Houston 77042 III, 713/789-6153
- Lester L. Schilling, Southwest Texas State University, San Marcos 78666 IV, 512/245-2166
- Charles D. Simpson, 405 N. St. Mary, Carthage 75633 III, 214/693-6268
- Eddie Thomas, El Centro College, Dallas 75202 II, 214/746-2337
- J. Henry Tucker, The University of Texas at El Paso, El Paso 79968 I, 915/747-5379
- \*Deceased



## Button's handbook fills publication advising void

By J. F. PASCHAL

**University of Oklahoma**  
**MANAGING PUBLICATIONS — A HANDBOOK FOR ADVISERS**, by Robert L. Button, published by and available from Quill and Scroll Foundation, School of Journalism and Mass Communication, The University of Iowa, Iowa City, Iowa 52242, Copyright, 1982, 52 pages, \$2.50 (plus postage and handling).

As the author says in his preface, the major concern for many publications advisers is how to *manage* the complex human relationships and production details that can overwhelm any new adviser or continue to plague that adviser with years of experience. Throughout this excellent handbook, author Button proceeds to suggest ways to deal with these problems. And, he has handled the job in a superb way.

There is so little published material in the field of actual advising or supervising student publications. Button's work aids to some extent in filling that void. His chapters include selecting staffs, planning, production, financing, developing content, meeting deadlines and working with others.

One of the best portions of the book is the development of a grading system and how to help a staff through criticism and recognition. In a chapter, "Freedom, But With Responsibility," he shares some views on teaching libel, obscenity, disruption, and "good journalism." Included in this portion are two excellent editorial policy examples which can serve as a basis for all staffs use in formulating their own local plan.

Author Button is one of those countless teachers who entered scholastic journalism through the ranks as an English teacher. After attending a Newspaper Fund, Inc., institute, he converted to a full-fledged journalism teacher/adviser. He continued his personal growth in the workshop circuit, attending national conventions as president of the Michigan adviser's organization and through his work as coordinator of the Detroit JEA convention in 1980.

Turn to **MANUAL**, page 8

## All systems go for super ILPC state convention

By SHARON CASANOVA, SA Eastlands HS and WARD HAWORTH, Channelview HS

You don't have to be an ILPC member to attend the state convention, March 18-19. But it helps.

Why? Because ILPC's spring convention is just a part of a greater publications experience. Members will participate in the individual achievement awards contests and will know the thrill of having their publication rating announced at the Grand Awards Assembly.

All persons interested in improving their student newspaper or yearbook are urged to attend the convention. Among the notables scheduled to lecture are Rod Vahl of Davenport, Iowa; Col. Chuck Savedge of Fort Defiance, Virginia; Bruce Watterson of Little Rock, Arkansas; Nancy Patterson of Roanoke, Virginia; John Cutsinger of Van Buren, Arkansas; Rick Hill of Lawton, Oklahoma; Bill Seymour of Morgantown, West Virginia; James Paschal of Norman, Oklahoma; and Judy Allen of Oklahoma City, Oklahoma.

Sessions already scheduled include:

- News photos: Their use and abuse
- Publications is a varsity sport
- Yearbook staff morale
- Adding polish to a newspaper
- Writing complete captions
- Mimeograph papers need not be dull
- Publication graphics
- Multi-image promotions to boost YB sales
- Basics for junior high beginners
- What makes it news?
- This is the day you're gonna get organized
- Photo editing
- Editorial and opinion writing
- Handling 'touchy' situations
- Covering the Legislature
- Typographic elements for literary magazines
- Personality feature writing
- Interviewing & using quotes
- Yearbooking in the 1980's
- Rush photography
- Newspaper headlines and captions

Turn to **ILPC**, page 8

## ILPC workshop strength is staff

Consider the directors:

Col. Chuck Savedge, author of Yearbook Fundamentals and master lecturer and workshop director, as well as member of the Future Journalist of America Hall of Fame.

John Cutsinger of Van Buren, Arkansas, who has compiled as impressive publications record the past several years as any adviser nationwide.

David Brooks of Austin Anderson HS, whose paper, The Edition, has won top state and national awards the past three years.

Consider the staff:

In yearbook, Rick Hill of Cameron University, Jim Davidson of Dallas Lake Highlands HS, Kevin Campbell of Fort Worth Richland HS, and Gloria Shields of Garland HS. In newspaper, Pat Brittain of Austin Westlake HS, Lynn Rosenfeld of Spring Woods HS, and Lorene Denney of Austin McCallum HS. In photography, Bobby Malish of the University of Texas at Austin and former prize-winning ILPC photographer will assist Brooks.

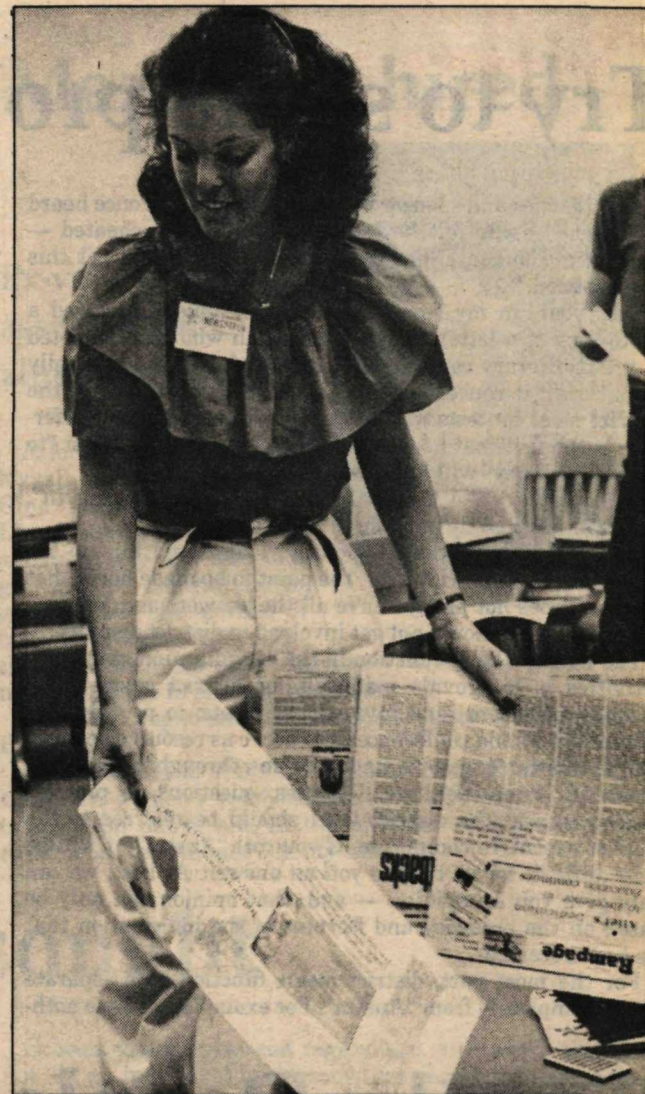
Each has advised or edited state and national award-winning publications and have solid backgrounds in publications production and journalism education.

Consider the bottom line:

"We felt the summer workshop last June was extremely successful and we feel this year's workshop will be even better," Savedge said. "Without doubt, ILPC sponsors one of the best workshops I've been associated with."

The fee for the yearbook, newspaper and photography workshops is \$120 per student. This fee covers tuition, room, board and most supplies. All students are housed in Jester Dormitory on the University of Texas campus. Students are supervised by University personnel as well as selected advisers and workshop instructors.

For more information and applications, write Bobby Hawthorne, Director of Summer Workshops, ILPC, Box 8028, UT Station, Austin, Texas 78712-8028.



Advisor of the award-winning Regit, Lynn Rosenfeld of Spring Woods HS returns to teach feature writing at the ILPC summer newspaper workshop, June 19-23 in Austin. The yearbook workshop, directed by Col. Chuck Savedge, and a photography workshop, headed by David Brooks of Anderson HS, will also be held June 19-23. For more information, write ILPC.

## Get the most from your workshop

I'm looking out the window at gray skies and leafless trees, and wondering if the rain predicted for this afternoon will turn to ice. I spoke with an adviser in Lubbock an hour or so ago, and he said they're expecting another six inches of snow.

It's a little ironic, then, that I'm writing about summer journalism workshops. But now is the time to plan.

You have a choice of many workshops, including several very good ones. I'd like to think that the ILPC workshop is among the best. Last summer's workshops were well received, though we certainly had a problem here and there.

Sharing Jester Center with junior high band campers the first week and with basketball camp types the second week created a few stirs, most of which dealt with the tendency of junior high band kids to play on elevators and basketball types to play with their food.

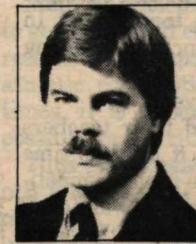
And speaking of food, it didn't win Betty Crocker awards either, though no deaths due to starvation were reported.

The strength of the ILPC summer workshop lies in its faculty. No finer workshop directors than Col. Chuck Savedge, John Cutsinger and David Brooks can be found. Col. Savedge has conducted workshops nationwide for two decades and knows yearbooks inside out.

Cutsinger must be experienced. Though one student said, "I've come to the conclusion that his mother dropped him on his head as a baby," all agreed that his sessions were substantially fun. Cutsinger proves that it is possible to laugh and learn.

In the past three years, David Brooks has established himself as one of the finest newspaper advisers in Texas.

Probably the supreme compliment paid to our workshop came from an inexperienced adviser, who wrote "The workshop's strength was that it was a 'workshop.' We did work. We went to classes, listened to lecturers, saw slides, did homework. A person with almost no previous journalism ex-



**Bobby Hawthorne**

# Scholastic journalism

perience could return to school with a strong foundation of basic knowledge and put together a publication."

That's our goal. You have the remainder of the summer to shop, swim, pig-out on watermelon and frolic about.

So, regardless of where you choose to workshop this summer, we urge you to assess the many variables: Cost, distance, location, facilities, dates and, most importantly, instructional staff. Workshops should be taught by journalism educators. Fortunately, most newspaper workshops employ excellent advisers. Unfortunately, that isn't always the case in yearbook, and while publishing company reps know the materials, I've often found lessons in contemporary design/graphics and, most notably, copy mishandled or even ignored.

When the school signs a yearbook contract, the publishing company then has the obligation to teach staffs how to use its material. Summer workshops should not be spent teaching students how to use quad-packs and little else.

To philosophize a bit, workshops should offer an intellectual atmosphere where advanced students are challenged mentally and physically and where beginning students master the basics. If you're not getting this out of your workshop, it may be time to look for another.



# Try to settle problems locally

As a teacher and sponsor of literary activities, I once heard a teacher — who felt her students were being cheated — make the comment, "I'm going to call Austin and get this thing settled."

Last year, in my first year at the League, I received a photo-copy of a letter from a young man who had competed in a UIL literary contest. The subject of the letter is really immaterial; it concerned his disgust at the way one of the district meet contests was handled. However, he made reference to the fact that he was sending a copy of his letter "to Austin" so "they" will know what's going on.

He didn't say "to the UIL Office". He said "to Austin". That was supposedly enough.

I answered his letter. Hopefully, I appeased him in his disappointed state. However, the point to be made here is that "Austin" does not always have all the answers and, in some cases, "Austin" should not get involved in district disputes.

The league's basic function in the co-ordination of literary activities is to provide materials for district competition, practice situations, and invitational meets; to provide consultants to attend conferences and serve as resource persons; and to answer questions and concerns through correspondence and phone inquiries. Disputes, questions, or protests which come at the district level should be referred to the district executive committee. If you call "Austin", it will be very difficult for us to give you an answer. At best, we can only give you an opinion — and, that opinion can only be based on the accuracy and fairness of the information that we have received.

For the most part, district meets function as a separate entity completely from "Austin". For example, we have noth-



Ray Westbrook

## Literarily speaking

ing to say about the types of medals or certificates awarded, we do not give the specific date that the meet must be held (we do specify two weeks in which to hold the meet to allow us time for preparation of contest material), and we try to stay out of questions or challenges that are made at the district level.

We will provide all contest material, ballots, critique sheets, and forms necessary for entering students at district and regional levels. We are also available to handle situations when errors are found in the answer keys, or, as last year, if errors are made in the number of tests sent for the meet.

We don't want to give you the impression that "Austin" is not concerned about what goes on at the district level. That is certainly not true. It's just that we all need to recognize the responsibility that we must assume in participating in League activities. At the district level, most things should be handled by district action. Try to settle problems locally.

# Slacking up is hard to do

By JOHN CODGELL  
Calculator Applications Director

Shhhh! Codgell and assistant calculator director David Bourrell are in Codgell's office talking about the calculator applications contest ...

**BOURELL:** The only complaint I heard consistently from the coaches during the fall conferences was that the tests are too hard.

**COGDELL:** Well, they've got to complain about something, haven't they. We haven't died and gone to heaven yet, have we?

**BOURELL:** True, but there may be more to it than that. You'll have to admit that you and I sometimes have to work those stated and geometry problems several times until we agree on the answers. And we have all the time in the world.

**COGDELL:** I wouldn't say that. We have plenty to do besides sit around and work calculator problems. Of course, you have a point there, but on the other hand, these kids train for hours every day to get fast at these problems. Besides, the top scores at state last year were over 300, and the best score was better than 350. If we slack off on the tests, we might have perfect scores at the state contest. What would we do then, flip a coin?

**BOURELL:** I don't think that will happen.

**COGDELL:** Probably not for a while, but you have to understand that we are just getting started in this contest. I once reviewed the history of the slide rule contest, and there was an incredible increase of the difficulty of the test over the years. The kids kept getting better and better, so they had to make the tests harder as time went on.

**BOURELL:** I still think we ought to consider making the test easier, or maybe extending the time allotment to 45 minutes or an hour.

**COGDELL:** Making the time longer would be cruel in my view. I think it amazing that these kids can maintain their concentration of 30 minutes as it is. The way I see it, these early tests play a dual role. Of course, they are the official tests the first time they are used, but thereafter they become training materials. Every serious contestant will have to study these problems, understand them thoroughly, and be able to recognize and work them quickly no matter how well disguised. Before too many years, we'll be hard pressed to think up something these kids can't eat like hot dogs.

**BOURELL:** You're right there, but won't this discourage the beginners?

**COGDELL:** That's where coaching comes in. The smart coach isn't going to start his beginners on the harder problems. It would be like the swimming coach drowning his freshmen on the first day of practice.

**BOURELL:** Very funny.

**COGDELL:** Besides, I think it would be a mistake to lower our standard at this time. The coaches need to have tests of uniform quality and difficulty. How are they to develop their strategy if we keep changing the contest? I think that we are doing them a favor to keep things as consistent as we can. Maybe after a few years we can evaluate the contest and, after widespread discussion, consider possible changes. But for now, let's leave the contest alone. They have to have something to gripe about, haven't they?

**BOURELL:** Whatever you say.

# Lincoln-Douglas Debate

## Is it the format of the future? One director believes it is

**Editor's note:** The following is an interview with Dr. David A. Thomas, director of forensics at the University of Houston, on the rising popularity of Lincoln-Douglas debate format.

**Q:** What is the Lincoln Douglas Debate?

**A:** Lincoln Douglas Debate, or L-D for short, is a forensics contest event. It combines the best features of standard debate and the individual speech events such as extemp and oratory. Since it was added to the National Forensic League's list of contests in their national tournament in 1980, many high school tournaments now include it among the more traditional and familiar ones.

**Q:** Why was it necessary to add this new event?

**A:** Basically, because many students and their teachers wanted to enter standard debate but found it to be so time consuming and demanding, they could not do it at a competitive level and still participate in other events. L-D was added as an alternative form of debate which allows all of the benefits and thrills of debating, but with less emphasis on teams, research, and elaborate logic. Since L-D has appeared on the scene in so many tournaments, a lot of young debaters have decided it is worthwhile as a specialty event in its own right. Others use it as a stepping stone to learn the basics, then move into standard debate competition later.

**Q:** What would you say are the differences between Lincoln Douglas and standard debate?

**A:** I would mention four major differences that are important.

First, as the name implies, L-D is a competition of one-on-one. Standard debate is a team event where you have to have a partner. This simplifies the preparation phase.

Second, L-D is designed to be a persuasive speaking event. Standard debate places much more emphasis on reasoning, evidence, and what has been called information processing. As a result, standard debate rewards students with very rapid delivery rates because they can cover more ground than opponents. L-D places more emphasis on communication of ideas to an audience in a persuasive style.

Third, the debate topic is changed fairly often in L-D, while standard debate uses the same topic all year long. In this way, L-D makes it impossible to compile the hundreds and thousands of evidence cards that are required for standard debate. When you can't devote the whole year to inten-

sive research on every angle of a subject, you have to focus on the main ideas involved in the question. Probably standard debate has an advantage over L-D in the fact that students certainly gain a deeper and more sophisticated understanding of the issues stemming from the topic. On the other hand, L-D places everyone on equal footing, evidence-wise. A debater, or a school, cannot gain a competitive edge in L-D merely on the strength of having a large library, or by sending students to summer debate workshops to do advance research on the topic.

Fourth, and finally, the topics used in L-D are generally less complicated. One of the rules is that the topic must be a value resolution instead of a policy resolution such as the standard debate divisions use. What this means is that debaters are asked to deliberate over whether some social value or principle is beneficial, rather than that some piece of legislation ought to be passed. To give an example, if the general problem area for debate deals with immigration, L-D might phrase the topic as "Resolved: that illegal immigration is detrimental to the economy," whereas the standard debate version might read, "Resolved: that the U.S. should impose more stringent controls on illegal immigration." You can see that in the L-D version, you only need to offer reasons why immigration is or is not a harmful influence on the economy. However, in the standard debate version, the affirmative side has the burden to prove a specific plan to control immigration is needed, is workable, and is desirable.

**Q:** What is the format for the Lincoln-Douglas debate?

**A:** Let me answer that, in general, since it is one-on-one instead of a team event, L-D only takes about half as long as a standard debate. That is to say, you can have a complete debate in about a half hour. Besides that, each debater gets to make a constructive speech, each debater has to ask cross-examination questions of the opponent's speech, and each debater gets to give rebuttal speeches. It all breaks down into an equal amount of time for each speaker, and the affirmative speaker gets to go first and last in the debate, similar to standard debate rules. I'd rather not get more technical. Specific time limits and other rules are available from tournament directors.

**Q:** Why should the UIL consider Lincoln-Douglas Debate?

Turn to LINCOLN-DOUGLAS, page 8

## Calendar changes

Procedures for ordering 1983-84 UIL activity calendars have been changed. Please make note of the following procedure in ordering calendars:

- With each school's initial order, the school will receive one free calendar.
- Calendars will be available for \$1.50 each.
- A minimum of two calendars must be purchased.
- Orders for less than \$5.00 must be prepaid.
- Add five per cent sales tax or include a tax exempt number with each order.
- If calendars are ordered immediately, the calendars will arrive prior to June 1, 1983.
- Deadline for ordering 1983-84 activity calendars is October 15, 1983.





Susan Zinn

## Sports notebook

# Please circulate sports manuals

League athletic staff members refer to this year's athletic coaches manual as a "first-ditch effort" to supply coaches with first hand information and forms for all UIL athletic activities early in the season.

Some delay in printing and distributing fall manuals caused confusion. Each school was to receive one copy of each manual for each varsity girls' and boys' coach. We urge school administrators to see that coaches receive these rules and regulations. The staff hopes that you make additional copies for other staff wishing to have this information first hand.

Dr. Bill Farney, athletic director, requests that coaches and school officials send the UIL staff suggestions on improving manuals for the 1983-84 school year. Please send comments to the athletic staff by April 15 since revised copies are due to printing soon.

UIL school administrators say recruiting efforts for boy and girl athletes are increasing. Families of high school athletes are calling for advice. Specific UIL rules are as follows:

- A student may accept up to three expense paid college visits for recruiting purposes at the completion of the season in the sport for which he/she is being recruited. A student accepting only three per sport would retain eligibility in all other UIL varsity sports. If a college is interested in the student participating in two sports (cross country and track), both seasons of eligibility must be completed.

- A student may take any number of non-expense paid college visits and retain eligibility during the season of the recruited sport and for all other UIL varsity sports. All expenses must be paid for by the student and his/her parents.

- Once a student accepts the fourth expense paid visit in a sport, he/she forfeits UIL eligibility in all varsity sports for one year.

- An athlete may sign a "letter of intent" for a scholarship. No guarantee of valuable consideration (items which are wearable, saleable, or useable) may be included.

Constant changes in NCAA rules necessitate administrators and parents making contact with the NCAA office, if college recruiting restrictions are unclear. The freshman eligibility of athletes could be jeopardized by the error on the part of a college coach or potential student athlete. The NCAA address P.O. Box 1906, Mission, Kansas 66201, and they can be reached by phone at 913 384-3220.

# Mazzolini hired



GINA MAZZOLINI

## Ex-volleyball coach assumes duties of athletic assistant

A former high school volleyball and softball coach, Gina Mazzolini joined the League staff as athletic staff assistant recently. She is a graduate of Central Michigan, where she earned a bachelors degree in education, and Michigan State University, where she earned her masters degree in physical education.

She also taught and coached one semester at Ohio-Elsie High School.

Since moving to Austin, Mazzolini has worked with the Longhorn women's volleyball team, in the women's sports information office, and in the physical education department, where she taught activity classes.

# Public input into rules process sought

From its beginnings in 1910, the University Interscholastic League has had a central theme — the education of Texas school students through an equitable program of interschool competition. Local school districts expressed a need in those early years to provide an avenue for gifted and talented students to showcase their talents. UT-Austin responded with the creation of the UIL to fill that void.

Over the years, UT has remained the custodial agent for the League. Member schools make the rules by referendum process that best fit the educational philosophy and goals of the local citizens in each community. Eligibility rules are made by a democratic process which allows for each individual school district to have equal voice in rules which affect them. Within the current five different conference classifications (A, AA, AAA, AAAA, and AAAAA), the member schools vote to remove or create rules involving their competitors.

When an issue involves only the members of one classification, such as AAAAA spring football training, only those schools within conference AAAAA vote on this proposition. When an issue involves conference A schools who play 11-man football, only conference A football schools would be allowed to vote.

The person in each school district responsible for League programs is the school district superintendent. The superintendent, hired by the board of trustees and charged with implementing school district policies, is ultimately responsible for a well-balanced program in his district. If basketball



Bill Farney

## Postscripts on athletics

coaches voted on basketball matters and football coaches voted on football matters, these coaches, though well-meaning, might not have the total school program in mind as they voted on matters which restricted or enhanced their individual programs. For this reason, the superintendent (or sometimes the principal in large districts) votes for the school. This vote should represent the position which the local school board and school district deems best for all activities.

Sometimes a rule is made by majority vote of schools, with which some schools disagree. Even though this school did not vote the majority position, it knows that most schools did vote for the change. When each school signs the acceptance card each year and pays membership fees, it pledges to uphold and enforce the rules, regardless of their individual school's position (agreement or disagreement with the rule). It is this support which has made the UIL a creditable organization and solidified its role in interschool competition.

Schools follow rules and regulations with which they do not (on an individual basis) sometimes agree because of the openness of the organization. Current channels for rules changes offer the opportunity for any organization — school related or non-school related, group or individual, to have input into the rules. Every request for change is considered by the Legislative Council. An item does not have to be favored by a majority of council members in order to be voted on by the entire membership (1155 high schools). In fact, it is written policy of the council to place items on the ballot if one area of the state feels a need for a ballot, even though other areas of the state have no desire to make a change. Individuals from across the state have applauded this policy for its recognition of private citizen's requests. In reality, a citizen within a community could initiate an item without that citizen's local school board or superintendent being in favor of the item.

Member schools of the UIL are constantly looking for ways to get their local citizenry involved in UIL programs. Schools recognize the importance of local support in all academic and athletic competition. As we move into more complicated times, it is important to provide as much information as possible for the citizens in your community.

Thus enlightened, and utilized as resource to your community's needs, they will better understand the local school's problems. The 73 year-old theme of the UIL — equitable interschool competition — will then be augmented by a public who understands the League's mission.

# Court intervention clogging judiciary

By Dr. RALPH POTEET  
Superintendent, Mesquite ISD

Editor's note: This article first appeared in the December 6, 1982 issue of the Mesquite Daily News.

In this space two weeks ago, I shared with readers my feelings about student rights and responsibilities, due process and the intervention by the judiciary in school affairs. I expressed the belief that the courts go beyond their jurisdiction when they rule on school issues that have nothing to do with U.S. constitutional rights.

Since then, my convictions have been confirmed and am-

plified by a case in the Houston schools where unjustified court involvement caused a great deal of unnecessary confusion and disruption.

It stated when the University Interscholastic League ruled a Stratford High School football player ineligible because of residence violations, thus disqualifying the school for the state playoffs.

The UIL action should have settled the question, but the case was appealed and a federal judge nullified the UIL decision. Stratford was thus permitted to play the bi-district game and defeated Houston Westbury 21-20.

In the meantime, an appeal of the lower court's decision had gone to the Fifth U.S. Court of Appeals in New Orleans.

Then, late in the afternoon of Friday, November 19, just hours before Stratford would meet Houston Yates in the second round of the playoffs, a three-judge panel of the Fifth Circuit Court issued a ruling that in effect upheld the UIL's original decision on Stratford's disqualifications.

As a result, Stratford was removed from the playoff at that late moment, and Westbury was named to play Yates in the second round.

According to newspaper accounts, Stratford students and

supporters were boarding buses to go to the stadium when the Fifth Circuit decision arrived. Reports said Stratford players, band members and fans cried openly when they learned of their disqualifications.

In its decision, the Fifth Circuit panel said the lower court had no jurisdiction in the case of the ineligible player and declared that "the possibility of their being a U.S. constitutional violation in this case is remote."

The appellate court's ruling confirms my belief that the courts have no business getting involved in school disputes that have nothing to do with constitutional rights.

Apparently, this is also the belief of Chief Justice Warren E. Burger of the U.S. Supreme Court, who was recently quoted as saying that unless the federal courts stop clogging their dockets with cases that do not involve constitutional questions, the whole court system will self-destruct by year 2,000.

As a lay person and as a school administrator who has experienced unjustified court intervention in school operations, I could offer to the courts this advice: Spend one day of each week handling only those cases with true constitutional implications and the other four days could be spent fishing.



## Lincoln-Douglas

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A: The major reason is that L-D opens up all of the benefits of participating in the competition of ideas, without all of the limitations of standard debate preparation. I believe the average students, and the average teacher, can do L-D debate on a manageable basis and still do other things.

In fact, I would say that L-D Debate is worth considering as a regular assignment in a speech, English, or government class. You can set up the topic and the ground rules however you want them to suit your own situation. I use L-D instead of a team debate in my college debate class as a major unit now. I can see it as a very workable addition to a high school speech course.

L-D Debate is simple enough so that a middle school or junior high school student can do it and learn from it without undue effort or competitive stress. It resembles real world debate — remember its namesake, *Lincoln Douglas Debate*, a very famous series of political debates. It teaches students how to give reasons for believing in a proposition, how to think on their feet and answer arguments against them, and how to convince a third party to vote for their side.

And, coincidentally, it helps a beleaguered coach to set up and promote a standard debate team on the forensics squad when the students have already been through L-D first. It always helps to have a corps of experienced debaters to build a competitive squad. L-D enables novices to master their fundamentals before having the heavy artillery of evidence and complex arguments thrown at them in a standard debate tournament.



"Well, at least I got my foot into it this time," she explained after kicking the ball into the stands. Hardly satisfied, the coach pointed toward the opponents' goal and suggested she send it in that direction.

## SOCCER

Continued from page 1

coach to let well enough alone. "It's okay," she pleaded. "It's not hurting that bad."

"No, sit there and let him look at it," the coach snapped before dispatching a manager to the gym to fetch a trainer.

"Why? All he's going to say is put some ice on it," she answered, knowing she'd lost the argument.

Things weren't going so well on the field either. A near-miss, prompting a reserve to gasp "Gah, I almost had a heart attack," was followed by a pair of quick goals. Big Red trailed, 2-0.

"Relax Linda. Relax," the coach snapped.

From the stands, a boy screamed down, "Work it, Shelley."

"Shut up, Robert," Shelley answered.

For a second, laughter all around — both teams, the sidelines and the crowd.

With a minute or so left in the first half, the coach pulled his injured fullback from the sidelines. She wanted to go back in.

"Your face. Get it cleaned up," he said.

"What's wrong? Is my make-up ..."

He cut her off. "Your composure. That's what I'm talking about."

"Oh."

By then, though, it was too late. The half ended, with one girl rubbing an arm, another glaring at a boyfriend, and another repeating to herself, "Relax, Relax."

Big Red lost the game, 4-1. At least, that's what it said in the newspaper the next day.

The photographer left at the end of the first half because he forgot his jacket and an extra roll of film. Besides, he was late for something else.

But he left wishing he didn't have to. "That was really a lot of fun," he said to himself as he shuffled through the stands, past the still-quiet crowd of 5,000 empty aluminum seats.

## Manual review

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He is currently on a year's leave of absence from classroom teaching and publications advising at Grosse Pointe High School, Grosse Pointe, Michigan. He is working as an intern on The Detroit Free Press. He reports that this is the kind of educational growth he would recommend to all high school journalism teachers and publications advisers. (Perhaps another teaching aid will result from his experiences with the professional press.)

The author has strong credentials. The publishing group is well-respected in the school press field. Such a combination alone would make any teacher/adviser want a copy of the book. Thus, there should be no surprises when it turns out to be a goldmine of information and presents solutions to those day-to-day problems. We recommend the publication as well worth the money spent.

## ILPC convention

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The format for the convention will remain unchanged. Registration opens at 10 a.m. Friday, March 18 and sessions continue through 4 p.m. Friday afternoon. Sessions begin Saturday at 9 a.m. and the convention closes at 3 p.m. with the Grand Awards Assembly in Lyndon Johnson Auditorium.

Those planning to attend should make reservations early. A list of motels and motel reservation cards was mailed from the ILPC office earlier in the year. If you have not received a card, contact ILPC immediately. In preparation for the convention, plan to dress comfortably and expect almost anything from the weather.

We are looking forward to an exceptional convention — one which you will find entertaining and informative. The other ILPC officers — Penny Bible of Channelview, Thea Williams of Highlands and Kendi Smith of Austin Fulmore Junior High — extend our warmest greetings and look forward to seeing you in Austin this spring.

## Non-credit UIL workshop planned

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membership to Jimmy Tinkle, theatre director, Anglina College, Box 1768, Lufkin 75901.

Each director who provided a stamped self-addressed first class envelope with the official OAP title card has been mailed the triplicate eligibility form. All other OAP eligibility forms will be mailed Feb. 23. Read the cover letter carefully. Alternates cannot be used at the contest site. This mailing includes the critic judge questionnaire for the zone or district level and the state meet OAP honor crew application. Directors should read the information carefully and process interested honor crew applicants immediately.

Please note. Standard stage door and window units are not a part of the UIL unit set, but they may be a part of the basic set at the contest site. These items must be declared a part of the basic set, available to all for both rehearsal and performance. There are no specific dimensions so long as these doors and windows are similar to the sample provided in the OAP Handbook, 9th ed. State Office approval is not required to use standard stage doors and windows, single or French, or elements of the approved unit set. Only the specified number of unit set elements may be used.

I still have a few copies of the theatre course guide from the Secondary School Theatre Association of the American Theatre Association. I'm sorry I didn't have enough copies at some student activities conferences. The price is still \$7.50 and must be paid to me directly. Do you need help with plans for your theatre courses? This is the only guide in captivity and there are few copies left.

If you believe in early planning, refer to the tentative UIL calendar for 1983-84. Administrators or school boards should note. Spring breaks that are different everywhere are becoming a major problem in scheduling OAP meets. Area and regional contest managers who schedule theatres a year in advance should plan now. Zone OAP week is March 12-17, district is March 19-24, area is March 26-31 and regional is April 8-13. The state meet week for 1984 is April 23-28.

Do you need help interpreting the set rule or selecting your contest play? Help is available. The UT-Austin Department of Drama is again hosting a non-credit workshop spe-

cifically designed to help directors with preparation for the one-act play contest.

The UIL play workshop is scheduled for the final week of the 21st annual Summer Theatre Workshop, June 27-July 3. The workshop will cover play selection, adapting a long play, makeup problems, using limited scenery, use of the approved UIL unit set, limited lighting, directing techniques and OAP rules interpretation. This program will help participants learn how to survive.

If you have the lost feeling during OAP preparation, consider participation. I will be available the full week and will spend several hours covering every aspect of the program. The UT-Austin faculty will participate fully and several outstanding State Meet OAP directors will share their knowledge and experience with the workshop group.

The schedule is comprehensive and follows a ten hour a day plus sequence following an early Monday afternoon start.

All that is required to enroll is a \$100 non-refundable check made payable to the UT-Austin Department of Drama. Teachers enrolled will receive immediate confirmation. A letter outlining the workshop schedule will follow in early June.

Directors participating in the UIL workshop will view directing projects of teachers involved in the long term program for teachers and students. Three fully mounted UIL plays will provide an opportunity for critical evaluation, directing and understanding from the critic judge viewpoint. Participants will also have the opportunity to see summer productions of the university theatre program. Critique sessions and evaluations on all aspects of the program have focused the program more directly toward the needs of the group.

Testimonials from participants during the past five years are readily available, but I can't resist quoting a 1982 participant: "I feel so much more confident! The UIL workshop for one-act directors was so valuable. I have already started making plans! Thank you for such an informative five days. I feel you provided the most knowledgeable people to demonstrate to us. You always make our questions welcome."