

INTERSCHOLASTIC LEAGUER

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NO. 4

ILPC Convention To Be Held March 22-23

Before Spring Rush

Planning Meetings Make OAP Contests 'Effective'

By LYNN MURRAY
State Drama Director

The One-Act Play Contest is more effective when directors hold a Planning Meeting.

It should be held as early in the school year as possible and prior to the Spring Meet planning meeting of the District Executive Committee. Written recommendations should be submitted to the District Director General for approval by administrators (principals or superintendents) who serve on the Executive Committee.

If there are eight or more schools entered in OAP, zones should be recommended. With increased participation this year, this is of vital importance. Refer to the HANDBOOK FOR ONE-ACT PLAY, Seventh Edition, for details.

Date Important

The date of the play contest should not conflict with other Spring Meet events. The OAP Contest should be held on a separate weekend or days from the other literary and academic contests. The time of the contest should be arranged in order to draw the largest audience possible and leave the critic judge time to present a full critique. Regions II and III-AAAA, Region III-AA and Region I-B must take into consideration the required Area Meets.

The school with the best facilities should be selected to host the contest. A good arrangement is a neutral high school or college if available. The site of the contest often determines the contest manager. A good contest manager determines the success of the contest. He must be thoroughly familiar with the One-Act Play Contest Rules and enforce them impartially.

Encourage Participation

The ultimate goal of the One-Act

Play Planning Meeting should be to encourage participation and determine ways to continuously improve the quality of play production in each district.

Since publication of the November LEAGUER, District Generals have named those individuals listed below to host OAP Planning Meetings. There are still many districts where Planning Meeting Directors have not been identified to the State Office.

One-act play directors in districts not identified are urged to organize their Planning Meetings without notification from the State Office and follow the plan prescribed in the HANDBOOK FOR ONE-ACT PLAY, Seventh Edition.

Spring Meet Conference AAAA

District

- 2—Gilberto Borunda, Bowie High School, El Paso 79905
- 11, 12—Bruce Norman, Spruce High School, Dallas 75217
- 14—Helen Jacks, John Tyler High School, Tyler 75701
- 15—Kathleen Heaton, Bryan High School, Bryan 77801
- 22—Adonia Placette, Vidor High School, Vidor 77662
- 24—Richard Hoag, LaMarque High School, LaMarque 77568
- 27—Jim Smith, Alice High School, Alice 78332

Conference AAA

District

- 4—Yvonne Janes, Hirschi High School, Wichita Falls 76301
- 5—Beverly Houck, Diamond Hill-Jarvis High School, Ft. Worth 76106
- 9—Robert W. Caster, Kilgore High School, Kilgore 75662

'About 600' Debate Kits Left in Stock

"We now have about 600 debate kits in stock, which is more than we had this time last year; however, these will probably soon be mailed out. Our material arrived a little later this year and we are sending out these debate packets daily," explained League Director Dr. Rhea Williams.

"Coaches and debaters are urged to place their orders immediately." The debate package contains several books and three bibliographies. Experienced debaters know it is wise to secure these early, in order to take advantage of the references in the bibliographies. Material must be found in local libraries, or ordered, then carefully read and organized into arguments supporting the "pro" or "con" position.

Items in the debate package are: FORENSIC QUARTERLY (May) from NUEA Committee FORENSIC QUARTERLY (August) from NUEA Committee "Bibliography" from NUEA Committee on Discussion and Debate

WELFARE: A HANDBOOK FOR FRIEND AND FOE by Timothy J. Sampson

WHAT SHOULD BE THE ROLE OF THE FEDERAL GOVERNMENT IN EXTENDING PUBLIC ASSISTANCE TO ALL AMERICANS LIVING IN POVERTY? from Congressional Research Service

WELFARE OPTIONS AND WELFARE POLITICS from the Bookings Institution

TRANSFER PAYMENTS: THEIR DISTRIBUTION AND ROLE IN REDUCING POVERTY AND ALTERNATIVES FOR TRANSFERRING INCOME TO THE POOR: THE FAMILY ASSISTANCE PLAN AND UNIVERSAL INCOME SUPPLEMENTS from the Bookings Institution

HOW SUBURBAN FAMILIES VIEW THE WORK ORIENTATIONS OF THE WELFARE POOR from the Bookings Institution

POVERTY AND PUBLIC POLICY from the American Enterprise Institute.

- 10—Francis Rawson, Little Cypress-Mauriceville High School, Orange 77630
- East Zone—Lonnie Traylor, West Orange High School, West Orange 77630
- West Zone—Felix Odum, Liberty High School, Liberty 77575
- 16—Jon Schwartz, Falfurrias High School, Falfurrias 78355

Conference AA

District

- 4—James Vardy, Frenshup High School, Wolfthorpe 79382
- 7—Otis DeVolin, Fabens High School, Fabens 79838
- 14—Gene Shannon, West Rusk High School, New London 75682
- 15—Charles W. Winfield Mt. Vernon High School, Mt. Vernon 75457
- 18—Jack Gatewood, Hamshire-Fannett High School, Hamshire 77622
- 19—Vicki Bergman, Eisenhower High School, Houston 77088
- 21—Neil Bass, Fairfield High School, Fairfield 75840
- 30—Mary Ann Pawlik, George West High School, George West 78022

Conference A

District

- 5—R. K. Sams, Whiteface Schools, Whiteface 79379
- 6—Eileen Triplett, Wing High School, Wink 79789
- 16—James Highsmith, Farmerville ISD, Farmerville 75031
- 29—Ruth Davis, Comfort High School, Comfort 78013
- 30—Melvin White, Sabinal High School, Sabinal 78881
- 31—Kay Calaway, Three Rivers High School, Three Rivers 78071

Conference B

District

- 7—Mickey McMeans, Borden County High School, Gail 79738
- 13—Rebecca Radde, Meridian High School, Meridian 7665
- 36—Hazel Lintelman, Danbury ISD, Danbury 77534

Quick Compliment Saved the Day

A fan raced onto the field, in violent protest against an official in charge. He prepared for a punch at the umpire but another fan, who was doing more cool thinking, yelled: "If you hit him, the Interscholastic League will suspend our school."

The irate one lost his ire—he grabbed the umpire by the hand, shook it and told him: "Boy, you sure did call a good game."

From: Texas Schoolboy Football by Harold Ratliff

Corpus Administrator To Head Spring Meet

New director of the Region IV, Conferences AAAA and AAA at Del Mar College in Corpus Christi is Dr. Dwayne Bliss, Assistant Superintendent for Administration in the Corpus Christi Independent School District.

Dr. Bliss was reared in Texas, graduated from Dumas High School and obtained a BS degree from the



DR. DWAYNE BLISS
... new director



THREE HONORED BY LEAGUE—Arlington School Supt. James Martin, Blinn College President James H. Atkinson and Texas Education Association Commissioner J. W. Edgar, left to right, were presented with University Interscholastic League Distinguished Service Plaques at the fall Council session. League Director Rhea H. Williams said, "These three have made great contributions to the League's broad program of educational competition in academic, literary and athletic fields. We are grateful to them and to all the other fine Texas educators who make the UIL's work possible."



SEVEN COUNCILMEN ELECTED IN 1973—Six new councilmen were elected and one veteran was returned to the UIL Legislative Council by vote of member schools this year. The educators elected to serve are, left to right: Supt. Glenn Reeves, Saginaw; Supt. Horace Francis, Garrison; Supt. A. C. Newsome, Quitman; Supt. James McLeroy, Gail; Supt. Earl R. Tate, Paradise; Supt. Neal B. Dillman, Muleshoe; and Supt. Ed Irons, Lubbock. Supt. Horace Francis was re-elected. League Director Rhea H. Williams said, "These men, and all the others on the Council, are the real heart of the League. They are the ones who guide the League in its broad program of educational competition. We are grateful to them for their contribution of their time to assure that the UIL program will be of maximum value to all competitors."

Debate Topics on Agenda For NUEA in December

At the late December meeting in New Orleans, the National University Extension Association, through its Council and Wording Committees, will review possible areas from which debate propositions for the 1974-75 school year are to be selected.

Committee representatives from the various state leagues will choose three which they think to be appropriate, timely and "debatable," those which have a balance of statistics available for the affirmative and negative proponents.

Texas Representatives Among these representatives will be two Texas debate coaches, Mrs. Virginia Myers of Monterey High School in Lubbock, and David Ozmun of Floresville High School, and the League director, Dr. Rhea H. Williams.

Topics suggested by member schools are forwarded, through their state league directors, to the National Debate Center at the University of Oregon, and these are reviewed by the NUEA committees, together with those proposed by special study committees by the delegates at the conference. This is a very important service to the leagues of the nation, including the University Interscholastic League.

Three Topic Areas The committees select three areas, formulate and phrase three debate propositions under each, and the state leagues present them to their member schools for approval. This is an open democratic process, which respects the autonomy of each member and affiliate.

"Debate is the democratic alternative to revolution by violence," Dr. Williams said. "Ballots are always preferable to bullets. The more citizens we have competent to resolve differences by debate, the less likelihood there is that the nation will be reduced to dictatorial or disorderly methods of changing its laws or its government."

Wording Committee The Wording Committee of the Council has the task of reviewing,

amending and refining the phrasing of all suggested debate propositions. These are submitted to the Advisory Council without discussion. The Council, composed of delegates from the various states, then votes upon whether the propositions suggested shall be further considered.

All topics which receive more than one-third of the votes are retained for discussion. Wording may be further refined or amended. Each delegate then votes for the three areas he thinks most acceptable for debating. If more than three have again received more than one-third of the delegates' votes, the process is repeated until only three problem areas remain. The Advisory Council then presents these three areas, with suggested discussion and debate propositions, to the Committee on Discussion and Debate.

States Will Vote Through the National Debate Center, this committee submits them to the state associations or leagues which determine, usually by vote of each state's member schools, which of the three areas is preferred. Once the area is established, further voting decides which of the three proposed debate propositions in the specified area shall be the debate topic.

Thus, problems or areas suggested in January of one year are transmitted through the National Debate Center to the NUEA Committee on Discussion and Debate by the state league, are studied and worded, phrased and revised, submitted to the NUEA Council, and reconsidered by the state leagues and member schools by referendum or other voting procedure, a selective process which takes some 12 months to complete.

Yearbooks To Get First Ratings, IAA

The Interscholastic League Press Conference Convention will be held in Austin March 22-23.

For the first time high school and junior high school yearbooks will be included in the ratings and individual achievement awards competition.

Registration will open at 2:30 p.m. March 22 for early arrivals. Some instructional sessions for students and teachers will be offered this Friday afternoon.

The registration fee for students and teachers will be \$2. Registration cards will be required for admission to all the instructional sessions of the convention. Monitors will be stationed at the doors to check credentials.

ILPC Officers in Charge

ILPC President Russell Robertson of Dallas Bryan Adams High School will be in charge of all student sessions. He will be assisted by Keith Samples, vice-president from Pampa High; Maria Hernandez, junior high vice president from Saegert Junior High of Seguin; and Randi Mays, secretary from Waltrip High of Houston.

Details of the convention program will be mailed to all schools as soon as they are completed.

Mail Planning Sessions

ILPC Director Max R. Haddick said that planning with the officers will have to be by mail this year. He said that his schedule included trips every weekend this fall, leaving no opening for an officers session in Austin. "I regret that we

could not meet," Haddick said, "but it just was not possible. I will try to help the officers as much as I can by mail. Next year I will try to reserve at least one weekend for the ILPC officers."

Special Working Credentials

Each member school will be mailed two voting delegate badges. These will be used to gain admission to all business sessions, including election of new officers.

Any proposed changes in the ILPC Constitution or By-laws must be mailed out to all members before the convention. "I will mail copies of any proposed changes submitted to me," Haddick said. Copies of the present Constitution and By-laws will be mailed to all members in December.

Special Awards

Texas, Outstanding Journalism Teacher will be presented a plaque at the banquet. There will be plaques for the Top Newspaper and for the Top Yearbook, and one for the newspaper doing most to promote sportsmanship in interscholastic competition.

Housing in Austin

"Do not come to the convention without having housing reservations," Haddick warned. "We are expecting between 3,000 and 4,000 for the convention. You must have arranged for your housing before you come to Austin."

The ILPC office will send out housing request forms and will assist schools in getting reservations.

RhondaTypes To AAA First In State Meet

Rhonda Stanley, a senior at Seminole High School, captured first place in Conference AAA at the State Meet in typewriting with a score of 53.72 words per minute with an accuracy rate of 96.41%.

Mrs. Christine Nelson of Seminole High School is Rhonda's coach. Rhonda, a member of the National Honor Society and the Future Teachers of America, enjoys people in general and has aspirations of becoming a lawyer. She enjoys golf, reading, horseback riding, swimming and bicycling as her hobbies.



RHONDA STANLEY
... types first.

Baseball Districts To Be Set In January

The tentative baseball alignment for the 1974 baseball season will be released in January. Districts in Conferences AAAA and AAA will be identical to the 1973 football districts in most instances.

Conferences AA, A and B will not follow the exact district alignment as in football. There are a few districts that will be combined and some districts that will not field any teams. The League Office recommends that districts in Conferences AA, A and B wait until the tentative list is received before attempting to organize.

Plan Acceptance Date

The last date for accepting the Baseball Plan was Nov. 15. The first day for baseball practice is Feb. 1. The first day for interschool baseball scrimmages is Feb. 16, and the first day a game may be played is March 1.

Conferences AAAA and AAA will play to a state championship. The State High School Baseball Tournament is tentatively scheduled for June 6 and 7. This date may be changed due to a conflict with the NCAA National Championship

Track Meet to be held in Austin on the same date. If there is to be a change in date for the State Baseball Tournament, the schools will be notified.

Conferences AA and A will play to a regional championship. Conference B schools will culminate their play with a bidistrict championship.

Safety Helmets

All batters and baserunners are required to wear helmets with earflaps on both sides. All catchers are required to wear helmets while on defense.

Aluminum bats are legal this year. These bats are to meet size and length standards as prescribed in the National Alliance Rules.

The League rule that prohibited coaches from occupying the coaches' boxes was removed from the rules by vote of the member schools in the spring of 1972. Coaches are urged to conduct themselves in a proper sportsmanlike manner, since this was the reason the rule was originally placed in the Constitution and Contest Rules.

Music Matters

Large Ensembles Top Council Move

By NELSON G. PATRICK

By this time you have received information concerning the results of our proposals to the Legislative Council. It is important that we observe the effects of these changes on the contest as well as on the quality of music learning resulting from the contests.

The most important item approved by the Legislative Council concerning music was the addition of medium or frequently called Large Ensembles: brass choir, woodwind choir, boys choir, girls choir, percussion choir, experimental ensemble.

These ensembles are designed to provide intensive participation for those students who are not quite mature enough to perform without direction and for those who do not have the advantages of individual instruction.

Medium Ensemble

In the medium ensemble, the director can rehearse the group utilizing about the same amount of time usually given to one soloist. I am not negating the value of solo performance, but suggesting a way to provide for musical experiences for those who need more direction while maturing musically.

The new ensembles provide for musical groupings more in keeping with contemporary life. Within the past decade, there has been a trend toward the versatile larger ensembles. A greater variety of music in as many styles is available. Such selectivity permits group identity, giving each ensemble its personal musical character or personality.

Experimental Groups

Of the new medium ensembles, the Experimental group probably is the most interesting. The name was selected because it best describes the function of the group—it is an opportunity for the director to experiment with all of his resources. He can have any combination of instruments, voices, multi-media or electronic devices. Furthermore, he can select his music from any source. If he cannot find music to his liking, he can compose it. It is an opportunity to choose from the school's musical resources whatever he thinks will be most interesting musically.

In my opinion, this is the most progressive step that we have taken within the past ten years. It is the kind of challenge that leads to creative musical growth for both teacher and students.

1972-73 Choral Sweepstakes Winners

Region I

AAA: MIXED—Dumas, Larry Guess; Girls—Canyon, Tom Jennings; Boys—Dumas, Larry Guess.
CCG: MIXED—Lee (Pampa-Second Group), Elena Ann Donald; Boys—Canyon, Gene Murray.
CC: MIXED—Hereford, Douglas Morris; Pampa, Louise Richardson.

Region II

AAAA: MIXED—Abilene, Danny Hood; Cooper (Abilene), B. Jack Glover; Rider (Wichita Falls), Don Cowan.
CCG: MIXED—Jefferson (Abilene), Bobbie Sumerlin; Madison (Abilene), Era Jo Lester; Girls—Jefferson (Abilene), Bobbie Sumerlin; Lincoln (Abilene 9th Grade), Bobby Siltman; Mann (Abilene), Conrad Bratton; Boys—Jefferson (Abilene), Bobbie Sumerlin; Lincoln (Abilene), Bobby Siltman.
CC: MIXED—Lamar (Snyder), Mary Vestal; Girls—Lamar (Snyder), Mary Vestal.

Region III

AAAA: MIXED—Lake Highlands (Richardson), Paul Martin; MacArthur (Irving), Danny Hart; Nimitz (Irving), Billy N. Davis; Sherman, Duane Gohlke; Girls—Highland Park (Dallas-First Group), Don Waugh; Highland Park (Dallas-Second Group), Don Waugh; Irving (Second Group), James A. Moore; MacArthur (Irving), Danny Hart; Boys—MacArthur (Irving), Billy N. Davis.
CCG: MIXED—Houston (Garland), Beverly A. Russell; Lake Highlands (Richardson), Woody Christman; Richardson, J. T. Hightower; Richardson North, Wade Bennett; Girls—Richardson West, Ann Bilger; CC: GIRLS—Travis (Irving), Connie Preston.

Region IV

AAAA: MIXED—Greenville (First Group), Charles Silvey; Nacogdoches, Barbara Reid; Pine Tree (Longview-First Group), John Hornbeck; Girls—Greenville (First Group), Charles Silvey; Longview, Naomi Short; Nacogdoches (Second Group), Barbara Reid; Boys—Longview, Naomi Short.
CCG: MIXED—Lufkin, Annabel Carter; Girls—Lufkin, Annabel Carter; Boys—Lufkin, Annabel Carter.
CC: MIXED—Judson (Longview), Carroll Starnes.

Region V

AAAA: MIXED—Denton, Rex Wilson; Paschal (Fort Worth), Pat Atkinson; Southwest (Fort Worth), Alan Potts.
CCG: MIXED—Central (Hurst), Cherrie Rose.

Region VI

AAAA: MIXED—Big Spring, Jack Bowers; Lee (Midland), Henry Sellers; Odessa, Jim Casey; Boys—Lee (Midland), Henry Sellers.
AAA: GIRLS—Andrews, Tom R. Adams.
CCG: MIXED—Bowie (Odessa), Marjorie Dodson; Hood (Odessa), Barbara Acreman.

Region VII

CCG: Brownwood (Second Group), Betty Martin.

Region VIII

AAAA: MIXED—Temple, Dwayne Marshall; Girls—Richfield (Waco), Donald C. Belmos.



ANTIC SPRING—Randolph High School at Universal City appeared for the fifth time at the OAP State Meet and won Conference AA for the second consecutive year. Pictured above in their production of ANTIC SPRING are Bob Laliberte, Nancy Tye, Mike Anderson, Debbie Walker, Gordon Lund and Nanette Jacko. Nancy Tye was named Best Actress and was the recipient of the Samuel French Award. Mike Anderson was placed on the All-Star Cast. The play was directed by Jack Posey.

Rule Or Boy?

Educator Answers Which Comes First

Editor's Note: The following feature has been reprinted from the Arizona Interscholastic Association publication because of its applicability to the Texas scene.

Recently a working mother called me on the telephone and reviewed the eligibility situation of her son. The father was continuing to work at the same place he had been employed for many years. Their home in that community had been established for many years. The mother had taken a job in another town. The son, moving back and forth, soon was in trouble scholastically, and the school administration had declared him ineligible for failure to do passing work in his subjects.

When I informed the mother her son would have to attend a semester doing passing work before his eligibility could be restored, she remarked, "Certainly, you are not going to put the rule above the boy." That same thought has been expressed to me many times in many variations; namely, *the boy comes first, the rule second.*

'No' Never Understood

The word "No" has become a very unacceptable expression in today's society. The moment a person is told "No," when requesting special consideration, he immediately wants to find the next person in command, and the process is repeated, generally going all the way to the top echelon.

With each refusal or "No" answer, the inquirer becomes more vexed, the rule appears more ridiculous, and the boy's cause seems more plausible.

Rules Destroyed

Those who work with rules to govern competitive sports realize fully the importance of adhering to those rules. Whenever you start to "deduct" something from the rules, as adopted, it isn't long until "deduct" takes it all, and you have no rules. Have you observed how often the person who asks you to modify the rule to accommodate his son or daughter finds himself in the pre-

dicament of asking for such consideration because he failed to observe, with responsibility, rules by which he should have been governed?

Fairness To All

Sports, at the secondary level, are America's greatest hope, because the rules by which they are governed are based on fairness. Every participant must have the same consideration, every participant must pay the same penalty for a violation, every score must receive the same reward while playing the game.

When people get into the old argument of which came first, the chicken or the egg, the discussion is endless, but not so with the question of rules and boys. The rule must always come first, because that is the justification for having activities for young men and women.

When rules come first, then it becomes necessary, frequently, to say "No" to requests. It's not that we are negative in our thinking or lack in sympathy toward offenders of the rules. It's simply a case of necessity in order to conduct the sport.

Reviewing the Rules

We must hasten to add that rules must be reviewed frequently and evaluated as to their effectiveness and fairness. Whenever safety hazards are present, changes in equipment or methods of play must be adopted. Whenever eligibility rules discriminate against worthy candidates for sports, they need to be updated. But to bend a rule to permit someone to participate who has not met the basic requirements by which all other candidates qualified, can only result in chaos and disorder.

One of the finest lessons to be learned in sports is the disciplining of self to a set of standards of training, playing and conduct. To say "No" when asked to deviate from the rule may not make you popular, but in the final analysis it does merit respect. And to be respected is a greater accomplishment than to be admired.

'72 Speech Champ Eyes Church, Law

"I am undecided," reports David Leslie Hollon of Boerne, first place winner in boys' Persuasive Speaking in the 1972 State Meet, "whether I will be an evangelist or an attorney. I enjoy talking and working with people." Coached by Harold Alderman, David placed second in his 1971 district contest, but won in 1972. Class favorite in 1968-69, student of the year in 1969-70, member of

the student council and debate team, selected as outstanding Teen-ager of America, he has had an active school life. He also takes part in basketball and golf and is a member of the class play cast. He has been president of the Student Council and is editor for the school paper, has won the Boys' Citizenship Award and the district oratorical contest, and other numerous achievements.

One-Act Play Workshops Set By SFA

Two one-day workshops for teachers and students preparing for UIL one-act play competition will be offered March 1 and 2 by the Stephen F. Austin State University Department of Theatre.

Each workshop will provide time for presentation of one-act plays by 10 schools; each play will receive a detailed critique.

Special interest discussions will be conducted by faculty and graduate students for workshop participants when not performing. At least three such workshop topics will be selected from the following:

1. Special movement problems—stage fights and falls,
 2. Special makeup problems—age and hair,
 3. Homemade lighting equipment,
 4. Inexpensive furniture and sets from cardboard,
 5. Movement in period costumes.
- The SFA One-Act Play Workshops will be directed by Dr. W. K. Waters, theatre professor. Critiques will be presented by Dr. T. K. Heino, department chairman, and Dr. H. L. Zillmer, associate professor of theatre.

Technical discussions will be under the direction of Clifford Smith, SFA designer and technical director.

Each school will be charged a \$10 fee with no limit to the number of students participating. Inquiries should be sent to Dr. Waters, Department of Theatre, Stephen F. Austin State University, Box 6204, Nacogdoches, Texas 75961.



SUNDAY COSTS FIVE PESOS—Wortham High School won the Alternate Place honors in the 1973 Conference B One-Act Play Contest. Their play was SUNDAY COSTS FIVE PESOS. Mrs. Aggie Poe directed the play. Above are Laura Nichols and Gary Buchmeyer. Miss Nichols was named to the All-Star Cast.

Music Theory Notes

Contestants Need Aural Drills Now

By JERRY DEAN
Director
State Music Theory Contest

When I saw the movie "The Brothers O'Toole" the other night, I was amazed and pleased to hear one of my all-time favorite sayings. One of the pseudo-outlaws said, "I'm so hungry my big guts are eating my little guts." I don't mean to pursue the topics of movies or guts, but if you are a contestant in the 1974 TSSEC Music Theory Contest and your teacher doesn't start drilling an aural identification of intervals right away, the Contest is gonna eatcha up!

Contestants will be asked to identify simple (no larger than an octave) intervals aurally in the same three ways as on last year's test:

- 1) isolated intervals with pitches played consecutively,
- 2) identification of vertical intervals resulting from simple two-part counterpoint with the parts in a one-to-one relationship (i.e., as in first species counterpoint), and
- 3) intervals with pitches played consecutively, taken from a musical excerpt; i.e., heard in a musical context.

Recorder Helps

In working with intervals, one should consider using a valuable and easily-obtained resource—a tape recorder (cassette or reel-to-reel). Most high school music teachers have at least one tape recorder available through the school, and many students have them.

Tape Recorder Use

Here are a few suggestions concerning the use of tape recorders:

- 1) When you work on constructing intervals, make an assignment in which students write out the 12 different intervals (including the perfect octave), but not consecutively in ascending or descending order, and label them. In class have students play other students' intervals (try to involve a variety of instruments) and record these; then use the tapes for dictation in class, or pass them around among the students for use at home.

- 2) Make recordings of pieces you are performing with your ensemble(s). When you are working with your theory students, play sections in which intervals can be distinguished, and have students identify them. You could get into discussions about what effects are produced by the intervals in context (tension, release, excitement, tonal instability, surprise, jerkiness, etc.).

Melodic Contour

- 3) When you are discussing melodic contour, have students write "melodies" with a specified number of notes all of the same duration. These can illustrate arch, bowl, axis, descending contours, etc. In class have two students perform their creations simultaneously and record the resulting two-part counterpoint. Whether the result is aesthetically pleasing or not, the recording can be used for aural identification of the vertical intervals.

Other Uses

There are many other possibilities, of course. Remember that the best of the tapes can be kept and used year after year.

Keep in mind our question-answering and discussion session concerning the TSSEC Music Theory Contest at the TMEA Convention on Saturday, Feb. 9, from 2 to 3 p.m. in Room ATCC 107. I suggested some topics for consideration in last month's column.

There are still some copies of the 1973 Theory Exam available from Jerry Dean, Music Building #1, University of Texas, Austin 78712.

Educational Theatre

New Rules Passed For 1975 Contests

By LYNN MURRAY
State Drama Director

On Sunday, Nov. 4, the University Interscholastic League Legislative Council met in Austin. This legislative body, the "boss" of the League program, is composed of one representative, a school administrator, from each conference in each region. (Note: Section 3, page 12, *Constitution and Contest Rules*)

These 20 administrators "determine policies to guide the State Executive Committee in making the rules governing the organization and control of contests; to adopt material changes in contest rules, etc."

Lynn Murray or other members of the State Office staff do not make the rules for the One-Act Play Contest. All rules and regulations pertaining to OAP are made by the Legislative Council. Decisions made by the Council that affect OAP during the 1974-75 school year (Not this contest year!) are as follows:

1974-75 Decisions

1. If no more than three schools are entered in district OAP competition, each school may double its representation in the contest with the approval of the District Executive Committee.
2. Two unranked winning plays will advance to the next level of OAP competition from Zone to State Meet. This plan will be implemented at such time as the logistical problems can be solved.
3. Cast size was increased to a maximum of fifteen, plus three alternates or crew members.

Items Considered

Several other items were submitted to the Legislative Council for consideration. The Council referred to the Literary Committee for study of the following:

1. Should the OAP director be a full-time employee of the school?
2. Should the Accredited Critic Judges List divide judges into divisions?
3. Should zone contests be required in districts with eight or more entries?
4. Should OAP director's Planning Meetings be required?
5. Should a play director with an entry in OAP be ineligible to serve as contest manager in his home district?

Rules Upheld

The Council also referred to the Literary Committee recommendations from the Texas Secondary Theatre Conference concerning district organization, title entry deadline and the time limit rule. The Council reiterated its opinion that the critic-judge was preferable in One-Act Play although districts do have the right to use a panel of judges. The term "critic-judge" will be maintained in its position in the OAP HANDBOOK and all OAP rules. The Legislative Council voted unanimously to maintain current OAP Rule 2,a,6) concerning profanity and cursing.

I appreciate the efforts of the Legislative Council and their concern for the One-Act Play Contest. I trust drama directors and administrators will take note of their action and will make their opinion known. We will continue to seek ways to improve the One-Act Play Contest.

Mrs. Ermine Worrell, Director of the Texas Secondary Theatre Conference, I. E. Clark, and Bill Cook, President of the Texas Educational Theatre Association, made recommendations to the Legislative Council and endorsed the work of the League. They pledged the support of TETA/TSSTC in the furtherance of OAP and secondary educational theatre.

TETA Convention

The Texas Educational Theatre Association has long been a supporter of the League's drama program and has established a joint UIL One-Act Play Contest advisory Committee with TSSTC to study proposals to be made to the League's Literary Committee and the Legislative Council. Interested drama teachers should plan to attend the annual TETA convention, Jan. 31, Feb. 1-2 in San Antonio. The OAP Contest Advisory Committee will hold an open meeting.

The TETA convention will be held at the El Tropicano Motor Hotel and San Antonio College. All high school drama directors and theatre directors in higher education will shortly receive details of this program. A UIL critic judging workshop is scheduled for Friday afternoon of the convention and prospective critic judges will be notified.

Critic-Judge List

Individuals currently listed on the Accredited Critic Judge List will be notified of new requirements for maintaining their names on the List. The executive committee has recommended that judges attend at least one workshop every five years to retain their accredited status and notification will be mailed from this office in a few days. It should be

noted that this administrative change will not affect judges this year.

Those interested in joining in support of educational theatre in Texas should plan to attend the annual TETA meeting in San Antonio. If you do not receive program information before Christmas, contact Ron Lucke at San Antonio College for details.

Drama Loan Swamped

The Drama Loan Library is flooded with orders. Five people are working more than 40 hours per week. Help! Follow instructions provided and return play orders by the due date. Requests will be filled through Dec. 21, and will take into consideration Christmas vacation. Let us know if there are major delays in mail delivery. We try not to levy unjustified fines.

Each play request must be accompanied by \$.25 for a maximum of ten plays (alternate requests are OK) in one package. Do not send \$.25 per play! Do not place the fee or a request inside a package of plays being returned library rate. This is a violation of postal regulations.

Play Appraisal Work

A play not on the Approved Lists must be approved by the Play Appraisal Committee no later than Feb. 14. Required "set additions" must be requested when you submit the script to the Committee for approval. Don't wait until February. The record enrollment in OAP this year (857 enrolled as of Nov. 30) is causing heavy demands on the Play Appraisal Committee. If you wait until the deadline to submit your request, you may not get an answer by the March 4, Title Entry Card deadline.

Directors should note that all plays of Dramatists Play Service have been removed from the Apthis company will not be approved proved Lists and plays published by the One-Act Play Contest.

Planning Meeting

If you haven't had your planning meeting to organize your district play contest, then someone in your district is not taking the initiative. The importance of this meeting must be emphasized. All directors should get together and make recommendations as noted in the new OAP HANDBOOK. If you do not hear from the planning meeting host in your district, contact the District Director General for the duct the meeting. If a host has not name of the person assigned to convene assigned, organize the meeting of directors yourself!

Zone Contests

The need for zone contests should be a major priority. When there are eight or more schools enrolled in district OAP, the district should be divided into two zones and two winning plays selected at each for district competition. If the OAP contest is to be an educational experience, districts with eight or more plays must zone. There were eighteen districts that did not zone last year that had eight or more plays. Those districts greatly reduced the potential educational effectiveness of their contests.

All League sponsored Student Activities Conferences have been completed. I have received numerous comments of appreciation from drama directors who attended the OAP sessions. These sessions could not have been successful without the efforts of theatre chairmen and faculty at each of the SAC sites. If you appreciate the support of our program by these people, write the chairman a note. Thanks to all!

Drama Directors should be careful of criticisms leveled at host schools, theatre departments, contest managers and crews of the many district, area and regional play contests held at institutions of higher learning. These people are providing a valuable service that should not be taken lightly. Their aim is good public relations and they try their best to operate play contests effectively. Not all colleges and universities are willing to serve. Wonder why? Directors should seek the good will of those who support their program. Good will, like a good name, is won by many acts—and lost by one.

Postscripts on Athletics

Motivation Differs With Human Need

By DR. BAILEY MARSHALL

Motivation means many different things to different people. Some people think of motivation as something that somebody does to someone else to get them to move—like getting a tennis ball moving. You can kick it, throw it, hit it, put it on an inclined plane, or drop it to create movement.

The problem is not as simple when dealing with human beings. In most instances one can do something to someone and get movement; of course, the movement may be in a direction different from what the "mover" intended. The methods used to get one person to do what another wants done are not always considered by behavioral scientists as true motivation.

There are a number of approaches that superiors (superintendents, principals, teachers and coaches) use when attempting to get subordinates to do what they want done:

- 1) The "Authoritarian" Approach—Tell "them" what to do and be strict and coercive in seeing that "they" do it like you want;
- 2) The "Carrot and Stick" Approach—Give "them" a carrot if "they" don't do it like you think "they" should, and give "them" the stick if "they" don't do it like you think "they" should;
- 3) The "Nice Guy" Approach—"They" will do things you want "them" to because you are such a nice guy and "they" love you;
- 4) The "You're Smarter Than They Are" Approach—You can trick "them" into doing the job the way you want it done;
- 5) The "Rational" Approach—Establish rules to cover all contingencies. If you can't have a rule to cover something, make one up—"they" will follow the rules; and
- 6) The "Paternalistic" Approach—"They" will do the job because "we" are one big happy family.

Different Strokes

There are times when some of the previous approaches can be effective in getting movement and action, but normally the results are on a short-term basis. Different things appeal to different people at different times. Few people within a group have the same needs at the same time, and each individual's needs may change over a period of time.

The superior must recognize that people are different and that getting results will depend largely on his ability to see the world through the eyes of each of his subordinates.

Much of the accepted theory regarding motivation explains motivation through the needs of an individual in a hierarchy of importance, starting with the basic needs—foods, liquids, work, rest, recreation, etc. When the basic physical and physiological needs are satisfied, the

next higher needs are for safety and security; and this is what motivates a person.

Higher Needs

When the safety and security needs are satisfied, the higher needs—the affectional or belonging needs—serve as motivators for the individual. Next in order are the ego or self-esteem needs—approval, self-confidence, and appreciation. At the top of the scale are the highest of all needs: the self-actualization or self-fulfillment needs—the need for "becoming" what one is potentially capable of becoming; the need for self-development.

Need for Consistency

Dr. Arthur Eckerman has depicted another human need—that for consistency of feeling, knowing, and/or acting. This need may account for a person's resistance to change, particularly in the area of behavior, because no one is going to change his behavior over a period of time simply by being told to do so. He will change his behavior when he has convinced himself that the need to change is stronger than his need for consistency.

As noted in the above discussion, not all people are motivated for the same reasons. People are not tennis balls, and they won't all "move" in the same direction or at the same speed because of one act or one thing. Very few people will reach fulfillment of their highest needs—self-actualization or complete realization of their personal goals—but they will be striving toward need satisfaction, consciously or unconsciously.

The superior's effectiveness depends upon his ability to give subordinates room for growth—ways to meet their needs—by providing the kind of atmosphere that will foster this satisfaction. By increasing his ability in this area, the superior will become a more effective leader since each of his subordinates will be motivated.



BASKETBALL CLINICIANS—Mrs. Dorothy Brown, chairman of the women's physical educational department at San Jacinto College, and Bill Farney, president of the Texas High School Girls' Coaches Association, look over the registration figures for the Second Annual UIL Girls Basketball Clinic held at San Jacinto College this fall. A record Attendance of over 700 high school girls were on the College campus to hear Farney and several others speak on basketball techniques.

League Rule Explained

Amateur Standing A Must For Athletes To Understand

School administrators and coaches should schedule group meetings with all prospective athletes, to explain carefully the League's Amateur Rule, Article VIII, Section 8, so that no student has to forfeit his eligibility and no school is deprived of honors through violation of this rule.

Any pupil who receives cash or valuable consideration for teaching or participating in any athletic sport or game or who, in any game outside of games played as a member of his high school team or the League, has competed on an athletic team with a paid player is in violation of this rule; also, he must not allow his name to be used for promotion of any product, plan or service. A pupil adjudged by the appropriate committee to be in violation of this rule is ineligible for one year from the time of the violation.

Activities considered athletic sports or games are: baseball, basketball, cross country, football, golf, softball, swimming and diving, tennis, volleyball and track and field.

If someone else accepts cash or valuable consideration for the player, this is an invasion of the rule and should be interpreted the same

as if the player had received the items. Accepting golf balls or bags or clubs, or tennis rackets or balls, or playing on any golf or tennis team with a paid player is a violation of this rule. It should be noted that one may play against a paid player, but not on the same team with him.

This rule does not apply to pupils less than 16 years of age at the time payment for athletic services was made.

Letter of Intent

The signing of a letter of intent for athletic ability is a violation of this rule; signing of a pre-enrollment application is not. Accepting cash or valuable consideration from an individual or college for athletic ability is a violation of the Amateur Rule. Accepting meals, lodging and transportation is also a violation, since these are "valuable consideration."

Summer Baseball

A boy may participate in summer baseball under the following conditions, without violating the League's Amateur Rule:

(1) He must not play on the same team with any paid player or with any player who receives valuable consideration. He can play against other teams which may have paid players.

(2) He can not receive any expense money for any kind of travel, or for meals or lodging. Any expense money must be handled by the team's manager, just as the high school coach would handle the funds, and the boy must never be given any cash or transportation tickets.

(3) Any money which may accrue from gate receipts or from any other source can not be distributed among the players on the team. If a high school boy plays on such a team, he will then become ineligible, as he has played with paid players.

(4) It should be kept in mind that any collection taken up at any

tary obedience to constituted authority. How much this obedience to rules and authority is needed in today's society! I believe Bill has learned his lesson.

Coach, Bill imitates you every action; you are his ideal. How proud I am that your personal life and conduct are on such a high level! My boy dresses better, speaks better English, and behaves better because Coach sets the example. I wonder if all coaches realize how important a place they have in the school and community, and how many boys are imitating them.

Scholarship

Especially, Coach, I want to thank you for insisting that athletes study diligently and stressing constantly the fact that scholastic work is so important. Bill told me that you had impressed on all of the team that football players are superior intellectually to the average student and that they should make good grades because they have the ability to do so. This teaches the boys not to try and "ride by" because they are athletes.

Place of Honor

Your emphasis on teamwork, cooperation, fair play, sportsmanship, honesty, integrity, obedience to authority, control of emotions, proper health habits and proper conduct has earned for you a place of honor in the hearts of all the parents, students, faculty and the community.

In conclusion, Coach, thanks again for all you have done for Bill and the youth of this community. We appreciate you and want you to know that this is a better community because you chose the profession of coaching and the leadership of youth.

Your friend,
Bill's Dad

To Prepare Better Coaches

Educational Philosophy of Athletics Needs Attention in Schools, Colleges

By DR. RHEA H. WILLIAMS
League Director

There is a definite need for each public school system to have a concise statement of objectives of their athletic program and how it contributes to the educational program of the local school.

There are many schools with excellent codes and statements of athletic philosophy, attractively printed, but many repose in desk drawers under stacks of paper and are rarely ever touched.

The big job is to see that once the athletic policy is written, it gets into the minds and hearts of those who direct and participate in and watch the athletic programs in our high schools. The codes first must be accepted and practiced by the coaches, school administrators, and players.

Educational Objectives

If we are to have these educational objectives achieved in our athletic program, then we must do a better job of training those who are leaders of our sports activities. If a sport is to make its proper contribution to the purpose of education, it must be conducted by a high quality of leadership which clearly understands its goals and seeks to attain them. In too many cases, this type of leadership is not available and will not be available until we until we have a different type of training given to those who are entering this important work.

High Pressure

As a rule, the best coaching jobs go to the athletes who were outstanding members of college or university teams. A young man enters coaching as a product of a highly specialized, and in many cases, highly commercialized athletic program. The bigger the program the higher the school board, and in many cases the administrator, is willing to bid for his services. Such a background is not, to say the least, ideal.

Recruiting Pressure

College and university teams are usually built and maintained by high pressure recruiting. It is to be expected, therefore, that a beginning coach from such a system is inclined to follow the same practice in building his high school team.

As a college player, the prospective coach becomes accustomed to generous spending for supplies, and when his principal calls his hand for using half a dozen footballs in one week, he feels that the administrator is not cooperating. This is true not only in relation to supplies, but in all other areas. A person coming out of a high-pressure college situation feels that, after all, football or basketball is the most important thing in the school. He, furthermore, feels that he should not teach any classes, and should do nothing but coach football, as is true in college. This just cannot be justified in the high school program, as there is no room for full-time, exclusive coaching jobs. All must include some teaching assignments.

Obligation

High school administrators do not like the idea that the school owes the athlete something. They feel it is not sound thinking for a boy to feel that he should be given special consideration for being a member of the high school team. If sports do all they claim they do for a boy, the boy is indebted to the school for having received more attention, more training and more use of the school facilities than other students.

This column is attempting to show that a high school coach, fresh from big-time college play is often asked to turn his back and go counter to what he had been doing for four years, that is to throw away a system that gets results as far as number of games won, and don't forget that high school coaches are under pressure to win games.

Most Adjust Quickly

Under these circumstances, it is a wonder that so many high school coaches coming directly from college adjust so quickly.

It is imperative that the institutions of higher learning give coaches a different sort of training, so that they will understand that athletics are only a very small part of the total program of education and that they are enterprising an amateur program, one in which there is a limited amount of time and money which can be spent.

The high school coach wields a tremendous influence. He must be more than a man who knows how to impart the technical aspects of the sport he will direct. He needs to have a clear understanding of the objectives of athletics in the secondary school program, and he needs to be willing to direct his efforts toward reaching these goals.

In-Service Training

There is a great deal to be desired in the training coaches are receiving in colleges and universities, but it is also true that the in-service training which they are receiving in public schools needs re-evaluating.

There is not a single state which does not have a coaching clinic, conducted each year either by the state association or by the coaches association. The purpose of these clinics is to give coaches additional training to make them better teachers and better coaches.

What usually happens at these clinics? An instructor is selected, usually a college coach, whose re-

cruiting practices and scholarship grants have made it possible for him to have an outstanding team. He comes in and holds forth for three or four days on offense and defense, which is well and good, as far as it goes. The trouble is, it doesn't go far enough.

Clinics Incomplete

Maybe a coaching clinic is not the place to say anything about the educational aspects of our various sports. Judging from the programs of such gatherings, such must be true, but there should be a time and place somewhere in the in-service program to discuss these subjects.

We often criticize the colleges for giving us technical experts in football, with no knowledge or understanding of how these sports fit into the educational program. Yet in in-service training programs in our own clinics we make the same mistake. Technical training ignores everything except winning ball games, and emphasizes the "Might Makes Right" way of thinking. Texas boys and girls are entitled to better than this.

Re-Evaluate

High school coaches are key men in our sports program, and there is room for considerable improvement in the pre-service and in-service training of these men. As long as young men enter coaching with the idea that the chief interest is to win athletic games regardless, we cannot expect our high school sports program to occupy the proper place and produce desired results in the educational program.

Universities and colleges owe to the public schools a product who understands the educational aspects of athletics, who understands that they are going into an amateur program, who understands that they are going into a non-commercial program, who understands that the entire emphasis should not be on winning, but upon the attitudes, ideals and traits which they can impart to youth, so that they will be better citizens because of hav-

ing participated in football or basketball.

Set Example

In concluding, we need to form an athletic philosophy which will be in keeping with the fundamental purpose of education and to see that our colleges turn out coaches who understand this philosophy and that our public schools continue in-service training programs on the same basis.

We need to have people connected with our athletic activities who not only accept this philosophy, but who practice it. Before much progress can be made along this line, our sports leaders must show the way by the example they set, and before this can be done, those who direct athletics must have improved training while in college and after going on the job.

The old saying "It's not what you say, but what you do" is still true. If honesty is to be taught, honesty must be practiced.

Girls' Golf Meet Rules Announced

Spring Meet districts having more than two girls' golf teams entered or two or more individual entries must have a district meet. Each district will be allowed to certify two girls' golf teams and/or two singles to the regional meet.

During the regional and state meets, all Conference AAAA and Conference AAA teams will participate in one classification (Conference A), and all Conference AA, A and B teams will participate in one classification (Conference B).

The girls' regional golf meets will be held on April 26 and 27. The regional sites will be announced at a later date. The Girls' State Golf Tournament will be held on May 10 and 11 at Austin's Municipal Golf Course.

Texans Top National Boys' Track & Field

Two performances by Texas boys topped the nation last year in track and field events.

Twenty-nine track and field performances by Texas boys were listed on the 1973 Boys National Interscholastic Track and Field Honor Roll by the National Federation of State High School Associations.

Craig McPhail of Jones High School, Houston, had the top performance in the 330-yard intermediate hurdles with a time of :37.3—just ahead of three other Texans.

The Roosevelt High School, Dallas, mile relay team had the nation's fastest time with 3:15.2—over a second faster than second-place Mt. Pleasant. Roosevelt also ranks third in the mile sprint medley relay.

Greg Edmond of Galveston Ball had a second in the 100-yard dash with :09.4. James Smart of Liberty

tied for second with a 16-foot pole vault. Alvin Crenshaw was listed third in the half mile with 1:51.1, and Alcy Jackson of Dallas South Oak Cliff tied for fourth with :13.9 in the 120-yard high hurdles.

The strongest individual event for Texans was the 440-yard dash. Raymon Clayborn of Trimble Tech, Fort Worth, and Herb Kinney of Houston Jones tied for second at :47.4, and Mark Collins of Burleson and Crenshaw are next with :47.5.

Three 440-yard relay teams are rated among the nation's best: Galveston Ball, second at :41.2; Lubbock Estacado, third at :41.3, and Greenville, fourth at :41.5.

The complete honor roll is listed in the 1974 Boys Track and Field Rules and Records published by the National Federation. Only performances in sanctioned high school meets were included.

Texas Girls Rank Tops in US Track

Texas girls are the queens of high school track and field. Fifty-four of the top 144 performances last season by high school girls in track and field were achieved by Texans.

No other state can claim a dozen honor roll performances.

The National Federation of State High School Associations released this report on 1973 Girls National Interscholastic Track and Field Honor Roll.

Texas claims the nation's top three 100-yard dash performances, the two best 220-yard dash times, the four best 440- and 880-yard relay times, as well as the top high-jump, discus and two best shot put performances.

Karen Arp of Ropesville, Kathy Jones of Baird and Marcia Talley of Garden City posted time of :10.9 in the 100-yard dash last season and were the only girls in the nation to break the :11.0 barrier for the year.

Talley is also ranked as the top 220-yard dash performer with a :24.7 clocking, just ahead of Beverly McNeely of Burges High School in El Paso, who posted a :24.8 time last season.

Jones also holds a double distinction, achieving 5'11" in the high jump, 3 inches higher than any girl

in the nation. A senior this year, Jones is ranked third in the long jump in the United States as well.

Linda Montgomery of Bogata Rivercrest threw the discus 143'10" to best the field at the state meet in Austin last year. That performance was over a foot better than any other girl in the country.

Suzie Snider of Robinson High School in Waco had a toss of 50'11" in the shot put and ranks as the nation's top performer in the event last season. Olga Aranda of LaFeria ranks second in the country with a 47'5 1/2" performance.

Texas girls show their greatest superiority in the relay events. West Columbia had the nation's best 440-yard relay team, followed by El Paso Burges, Corpus Christi Flour Bluff and Temple. West Columbia also ranks tops in the 880-yard relay with Haskell, Eldorado and Waco Midway, second, third and fourth, respectively.

The complete Girls National Interscholastic Track and Field Honor Roll is included in the 1974 Girls Track and Field Rules and Records published by the National Federation. It lists only performances which were achieved in sanctioned high school meets.

Letter to Son's Coach

Dad Says Thanks, Pays Tribute To Example Set

By DR. RHEA H. WILLIAMS
League Director

Dear Coach:

The football season is over and my son Bill has hung up his gridiron "togs" and will soon report for basketball practice. Our school didn't win the district championship, but we won our share of the games played and, above all, our team won the respect of our opponents and our community by their fine sportsmanship and hard play. It was a very successful year for all, and especially for my son.

As a parent, Coach, I am eternally thankful that my boy had the opportunity to play under your supervision and leadership. Each day during the football season my boy learned through example those fine moral and ethical character traits which we all want our boys to know and to follow.

I recall the night Bill told me how he nearly lost his temper in a scrimmage, but thought just in time that "Coach never loses his temper, and neither will I." Thanks, Coach, for setting an example in proper conduct on and off the playing field. Bill tells me that Coach can be firm without being loud, mean and boisterous, that Coach knows when to sympathize, when to pat you on the shoulder, and how to correct you. These are leadership traits I want my son to acquire and he can best learn these on the field of competition under proper leadership.

Obedience to Authority

For three months, Coach, my boy has really been under your complete control. He has adapted his life to your suggested plan. Meals, hours of sleep, social activity, etc., have all been adjusted to your schedule, and in so doings he has learned volun-

1,123 Teams To Participate In Boys' Basketball Program

Bailey Marshall, state athletic director, reports that 1,123 schools have indicated they will participate in the UIL boys' basketball program in 1973-74.

These teams have been assigned to districts according to their conference classification. Conference totals are AAAA, 237; AAA, 146; AA, 214; A, 209; and B, 317.

State Championship

The five boys' conferences will play to state championships to be held on two weekends. Conferences A, AA and AAA will play for the state championships on Feb. 28, March 1 and March 2. Conference B and AAAA championships will

be decided on March 8 and 9. State tournament participants must be decided at the regional level the week prior to their state tournament.

In girls' basketball, 766 schools have been assigned to districts. Last year 752 schools participated in the program. Totals for each conference are AAA, 99; AA, 162; A, 195; and B, 310.

Feb. 9 is the last day to certify girls' district basketball champions in all conferences. Activities for the four conferences will culminate in Austin at the Girls' State Basketball Tournament on Feb. 21, 22 and 23.