

# The Leaguer



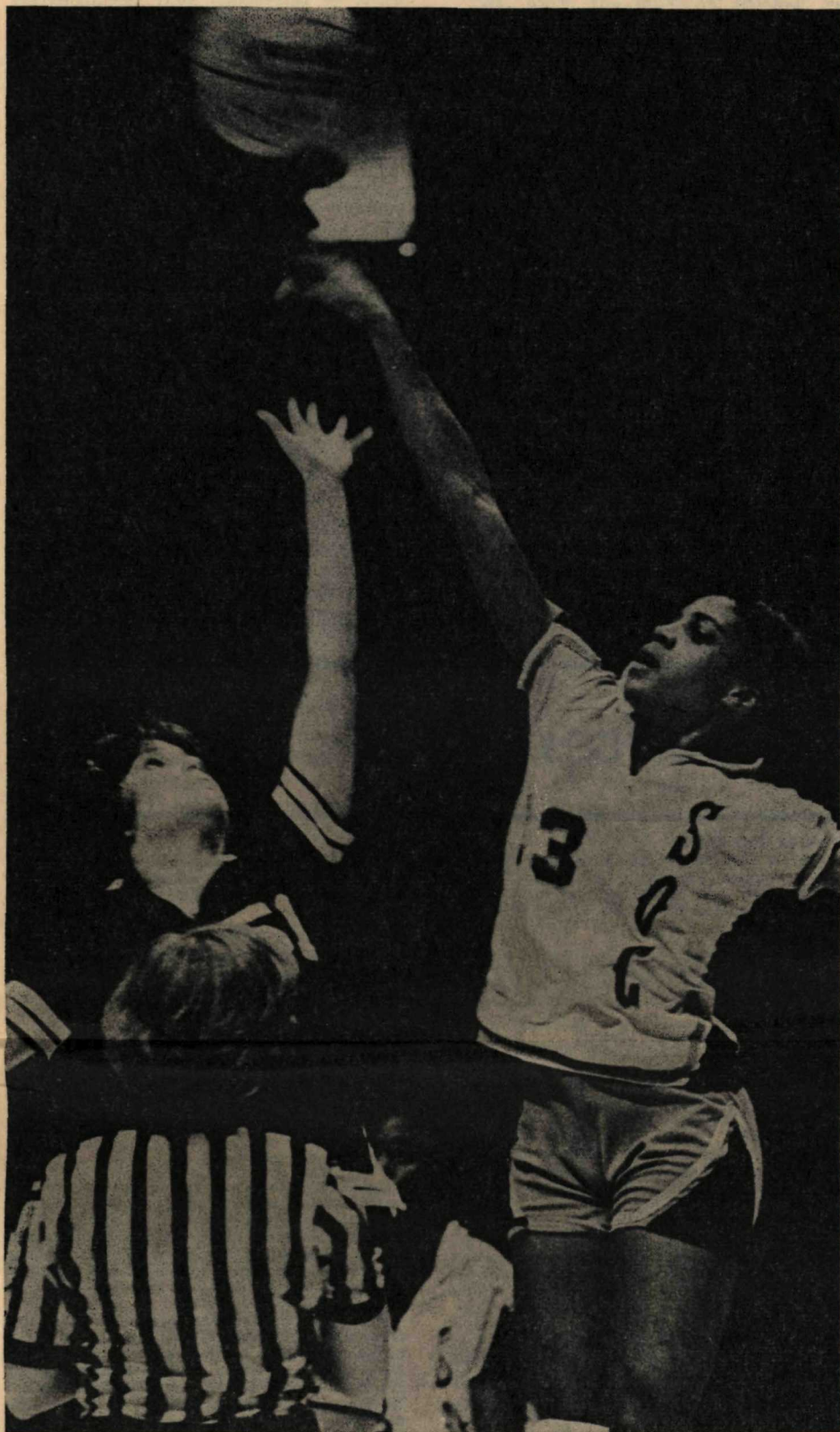
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AUSTIN, TEXAS



**OVER AND IN**—South Oak Cliff's Ramona Dozier and Lynn Burgess of Pearland scramble for the basketball in action of the 30th annual girls' state basketball tournament. The SOC Bears clipped Pearland, 78-55, en route to the AAAA title. For full results, see page 7.

## Voting due on 2 sports proposals

Limitations on the junior high basketball season and addition of the 3200-meter, or two-mile, run are the lone proposals due to be voted on by member school administrators in early April.

The proposals were recommended by the UIL Legislative Council for the spring referendum ballot and will, if approved, go into effect for the school year designed on the respective ballot. Each year, the Council hears requests for a number of changes of League rules.

"Actual voting is less than one month away and school officials should be giving consideration to each of these proposals," said Dr. Bailey Marshall, League director. "We urge all concerned parties to contact their respective school administrators and let them know how they feel about the various issues."

"Just because something is on the ballot doesn't mean the change would

be good," he added. "Each school should examine the issues and vote their convictions."

Administrators will be asked to select one of three options concerning the junior high basketball season:

—Junior high teams may play a maximum of 20 games including tournaments;

—Junior high teams may play one game per week, plus three invitational tournaments.

—No change of the rules as written in the *UIL Constitution and Contest Rules*.

The second proposal would add the two-mile run to the 1981 spring track meet schedule for boys and girls.

Results of the balloting will be released at a special breakfast, Saturday, May 2 in Austin, in conjunction with the girls' state track and field, golf and tennis meets.

## Ready writing co-director given honorary doctorate

University of Texas English professor and League ready writing contest co-director Dr. James Kinneavy was recently awarded an honorary Doctor of Humane Letters degree by St. Edward's University.

The doctorate recognizes Professor Kinneavy's work for St. Edward's, a private Austin university, in the theory of rhetoric.

Professor Kinneavy has worked with St. Edward's faculty in incorporating writing into various courses of its undergraduate curriculum.

The curriculum is a union of the content disciplines and the writing program, Professor Kinneavy explained, with students required to write research and exploratory papers in courses such as biology or philosophy.

Professor Kinneavy is recognized nationally for his work on rhetorical theo-

ry, "A Theory of Discourse." He is partially responsible for distinguishing three forms of writing—informative, exploratory and expressive. His publications include numerous books and articles.

A UT Austin faculty member since 1963, Professor Kinneavy has been active both on and off campus in committees and organizations dealing with reading, composition, promotion and tenure, teacher effectiveness and English curriculum.

St. Edward's President Stephen Walsh, S.C.S., officiated at the special convocation bestowing the honorary degree on Professor Kinneavy and two others who contributed to the curriculum—Dr. Janis Lauer of the University of Detroit and Dr. Richard Young of Carnegie-Mellon University.

## Regional spring meet sites selected

Regional spring meet sites have been selected for 1980, League officials announced recently, adding that spring meet districts are the same for boys' and girls' track and field, golf, and tennis.

The spring meet regional program will be divided into two weeks with the literary, speech, and one-act play contests, girls' track and field, golf, and tennis scheduled for the first week, April 14-19.

The following week, April 21-26, the regional spring meet is scheduled for boys' track and field, golf, and tennis.

District directors should mail in their district winners list to the regional director at the site designated.

Each school will receive a regional

spring meet program from the director general of their respective regional meet. Please check carefully the district and conference in order to avoid confusion as to where and when your meet will be held.

Competitors have worked long and hard to win district championships and the right to advance to regional levels. An error in time or place would be embarrassing and disappointing—and possibly cost the student a state championship and college scholarship opportunity.

Check carefully with the regional director to be certain you have the right time and place for your school's events. If you have any questions, consult your regional director.

Regional sites are as follows:

### Conference AAAA

Region I, Districts 1-6—Texas Tech University, Lubbock; Dr. Ray Purkerson, Director.

Region II, Districts 7-15—North Texas State University, Denton; Dr. Roy Busby, Director.

Region III, Districts 16-24—San Jacinto College, Pasadena; Dr. Tom Sewell, Director.

Region IV, Districts 25-32—Del Mar College, Corpus Christi; Dr. Dwayne Bliss, Assistant Superintendent, Corpus Christi ISD, Director.

### Conference AAA

Region I, Districts 1-4—Odessa College, Odessa; Dr. Lee Buice, Director.

Region II, Districts 5-8—North Texas State University, Denton; Dr. Roy Busby, Director.

Region III, Districts 9-12—Sam Houston State University; Dr. David Henderson, Director.

Region IV, Districts 13-16—Del Mar College, Corpus Christi; Dr. Dwayne Bliss, Assistant Superintendent, Corpus Christi ISD, Director.

### Conference AA

Region I, Districts 1-8—Texas Tech University, (Turn to REGIONAL, page 4)



**Dr. JAMES KINNEAVY**  
Awarded honorary doctorate

### inside

#### Old problems

The latest trends in high school editorials retains the weaknesses of its predecessors. Bobby Hawthorne looks at these trends on page 3.

#### Over their head

How qualified are public panels in deciding complex issues? Dr. Peter Flawn, UT President, has some doubts. Page 2.

#### Dark skies

Is it the eve of destruction for speech contests? One teacher warns of grim days ahead on page 5.

#### Elsewhere

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# 'Prepare to be lonely'

## Prominent journalists discuss pleasures, pit-falls of investigative reporting

In protecting the public's right to know, investigative reporters fulfill a responsibility that sometimes is costly to them personally.

Bill Farr of the Los Angeles Times told of going to jail to protect his sources and of owing thousands of dollars in legal fees.

"If you want to be loved, don't go into this work," advised Dick Lyneis of the Riverside (Calif.) Press-Enterprise. And prepare to be lonely, he said.

Both spoke at a college conference on investigative reporting recently at The University of Texas at Austin. Sponsor was the Investigative Reporters and Editors organization, with cooperation of the UT Journalism Department.

"I don't think it is necessary to go to jail to be a good reporter," said Jim Polk of NBC, the keynote speaker. But he pointed out that courts nowadays are

demanding better standards of accuracy and fairness on the part of journalists.

Mr. Farr, the luncheon speaker, related in detail the circumstances of his arrest, imprisonment and subsequent litigation. He said there is no spelling out in the U.S. Constitution of a reporter's right not to reveal sources. That protection comes from state "shield laws," he explained.

Why should reporters have such special protection?

"We are different, but only because we act in the public's behalf," Mr. Farr said.

He said news media have not explained "why we do what we do" and thus are not winning their case in the "court of public opinion." People do not understand what is at stake in many cases involving the press that wind up in courts of law—"loss of a basic type of

information to the public," he said.

"Be fair" was an admonition voiced by Mr. Farr and other conference speakers. Also emphasized was the necessity of doing careful work—painstakingly checking public records and taking other steps, sometimes tedious, to make certain that all information in the story is accurate.

But beyond mere accuracy, Mr. Polk noted, is the requirement that a series of accurate statements adds up to the truth.

"Full information is not just what is said between quote marks," he said.

During a question-and-answer period, Mr. Polk said there is a better class of people in Congress since Watergate. Most of them are bright, dedicated and hard-working, he said. Those who are not, he said, are exceptions, and they are often in the news.

"We fail badly in this business be-

cause we don't report honesty," he said.

"Does corruption saturate Congress? In my opinion, a resounding 'no,'" he said.

Mr. Polk cautioned his audience of almost 200 college and university students and teachers of journalism against seeking front-page headlines before they seek facts.

"Good stories" may bring the applause of one's peers, the attention of the public, a pay raise or promotion—even a prize or other recognition. There is a dangerous temptation to jump to conclusions, perhaps in anticipation of those rewards, he cautioned.

"Run scared at all times," he advised. Imagination and ingenuity are important to a reporter, but success depends to a great degree on "slogging, tedious work, to make darn sure you aren't wrong," he said.

## Scholastic journalism

# Latest trends in editorials still lack relevancy

By BOBBY HAWTHORNE  
Director of Journalism

Journalism is a trendy business. We'd probably just as soon deny it but the evidence is overwhelming. Someone tries something. It works. And soon enough, we're all doing it, or a reasonable facsimile thereof. Localizing, I think is the proper term.

This is especially true with our high school and junior high editorial pages. In the past year, students have thumbed their noses at the old favorites—school spirit, littered campuses, and exhortations of all sorts for better behavior and personal growth—for more pressing topics: the hostages in Iran, the collapse of detente, the horror of Cambodia.

The single quality this trend lacks, when stacked up against trends as a whole, is success, either on a momentary or permanent basis. If the editorial page is to have a positive influence on the school, then this latest trend in editorials is a continuance of the basic weakness that has plagued high school publications since their inception.

I remind you of Dr. DeWitt Reddick's comment, circa 1930, to the effect that papers fail to meet a real need of the school; to effect the educational milieu in more than a superficial manner.

Texas high school papers and news-magazines spent far too much of their time chewing and reviewing the big three or four crises to a frazzle. Relying on information provided by the six o'clock news and daily headlines, our students have advocated everything from nuclear war with Iran to the shipping of cafeteria leftovers to the Far East refugees.

And it was all done under the guise of legitimate editorial comment. Forgive me if I fall prey to the pun, but it's been a year of Afganistanisms.

Fortunately, there have been exceptions. Austin's high schools examined the court-ordered busing controversy. In controversy. In Jasper, students looked at extracurricular activities preparations and suggested changes. South of Dallas, students at Red Oak weighed the awards system for sports and academics, found them inequitable and called for appropriate action.

These papers and others like them received the highest marks from ILPC in editorial coverage. They refused to submit themselves to the lure of the quick, safe and easy comment. Instead, they blanketed their schools from a news standpoint and came face-to-face with the successes and failures in their own backyard.

The instances of quality editorial coverage, though few, have had significant impact. Administrative policies, curriculum, school facilities, educational legislation and other issues relevant to stu-

dents were examined. The tone of this editorial coverage was sober and straightforward. The writing was concise and tight. The message was clear.

It has surely shot holes in the argument of those who contend that high school students have not matured to the point of making responsible comment on the educational environment.

It further suggests that weaknesses in our editorial pages ultimately rests on the shoulders of the school administration and the publications' sponsor: the administration for discouraging and, at times, suppressing comment; the sponsor for failure to realize and convey to the students the potential of the high school as a breeding ground for opinion writing.

Whatever the reason, it is apparent that further development of this area should be a goal of scholastic journalists during the 1980s. Again, while quality editorial coverage exists, it remains scarce.

In this article, I hope to isolate a few common mistakes in editorial development and explain their nature and causes. It is the task of the individual staff to pinpoint its own weaknesses and mold them into strengths.

It is impossible to begin a discussion

of editorial development without first emphasizing the importance of comprehensive news coverage. You must know your school before you can comment on it. Surely, the basic weakness of most editorial pages stems from the staff's failure to report the school's news.

Areas that must be covered include school board meetings, administrative policies, the wide range of academics, athletics, the physical plant, legislation affecting education, school funding, and of the hundreds of tempests which blow ashore during the course of the year.

Failure to achieve this coverage insures editorial failure.

Secondly, you must understand the nature of the editorial, which should be an article commenting on that which you have already fully developed from a news angle. In other words: The subject/situation exists. The reporter investigates it, gathering information, compiling data from a wide range of sources, and ultimately writing the article in a logic and succinct manner. The reader is now aware of the situation, and can draw a conclusion from the facts as presented.

The editorial writer is no different, in that sense, than the reader. He reviews the data, determines its nature, and

makes a written comment. It is not unusual to find high school writers confusing the initial reporting step for the second editorializing step. A good many articles published as editorials are in fact in-depth interpretative news. The "editorial" will begin: "Does Leaguetown High have a drug problem? It then goes on to answer the question without actually making a comment on the problem, or suggesting solutions for it.

Handled correctly, the news article will raise and answer the question. The editorial will capsule the data and comment on them. This dichotomy must exist.

The ultimate mishandling of the editorial is that which brandishes the staff's right to comment, and then promises to do so if and when the need ever arises. It goes something like this: "What is an editorial? It is our First Amendment right to comment on any subject we feel necessary. The courts have ruled that we have that right so look out 'cause we might just write one sometime, though we're not sure when."

Sure enough, this staff finds a topic hot enough worth comment, but rather than approach it from a logical route, they take the "backdoor" approach: "We have a hot situation here at Leaguetown High. Here it is (and they spell it out). I guess you could call this a problem. Yes, we think it is. Something should be done about it but who's going to bring it up? I guess we will. Yes, we will at that. We demand that something should be done this minute. But don't ask us what."

Editorial writing is not difficult. It's based on a formula: Introduction of the problem, stance taken, evidence provided to support stance, presentation of opposition viewpoint, solution/suggestion offered if necessary, conclusion restating staff's stance.

Too much fluctuation from this formula can be disastrous to the staff hoping to make a point perfectly clear.

No matter how well or poorly presented, the number one flaw of editorial writing remains poor subject matter. I did not mean to imply that the world's traumas have pushed the time-honored stand-bys out of the picture. Hardy. Today's editorial pages have room for comments on the Iranian situation and the lack of spirit at pep rallies.

It is frustrating to critique newspapers reeking with editorial possibilities, only to find the opinion page surfeit of trivia or worse. Part of this may stem from the misconception that editorials should be negative or controversial. Wrong! Certainly, many aspects of our schools deserve praise.

A short note congratulating a district championship football team or top ranked band is always in order. An ad-

(Turn to EDITORIAL, page 8)

## Educational aspects of ratings stressed

Like other press associations nationwide, ILPC is becoming concerned about the emphasis staff and advisers have placed on their publication's ratings in recent years. The ratings (Award of Distinguished Merit, Award of Achievement, Award of Honor, Award of Merit) is only a part of the overall evaluation performed by the judges and recorded in the point score and written comment.

The expert attention to your publication is educational and ILPC emphasizes the critique/rating form as constructive evaluation and not the contest as a competition.

A top ranking does not mean a publication is ranked first in the state but rather that it is among a group of superior publications as evaluated by the respective judge. Likewise, staffs and advisers should not be discouraged by low ratings. They should look carefully to the comments and point scores recorded by the judge in their scoresheet for suggested improvements.

"The yearbook, newspaper and newsmagazine rating sheets have been established as basic guideposts for publications but they are not the alpha and the omega of scholastic journalism," said Bobby Hawthorne, ILPC director.

"The staff should be aware of the judging criteria by a press association prior to submitting entries, but I do not believe a staff should construct a book merely to please a list of judging guidelines. In the long run, this would hinder the natural progression of the staff in covering the school."

Hawthorne said staffs should feel free to exercise creativity. "Most importantly, the staff should reflect the personality of the school in its publication, regardless of judging guidelines," he added. "It is important that adviser and staff understand that the judge will use his expertise to understand the message and personality of the publication.

"The final gauge of success comes not from a press association rating but from the reception given the publication by the students themselves."

# Confusion concerning second group clarified

By NELSON G. PATRICK  
State Music Director

There appears to be some misunderstanding developing from the definition of second groups.

A second group is an organization event second to the original organization event entered in the regional contest. Organizational events include the following: band (concert), marching band, orchestra or string orchestra (not both), mixed chorus, tenor-bass chorus, treble chorus.

If a school enters a band in the concert contest that school may also enter a second band if it so desires. The second group must be the same organization event as the first group.

In the vocal contest a mixed chorus must be entered before a second mixed chorus can compete. A second vocal group may not be a girls' chorus unless a first girls' chorus has been entered.

No student may perform in both a first and second group of the same kind. A student singing in tenor-bass first group may not also perform in a tenor-bass second group.

There is another rule which states that no student may perform in two organizational events of the same kind. Therefore, there cannot be double representation in organizational events.

All second group organization events of the same kind must be scheduled together. Contest chairmen may not divide

second groups according to grade level. Firstly, the contest does not provide for entries other than second groups. Any other entry is not legal and is subject to disqualification. For example, second group, ninth grade, is an illegal entry and should be disqualified, or any other designation used to indicate the grade or age level of the group is a prejudicial term and is not a permissive entry in the contest.

The title "third group" is not acceptable. The UIL does not provide competition for third groups. This designation has been presented to the Legislative Council on three previous occasions and rejected on the grounds of additional conferences. Contest chairmen have no

way of accepting a third group entry without endangering the regional contest for everyone.

Second group contests have been a part of the League music contest since 1946. The first music rules and regulations provided for second group participation; however, the conference was not used extensively until recently. In the past four years many large schools make extensive use of second groups. On occasion schools have entered as many as five second groups in choral competition.

The concept of second group competition has sound educational merits, but we must not abuse the privilege. Remaining within the rules and regulations of the contest will insure its use for many years.

## Music matters

# PML changes points to progressive leadership

By CHARLES SCHWOBEL  
Associate Director of Music Activities

At the recent Texas Music Educators Association convention in San Antonio, the Prescribed Music List Band Committee met to review requests to perform selections not on the current list. It was an unusual task for the committee members due to the large number of requests submitted.

This is the first year the new Prescribed Music List is in effect and the committee had made substantial progressive changes in the band lists. Thus, the number of requests came much as a surprise to all of us and can be attributed to the originality and progressive

leadership found in Texas music directors.

### Music Advisory Committee

The strong tie of mutual dependence between the UIL and TMEA can be traced to the inclusion of music as a League activity. The efforts of music leaders have caused contests to be a viable force in music education. Our system has allowed us to avoid the problems that led to the deterioration of music contests in some other states.

In our "grass roots" democracy each region elects a representative to the Music Advisory Committee in a manner parallel to the election of superintendents to the Legislative Council. Proposals passed by the Music Advisory Committee are presented to the Music Sub-Committee of the Legislative Council. This sub-committee meets with representatives of TMEA to discuss all proposals submitted for consideration.

The Music Advisory Committee meets March 28 and 29 in Austin. This year odd-numbered regions elected representatives to the committee. Robert Vezzetti is serving as chairman of the committee.

### Region Transfers

Schools desiring to change music regions must submit their requests to the League Office on or before September 1 of this year. In order to transfer, the school district must adjoin the region boundary to which the school wishes to transfer. A request must also prove that undue hardship or unsafe travel conditions require the transfer. Additional information concerning transfers may be found on Page 123 of the Constitution and Contest Rules.

### Academic Eligibility

Many questions have been directed to the state office this year concerning academic eligibility of music students. The academic requirements for students in music contests are the same as those for students in any other League activity.

Students must have attended school for a major portion (51%) of the preceding quarter and must have passed at

least three one-credit courses, or the equivalent, in at least two separate courses in order to compete. If a student fails to meet this requirement he or she may not compete in music contests for the following quarter.

In addition, students must be passing at least three one-credit courses, or the equivalent in at least two separate courses, thirty days prior to the date of the music contest. A student in grades 7 or 8 must be passing in three-fourths of the work offered as a normal load.

Music directors must be as concerned with the academic eligibility of their students as are the directors of other League activities. Sometimes this presents a problem due to the number of students that must be canvassed in a short time for eligibility reports. However, it is a requirement that occurs very few times within a school year, as opposed to the frequent checking necessary for a football or basketball team. Music directors must be aware of their responsibility to accurately determine the academic eligibility of all students in competing music organizations.

### Correction Notice

The marching band pictured in the February Leaguer was the Friendswood High School Band, not the Fredericksburg High School Band as stated in the caption.

## State meet housing aid on tap

Schools having qualified contestants and desiring assistance in obtaining lodging may telephone the number shown below for their room reservations. This number is not located in the League Office and should be used for lodging requests only.

Beginning April 21, the numbers for lodging are AC 512/471-4755 and 471-4756. Calls will be taken through April 25 and will be confirmed at the time of your call.

All schools will receive a mailing con-

taining a list of hotels and motels in Austin.

Persons other than qualified contestants and their sponsors should make their own reservations.

NOTE: Qualified contestants, sponsors, school personnel and fans for the Boys' State Meet on May 8-9-10 can call the Chamber of Commerce, AC 512/474-8885, from 8:45 a.m. to 3:30 p.m. for reservations or they can make their own reservations.

## Music theory notes

# Teach intervals using students' favorite music

By JERRY DEAN  
Music Theory Contest Director

*We will not fear  
As the date draws near;  
Our eyes aren't bleary, jaundiced.  
With our senses keen  
And both ears clean  
We head for theory caunticed.*

What? You didn't know that the

theory contest was quickly approaching? Well, it is a few months away, but it won't be long! And you know it takes a long time for students to feel comfortable with some aspects of eartraining—so why not try to get your prospective contest winners to work even harder now?

"But," you may say, "my students are really tired of hearing me play interval after interval for them to identify by ear." I know what you mean, so how about trying something different?

### Something Different

As long as we have to work with intervals, let's do it so that students can relate the drill as much as possible to their personal experiences. How about using real music—and even better, music that the students play or hear?

Here are several suggestions that may help.

1. If you direct an ensemble containing your theory students, use recordings of pieces you're working on for interval dictation. Good spots to find harmonic intervals are phrase ends and their textures. For melodic intervals you can do things like stop the music and say, "Where was the interval between the last two notes of the flute melody?"

2. If you have a theory class and some of the students are working on solos, have them bring their instruments and play some of the solo. After the student

has played a section through completely, you can have the student go back and play it again, stopping at appropriate points to have the class identify the melodic interval just sounded.

3. Ask the students if they have any favorite records or tapes they listen to on their own time. Ask to borrow some of the records or tapes. On your own time, listen to them and find places for interval identification, then use them in class.

4. Have several students bring instruments to theory class or drill sessions. Have pairs of performers hit notes at the same time not planning beforehand. Identify the resulting interval.

These methods may take extra time to prepare for, but maybe it's worth it if you can relate intervals to something the students care about. Besides, if you used idea number three, you might enjoy getting to know some of your students' favorite music!

## Regional sites

From page 1

Lubbock; Dr. Ray Purkerson, Director.  
Region II, Districts 9-16—East Texas State University, Commerce; Dr. Ron Huffstutler, Director.  
Region III, Districts 17-24—Blinn College, Brenham; Dean W. C. Schwartz, Director.  
Region IV, Districts 25-32—Texas A&I University, Kingsville; Mr. Johnny Johnson, Director.

### Conference A

Region I, Districts 1-8—Odessa College, Odessa; Dr. Lee Buice, Director.  
Region II, Districts 9-16—Tarleton State University, Stephenville; Mr. Mike Leese, Director.  
Region III, Districts 17-24—Kilgore College, Kilgore; Dean Kenneth Whitten, Director.  
Region IV, Districts 25-32—Victoria College, Victoria; Mr. Carl Dubose, Director.

### Conference B

Region I, Districts 1-12—South Plains College, Levelland; Dean Nathan Tubb, Director.  
Region II, Districts 13-22—McMurry College, Abilene; Dr. Ralph Hester, Director.  
Region III, Districts 23-32—Kilgore College, Kilgore; Dean Kenneth Whitten, Director.  
Region IV, Districts 33-40—Blinn College, Brenham; Dean W. C. Schwartz, Director.

## 1981 debate topic selected

Results are in from nationwide balloting to determine the topic area for next year's national high school debate.

Thirty-three states, including Texas, the National Forensic League, and the National Catholic Forensic League responded to a ballot created in Kansas City by the National University Extension Association and the National Federation of State High School Associations.

The problem area which was chosen by a wide margin was: How can the interests of United States consumers best be served? Fifty-seven percent of the first place votes were cast for consumer protection, while 27 per cent of the first

place votes favored the question, "How can the jury system in the United States be improved?"

Seventeen per cent preferred U. S. Immigration policies as the problem area for next year's debate.

Publishing houses throughout the country will now begin preparing materials for high school debaters, many of whom will start their research this spring. Hundreds of debaters will sharpen their forensic skills and extend their research at summer debate institutes conducted by high schools and colleges across the country.

## Educational theatre

## OAP officials urged to peruse 1981 calendar

By LYNN MURRAY  
State Drama Director

We are in the middle of district contests, area OAP is about to begin and now is the time to consider (happy thought) the calendar for next year. The tentative calendar for 1980-81 appeared on page one of this publication in November.

It was also mailed as a single sheet to all schools and we distributed copies at remaining student activities conferences. This early release of the calendar has resulted in many administrators and sponsors confusing 1979-80 and 1980-81.

I urge all involved in promotion or operation of the one-act play contest to consider the calendar for next year. It should be of special interest to administrators planning school calendars and area or regional contest managers who find it necessary to schedule theatres or

determine production schedules a year in advance. Fortunately, Easter week falls prior to the regional meet and after the area OAP in 1981.

A tentative One-Act Play Contest Calendar for next year would be:

Nov. 1—Enrollment deadline.

Feb. 2—Additions to the basic set and plays not on the Approved Lists deadline.

Feb. 23—Title Entry Card deadline.

March 23-28—Zone OAP allowed in districts with eight or more entries.

March 30-April 5—OAP district for those affected by areas (All schools except Conference AAA).

April 6-11—Area OAP and last week for Conference AAA districts.

April 13-19—Week prior to Easter.

April 20-25—Regional OAP week.

May 5-9—State Meet OAP.

Clip and save, attach to your new *Handbook for One-Act Play*, 9th Edition

or mark your calendar NOW. Wouldn't it be terrific if all schools scheduled spring break during the week of April 13-19? Oh for a *Common Calendar*!

I am sure moving the set and play title deadline around this year solved problems for many, but it also caused massive confusion. We will stick to the calendar next year. I hope everybody got their OAP eligibility notices on time.

Eligibility notices for each level are in winner's envelopes of each contest manager. Winners should ask for this important information. Included are the names, addresses and phone numbers for area and regional, District winners, except in Conference AAA must send copy 1 to the area contest manager, copy 2 to the regional director general (area is a sub-region) and copy 3 to me.

Copy 2 allows the regional director and contest manager to know which schools are involved in area and a record of the area entry if regional materials get lost. It also allows the regional contest manager to begin planning when area winners make phone contact prior to receipt of regional eligibility.

Regular readers of my often dull journalistic efforts recognize the annual pattern. I haven't found many solutions to constant communication problems, but I refuse to quit trying.

The *Handbook* is published as an attempt to try to make you do things you have to do, when they should be done. Knowing the *Handbook* is the first lesson that a director in OAP must learn. No matter how well trained in theatre the lesson must be learned.

This office admits the rules are not simple. Take the time to read the rules. How many directors submitted play titles without looking at the approved lists? How many directors have students that participate in speech contests that award savings bonds or cash prizes? Your students could be ineligible! How many directors have yet to delete profanity from their contest entry? The contest manager is required to declare your play ineligible!

A major point of confusion continues to be Rule 2.b.5). Set and Props. It is not as complicated as it reads. The "basic set" is the basic stage equipment available at the contest site and this includes stage draperies and lighting equipment.

No scenery available at the site may be a part of the "basic set" except the UIL unit set and standard stage door or window units. Such units are the type used with stage draperies and doors and windows in scenic flats are not acceptable.

Standard stage door and window units

and the unit set are not a requirement of the site, but are permissible without state office approval. The contest manager may borrow door and window units, the unit set, lighting equipment or other basic stage equipment needed at the contest site and declare these items part of the "basic set."

Individual play directors in a contest may provide items that may be a part of the "basic set" so long as the contest manager agrees to declare these items a part of the "basic set" and available for all entries for both rehearsal and performance.

The greatest point of confusion seems to be the difference between the terms "properties" and "scenery." Scenic elements require play appraisal committee approval and scenery in its most elementary form is defined in the *Handbook*. Usually, scenic elements are background pieces that represent the locale in front of which actors perform. Interior or exterior walls, trees, hedges, bushes, ground rows, backdrops, etc. are all scenic items.

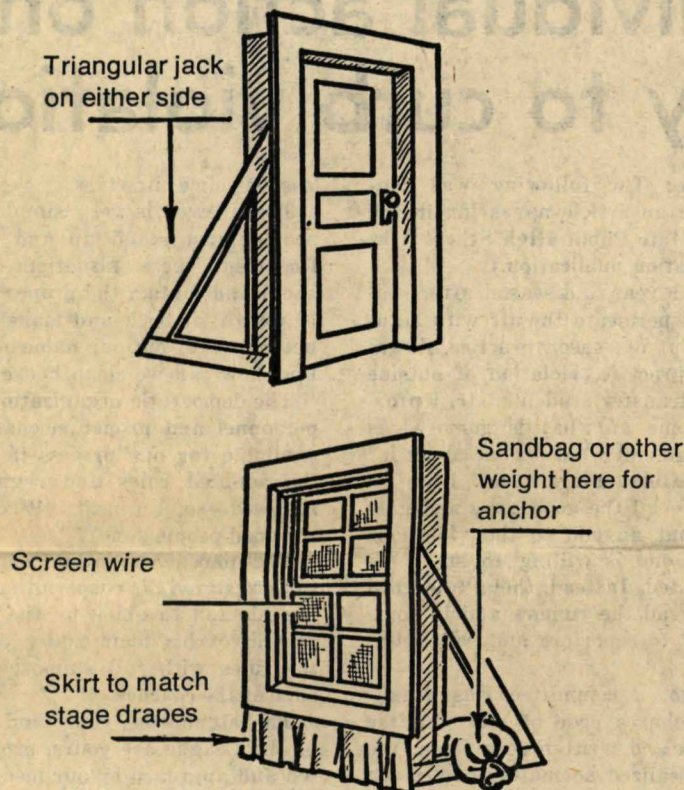
Platforms, step units, ramps, or other methods of creating higher playing levels are scenic in nature and require approval. The play appraisal committee must approve only those scenic items without which an approved play could not be produced. OAP is a scenically restrictive contest. Beginning directors should realize that scenery described in an acting script is not approved just because the play appears on the approved lists.

Properties do not require play appraisal committee or state office approval. Directors should note carefully the final paragraph of Rule 2.b.5). and the definitions on page 80 of the new *Handbook for One-Act Play*, 9th Edition. Individual play directors are responsible for all properties, although many contest managers supply standard stage properties.

(Turn to STAGE, page 6)

Any theatre arts director who has not yet requested or received a copy of the *Theatre Arts Framework for Grades 7-12* needs to request this document immediately from: Kim Wheately, TEA, 201 East 11th St., Austin 78701, 512/475-3823. The information detailing course objectives and descriptions, is necessary for successful implementation of the new theatre arts curriculum in September, 1980.

## Standard Stage Door and Window Unit for Drapes



STANDARD—A standard stage door and window unit as shown above may be a part of the basic set for the One-Act Play Contest without special approval from the State Office. French doors or windows made in the same fashion would also be considered standard. A stock door would be approximately 6'6" high and 32" wide, plus the facing. The door must be supported by jacks (angle braces) on either side of the jamb, and the single window must be raised above stage level, supported by jacks fastened to the back with loose-pin hinged or screwed permanently to the jambs. A standard door may be used by any entry without the door by removing the hinge pins and temporarily eliminating the door.

## Speech manipulations portend bleak future

## Time to place winning in proper perspective

(The following article is taken from a speech given to the Texas Speech Communicators Association at its annual meeting, Oct. 5, 1979 in San Antonio.)

By PAT ROGERS  
El Campo High School

As we entered the present decade, not once did it cross my mind that something was ending and the possibility for new adventures lay ahead. Maybe it was because of the relief felt that the 60's were finally over. Now, the passage from one decade into another is once more upon us. My feelings about the passage are different this time.

The 70's held an unusual mixture of events for our country—a period of change in almost every facet of our lives—military losses and realizations, social upheaval, political wrong-doing, international stress, and the new scapegoat—educational inadequacy. Change has been all around us as philosophies and values have adjusted to make way for the seventies mentality.

Toward the end of this decade, my observations began to trouble me. It was as if during some of the earlier years change was occurring so fast that my 50s value-structure was having difficult keeping up, and the world was moving in orbit without me.

During the last three years, however, my observations have become firm realizations that disturb me greatly. Recently, my attention has zeroed in on the spurious methods used in competitive speech—methods used by

students and by coaches; methods that are contrary to many of my basic values; methods that I feel are contrary to the values of many of you who are dedicated professional educators.

All of these changes, observations, realizations set me to thinking about the *product* of our teaching efforts. It is that product that brings me to request of you serious self-examination as we embark on the 80s. That product will in great part determine our future and the future of our discipline particularly in the secondary schools.

What images of us are carried forth? What cynicism have we helped to develop—what distrusts—what abilities? Can our product weigh all sides of an issue and arrive at an informed conclusion? Can our product enter into a communication situation fully aware of all of the influences and variety of perceptionist that will exist? Have we considered all of the nuances of our influence over the minds of those in our charge? What ultimately results from our efforts? It is that product that draws the attention of the critics of education.

Some among us establishing goals for communication education that deal with intelligent approaches and responses, effectiveness, and responsibility. We direct our teaching toward a life orientation for the students—realizing that they will not spend their lives in the vacuum of a debate round or a prose event. Their needs will center around their daily meanderings as store

clerks, doctors, mothers, teachers, construction workers, lawyers, accountants, engineers. Many of us strive to teach communication as a process in order that we may better know ourselves and others and be better able to generate a greater understanding within our society where cultural differences and societal conflicts have alienated people from one another. These are not idealistic, unattainable aims for those of us who make our daily bread in the communication classroom.

While some of us place our priorities in the realm of developing a more communicative human being able to adapt to various situations and to construct informed well-analyzed decisions, others of our number are setting out on a destructive path by manipulating and maneuvering the lives of young people in order to advance their own egos or job positions.

They use young people in a competitive atmosphere to gain some acclaim for themselves at the expense of the young person involved—as if that young person exists only in the present with no thought of life beyond the high school doors. Thus the reason for my distress and the request for introspection.

Since November of last year when a conversation with a dear friend who is also a speech teacher prompted me to embark on this topic, this speech has been a part of my life. Very few days have passed that my thoughts have not wandered to the subject at hand and feelings

(Turn to PLACE WINNING, page 8)

# Victory rises from ashes of heartbreaking loss

By DUTCH BOWERS  
Tuloso-Midway High School

Americans put a lot of stock in winning. We love a winner. In fact, Americans will not tolerate a loser. Americans have always admired the fastest runner, the champion marble shooter, the champion boxer; winning is part of the American way of life. Too often our only standard for judging a winner or loser is the bright light indicating a score under the words "Home" and "Visitor." Even though the scoreboard does reflect which team wins the contest, it does not in all cases tell which team is the real winner.

Athletics has always been a major part of my life. Since I was involved in junior high sports until the present, I have had many things happen which helped me formulate a philosophy about winning and being a winner. I am firmly convicted to the belief that a team, an individual, can win on the scorecard and not be a winner. Also, a team, an individual can lose the contest and still be very much a winner.

As coaches, we should be dedicated to teaching much more than the movement of X's and O's. We should prepare our young people to compete in, perhaps, the most competitive contest to be found, life. Not many of us coach great numbers of athletes who will earn their living through professional sports. Therefore, we must give to those other youngsters characteristics they can use in their daily lives. We must help these young people continue to be winners. We coach for years and years and wonder if all the sweat, worry, wrinkles, ulcers and gray hair are worth it. Are they getting more from this than fun, competition and recognition?

This year my team was heavily favored

to win its fourth consecutive district title and make its third trip to the state tournament in four years. On December 12, we were defeated by Flour Bluff High School. We would get a second chance on January 25. At the end of 32 minutes, our dream was shattered as Flour Bluff won the second contest 42-38. We led the entire game, but lost our lead with 26 seconds on the clock. No championship trophy for our showcase this year.

My first thoughts, fears, questions were how will this fine group of girls react? We lost, but I hoped we would prove to be winners. Winners are those people who refuse to be defeated by defeats. Winners do not stay defeated.

On Monday, January 28, I got my answer. In the answer I also got the finest "trophy" or honor I have received in my 12 years of coaching. Long after the plaques and trophies are tarnished and covered with dust, this reward will still burn brightly in my heart and on my mind.

I received the following letter from one of my seniors.

Dear Coach & Mrs. Bowers:

Well, it's the morning after. My alarm went off, the cat is crying to be fed, and the paper lay on the driveway. No, the world hasn't ended, although last night I felt it had!

It's the first day to a long recovery, but I'll live, there is no doubt about that. Last night is one night I will never forget for as long as I live. I had two different feelings after the game. One was hurt and cheated and the other was a kind of relief that it is all coming to an end. I didn't want us to lose, but since we did I feel like a ton of bricks has been lifted from my shoulders! I had planned for my senior year to end a little differently, but

now I think back. I have been to two state playoffs as a freshman and sophomore and reached the quarterfinals as a junior.

The only regret is, I wish I could reverse the first two years to the last two because it breaks my heart to not be able to win under people I love dearly.

I wanted to win for myself and others as well, but most of all I wanted to win for you, people who I have all the respect in the world for. For some strange reason, which we probably won't find out for quite some time, God wanted us to not win. I have all the faith in God, he felt it was best for us. I know we are better than Flour Bluff! That may sound a little egotistical, but I like to speak the truth, and in speaking the truth; I want you to know how much I have enjoyed being able to play for you. I wish I wasn't a senior, just so I could say I was coming back to T-M and be coached by one of the finest persons you could ever meet! !

You Bowers have given me a lot, which I will always treasure. We may not have

won, but we have never lost either. Maybe on the scoreboard but not in our hearts and I love you for making me feel this way.

God bless you always,  
Love,  
Karen

Yes, coaches, all the sweat, worry, wrinkles, ulcers and gray hair are worth it. Who can ask more of a girl than giving all within her span? Giving all, it seems to me, is not so far from victory. My Cherokees are indeed true winners. They ask me why I coach, where else could I find such splendid company?

About the author:

Dutch Bowers, who presently coaches girls basketball at Tuloso-Midway High School, Corpus Christi, Texas, was graduated in 1968 from McNeese State University with a B.S. degree. In 12 years of coaching the junior high-high school levels, he has compiled a 310-62 record for an .833 percentage.

## Individual action only way to curb violations

(Ed. note: The following was condensed from an article appearing in the New York State Public High School Athletic Association publication.)

Year after year and season after season, rumors permeate the air with accusations of out of season practice, illegal pre-season practice, violation of outside team rule, transfer students, etc. Unfortunately, some of what is rumored is probably true, but what is done about it?

Again, unfortunately, very little is done because all the good guys and gals refuse to put an end to the violations because no one is willing to stand up and be counted. Instead, they, "the good people," spread the rumors and in some cases speak to reporters and call newspapers.

Years ago, a committee was organized to develop a code of ethics. After many hours and written documents, the committee realized no matter how much is written, we cannot weed out the unscrupulous and unethical individuals, un-

less we police ourselves.

The answer is very simple. The good people must stand up and be counted. Document these situations you know about and contact the proper authorities. If we all sit back and make accusations but refuse to put our name on the dotted line, how can we clean house?

The democratic organizations, qualified personnel and proper mechanics are all available for due process in seeing that the adopted rules and regulations are followed—so, I repeat, "Where have all the good people gone?"

The parent, a father of a student/athlete stated his concern that he is forcing his son to abide by the rules when several of his team mates are ignoring the rules with full support and knowledge of the coaches.

The standards, rules and regulations of the League are yours, proposed, studied and approved by our member schools. We all have a responsibility to see that our rules are being followed.

## Stage properties — From page 5 —

Standard stage properties are furniture items (chairs, tables, desks, etc.) normally available at the site. Stage properties are items of interior or exterior furniture, or substitutes for such items. They are identified "standard" (items of furniture readily available and normally found at the contest site) or "unusual" (items of furniture difficult to obtain, special built, or substitutes for interior or exterior furniture).

Directors may provide their own unusual stage properties without special permission as "additions to the basic set," but arrangements must be made in advance with the contest manager by marking "X" by them on the eligibility notice. Managers must organize the storage and shifting scheme at the contest. They must know what is being brought to the site.

"Trim properties" are decorative elements for the basic set, but do not require special state office permission so long as they serve the actors as properties in some fashion. Some items that appear to be scenery may be properties when carried as hand properties or used as furniture. When actors sit on or use a well by lowering or raising the bucket, the well is a property. When a well is scenic background and not used by the actor, it is a piece of scenery.

The classic example of an unusual property is the use of a wagon. It happens most often in commedia del arte

type productions, although the best known example is *Mother Courage*.

When the wagon is rolled on, off, or around the stage and used by the actor as a property, it becomes the same as a trunk carried on by actors. The same wagon placed on the stage prior to the opening that serves only as a scenic background is an item of scenery. When the wagon becomes a playing level (platform) it is considered scenic.

When actors bring items on the stage in view of the audience as a part of the required action of the play, these items are properties. The same items used as a static background set before the performance are likely scenery.

The best examples of such use can be found in commedia style productions where actors bring on and set up the commedia type curtain between two poles or pylons. Directors must remember that use often determines classification as either "scenery" or "properties" and the line between may be thin.

I know I started this explanation in December and should have continued in January. From what I have seen in the past few weeks, I made a bad mistake in thinking I had covered the subject.

Good Show to all those that advance to area and regional. I wish I could have all of you at State Meet. To those that didn't advance, don't despair. Your students gained from the experience and we hope to see you advance next year!



AAA TITLIST—Members of the Conference AAA state champion Dumas Demonettes include (sitting) Kelly Reid, Sherri Sartain, Gari Reid, Tammy Taylor, Sherri Hagler, and Sondra Ramsey; (standing) Terri Clark, Brenda Stephen, Patricia Fortenbury, and Michele Clements. P. D. Fletcher is head coach.



AA CHAMPS—Members of the Conference AA state champion Slaton team include (sitting) Esoleta Whaley, Jackie Fox, Condra Bruedigam, Jenny Alford, Ruth Maxwell, Jill Basinger; (standing) Cindy Robinson, Doris White, Barbara Anzley, Cathy Davis, Davina Rinne, and Pam Mosser. Managers include Dana Boyd, Debbie Bradford, Linda Hoffman and Jill Sikes. Head coach is Sam Nichols, with Debbie Lewis and Tim Kelley assistants.

# The odd couple

Despite differences, South Oak Cliff, Nazareth dominate girls' basketball

By BOBBY HAWTHORNE

One is urban. The other, rural. One has an enrollment of over 4,000. The other, 123 when everyone shows up.

One is virtually all-black. The other, all-white. One free-wheeling. The other, rigidly disciplined.

One is Dallas South Oak Cliff. The other, Nazareth. Despite their differences, the two represent the finest of Texas high school girls' basketball, as was evident at the 30th annual UIL girls' state tournament, Feb. 28, 29 and March 1.

South Oak Cliff held off stubborn Lubbock Monterey to capture the Conference AAAA state crown and climax a perfect 40-0 season. In the past two years, the Golden Bears have notched a 105-1 mark, with the single loss coming in the AAAA finals a year ago, 43-41, to Victoria.

Meanwhile, Nazareth marched to a UIL record fourth consecutive state title, knocking off Brock, 56-50 in the championship game. The Swiftettes jumped to an early 17-8 lead, and held on from there to defeat the Eagles. The loss was especially disheartening for Brock, which in eight trips to the state tourney has yet to win a title, and lost the 1979 crown in the final game to Nazareth, 46-43.

Despite SOC's and Nazareth's heroics, the two hardly stole the show. Paced by guard Esoleta Whaley and post Cindy Robinson, Slaton won its third consecutive Conference AA championship, bowling over Hays, 75-44.

Another Panhandle entrant, Dumas, survived an overtime thriller with Waco Midway in the semifinals, then popped Flour Bluff, 53-43, for the AAA championship. The Demonettes trailed by as much as 10 points late in the second half before staging a frantic, fourth period rally which came to a head with sophomore Sondra Ramsey hitting two free-throws with :05 remaining, giving Dumas a two-point lead.

Then, Midway's all-state forward Gina Parker dropped in two free-throws with no time showing on the Special Events Center clock, throwing the game into overtime, where Ramsey then hit four clutch free-throws to put under wraps a 58-57 victory.

In Conference A, guard Scotti Wood scored 16 points and totally controlled the tempo of Rivercrest's 68-41 win over

Panhandle. A junior, Wood fed out 25 assists and continually broke Panhandle's full-court press, giving the Rebellettes their second state championship in eight Austin appearances.

Semifinal action went as such: B—Nazareth 53, Port Aransas 28; Avenger 36, Brock 51. A—Rivercrest 45, Hull-Daisetta 41; Panhandle 52, Boyd 32. AA—Slaton 61, Hardin 45; Hays 43, North Lamar 36. AAA—Dumas 58, Waco Midway 57; Flour Bluff 42, Azle 31. AAAA—South Oak Cliff 78, Pearland 55; Monterey 68, Austin Lanier 55.

Full playoff results are as follows:

#### Conference AAAA

*District Winners:* 1. El Paso Coronado; 2. El Paso Eastwood; 3. Amarillo; 4. Lubbock Monterey; 5. Midland Lee; 6. Lewisville; 7. Fort Worth Dunbar; 8. Arlington; 9. Duncanville; 10. Mesquite North Mesquite; 11. Dallas Skyline; 12. Dallas South Oak Cliff; 13. Plano; 14. Longview; 15. Bryan;

16. Spring; 17. Bye; 18. Houston Madison; 19. Houston Waltrip; 20. Houston Yates; 21. Houston Forest Brook; 22. Orange West Orange-Stark; 23. League City Clear Creek; 24. Pearland; 25. El Campo; 26. Austin Lanier; 27. Corpus Christi Ray; 28. Harlingen; 29. Converse Judson; 30. San Antonio Jay; 31. San Antonio Houston; 32. San Antonio Roosevelt.

*Bi District Winners:* El Paso Coronado, Lubbock Monterey, Lewisville, Arlington, Duncanville, Dallas South Oak Cliff, Plano, Spring, Houston Madison, Houston Yates, Orange West Orange-Stark, Pearland, Austin Lanier, Harlingen, San Antonio Jay, San Antonio Houston.

*Regional Winners:* Lubbock Monterey, Dallas South Oak Cliff, Pearland, Austin Lanier.

*State Winner:* Dallas South Oak Cliff.

#### Conference AAA

*District Winners:* 1. Dumas; 2. Monahans; 3. Snyder; 4. Mineral Wells; 5. Azle; 6. De Soto; 7. Daingerfield; 8. Carthage; 9. Cleveland; 10. Brenham; 11. Waco Midway; 12. Del Valle; 13. Pleasanton; 14. Bay City; 15. Corpus Christi Flour Bluff; 16. Roma.

*Bi District Winners:* Dumas, Mineral Wells, Azle, Carthage, Cleveland, Waco Midway, Bay City, Corpus Christi Flour Bluff.

*Regional Winners:* Dumas, Azle, Waco Midway, Corpus Christi Flour Bluff.

*State Winner:* Dumas.

#### Conference AA

*District Winners:* 1. Spearman; 2. Childress; 3. Dimmitt; 4. Lockney; 5. Slaton; 6. Merkel; 7. Sonora; 8. Fabens; 9. Comanche; 10. Justin Northwest; 11. Springtown; 12. Lake Dallas; 13. Malakoff; 14. Whitehouse; 15. Powderly North Lamar; 16. Pittsburg; 17. Newton;

18. Kountze; 19. Hardin; 20. Sealy; 21. Fairfield; 22. Waco Robinson; 23. Cameron; 24. Pflugerville; 25. Smithville; 26. Van Vleck; 27. Kyle Hays; 28. Poteet; 29. Yoakum; 30. George West; 31. Hebronville; 32. Lyford.

*Bi District Winners:* Spearman, Dimmitt, Slaton, Fabens, Justin Northwest, Springtown, Whitehouse, Powderly North Lamar, Kountze, Hardin, Fairfield, Pflugerville, Smithville, Kyle Hays, Yoakum, Lyford.

*Regional Winners:* Slaton, Powderly North Lamar, Hardin, Kyle Hays.

*State Winner:* Slaton.

#### Conference A

*District Winners:* 1. Fritch Sanford-Fritch; 2. Panhandle; 3. Vega; 4. New Deal; 5. Forsan; 6. Iraan; 7. Paducah; 8. Roscoe; 9. Wall; 10. Goldthwaite; 11. Clifton; 12. Grandview; 13. Boyd; 14. Lindsay; 15. Southlake Carroll; 16. Leonard; 17. LaRue LaPoynor; 18. Grapeland; 19. Longview Spring Hill; 20. Bogata Rivercrest; 21. Elysian Fields; 22. Pineland West Sabine; 23. Shepherd; 24. Centerville; 25. Daisetta Hull-Daisetta; 26. Ganado; 27. Shiner; 28. Rogers; 29. Marion; 30. Sabinal; 31. Jourdanon; 32. Woodsboro.

*Bi District Winners:* Panhandle, New Deal, Forsan, Paducah, Wall, Grandview, Boyd, Leonard, Grapeland, Longview Spring Hill, Bogata Rivercrest, Pineland West Sabine, Centerville, Daisetta Hull-Daisetta, Rogers, Sabinal, Woodsboro.

*Regional Winners:* Panhandle, Boyd, Bogata Rivercrest, Daisetta Hull-Daisetta.

*State Winner:* Bogata Rivercrest.

#### Conference B

*District Winners:* 1. Channing; 2. Follett; 3. Groom; 4. Wheeler; 5. Nazareth; 6. Sudan; 7. Maple Three Way; 8. Meadow; 9. Gail Borden County; 10. Westbrook; 11. Lakeview; 12. Matador; 13. Midland Greenwood; 14. Sanderson; 15. Presidio; 16. Fort Hancock;

17. Haskell Paint Creek; 18. Megargel; 19. Henrietta Midway; 20. Era; 21. Robert Lee; 22. Gorman; 23. Miles; 24. Novice; 25. Krum; 26. Weatherford Brock; 27. Gordon; 28. Bye; 29. Jonesboro; 30. Blum; 31. Gustine; 32. Mullin; 33. Blue Ridge; 34. Dodd City; 35. Celeste; 36. Avery; 37. Bye; 38. Como Como-Pickton; 39. Avinger; 40. Bye; 41. Palmer; 42. Bye; 43. Milford; 44. Wortham; 45. Neches; 46. Kennard; 47. Mount Enterprise 48. Apple Springs; 49. Zavalla; 50. Goodrich; 51. Snook; 52. Dime Box; 53. Crawford; 54. Bye; 55. Jarrell; 56. Hutto; 57. Moulton; 58. Bye; 59. Leakey; 60. Bye; 61. D'Hanis; 62. Bye; 63. Port Aransas; 64. San Perlita.

*Bi District Winners:* Follett, Groom, Nazareth, Maple Three Way, Gail Borden County, Matador, Midland Greenwood, Fort Hancock, Megargel, Era, Robert Lee, Miles, Weatherford Brock, Gordon, Blum, Gustine.

*Regional Winners:* Nazareth, Weatherford Brock, Avinger, Port Aransas.

*State Winner:* Nazareth.

## Boys' baseball rule revisions going into effect this spring

A number of rule revisions for boys' baseball will go into effect this spring. The changes are as follows:

4-1-2 Any game started on a non-regulation facility by mutual agreement of the opposing coaches shall not be protested for this reason.

3-1-2 Note: A player may be removed as pitcher and returned as pitcher only once per inning, provided the return as pitcher does not violate either the pitching, substitution, or charged conference rule.

4-1-1 and 10-2-2-d Deleted requirement of umpire announcing team batteries.

4-4-1 Protests, when allowed by state association adoption, may be permitted regarding rules one through nine only.

5-1-1-j The ball becomes dead immediately when an infielder intentionally drops a fair fly or fair line drive with at least first base occupied and with less than two outs.

6-1-3 Note: With his pitching hand at his side, the pitcher shall go to the set position as defined in 6-1-3 without interruption and in one continuous motion.

6-2-2-c Establishes one minute time limit for normal pitcher "warm up."

7-1-2 Penalty: Entirely rewritten to include: The proper batter may take his place in the batter's box at any time before the improper batter becomes a runner or is put out and shall assume any balls and strikes count accumulated by the improper batter.

7-3-2 A batter shall not hit the ball fair or foul while either foot is touching the ground completely outside the lines of the batter's box or touching home plate.

8-4-1-c Simplified statement concerning occupied bases.

See "Points of Emphasis" on pages 64-66, a new section on delays.



**A CROWNWINNERS**—Members of the Conference A championship Rivercrest Rebelette team include (sitting) Janice Bivins, Dusty Damron, Debbie Mankins, Janet Webb, Scotti Wood, Annette Harris; (standing) Jean Norman, Sarah Scales, Donna Hines, Monica Belcher, Veronica Howerton, Judy Via and Robyn Reeder. Head coach is Frank Stubblefield.



**AAAA's FINEST**—Members of the Conference AAAA state championship South Oak Cliff (Dallas) team include (sitting) LaTonya Turner, Terri Robinson, Linda Wilkins, Jackie Caraway, Norita Westbrook, Angela Jones, Lisa Wynn and Vickie Green; (standing) Deborah Rodman, Ramona Dozier, Kim Rodman, Frances Harris, Patrina Roquemore, Deborah T aylor, and Charlotte Nelums. Manager is Tonui Archie. Charles Conley is trainer and Gary Blair head coach.

## Slaton's Robinson picks up 3rd girls' all-tourney prize

As expected, state champions in each conference dominated selections to the Girls' State Basketball Tournament all-tournament team, selected by members of the press and media covering the two-day event.

No less than three members from each championship squad were chosen to the elite teams, including Slaton's Cindy Robinson, who picked up her third consecutive all-tourney accolade.

Selected all-tournament for the second year in a row were Rivercrest's Scotti Wood, Nazareth's Doretta Ramaekers and Tina Proctor of Brock.

The all-tournament team, including class, position and points/rebounds is as follows:

*Conference AAAA*—Vickie Green, Dallas South Oak Cliff, sophomore, guard, 42/4; Ramona Dozier, Dallas South Oak Cliff, senior, post, 51/50; Kamie Ethridge, Lubbock Monterey, sophomore, guard, 45/10; Kim Rodman, Dallas South Oak Cliff, junior, wing, 34/16; and Sabrina Schield, Pearland, senior, wing, 24/10.

Unanimous: Green, Dozier and Ethridge.

*Conference AAA*—Marcia Boyer, Flour Bluff, senior, wing, 26/5; Gina Parker, Waco Midway, senior, forward, 21/5; Michele Clements, Dumas, senior,

post, 28/15; Sondra Ramsey, Dumas, sophomore, post, 19/11; and (tie) Tammy Taylor, Dumas, junior, forward, 17/14 and Sheila Wiggins, Flour Bluff, senior, post, 10/23.

Unanimous: Boyer, Parker and Clements.

*Conference AA*—Esoleta Whaley, Slaton, senior, guard, 45/5; Cindy Robinson, Slaton, senior, post, 25/18; Laurie Reescano, Hardin, junior, post, 23/10; Loretta Cooper, North Lamar, senior, guard, 28/9; and (tie) Dee Ann McFarlin, Hays, senior, post, 23/8 and Barbara Anzley, Slaton, senior, forward, 17/16.

Unanimous: Whaley.

*Conference A*—Scotti Wood, Rivercrest, junior, guard, 33/8; Robyn Reeder, Rivercrest, senior, forward, 30/12; Sybil Johnson, Hull-Daisetta, senior, post, 21/14; Lisa Wright, Panhandle, junior, post, 30/12; and Veronica Howerton, Rivercrest, sophomore, post, 22/21.

Unanimous: Wood, Reeder and Johnson.

*Conference B*—Doretta Ramaekers, Nazareth, senior, wing, 28/10; Kay Hull, Weatherford Brock, senior, post, 36/22; Tina Proctor, Weatherford Brock, senior post, 22/9; Sharon Gerber, Nazareth, junior, post, 26/10; and Roxanne Birkenfeld, Nazareth, sophomore, wing, 16/8.

Unanimous: Ramaekers.

# Place winning in proper perspective

From page 5

of consternation have arisen in me as I grappled with a way in which I could relate to you my serious concern about our discipline and the young people whose life we affect.

During the ensuing year, anger crept in on more than one occasion to push aside reason as the adults around me were observed in their questionable activities at various competitive events. My deep concern increased with each observation of adults maneuvering students to alter the outcome of a contest. All around me *winning* became the all-consuming name-of-the-game—not growth, not intrinsic satisfaction at a good performance—*winning* at any cost.

It seems that as the year progressed, so did the manipulation of young people. Perhaps the problem seemed to be enhanced because never had the adults been so overt in their actions. As the observed unethical practices at the expense of young people grew into larger numbers, my wrath grew. This brought on a desire within me to seek out answers. But where do we go for answers or help when matters of ethics and truth begin to plague us? Erich Fromm's writings on morality and ethics help some. A return to *The Rhetoric* by Aristotle followed by a comparison of the Aristotelean and Socratic approaches to truth helps, too. Even a re-reading of Isocrates' "Against the Sophists" offers a basis for developing an argument against the modern day version of sophism. It was finally decided to bring the matter to you—to seek out your assistance by asking you to join me in an introspective view of our aims, our goals, and our products.

Ultimately the searching and reading has evolved into a feeling of sadness. As I have talked to colleagues and asked their reasons and heard their excuses, as I have heard the clichés spew forth from the mouths of young debaters who say words and not reasoned arguments, as I have heard both groups tell me that the end result is what is important, I fear that we may all be gathering to mourn the passing of ethics. My anger has passed, the wrath has subsided, in their place is intense sadness.

My task then is not to stand in judgment of my peers. My task is to wave a yellow flag of caution before my darkest concerns become reality and ethics passes from the scene. A flag of caution is raised to warn that we are on tenuous ground if we continue our present course. *We are sailing on a predestined course to self destruction if we do not throw out an anchor and look at ourselves.*

What other conclusion can be drawn when debate coaches encourage scouting and reporting back with flows in hand? What conclusions can be drawn when a district debate director establishes brackets and states that he has to protect his own teams? What are we teaching young people when one debate judge instructs another judge to change a ballot, and the coach of the losing team is told that there is no recourse? Where are our ethics when a district director changes a judge's tally sheet so that one of the director's students may advance? Who's to know?

What are we teaching about ourselves when it becomes a one-on-one between coaches rather than competition

among students? And what of the entering college freshman debator who espouses that it doesn't matter what you say only how you say it in order to win in the more expeditious manner? These are true accounts of fellow teachers and these are our products striding forth full grown with modern day sophism deeply engrained. Only we who are interested in helping to develop seekers of truth and substance can bring about the demise of this present day sophism.

Granted, effectiveness is a goal in communication—a good goal—a very necessary goal, but it is not the only goal. And what of those who are manipulated into the winner's circle. Consider this, for every student who is maneuvered into the winner's spot, there is a loser. In fact, the most interesting phenomenon is that this maneuvering creates no winners at all—everybody loses in one way or another.

Because of my philosophy of fairness and ethics and substantive arguments, my students accept the fact that they march to the beat of the different drummer. Perhaps they lose more than they win as a result. Their drumbeat requires responsible analysis and informed responses. They may lose more, but they suffer no indignation in doing so. Some might even say that they are not of the times, they are not with it, that they do not *march* to the beat of a different drummer—they are at parade rest. That may be true, but they like each other, they respect each other, and they treat each other with dignity.

The critics of education sit on their perches and wait to pound on any morsel of our errors. A continuation of unethical manipulation and maneuvering with sophisticated overtones will provide them with more morsels. We ourselves will provide them with the fodder they need to eliminate us from the programs in the secondary schools. We will find ourselves teaching oral English and wondering why. In the play *Our Town*, Simon Stimpson speaks from the grave of what it was like to be alive, "... to move about in a cloud of ignorance; to go up and down trampling on the feelings of those—of those about you. To spend and waste time as though you had a million years. To be always at the mercy of one self-centered passion or another..." Let us hope that this description does not apply to us as teachers of young minds, and that by our actions we will not be a target of the critics.

Let us now consider the lives we touch—we are not like other teachers. We have more impact on the students for we see them in a different atmosphere than that of their other teachers. It is our speech teachers who stand out in our minds—either high school or college. They must have had an impact on us—we are all gathered here. "In your vision of the world is the image of yourself." The vision of our world is transferred in the image of our students—through the influence we have on them.

Recall with me the first time you stood in front of a department store mirror and looked at the triple image—left, right, straight ahead. Then you moved ever so slightly and there appeared image upon image upon image of *you* seemingly going into forever. That phe-

nomenon is now a part of your real world through the hundreds of students you touch, image upon image upon image of you going into forever. Our actions are monitored and consciously or unconsciously absorbed by our students. If we live by an "anything goes—end justifies the means" philosophy, that may well be what they emulate about us. The influence is great, and we cannot separate ourselves from those we teach.

The image is there however cracked, blurred, or clear. We are the only one who can control it or change it. We must not lose sight of our roles and our influence. Our students must be instructed in a means to arrive at informed conclusions in order that they may determine their own goals for their lives within the reality that is them. Should they become profound cynics, that should be their decision, not because of any action that can be traced to us and our teaching. The manipulation must stop if we are to project a positive image.

Winning should be a reward for superior work performed by us and by our students... not the result of overzealous manipulation. It should be a reward for intense preparation, for developing skills that can be used in a vast number of life situations. We should be preparing our students for the richness of life. They should realize that speech competition is an important facet of speech education, but it is not the sum and substance of our discipline. Our priorities should include the teaching of integrity, self respect, credibility, responsibility. We need to listen to Emily in *Our Town* when she said, "It goes by so fast. We don't have time to look at one another. Do any human beings ever realize life while they live it?" We must take time to put winning in the proper perspective and help the students take time to realize life's richness.

The new decade is upon us. The time is here to set our priorities in motion if we want the 80s to be better than the 70s. Now is the time to begin the contagion that will produce that better product. Students are not our pawns to maneuver about at will. There is life after high school, and our image goes with them. Will it be a clear sharp version of dignity, credibility, and ethical standards, or will it be a shadowy facsimile of a sophist caring nothing for truth but simply seeking the most effective means for accomplishing the end because "everybody's doing it?"

In the play *1776*, John Adams makes a plea that best suits my needs in my request for introspection when he says, "Is anybody there? Does anybody care? Does anybody see what I see?" We must direct our attention to the image of us that will go into forever. We are the only ones who can take control and affect any change.

Finally, I direct your attention to Socrates. "... we are equally concerned in the truth being made clear. I will tell you my conclusions; ... I am not speaking dogmatically from the certainty of assured knowledge; I am simply a fellow-explorer in the search for truth, and if somebody who contradicts me is obviously right, I shall be the first to give way."

Let us examine ourselves and come together to assure the quality of the images reflected in the lives of the students we touch.

# Editorial page weaknesses

From page 3

ministrative change resulting in a more efficient lunchroom demeanor should be applauded. A teacher completing 20 years service should expect no less than a few kind words in the school paper.

Too often, the publication will print these opinions, slapping on a "Congratulations Mighty Bobcat Band" as a final sentence to the news story.

One particular example stands out in my mind. The school in question sponsors one of the nation's top ROTC programs yet there exists a general student apathy toward the group.

A reporter did an excellent piece on the frustration of the ROTC members, who felt denied the respect normally accorded successful organizations.

But in concluding the article, he added, "All the cadets ask for is a change to reassert themselves in the eyes of their

peers. Reward comes with hard work, whether it be a state basketball championship or national ROTC attention. Don't be tricked by the symbolism of the uniform. It's what's in the uniform—determination, drive and, yes, discipline—that counts."

The comment was appropriate, but not as the final paragraph to a news story.

Solid editorial development is as simple as quality news coverage, which isn't easy by any means. They go hand-in-hand. Without comprehensive news coverage, the editorial page is trite and superficial. Without responsible staff

comment, the news lacks depth and meaning.

Even with such topics as the possible reinstatement of the draft, the energy crisis, teacher unionization, and the many problems confronting quality education at home, we allow our students to babble on and on about the Middle East, Cambodia, Guyana and the failure of students to stomp and cheer at pep rallies.

I'm looking forward to the day when the trend calls for serious examination and reflection on the local educational process. It's long overdue.

# Public panels questioned

From page 2

ings on all rules, on all decisions, and on every case brought before the representative committee charged with administering the UIL activities.

It matters not that these public panels would be composed of persons ignorant of the problems surrounding extracurricular activities and certainly more sympathetic to the individual plea rather than the ramifications that such a generous decision on their part might entail.

Of course, it might be noted that those persons and groups barking loudest for these panels, particularly segments of the press and civil liberties unions, do not understand that which they exhort, nor is there any indication they wish to. They have repeatedly turned a deaf ear to any attempts to explain the rules and the program administration in favor of myopic, admonishing bursts of rhetoric aimed solely

for consumption by a misinformed public.

It will be our job as public school administrators to answer charges that challenges of the UIL program, explain the purpose and philosophy of the League, publicize the success of the program, and hope the public has the good sense to accept a history of achievement rather than a vague and giddy notion of utopia as our critics would have it.