

Texas high court strikes down transfer rule; appeal considered

The recent Supreme Court ruling against the UIL one-year transfer rule will have no direct effect on the state's athletic programs. But League officials contend the implications of the ruling could be staggering.

"The decision does not affect anything right now," said Dr. Bill Farney, athletic director, referring to the results of last February's referendum ballot. Effective in the 1981-82 school year, athletes who move with their parents into a school district will be eligible to compete in football and basketball, as long as the proper forms are completed.

However, the state's high court ruling, April 22, that Article 8, Section 13 of the UIL Constitution was a violation of the equal protection clause of the 14th Amendment could set a dangerous precedent, Farney said.

"The court ruled that the transfer rule did not 'rationally relate to the purpose of deterring recruitment,'" Farney said. "We now face the question that if the amended transfer rule proves ineffective in curbing recruiting and other abuses, would it be unconstitutional to return to the old rule, since it was effective in promulgating equity in competition.

"And we must remember that the new transfer rule was approved on a two-year trial basis," he added.

"We also question the court's contention that the rule had no rational basis," Farney said. "Every UIL rule was adopted to curb an abuse of interscholastic competition. And the basis, or rationale, of all rules is maintaining fair, equal contests.

"In structuring the contests, school officials must establish

perimeters of eligibility within the realities of society as well as their own abilities to enforce any rule established. These perimeters are set by persons who are familiar with the realities of competition and who have the training and guidance of local school boards necessary to maintain as fair a program as possible," he added.

"For a court to rule that one rule has no rational basis, though it has been studied annually — and in the case of the transfer rule, at length — and maintained by school people knowledgeable in these matters, certainly casts a foreboding shadow over the remaining rules," Farney said.

The state athletic director said the rule was adopted in 1933 to curb recruiting and the rationale of the rule was that it was the only means whereby school administrators could check athletic abuses.

"Even though school administrators voted recently to amend the rule, there was never any question that the original rule was established and maintained for a specific and rationale purpose," Farney said.

Justice Franklin Spears, who wrote the decision which was unanimously approved by the court, sent the case back to Travis County District Judge Harley Clark's court for trial to determine any unspecified damages sought by the plaintiffs, John Sullivan, against UIL director Dr. Bailey Marshall and former director Dr. Rhea Williams.

This too jolted UIL officials. "If I had to pay damages for defending the rules adopted by a majority vote of the League-member schools, then every person in my position in any kind of

organization would do well to get out in a hurry," Dr. Marshall said. "It is my job to defend the rules and I do not think I can be held liable for it."

An appeal to the United States Supreme Court is under consideration, though immediate action not planned.

In other legal matters, the UIL won a case in Laredo involving a student who sought a temporary restraining order allowing him to run track, although he had not attended the school long enough to satisfy the 30-day requirement of the Attendance Rule.

A state district court judge denied the injunction after hearing legal arguments.

No word has arrived from the U. S. Fifth Circuit Court of Appeals, which is due to rule on the summer camp case. League attorneys have requested a decision prior to June 1 or a stay of the lower court ruling, which outlawed the camp rule as unconstitutional.

"As soon as we are notified by the court, we will contact the schools," Marshall said. "At present, a student could attend a camp. But if the fifth circuit rules in our favor, he or she could be ruled ineligible."

"This ruling by the Supreme Court is likely to increase the number of lawsuits filed against the League rules," Dr. Bailey Marshall, UIL director, said. "Our attorneys feel it is a serious precedent, since most courts throughout the nation have ruled that the schools make the rules, based on their first-hand knowledge of the situation.

"This is the first ruling which, in effect, says that the school people are not the best persons to determine the rational basis for rules governing interschool competition," Marshall added.

Text of ruling

We find it unnecessary to discuss the right to familial privacy and travel since we hold that the transfer rule is not rationally related to the purpose of deterring recruitment and therefore the rule violates the equal protection clause of the Fourteenth Amendment.

The demand for equal protection of the laws is directed to the states: 'No State shall ... deny to any person within its jurisdiction the equal protection of the laws.' U.S. Constitutional Amendment XIV, 51. Equal protection decisions, however, recognize that a state cannot function without classifying its citizens for various purposes and treating some differently than others. The general rule is that when the classification created by the state regulator scheme neither infringes fundamental rights or interests nor burdens an inherently suspect class, equal protection analysis requires that the classification be rationally related to a legitimate state interest. We have involved in this case neither a suspect class nor a fundamental right.

The transfer rule creates two classes of students: those who do not transfer from one school to another, as compared to those who transfer. The rule treats these two classes of students differently by permitting members of the first group to compete in interscholastic activities without any delay while imposing a one-year period of ineligibility on the second group. The purpose of the transfer rule was to discourage recruitment of high school athletes. This is a legitimate state purpose. However, equal protection analysis still requires us to reach and determine the question whether the classifications drawn in a statute are reasonable in the light of its purpose.

In practical effect, the challenged classification simply does not operate rationally to deter recruitment. The U.I.L. rule is overbroad and over-inclusive. The rule burdens many high school athletes who were not recruited and were forced to move when their family moved for employment or other reasons. The fact that there is no means of rebutting the presumption that all transferring athletes have been recruited illustrates the capriciousness of the rule. The inclusion of athletes who have legitimately transferred with recruited athletes does not further the purpose of the transfer rule. Under strict equal protection analysis the classification must include all those similarly situated with respect to purpose. It is clear that the transfer rule broadly affects athletes who are not similarly situated.

The U.I.L. has a rule which specifically prohibits recruitment of high school athletes. The transfer rule was enacted in addition to this specific rule. The over-inclusiveness and the harshness of the transfer rule is not rationally related to the purpose of preventing recruitment. An exception exists to the transfer rule in regard to seniors. There is no rational reason why the exception given seniors cannot be extended to others. In practical operation the transfer rule excludes from participation in varsity athletics the majority of students who transfer for reasons unrelated to recruitment. The legitimate goal of the transfer rule does not justify the harsh means of accomplishing this goal utilized by the U.I.L.

We hold that the transfer rule violates the equal protection clause of the Constitution, and Sullivan and his class are entitled to the injunctive and declaratory relief sought.



Basketball

Sabine coach Carl Allen takes a ride to the dressing room, following the Cards state title victory.

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Madla bill referred to subcommittee

A bill aimed at abolishing the UIL has been returned to sub-committee for further study and, according to the chairman of the League's Legislative Action Committee, "it does not look as if it will surface again."

The bill, HB 387, introduced by Rep. Frank Madla of San Antonio, was heard by the House Education Committee, April 7, which refused to report it favorably for consideration by the full House, said Jack Johnson, superintendent of schools at Carroll

and chairman of the UIL committee.

"Rep. Madla opened the meeting with remarks about the League," Johnson said.

"He had no one there to offer supporting comments. I spoke in opposition and was followed by Tom Luce, representing the Texas Secondary School Principals Association, Eddie Josephs, representing the Texas High School Coaches Association, and Dr. Charlie Matthews, representing the Texas Association of School Administrators."

Johnson said he was impressed with the graciousness of the committee members.

"I thought we were quite well received by the committee," he said. "In fact, I would call it a friendly reception. They asked good questions and gave us every opportunity to explain our side of the story."

HB 1686, also proposed by Rep. Madla, would place the UIL under the Sunset Act. The bill was referred to the Government Organization Committee on March 11 and no action on the bill has been taken.

Let's tell both sides of rule enforcement story

The University Interscholastic League has an image problem. So does the NCAA, other state interscholastic leagues and associations that conduct competition. Law enforcement agencies and other groups that have to enforce rules also have an image problem. Rules are a necessary fact of life.

Today's society depends on rules to drive a car, sell merchandise, live in social groups, pay taxes, and participate in school activities.

Many enforcement organizations such as police forces have an even greater image problem than competitive organizations. Competitive organizations plan for activities and provide education through competition. They also make rules and regulations to keep competition fair and on an equitable basis, as well as providing new activities for participation.

These positive factors seldom come to light, however, because the competitive organizations rarely receive good publicity. Bad press is the result when an individual, a school, or a team is in violation of a rule and is penalized by the proper committee. Local communities often join the press in attacking the state organization when they see their team penalized. Penalties bring about negative feelings and attitudes. Everyone seems to remember when a team or an individual is penalized. Fans often write, phone, or send telegrams to



Director's corner

By Bailey Marshall

everyone, from their local school board, and on up to the governor's office in an attempt to avoid the penalty.

Understandably, people often have a one-dimensional view of what actually transpires. Often, they may have received distorted and biased information. Few people actually have or take the opportunity to sit in on hearings when all evidence is presented. There is also a natural bias which is built in to such situations. As human beings, we are naturally biased where our own youngsters and communities are involved.

Most people understand the sociological phenomena of scapegoating when it happens, but the emotional upheaval that occurs when a school is disqualified for playing a boy who is too old, or a girl whose parents do not live in the school attendance zone, or a team that has worked out before the season, or for a player attacking an official is difficult to deal with. People tend to

remember the discussion that occurred at the time of the disqualification and this leaves a bad taste in their mouth and the taste grows more bitter as theyears go by and other cases occur. This is especially true in today's society, in which individual rights seem to take precedence over the rights of a group.

Many people fail to realize the need for rules in competitive programs and do not see the necessity of enforcement to insure that an equitable program exists for all schools across the state. The primary reason for rules in competitive activities is to insure equitable competition. In other words, to see that an individual or a school does not gain an advantage over another in-

dividual or school.

Although we hear much about penalizing kids, in reality, many more youngsters would be penalized if the same rules were not applied to everyone. The public fails to understand that many other students, fans, and parents would suffer the consequences if an individual or a school was given an advantage. The purpose of UIL regulations is for the protection of the student athlete and rules are enforced by school people for that reason.

Although we as educators understand this phenomenon, we must recognize the importance of educating the local school patrons and fans to the other side of rule enforcement. We must continuously strive to combat a deteriorating public image by keeping our public informed when violations occur.

We must convince the public that the values of interschool competition and the need to protect our student athletes as a group are justifications for rules and regulations. This is more important than ever in today's society, in which individual rights receive more attention than the well-being of the group.

School transfer okay if...

Beginning 1981-82, a student in grades 9-12, who is changing schools and has participated the current or previous year in another school in any athletic activity, could be eligible to participate at the varsity level in the new school if all of the following conditions are met:

1. Proper authorization papers are signed by: a. the parents; b. the sending school; c. the receiving school's District Executive Committee, and;
2. His/her parents are actual bona fide residents of the new school district to which he/she moves. Eighteen year old students moving without their parents are not eligible, and;
3. If the student changes schools after the second day of the second school week of the new school's academic session, a 30-day

wait is required by Article VIII, Section 6, page 20, and;

4. The student is eligible under all age, attendance, academic, competition, certification of eligibility and amateur sections of Article VIII in the *Constitution and Contest Rules*.

Note: The local district executive committee has the authority to investigate all students who change schools and rule on their eligibility. If this committee does not adjudge the change to be bona fide, it has the authority to declare a contestant ineligible for varsity competition. (See Rule 4b of "Rules for Athletic Competition," page 143 in the Constitution and Contest Rules.)

The Leaguer

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Official notices

Basketball

SEMINOLE HIGH

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

CRYSTAL CITY

Crystal City HS has been suspended by the State Executive Committee for the 1979-81 school year and placed on probation for the 1980-81 school year for violation of the Basketball Plan.

Rule 8 in the Basketball Plan on page 162 of the *Constitution and Contest Rules* should read:

"No high school team shall be eligible for district honors that has violated any portion of this rule. (For definition of a "high school team" see Article VII, Section 19.) The mandatory penalty for a team that violates any part of Rule 8 with a player who participated as a varsity member the current year is disqualification for district honors the current year. If detected after the season is completed, disqualification for district honors the next school year...."

SPRING HILL HIGH

Spring Hill High School in Longview has been placed on probation in girls' basketball for the 1980-81 school year for violation of Rule 3 of the Basketball Plan ("There shall be no organized or formal basketball practice for a contestant or team before or after school prior to October 15.").

JUNCTION

Junction has been placed on probation in boys basketball for 1980-81 for violation of the Athletic Code.

SAN DIEGO

San Diego High has been placed on probation in boys' basketball for 1980-81 for violation of the Athletic Code.

LINCOLN (Port Arthur)

Lincoln High of Port Arthur has been placed on probation for violation of Rule 9, Section G of the Basketball Plan; violation for girls' junior varsity.

JEFFERSON (Port Arthur)

Thomas Jefferson of Port Arthur has been placed on probation for violation of Rule 9, Section G of the Basketball Plan; violation for girls' junior varsity.

C&CR CHANGE

Rule 27 of the Basketball Plan on page 166 in the *Constitution and Contest Rules* should read: "No League member school shall play any basketball game, or conduct any formal practice, or teach any plays, formations, or skills in basketball on Sunday." The word "boys" has been eliminated in the third line (preceding basketball), since this rule pertains to both boys' and girls' basketball.

Other sports

SWIMMING

Due to a conflict, there is a change in the regional and state swimming meets for the 1981-82 school year. The regional swimming meets will be held March 12 and 13, 1982. The state swimming meet will be held March 26 and 27, 1982.

SMITHSON VALLEY

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

JAMES BOWIE

The District 20-A Executive Committee has placed James Bowie HS on probation in baseball and track for the 1980-81 school year and in football for 1981, for violation of Art. VIII, Sec. 13-14. James Bowie HS also forfeited all games in which an ineligible player participated.

ELYSIAN FIELDS

The State Executive Committee, meeting April 27, placed Elysian Fields on probation in golf for one year for violation of Rule 8 of the Golf Plan.

SULPHUR SPRINGS HIGH

Sulphur Springs High School has been placed on probation in football for the 1981-82 school year for violation of Article VIII, Section 18, the Five-Year Rule. All varsity football games won by Sulphur Springs High School in 1980 were forfeited.

POTEET HIGH

Poteet High School has been placed on probation in football for the 1981 season for violation of Rule 13 of the Football Plan.

LAXETO HS

The District 45-A Basketball Executive Committee placed Latexo High School on probation in all sports for the remainder of 1980-81 school year and for the school year 1981-82, for violation of Article 7, Section 10 and Article 8, Section 13. In addition, Latexo High School was assessed the penalty of forfeit of all games in which the ineligible students participated.

Miscellaneous

PICTURE MEMORY

The following errors have been noted on the student-size picture purchased from Texas School Pictures, San Antonio: "Annunciation" is misspelled.

The artist's name should read "van Eyck."

In both cases, the Picture Memory Bulletin official list is correct.

OAP

These transfer changes apply to one-act play only. Region

III-A — Transfer District 24 — Chireno and Woden to District 23 with Kennard, Apple Springs, Latexo and Wells.

SPELLING

The following corrections in the Spelling List should be observed:

Page 15, Column 2, Group 3, the eight word should read "amphitheater."

Page 27, Column 51, Group 1, the fifth word should read, "Thailand (t)."

Page 28, Column 56, Group 1, the seventh word should read, "virility."

C&CR CHANGE

Item k, page 23 of the Constitution and Contest Rules should read: "Items 'f' and 'h' of Art. VIII, Sec. 14 apply."

PRESCRIBED MUSIC LIST

The Prescribed Music List is not current with the recent reclassification, in which Conference B was eliminated (see page 8, C&CR). Music directors and administrators should make certain that the new classification procedure is followed.

MUSIC LIST

The following corrections of the Prescribed Music List should be noted:

Page 25, English Horn Solos, Class I, Handel, Concerto in g minor, SMC.

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

POLYTECHNIC

Polytechnic High School (Fort Worth) choir has been placed on probation for the 1980-81 and 1981-82 by the Region V music executive committee for violation of Art. VII, Section 33, d. of the Music Competition Plan.

Acceptance cards due back Sept. 1

BY CHARLES SCHWOBEL
Assistant Music Director

Music acceptance cards for the 1981-82 school year will be mailed from the State Office on May 1. The card has been redesigned to allow all schools within a district to be listed on a single card.

The music acceptance card must be signed and returned by September 1, 1981 in order for a school to be eligible for UIL music activities in the coming school year.

These cards will be mailed only to superintendents as specified by the Constitution and Contest Rules. Music directors should check with their principals or superintendents and see that the cards are signed and mailed to us before September 1. A few days before the deadline, we will call all schools which participated in music activities this year, but have not returned their cards for 1981-82.

No additions may be made after September 1 to the eligible schools list for music competition. Any corrections must be made prior to November 15, 1981.

Many schools are involved with spring trips around this time of the year. When a music organization is fortunate enough to arrange one of these trips, it usually includes performances, possibly at an independent festival or contest. Please be aware of the Sunday contest rule — No League member school shall sponsor individuals or teams in any contest or school competition on a Sunday in a League contest or a contest similar to one offered by the League. This rule stipulates that member schools of the League will not sponsor music contests nor attend one that is held on a Sunday. Attendance at such an event could result in disqualification in any or all League contests for the school.

This rule applies only to contests. Concerts, recitals, or other musical programs are not restricted. However, if any groups attending an event such as a workshop or festival do receive ratings or other comparative evaluations, it is considered a contest under this rule. An event such as a concert workshop where only criticism is received would not constitute a contest.

The dates for the State Marching Band Contest have been set for November 23 and 24, 1981. More information will be mailed to all band directors in the early fall. We will do our best to provide better weather conditions this year than some of you experienced last fall.

Plans for the Texas State Solo-Ensemble Contest are well underway. The Department of Music has been most cooperative in making arrangements for the use of their new facilities. The newly completed Fine Arts Complex will house almost half of this year's contest. Schedules, maps, and additional information will be mailed to participating directors on May 15.

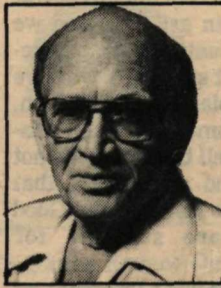
All in all, it's been a good year

The 1979-80 school year will probably be listed as a "good" year. In the contest office the year has been one of organization and consolidation. The organization has come from rearranging contest administration, reorganizing of management and personnel. Consolidation is bringing together of concepts and contest philosophy within a working relationship to school philosophy.

Consolidation also has come about through the various court suits and legislative ventures which require restudying of procedures, rules and regulations, and administrative thinking. When the entire program is under scrutiny each section reviews its own policies in relationship to those under question, thereby, a tightening of the belt results in all areas of the League.

Contest results have been about average for this year. It is too early, however, to draw any meaningful conclusions until all of the data are in.

Sight reading has come under heavy criticism again this year. Our concepts of what should be a good sight reading contest vary so widely that it is difficult to summarize what we are trying to accomplish with this activity. The sight reading contest could not stand on its own. From my viewing position, it appears to be a weapon used by directors to accomplish goals not related to sight reading per se, but through the formal study of sight reading the program does result in the overall musical disciplines of



Music matters

By Nelson Patrick

the group. In general, higher ratings are given in sight reading than in concert performance — eight to ten percent more groups make more Division I's in sight reading than in concert.

Next year the choral groups will experiment with having all their music composed specifically for the contest. This has been done on a lesser scale in the past several years. The composer(s) will be given a set of criteria for each conference and choral organization and hopefully he will produce a somewhat musical selection including the technical requirements for the level of conference. The music will be published; no conference should have to read manuscript in the 1982-83 sight reading contest. We will watch this carefully for possible use in other contests.

Again this year we have had complaints from students of directors rehearsing the sight reading music. Many devices have

been used to study sight reading music. For example, one director on hearing the music copied the parts by ear and raised the key to a higher pitch. Although not the same score as found in sight reading contests the music is essentially the same and is definitely a violation of Article II of the music plan (such a director should be complimented on his ability to take dictation but using the music to rehearse the sight reading music is not exactly in the spirit of the contest).

And then there was the one who changed the words of choral music to "Old McDonald Had a Farm" and replied to the question, "No we have not rehearsed this music."

Yes, this has been a good year. There have been very few contest problems and those we've had were solveable.

The contest office wishes all of you a pleasant summer, and if you are around Angel Fire stop by my place for a visit.

Peace in our time

Conflicts between music, athletic departments need not prevail

By GEORGE C. ALTER
Chairman of the Music Department
Kansas City Southwest High School

• A band director selected by the principal — who also just happens to be the former head basketball coach — to serve on the interview committee for a new head football coach?

ya The athletic director riding the band bus rather than the team bus to an away game?

• The Quarterback Club helping defray expenses of the band?

• Members of the cross country team excused from the band's half-time performance to participate in a meet?

• A benefit concert by the band with the proceeds to be used to replace track equipment lost in a fire? And with members of the coaching staff appearing as guest conductors or soloists?

• An award presented annually by the Athletic Department to the outstanding student scholar-musician-athlete?

Impossible!
The preceding undoubtedly sound like pipe dreams; something from "Educational Theory 301"; or perhaps, they simply show what happens when either or both the coach and band director practice too much in August heat. After all, frequently there is no love lost between the Music Department and the Athletic Department in our secondary schools.

However, with dwindling enrollments, an increase in the number of competitive sports offered because of Title IX, and an expanded contest season in music encom-

passing marching bands, jazz bands, concert bands, choirs, pop choirs, solos and ensembles coupled with the type of ego that seems to make for successful music directors and athletic coaches, it's no wonder there's unusually friction between the two departments. It's a sad commentary, but in some instances this has led to an all-out war and in a few cases a total conflict between the two departments.

Reflecting back on a twenty-two year positive relationship between the coaching staff and music department where the preceding examples of cooperation and coexistence actually occurred, there seems to be only one simple way to prevent the frustrations, bitterness, hostility and ulcers which can be caused by the lack of cooperation and lack of communication between the two departments.

Quite simply, it amounts to this: Consider the student first!

We have openly pushed the other program at meetings with parents, at sessions in the junior high school and by attending events not required by our teaching/coaching assignment. After openly encouraging participation in both athletics and music, we never force the student to make a decision that we, as adults, can not or will not make.

Conflicts are resolved by the faculty involved — these two dash-men-violinists will perform with the orchestra while these two field event-violinists will compete with the track team. While these may not be easy decisions for us to reach, consider what impossible decisions these are for the students that obviously would like to participate in

both events.

However, once the students understand the situation, they accept it well — knowing that no penalty will be assessed for not performing at a particular event. And while occasional problems do arise as a result of this procedure, such as the Drum Major in the Marching Band breaking an ankle in a football game the night before the big parade, other students always seem to be there to pick up the slack.

Before you assume that this is an attempt to justify mediocrity or poor performances in music and/or athletics, consider that the past year the school in question has had seven athletic teams win league championships, Honor Ratings of I at the State Music Festival and an unsolicited invitation to be one of sixteen high school orchestras to represent the United States at an International Contest in Vienna, Austria, in the summer of 1981. Over the years, many league championships and musical honors have come to our student athlete-musicians, including a tie for the state championship in football and an appearance at a national band and orchestra clinic.

But perhaps, the highlight of the relationship occurred this past spring, when the band director was asked to speak at the banquet held to commemorate the retirement of the head football coach. Following the usual anecdotes and congratulations, it seemed only appropriate to make the coach an honorary member of the band and present him with a Senior Key Award.

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Contests must mirror society's drama needs and desires

Values of the One-Act Play Contest lie in motivation to achieve excellence in those things important to society. Theatre does occupy an important place in society. This is evidenced by the resources society contributes to support this art in its many forms. The tremendous expenditures in the various theatre forms place a responsibility on those of us who have chosen this field as our contribution to society.

The OAP contest supplies us with two important aids: motivation and evaluation. The first is an aid to encourage students and teachers to achieve excellence and the latter provides a measurement of degree of

achievement in relationship to others.

One of the main objectives of our contest is to teach theatre as an art form and we must structure and evaluate our contest accordingly. In the present structure, we have developed a usable plan of evaluation, although it is open to human error and mismanagement. It may well be that we do not create the situation and atmosphere that can lend itself well to evaluation. Good teachers must prepare students for educational competition.

We need evaluative research into what we are doing; whether or not we are accomplishing our objectives. We need

definitive research into scope of competition, number of participants, facilities, potential areas of competition and how these can best be evaluated to achieve maximum results for growth in theatre education.

Educational values derived from play contests are in part accrued from preparation. The teacher plans the production, teaching students under the stimulus of anticipated contest evaluation. Here lies much of the educational value. Student growth comes in the learning process as well as in preparation.

One critic judge plan provides additional

values to teaching. One of these is the reinforcement of those attributes which were well taught and favorably demonstrated by the students. Judges are obligated to provide the support of a job well done.

For the adverse criticisms, the judge is obligated not only to point these out, but to suggest methods of correction. In doing this, he is reinforcing the director's good work while to the inexperienced, he is suggesting areas for growth. The judge is not obligated to substitute for the lack of theatre training of the director, but must serve as an extension teacher and supplement the training already received.

Panel judging not the answer to OAP problems

The state drama director endorses and urges use of a single critic judge for OAP. This endorsement is not because of personal beliefs, although I believe in the critic judge concept. I support the OAP rules as they have been developed and passed by the Legislative Council. The Council has continued to support the critic judge concept annually after yearly discussion and debate. This office will administer and support the rules as they stand until convinced by a majority that change is in order and the Legislative Council makes a change.

The critic judge question has long been the subject of healthy debate. It draws considerable attention at student activities conferences annually and it receives some attention at most workshops and conventions where UIL programs are discussed. I receive some comments on critic judge questionnaires and get letters from directors, students and patrons. I trust this explanation will serve as an answer for all who have written, called or sent messages.

Some entered in OAP this year would like to go back to the old UIL judging system of having three or more judges, claiming that this would result in more "fairness." Let me assure you there would still be unhappy people. No one, be they panel or critic, can please everyone. Anyone who participates in a contest should do so with full awareness



Educational theatre

By Lynn Murray

that the results may be entirely opposite to their liking.

Some directors feel the emphasis of OAP should be on an objective way of selecting a winner and they feel that a panel would be the best answer. My response is that the emphasis placed on the use of a single critic is the result of the 55 year history of OAP. Panel judging has been tried. There were more arguments about "who should have won" than there are today. Careful study of ranking plans used by the League and other organizations will clearly reflect problems.

The three judge method results in split decisions. Second, third and fourth choices often determine the winner. Three judges do vote first place for three different plays. State office records show this especially true of conferences 4A and 5A. The only "fair" panel usage I can find in our records is when five or more judges were used. Can

we afford or find five judges?

One major consideration should be the number of qualified judges available. There is an average of 200 trained judges on the Accredited Critic List. There are approximately 230 OAP contests held during a three week period each spring. Simple logic tells us that it is impossible to find 1,160 judges to serve on five member panels. It is almost as difficult to find the 600 needed for three member groups.

Panel advocates suggest adding qualified secondary theatre teachers to the accredited list, since we now accredit only trained theatre teachers from higher education, community theatre professionals or trained theatre people no longer active full-time in theatre. The major problem is logistical. High school theatre directors are too busy with their own programs during this period. We can't find neutral contest

managers from this group. The matter of release time from class is no small matter and judging for your friends or the "brother-in-law plan" would likely return in some areas.

A major problem of using secondary theatre directors is the logistical functioning of a once-a-year operation that takes a full year to administer. It is difficult enough to keep up with the already heavy load of a half-time assignment in the UIL office, and the addition of secondary school teachers to the accredited list would result in my seeking employment elsewhere. I don't think there are enough hours in the day for me to administer an accredited critic judge list of the size necessary to advocate panel usage.

I urge panel advocates to consider the long term effects of their views before voting to use a panel at any level of OAP. Such actions may return us to the days of the unqualified judge and winning as the primary motivation. Do you want to return to the 1950's when the local lawyer, minister, teachers of various subjects and anybody available judged the one-act play contest? If this is the type panel you are willing to accept, I suggest you contact your Legislative Council representative and present your views. You might evaluate the

Please turn to Judging, page 6

Credit

Short term teachers' workshop set at UT

By LYNN MURRAY
State Drama Director

The Department of Drama is sponsoring a "teacher's" workshop in conjunction with the 19th annual Summer Theatre Workshop. This workshop was created because teachers requested permission to attend the workshop and participate in all phases of the program.

Teachers participating in the workshop as "transient" students may receive up to eight semester hours credit by registering for Drama F365K-High School Play Production, F276-Rehearsal and Performance, and F384-Projects in Directing for Teachers.

Those enrolled will participate in a directing seminar and work with the high school students.

From June 3 through July 7, courses in acting, voice, technical theatre, make-up, directing and production activities will be structured to involve both teachers and students. The directing seminar will continue through the workshop period.

Major workshop productions will be directed by Ruth Denney, Professor of Drama Education and former Principal at the High School for the Performing and Visual Arts in Houston; Paul Gaffney, Assistant Professor of Acting and Directing; and Kim Wheetley, Theatre Arts Consultant at the Texas Education Agency.

Robert Singleton, UIL State OAP director 1975-77 and theatre director at the High School for the Performing Arts in Houston and James Henderson, theatre director at McLennan Community College in Waco will serve as guest teachers in the workshop. Singleton is recognized as an outstanding make-up artist and Henderson, President-elect of Texas Educational Theatre Association, is recognized as one of the few

outstanding mime teachers in the southwest.

The workshop will be of special benefit to teachers desiring an advanced degree, seeking hours in drama to comply with the TEA plan for drama teacher certification, taking courses to meet local requirements or to develop individual activities, participation in the UIL one-act play contest, and or teaching the variety of theatre subjects needed for the TEA theatre arts curriculum.

Teachers desiring participation in this workshop as "transient" students should request admission to UT-Austin, director of admissions prior to May 30 in order to register June 1-2. Enrollment is limited for the "teacher's" workshop. Priority will be given to those teachers notifying me of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office, but not required. Those interested in the "teacher's" workshop should reserve a position. They may reach me at the UIL office 512/471-5883.

For teachers that cannot attend the full

term summer theatre workshop, a new "short term" non-credit workshop specifically designed to help teachers with preparation for the UIL one-act play contest is planned for the final week. This six day, June 29-July 4, workshop will focus on play selection, cutting a long play, using limited scenery, use of the League-approved unit set, limited lighting, interpretation of OAP rules, and directing the contest play. Teachers will be accepted for this workshop on a first-come-first-served basis. A \$100 non-refundable fee check must be made payable to the Department of Drama, The University of Texas at Austin. Teachers accepted will receive immediate confirmation. If the workshop is filled, registration checks from those not accepted will be immediately returned. A waiting list will be maintained.

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

National Federation needs top photos

Got a photographer with an eye for the thrill of victory, agony of defeat?

Share that talent with the National Federation of State High School Associations. The federation needs high quality feature and sports photos, preferably showing students involved in extracurricular programs such as sports, cheerleading, music events, or other activities.

The federation plans to feature photos on a regular basis in its magazine, National Federation Press. Other photos may be used in any of its 27 rule books, Interscholastic Athletic Administration magazine or the National High School Sports Record Book.

Photos may be either black and white or color, but must 5 x 7 inches or larger. Each photo should list the photographer's name, school, class, city, state and zip. A brief description or summary of the photo should also be included.

Send photos to National Federation Photo Feature, National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195.

On review

Editing Your Newsletter
By Mark Beach

Nowhere is it written that mimeograph publications need to be gray, stale, boring or any combination of the three. But, with rare exception, that's how they look. Well, help is on the way. Mark Beach's textbook — all 76 pages of it — is a thorough, easy to read instruction on mimeograph publications. Beginning with discussions of newsgathering and writing techniques, Beach then moves into the mechanics of publishing the newsletter, which includes brief outlines of typography, editing, word processing and use of rub-on type. The chapter on layout is excellent and so relevant to the high school publication.

Beach cuts straight through to the heart of mimeograph perplexities, and offers plenty of practical and useful tips. In short, we're talking "must buy" material.

Coast to Coast Books, 2934 N.E. 16th Avenue,
Portland, Oregon 97212.

The Design of Advertising
By Roy Paul Nelson

The standard high school newspaper or yearbook ad reads like a calling card. The typography is bland, copy trite and borders ostentatious. A good dose of Nelson's text would do much to relieve this problem.

Nelson, one of the nation's foremost graphics and design experts, uses a wealth of examples to pin-point the basic concepts behind high quality printed advertisements.

If you're tired of gray, boring ads, buy this book. It'll help.
Wm. C. Brown Co. Publishers
Dubuque, Iowa

The Mirage

By Zay N. Smith & Pamela Zekman

Fast-paced. Suspenseful. Frightening. This book details the efforts of a pair of Chicago Sun-Times reporters, who investigated official corruption of the city's health, fire and safety inspectors, and found plenty.

Reads like well-written fiction but testifies to the watchdog role of the press in our society. Enjoyable and highly recommended.

Random House Publishers
New York, NY 10022

Summer:

Contest manual and IAA revisions should dominate vacation schedule

Truly great writers begin their columns with profound statements or astute observations which stir the emotions or set the mind a-whirlin'. George Will is such a writer. His political affiliations lie just right of Attila the Hun but how can you ignore a guy who begins a treatise with, "Again, Americans have glimpsed the skull beneath the skin of life."

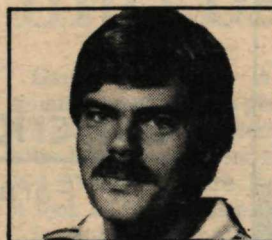
Gosh, I'm bound and gagged by the social relevance of it all, even if I don't know what it means.

Anyway, I'm not one of those writers. I prefer something along the lines of trite, overworked cliches or recitations of the obvious. Like this:

Touching all bases ...

Well, well. Another school year has come and gone. We're all looking forward to the summer. More specifically, to running and jumping and swimming and pulling nails out of our feet. Fun stuff.

Do take care! And if by some strange coincidence, your mind wanders from the cool lucidness of the inner-tube trip down the Guadalupe River to scholastic journalism, then think of me up here in Austin doing terrible things to the individual achievement awards categories. I envision some minor surgery, the least of which is rewriting the rules in plain English.



Scholastic journalism

By Bobby Hawthorne

To bend a Rodney Dangerfield quip, look up "confusion" in the dictionary and there lies a copy of the IAA rules.

We may subtract and add a few categories, both in the newspaper and yearbook sections too. You got comments? Send them to me, el pronto. Right now, it appears as if we'll add a category for film/music/book reviews and page one layout in the newspaper category. We'll probably toss out the featurette category. No one writes featurettes these days.

Who knows what'll happen to yearbook. That's a statement; not a question. My guess is that we'll add a category for club/organization spread. The rest of it seems to be in fairly good shape.

Somewhere along the line, we're also going to revise the newspaper rating categories, and we may be forced to go with printed divisions one through six.

Something patently unfair exists when a Conference A school with an enrollment of 150 competes against a AAA school with an enrollment of 500. Right off the top of my head, I'd say P-1 will include 0-250 and P-2 from 250-600. The rest of the categories will be shifted accordingly.

I don't claim credit for this bolt of insight. Joyce White, adviser at Granger, spelled it out quite succinctly.

"There are many reasons why this (rating scale) is inequitable but the major ones are that the availability of resources, of the number of students to work on the paper, and the sources of news varies greatly from A to AAA," she wrote. "If there are 550 students in my school, I guarantee I'd have 550 possible news sources."

This may open the door to AAAAA schools with 1,400 competing against another with

Please turn to Rating, page 6

Design seminar aimed at advanced staffs

By BOBBY HAWTHORNE

I feel like the guy who'll make out the special invitation list for Prince Charles' wedding. No matter who or how many he picks, someone is going to be peeved.

By now, you probably know that I'm talking about Mario Garcia's by-invitation-only design seminar, to be held June 18-19 in Austin. The seminar is officially conducted by the American Student Press Institute, headquartered at the University of Oklahoma in Norman.

I had the pleasure to attend the first of Garcia's redesign seminars last year in Norman and it was a huge success. The fruit of that experience were seen in this year's redesigned Leaguer. By the way, Mario is a much better teacher than I am a student.

Aside from short lessons in layout,

design, typography and the like, I learned that such seminars are designed strictly for those schools who have mastered the basics. As Mr. Paschal explains, each year, a number of schools attend workshops in which only the basics are taught. The opportunity for advanced, intense learning is rare, and so, many of the advanced students return with few if any fresh ideas.

The great majority of staffs can attend any basic workshop and benefit tremendously. The American Student Press Institute seminars are designed for those who cannot.

At present, plans include selecting 12 schools to attend the June 18-19 redesign workshop. The adviser and two student editors will work the two days in redesigning their publication, with special emphasis

on typographical continuity and maximum space utilization. Many of the concepts taught will be those Dr. Garcia lectures to professional newspaper designers, not only in this nation but in Latin and South America likewise.

If you fail to receive an invitation, take heart. Mr. Paschal and I are examining the possibilities of another redesign workshop here, sometime next fall. And, ILPC will publish a pamphlet this summer, outlining many of the points stressed during the course of the workshop.

Already, staffs may purchase Dr. Garcia's booklet, The Student Newspaper Designer. The concise and easy-to-read publication costs \$4.50 and is available through ASPI, The University of Oklahoma, School of Journalism & Mass Communication, Norman, OK 73019.

Popular UT professor Norris Davis dies

Dr. Norris G. Davis, professor, former chairman of the University of Texas Department of Journalism, and a longtime ILPC executive committee member, died April 15 in an Austin hospital after a brief illness.

Dr. Davis, 65, served the University Interscholastic League as a journalism contest judge and adviser for many years, and was a guest speaker at many UIL and press conference functions. He received special recognition at the 1965 ILPC state convention for his many contributions to Texas scholastic journalism.

A former reporter and editor with special interest in laws affecting the press and in editorial content studies of newspapers, Dr.

Davis was author of "The Press and the Law in Texas," widely used by the professional and educational journalists. He joined the UT faculty in 1947 and served as chairman from 1965, when it became a part of the School of Communication, until he assumed a position as associate dean of the College in 1976. He returned to full-time teaching in 1979.

Dr. Davis began his career as a reporter at the Corpus Christi Caller-Times in 1938. He taught at Texas A&M and the Universities of Wisconsin and Minnesota before joining the faculty in 1947. From 1949-51, he left UT to work on his doctorate.

Among his many honors was designation as a Piper Professor, awarded in 1963 by the

Minnie Stevens Piper Foundation for "outstanding scholarly and academic achievement." In 1961, the UT Students' Association presented him its Teaching Excellence Award. In 1976, he received the Texas Press Association's "Friends of the Press Award."

Dr. Davis was a past president of Kappa Tau Alpha, national honor society in journalism, and of the Southwest Journalism Congress. He was co-author of "Modern Journalism," "Teenage Readers for Texas Newspapers" and "Evaluative Survey of Education for Journalism in Texas."

Memorial contributions may be made to the Norris G. Davis Scholarship Fund in the UT Austin Department of Journalism.



Dr. Norris Davis

Abuse of officials has no place in program

Every year the League Office gets complaints about poor sportsmanship on the part of players, coaches, and fans. Though most of the schools are conscious of good sportsmanship — display it consistently, there is a growing problem at all levels with verbal and physical abuse of sports officials. This abuse has no place in the interscholastic program.

Athletic officials are a part of our educational program. They are contacted and hired by school personnel to serve as consultants. They are professionals. They take time from their occupations and from their family life to meet to discuss the rules, study the rule books and officials' manuals and call ball games at least one night a week and often three. The majority of the officials are ex-athletes or coaches. They officiate because they want to, and certainly not because of monetary reward. Most officials could spend the hours doing something else and make more money.

It would seem that a dedicated group like officials would receive greater respect. They are verbally abused by the fans on and sometimes off the field. And in some rare instances, they catch verbal abuse from the players. And occasionally this verbal abuse becomes physical abuse.

Why does such a predicament prevail? Part of the blame can be contributed to the sociological phenomenon of crowd behavior. Part of this behavior arises due to



Postscripts on athletics

By Bill Farney

lack of education of the spectators. The players' lack of knowledge of the rules adds to this enigma too.

The greatest responsibility for misbehavior toward officials can normally be placed on the coach and other school personnel.

The actions and inactions of administrators and teachers in the stands and especially the coach on the field or court can do much to affect the behavior of fans, students or players toward an official. The violent reactions by fans or players are often an end result of poor conduct, at least a result of no action being taken by school officials to correct or divert a particular situation.

Within the Athletic Plan of the League there is a code that schools must follow. In part the code states: "...to accept decisions of officials *without protest* and to see that proper precautions are taken for their protection and safety." A penalty for violation of this part of the *Constitution and*

Contest Rules is evoked more often than any other rule or section.

The school administration is responsible for the conduct of its fans, players and coaches.

What are steps the schools can take to eliminate unacceptable behavior?

1. Educate the fans to the playing rules and the League rules. This can be accomplished in club meetings or spot announcements before and during ball games. Assembly programs in which proper student body behavior is discussed will also do much to eliminate problems.

2. Educate the players on the rules of the game and their responsibilities on the field. It is not their duty to argue with the officials or to show their outward disgust at a call.

3. Have proper facilities and police protection. The officials need a place to dress that will keep them away from fans, players and coaches. Proper authorities should be present to see that the officials get to the dressing room without reproach

from fans or coaches.

4. Discuss with all school personnel their responsibility in maintaining a reserved and sportsmanlike outward display of behavior at all athletic contests. For the coach this is a must. He is the key to actions of the fans and players.

Judgment calls on the part of officials are not subject to question or discussion. If the coach desires to discuss a rule, he should instruct his captain to request time-out and inform the referee that his coach wants a conference at the sideline. The coach should never go storming on the field to complain about a call.

Immediately following the game the coach should refrain from discussing particular calls or the officiating in general with the officials, sportswriters and even fans. It is best to withhold statements that may be made at the emotion packed ending of a ball game. The rule of counting to ten before answering is a good policy to follow in this instance. Instead of counting to ten, wait for twenty-four hours before commenting. After a period of time a specific play or the game in general can be discussed more objectively.

The solution to this problem would be attainable if everyone concerned would keep in mind at all times that the athletic program in high school is an educational program and it must remain this way to survive.

Time to sell benefits of athletics

By ARMANDO GUTIERREZ
Athletic Director
El Paso ISD

For the first time since I have been a member of this association, I am beginning to see concern from all school districts, rich and poor alike, in regards to finance and expenditure; an air of pessimism seems to prevail.

If we don't control our expenses, somebody else will, and it could result in the loss of programs.

To complicate the problem, for years we have been under the impression that athletics would sell itself. The truth is that most people do not understand the value of the rewarding experience athletics provide outside the classroom.

This group must play a more dynamic role in educating the public as to how athletics contributes to the educational process. We must use every opportunity to remind administrators, community, and parents of our beliefs, which are the basis of our commitment.

As I hear administrators, they talk about incentives; to keep students in school which raises ADA (translates — big bucks), incentives for teachers to decrease teacher absenteeism in the form of rewards, and incentives, in the form of paybacks, to save energy.

I would like to remind them that we have the greatest incentive program in the

schools: Our kids attend school (big bucks); our athletes have to pass; some of the students would not be in school were it not for athletics; we have the best drug program in the country; we have the best counseling service in the schools by virtue of a coach's influence on athletes.

Where do you receive a daily dose of discipline, tolerance for others, team play, respect for law, commitment to excellence, love of God and country all at once?

Good school spirit and pride spell good schools.

If you were to ask an educator what he would consider the final outcome of our high school education should be, his answer would probably be "to prepare the students to become successful citizens in whatever endeavor they choose."

I would like to paraphrase an article that appeared in a federation publication.

The college board exam division which

tests students for college entrance and achievement decided to determine what factors could be used to determine success. Using a large sampling of students they conducted a study. They took four factors to try to predict success: 1. High scores in high school; 2. High scores in college; 3. High scores on college board exam; 4. Participation in extracurricular activities.

To their amazement, the only predictable factor of success was participation in extracurricular activities. This report comes from an unbiased group, and only strengthens our beliefs in the value of athletics.

Committed to our jobs and armed with the knowledge that we have a place in the educational system, each one of us as an individual and as an association can make lasting contributions to maintain our high level of competitive programs in our great state. Good luck to all of you.

Judging

From page 4

qualifications of panels being used to judge UIL special contests. How many know the rules and are trained as professional speech educators?

The Accredited Critic Judges List is not perfect. We must continue to find ways of improving the quality of judging and critiques. Granted, all critics do not rate productions the same way and experts often disagree on choice of best play or all-star cast. It should be recognized however, that a critic that knows theatre through training and experience can do a better job giving valuable constructive criticism than any number of unqualified people on a panel.

Imagine the confusion student actors would experience with a panel giving a

critique when each member voted for a different play for first place. I receive numerous letters from inexperienced directors wanting an explanation of why they received contradictory critiques at each level as they advanced. A panel amplifies such confusion even though they all see the same play on the same night. Critiques would take three or five times longer, or some chance device would determine which panel member would critique.

What happens when the person giving the critique does not agree with the decision? Let me assure you from my own experience that it is very much like trying to critique a disqualified play. Panel critiques confuse even more than differences of opinions on the same play from critics at various levels.

Most good critics will not serve on a panel because they feel it is a waste of talent. Anybody can vote on a panel ballot for a winner, but it takes a competent critic to

provide an intelligent evaluation. I will not help any contest manager or district executive committee find accredited judges to serve on a panel. Use of a panel makes OAP more expensive to operate, defeats much of the educational potential and usually causes complaints to the state office.

Panel usage is now legal for those that desire to use this method. Panels are being used in a few districts. In most cases it is because directors do not work together for an educational experience for their students in a cooperative well-planned play contest where "there are no losers."

Ratings

From page 5

3,400, who'll want to expound the same argument. But there's a factor of

diminishing returns which, paraphrased, says that argument doesn't hold water.

What other great strides in scholastic journalism will be made this summer?

Probably none but I plan to complete an in-depth manuscript on the UIL journalism contests, using past news, feature, editorial and headline writing quizzes to point out the peaks and pits of each. I've solicited advice from several teachers who, over the years, have shown a propensity toward producing state champs.

If they're smart, they'll keep it to themselves, but I'm hoping a wave of generosity will sweep through, nonetheless.

I would greatly appreciate any comments or suggestions from any journalism contest sponsor. No experience or qualifications necessary. What are your problems with the contests? What instruction can we provide to best serve your students? And the like, ad infinitum.

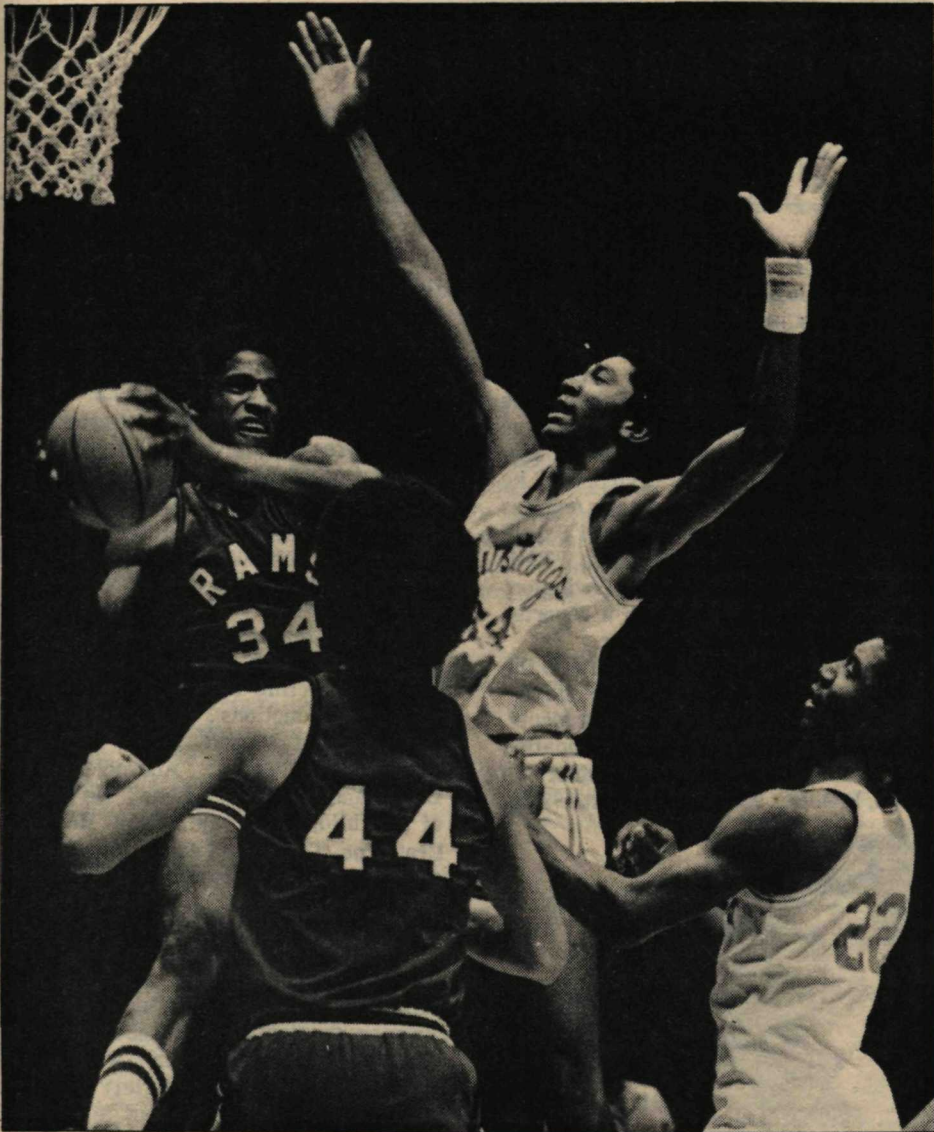


Photo by Larry Kolvoord

6-8 senior post Billy Wright of Fort Worth Dunbar jams the path of San Antonio Marshall's Vince Vittatoo, in the Rams 74-73 upset. Closing in are George Rodriguez (44) and Carl Wright (22).

Sabine's talented juniors come away winners again

Last year, Johnny Mumphrey and Mark Johnson led Sabine Gladewater to the Conference A state championship. Both were all-tournament. This past March, the two piloted the East Texans to a 32-0 season mark and another state title.

Guess what? Both are juniors.

Their selection highlighted the all-tourney squad announcement by members of the working media covering the boys' tournament, March 19-21. Joining Mumphrey and Johnson on the Conference AA honor team were Darryn Shearmire of Archer City, Robert Sanders of Shallowater and Charles Smith of Bartlett.

Smith, like the Sabine duo, was all-tournament his sophomore year, but only Mumphrey was a unanimous all-tourney choice for his efforts this past month.

Elsewhere, unanimous selection Andre Bouttee of Herbert joined teammate Donald Mickens, also unanimous, to lead the AAAA all-tourney team. Bouttee was the tournament's leading scorer with 53 points, and its leading rebounder with 31. Mickens added 47 points and 18 rebounds.

Filling out the 4A team were James Stern of Waxahachie, Ken Walling of Canyon and David Harbin of Canyon.

The only conference without a unanimous selection was 5A, even though the five selected won by large margins. Leading the polling was Lincoln's 6-foot, 8-inch senior

post Leonard Allen. Joining him from Lincoln was senior guard Michael Jaco. Brothers Vern and Vince Vittatoo from San Antonio Marshall, who scored 30 and 41 points respectively, and Fort Worth Dunbar's talented Willie Ashley, who scored 25 points and ripped down 15 rebounds in the semi-final loss, round out the squad.

Rice's tough Larry Haynes, who scored 33 and pulled down 26 rebounds, led the 3A all-tourney team, joining North Lamar's Merritt Williams as the lone unanimous picks. Filling out the team were Jimmy Smith of Van Vleck, who scored 26 and grabbed 16 rebounds, Rice's Ernest Fields and Perryton's Ricky Herring. Fields scored 27 points in two games. Herring popped in 18 and pulled down five rebounds in the Ranger's semifinal loss.

Snook, which won its fourth consecutive state title and its seventh crown overall, likewise dominated the all-tourney selections. Pacing the team was senior Hezekiah Carter, a sturdy 6-foot, 2-inch postman who scored 27 points and pulled down 10 rebounds. He was also named to the 1980 all-tourney team.

Other Bluejays selected were Clint Thomas, a 6-foot, 2-inch sophomore postman, who scored 22 points, and senior guard Al Jackson. Completing the team were Jay Powell of Midway (27 points, 13 rebounds) and Danny White of Avinger.

Snook shoots its way into basketball history

Game tied, 32-32. A little over four minutes remaining to play. Tight goings for a team which won its semi-final game by 26, after leading at the end of the first quarter, 16-1. The week before, in the regional finals, it took an 86-30 cruise.

In short, all this nip and tuck was a little out of character. Still, the Bluejays tightened down the hatches, outscored Midway, 9-1, in the closing minutes and rolled up their fourth consecutive state championship and seventh state title overall. No other UIL boys: team has won four consecutive titles. Only Buna has won seven overall crowns.

The Bluejay victory was the crowning moment of the 51st annual tourney, held March 19-21 in Austin. But there were rivals. Such as Gladewater Sabine's 62-43 championship win over Shallowater, which wrapped up a second title in a row and capped a perfect 32-0 season.

Then, there was the Cinderella story: San Antonio Marshall, which was not expected to be in the tourney by many, much less challenge for the championship. Obviously, someone forgot to tell Marshall that. Out of the gate, the Rams took on highly-favored Dallas Roosevelt, overcame a 10-point deficit at the end of the third quarter, and squeezed out a 74-73 stunner.

In the finals against equally highly-favored Port Arthur Lincoln, the Rams jumped to an early lead, allowed it to slip in the third quarter, then attempted a wild comeback. But just when it looked like they might pull it off, the shoe refused to fit. Lincoln, paced by all-state Leonard Allen, outscored Marshall 13-0 in the final 1:27, with Allen hitting 10 points in the last 0:52.

In the AAAA finals, Beaumont Herbert survived a late fourth-quarter scare from Canyon in capturing their second consecutive crown.

Finally, Rice Altair claimed the AAA title that so narrowly escaped them two years earlier. The Raiders spotted North Lamar an early lead before jetting to a 29-20 half-time lead. Despite a desperate rally, Rice never surrendered the lead, winning the championship, 56-52.

Conference AAAAA

District Winners: 1. El Paso Burges; 2. El Paso Eastwood; 3. Pampa; 4. Plainview; 5. Midland; 6. Denton; 7. Fort Worth Dunbar; 8. Arlington; 9. Grand Prairie; 10. Hutchins Wilmer-Hutchins; 11. Dallas Roosevelt; 12. Dallas Hillcrest; 13. Richardson Lake Highlands; 14. Longview; 15. Killeen; 16. Spring; 17. Houston Memorial; 18. Houston Madison; 19. Houston Washington; 20. Houston Wheatley; 21. Houston MacArthur; 22. Port Arthur Lincoln; 23. Deer Park; 24. League City Clear Lake; 25. Victoria; 26. Austin; 27. Corpus Christi Carroll; 28. Mission; 29. Laredo Nixon; 30. San Antonio Marshall; 31. San Antonio Highlands; 32. San Antonio Roosevelt.

Conference AAAA

District Winners: 1. Canyon; 2. Snyder; 3. Iowa Park; 4. Cleburne; 5. Fort Worth Carter-Riverside; 6. Waxahachie; 7. Paris; 8. Jacksonville; 9. Beaumont Hebert; 10. Huntsville; 11. Marlin; 12. Georgetown; 13. San Antonio South San Antonio West; 14. Wharton; 15. Corpus Christi West Oso; 16. Laredo United.

Bidistrict Winners: Canyon, Cleburne, Waxahachie, Paris, Beaumont Hebert, Marlin, San Antonio South San Antonio West, Corpus Christi West Oso.

Regional Winners: Canyon, Waxahachie, Beaumont Hebert, San Antonio South San Antonio West.

State Winner: Beaumont Hebert.

Conference AAA

District Winners: 1. Perryton; 2. Dimmitt; 3. Childress; 4. Slaton; 5. Kermit; 6. Coahoma; 7. Abilene Wylie; 8. Coleman; 9. Bowie; 10. Justin Northwest; 11. Allen; 12. Ferris; 13. Powderly North Lamar; 14. Linden Linden-Kildare; 15. Van; 16. Whitehouse;

17. Waco LaVega; 18. Fairfield; 19. Diboll; 20. Warren; 21. Coldspring Coldspring-Oakhurst; 22. Altair Rice; 23. Rockdale; 24. Manor; 25. Luling; 26. Van Vleck; 27. Castrovilla Medina Valley; 28. Pearsall; 29. Edna; 30. Taft; 31. Zapata; 32. Lyford.

Bidistrict Winners: Perryton, Slaton, Coahoma, Coleman, Bowie, Ferris, Powderly North Lamar, Whitehouse, Waco LaVega, Warren, Altair Rice, Rockdale, Van Vleck, Pearsall, Taft, Zapata.

Regional Winners: Perryton, Powderly North Lamar, Altair Rice, Van Vleck.

State Winner: Altair Rice.

Conference AA

District Winners: 1. Fritch Sanford-Fritch; 2. Canadian; 3. Vega; 4. Shallowater; 5. Morton; 6. Maria; 7. Crowell; 8. Winters; 9. Wall; 10. Dublin; 11. Clifton; 12. Temple Academy; 13. Archer City; 14. Pottsboro; 15. Coppell; 16. Wolfe City;

17. Edgewood; 18. Frankston; 19. Gladewater Sabine; 20. Bogata Rivercrest; 21. Waskom; 22. Shelbyville; 23. Trinity; 24. Centerville; 25. Daisetta Hull-Daisetta; 26. Ganado; 27. Lexington; 28. Bartlett; 29. Comfort; 30. Jourdan; 31. La Vernia; 32. Three Rivers.

Bidistrict Winners: Fritch Sanford-Fritch, Shallowater, Morton, Crowell, Dublin, Temple Academy, Archer City, Coppell, Frankston, Gladewater Sabine, Shelbyville, Trinity, Ganado, Bartlett, Comfort, La Vernia.

Regional Winners: Shallowater, Archer City, Gladewater Sabine, Bartlett.

State Winner: Gladewater Sabine.

Conference A

District Winners: 1. Hartley; 2. Follett; 3. Samnorwood; 4. Turkey Valley; 5. Nazareth; 6. Whiteface; 7. Matador Motley Co.; 8. Smyer; 9. Wellman; 10. Bye; 11. Roby; 12. Roscoe; 13. Sterling City; 14. Midland Greenwood; 15. San Elizario; 16. Balmorhea; 17. Harrold; 18. Knox City; 19. Megargel; 20. Henrietta Midway; 21. Krum; 22. Bye; 23. Graford; 24. Lipan; 25. Godley; 26. Meridian; 27. Clyde Eula; 28. Priddy; 29. Santa Anna; 30. Evant; 31. Miles; 32. Bye;

33. Sadler S&S; 34. Trenton; 35. Petty West Lamar; 36. Sulphur Springs North Hopkins; 37. Avery; 38. Avinger; 39. New Summerfield; 40. Laneville; 41. Palmer; 42. Milford; 43. Trinidad; 44. Larue LaPoyner; 45. Neches; 46. Kennard; 47. Brookeland; 48. Bye; 49. Livingston Big Sandy; 50. Chester; 51. Snook; 52. Dime Box; 53. Chilton; 54. Bremond; 55. Milano; 56. Hutto; 57. Bye; 58. Waelder; 59. Rocksprings; 60. Leakey; 61. Bye; 62. Tilden McMullen County; 63. Bye; 64. Mirando City.

Bidistrict Winners: Hartley, Turkey Valley, Nazareth, Matador Motley Co., Wellman, Roby, Midland Greenwood, San Elizario, Knox City, Henrietta Midway, Krum, Graford, Meridian, Priddy, Santa Anna, Miles.

Trenton, Petty West Lamar, Avinger, Laneville, Milford, Larue LaPoyner, Kennard, Brookeland, Livingston Big Sandy, Snook, Bremond, Milano, Waelder, Leakey, Tilden McMullen Co., Mirando City.

Regional Winners: Midland Greenwood, Henrietta Midway, Avinger, Snook.

State Winner: Snook.

Volleyball officials needed

By DOROTHY BROOKS
SVOA President

A great need for qualified volleyball officials now exists. As many coaches know, the shortage of officials is a growing problem threatening volleyball.

To remedy this, coaches are urged to help the Southwest Volleyball Officials Association in the recruitment of new members. A strong officials organization is important for several reasons: It provides a means of training new members, provides educational opportunities to continuously upgrade skills, and establishes a communication network to distribute informa-

tion, such as rule changes and interpretations.

Coaches can help build a strong officials association by encouraging individuals to join SVOA and to form local chapters.

SVOA needs the help of all concerned to help develop and train officials and will be happy to provide spokespersons to assist a group of interested persons in any area in forming a chapter, as well as instigating a training program for beginning officials.

For assistance in organization of a SVOA chapter or for further information, contact Dotson Lewis, executive director, 1300 W. Mockingbird Lane, Suite 444, P.O. Box 47420, Dallas, Texas 75247.

Briefs

Tech names Fullerton law dean ad interim

Byron F. Fullerton, associate dean of the University of Texas Law School and a member of the UIL State Executive Committee, has accepted a position as dean ad interim of the Texas Tech University law school, effective July 1.

He will serve in that position until August, 1982.

Fullerton will replace Richard W. Hemingway, Tech's law dean ad interim who resigned to become a law professor at the University of Oklahoma.

At Texas, he has directed the Law School's continuing legal education program and has been involved in a variety of general administrative activities of the school, ranging from classified personnel to student financial aids. In addition, he has the rank of associate professor and from time to time, has taught insurance law, immigration law, and legal research and writing.

Recently, the UT's Student Bar Association dedicated the 1981 Law Week celebration to him.

Fullerton is a former Assistant Attorney General of Texas and has taught in the public schools of Kingsville, Brownsville and Beaumont. In the fall of 1970, he was on leave from UT to be a candidate for lieutenant governor of Texas.

He was first appointed to the State Executive Committee in 1967, replacing Jerre Williams who took a leave of absence to work in Washington DC. He served until 1970. His latest appointment, oddly enough, came in September, when UT President Peter Flawn appointed him to replace

Williams again, who resigned to accept a seat on the U. S. Court of Appeals for the Fifth Circuit.

TILF scholarship applications due in

Students earning eligibility for a Texas Interscholastic League Foundation scholarship during the 1980-81 school year received an application at the State Meet contests, Dr. Rhea Williams, TILF board of directors secretary, said.

Applications were available at the registration desk of the UIL state headquarters, located in the Joe C. Thompson Conference Center, Williams added.

Students earning eligibility in previous years and are graduating in May of 1981 should write the TILF, Box 2028, University Station, Austin, Texas 78712, sending a stamped, self-addressed 9½ by 4½ envelope, requesting an application.

"We urge all qualified persons to apply for one of these scholarships," Williams said. "Last year, the Foundation awarded some 160 scholarships valuing more than \$250,000."

Completed applications are accepted between May 1 and May 25.

WTSU journalism prof Bill Lee dies

Bill R. Lee, chairman of the West Texas State University journalism department and one of the motivating forces behind high school and college journalism in the Texas Panhandle, died in early May of a heart attack.

"Bill and I worked together for more than 18 years and he was a great friend of high school journalism," Dr. Max Haddick, former UIL journalism direc-

tor, said. "He was a genuinely dedicated man who loved kids and journalism. We'll dearly miss him."

Lee had served as chairman of the journalism department and director of the News Information and Publications Office at WTSU since 1952. In 1968, he became director of student publications.

A graduate of Lubbock High School, he received bachelors and master's degrees from the University of Missouri School of Journalism. Prior to coming to WTSU, he worked in Waco, Belton, Lovington, N.M. and Amarillo, as both a reporter and news information director.

Persons are asked to contribute to the Bill Lee Memorial Scholarship Fund, established to benefit journalism students. Checks may be sent to WTSU Foundation in care of Bill Lee Memorial Scholarship Fund, P.O. Box 909, Canyon, Texas 79016.



Jennings selected UT drama department chief

Coleman A. Jennings, acting chairman of the Department of Drama since Aug. 1, 1980, will become chairman June 1.

UT Austin President Peter T. Flawn approved the appointment on recommenda-

tion of Acting Dean of the College of Fine Arts Stanley Werbow and a consultative committee, and with the concurrence of Dean-designate Robert Wills.

Dr. Jennings, a professor of creative dramatics and children's theater, is a former president of the Children's Theater Association of America and former editor of its Children's Theater Review. He served for several years as the American Theater Association representative to the U.S. National Commission for UNESCO.

A member of the UT Austin faculty since 1963, Dr. Jennings has directed many children's theater productions. Among his notable directing assignments have been premier productions "Yankee Doodle," a musical that toured Texas during the nation's Bicentennial; "Androcles and the Lion," and "Arkansaw Bear." He is author of a children's play, "The Honorable Urashima, Taro," and editor of a UT Press anthology, "Six Plays for Children by Aurand Harris."

Dr. Jennings' experience also includes service as assistant director of the Midland Community Theater and as a MiCallum High School teacher in Austin. He founded a summer theater project (now known as Summer Theater Pizazz) which gives Austin school children a variety of theater experiences. Jennings is an active UIL critic judge.

He is listed in Who's Who in the South and Southwest. He has a Doctor of Education degree from New York University and bachelor's and master's degrees in fine arts from UT Austin.

Hardly a luxury

Administrative support of speech critical to program's success

Editor's Note: The following article was written by Dr. John Wagner, speech and debate coach at Cardinal Muench Seminary High School, and originally appeared in the North Dakota High School Activity Bulletin.

In this article, I would like to do two things: first to argue the success of a high school speech program depends on administrative support as much as it does on coaching effort or student talent; secondly, to describe the sort of administrative support most needed by a speech team. In this article I am speaking on the basis of having coached one team and observed many others.

When competitive speech and debate programs are discussed, everyone supports them. Their usefulness for later life is considered undeniable. In the face of this fact it is either puzzling or outrageous that more schools do not have strong speech programs. This is more difficult to understand when one observes that many schools with excellent coaches and very talented students do not have strong speech programs. I believe that in many cases the missing ingredient is administrative support for the program. Any speech program

faces certain difficulties which can be handled much more easily if the coach and the program are effectively supported by the administration.

To begin with, there is the problem of the amount of time and effort required of the coach of an effective program. Speech coaching is incredibly time consuming because it requires intense coaching of each individual student. The speech coach has to spend much more time working with individual speakers than with the speech team as a whole. What the speech coach needs from the administration is recognition of the time required for effective coaching. Demands made on the coach's time in other fields must be kept from consuming the time needed for speech coaching. It is not enough to assign a teacher the responsibility of coaching speech. It is necessary to guarantee that the time to do the job is available.

Another important consideration is money (I had to bring it up sooner or later, didn't I?). A competitive speech program is most effective as an educational activity if the team attends several tournaments a year in addition to the district and state tournaments. Since tournaments cost

money, the speech program should be budgeted enough at the start of the year to insure its attendance at several tournaments.

A crucial contribution an administrator can make is in the area of encouraging a speech program and giving it a sense of accomplishment. Athletic activities reward the participant through audience applause, newspaper coverage, letter jackets, etc. For the most part this sort of public reward is missing from speech activities even though the effort of coach and participant may be as great. Unless a team or contestant becomes very successful in terms of winning trophies, discouragement because of a lack of recognition can be a serious problem. Encouragement from a coach alone can only carry a student so far, administrative help can make the difference.

An administrator who recognizes this problem can do several things to help. He can make sure some public recognition of the speech team is given through announcements at assemblies, stories in the school or town paper, etc. He can "drop in" at speech team meetings or practice sessions to encourage students (and

coaches). He can attend a tournament from time to time so that the students know that their efforts are recognized. The administrator can make sure the whole school knows of any team successes.

A final area I would like to discuss is that of giving speech some precedence in relation to other activities. Sometimes speech events will conflict with athletic or other extracurricular activities. These other activities (and their directors) make demands on students. If the administrator doesn't make it clear that at times speech must be given preference, the speech team is likely to be so decimated that it may as well not try to go anywhere. I don't want to be interpreted as saying that speech should always be given preference, only that at times it must be given preference if the minimal needs of a respectable speech team is to be met.

Administration support for a speech team is not luxury, it is a necessity. If it is present a school can build a tradition of a strong team which represents the school well. Without it a school will not have an effective program. In this the speech coach needs the help of the administrator.