

# **HISTORY OF THE TEXAS SPEECH COMMUNICATION ASSOCIATION**

**1975-2000**

**A Summary of the History**

**1923-1975**

Austin, Texas  
October, 2004

# **A HISTORY OF THE TEXAS SPEECH COMMUNICATION ASSOCIATION**

**1975-2000**

## **DEDICATION**

Faye Carpenter has been an active member of TSCA for 35 years, and she has faithfully and efficiently served as Archivist of the Association for 14 years. Before that, she served many years as Chair of the Resolutions Committee. During her time as Archivist, she meticulously filed all the publications and documents from the Association. Researchers may find a directory for them on-line, and they may use the Archives by contacting the Librarian at the Sid Richardson History Center at The University of Texas. Faye has been the guardian of our history by relentlessly reminding us that the best prophet of our future will be our past.

She accepted the charge to take on the enormous task of compiling *The History of the Association from 1975-2000* in 2000. After several years of work, we are publishing the document, which she envisioned.

For her untiring efforts, we affectionately dedicate this quarter century history to Faye Carpenter.

The History and Awards Committee (ad hoc)  
October, 2004

# **A HISTORY OF THE TEXAS SPEECH COMMUNICATION ASSOCIATION**

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## **FORWARD**

The intent of this work is to memorialize the activities and accomplishments of the Association over the past twenty-five year. The reader will also be able to link and compare these later events with those of the Public Speaking Section of the Texas State Teachers' Association in 1917, The San Antonio Speech Arts Association in 1922, the Speech Arts Teachers' Association of Texas in 1923, and the Texas speech Communication Association, as detailed in the original history of 1923-1975. During the administration of Peter Pober, President of TSCA, Faye Carpenter asked him to appoint a committee that would compile information on the last 25 years. The Committee is proud to present this history.

We appropriately summon up memories of past achievements to recognize our obligation to history. It is with documentation such as this that we pay our debt to a quarter-century of our effort by our membership, who through the years have given countless hours to traveling, planning, meeting, and debating the course of the Association. Such efforts were not easily accomplished without untiring personal sacrifice on the part of those who took time from family and work, in the best interests of us all.

V. A. Smith  
October, 2004

## ***TABLE OF CONTENTS***

Dedication .....	i
Forward .....	ii
Table of Contents.....	iii
History of Texas Speech Communication Association 1923-1975 .....	1-5
Curricula and Teacher Certification Standards .....	6-12
The University Interscholastic League .....	13-16
Texas Forensic Association .....	17-19
Texas Educational Theatre .....	20-22
Texas Speech Communication Association Officers 1975-2000 .....	23-29
Emeritus Members .....	30
Texas Speech Communication Association Outstanding Service Award Recipients .....	30
Lifetime Members.....	31
Educator of the Year .....	32
Convention Sites .....	33
Luncheon Speakers .....	34
Contributors and the Committee .....	35

## **HISTORY OF TEXAS SPEECH COMMUNICATION ASSOCIATION 1923-1975**

### **Organization and Development**

Edwin Dubois Shurter is recognized as a significant influence in the development of Speech in Texas. He became Head of the Department of Public Speaking at the University of Texas in 1899. In 1910, he helped organize the University Interscholastic League. That same year, Professor Shurter went before the State Teachers' Association in Abilene and invited their cooperation in organizing a High School Debate League. That year, 28 schools participated, chiefly in debate. Because of the affiliation of all schools over the state in interscholastic competition, the number of schools participating grew to 248 in two years. In Shurter's last year, 3627 schools took part. Three hundred sixty of these schools participated in contests leading to the state tournament, and 1,179 students were involved.

Professor Shurter organized the Public Speaking Section of the Texas State Teachers' Association on November 30, 1917. Sixty-one teachers of Public Speaking and Oral Expression from various high schools and Texas colleges became charter members.

In 1922, the San Antonio Speech Arts Association was organized by Miss Bernice Hardy Duggan, with the motto, "Each for all, and all for art". She was elected its first president. At the end of the year, she suggested increased activity for the organization. She suggested enlisting all of the teachers of the state in a similar organization. Miss Duggan was elected secretary for the next year, in order that she might be the one to carry out the suggestion.

Miss Duggan, with the assistance of Miss Jeston Dickey, sent a form letter to every teacher of Speech Arts in every school in the state. Several hundred were mailed. Since there were so many public school teachers, the meeting was held in connection with the Texas State Teachers' Association. On this basis, Ft. Worth became the location of the first meeting; about forty attended. On November 30, 1923, Miss Bernice Hardy Duggan was elected the first president of The Speech Arts Teachers Association of Texas.

In November of 1928, the annual convention expanded to add a meeting on Thursday evening preceding the convention proper. It consisted of an "informal reception to be tendered the visitors by the San Antonio Speech Arts Association". During the year 1932-33, the word "Arts" was dropped from the title and the organization became the Texas Speech Association. The January 1940 Leaguer has a reference to three groups in the Texas State Teachers' Association: Auditorium Section, Speech Section and Texas Speech Association. A distinct separation between the Texas Speech Association and the Texas State Teachers' Association had already happened, although both were meeting at the same time and place.

The finances and membership of the Texas Speech Association left much to be desired. In May 1953, the balance on hand was less than \$100.00, the membership was less than 100, and there were only 150-200 names on the mailing list. In spite of this, the Association was maturing. The Annual Convention in October 1954, was the first for the Association to meet at a completely different time and place from the Texas State Teachers' Association. It was held in the Driskill Hotel in Austin, October 1<sup>st</sup> and 2<sup>nd</sup>. The mailing list was increased from 300 names to 1700. With the Association taking the step of breaking completely away, and the increased mailing publicity, the Association approximately doubled its membership. It also succeeded in getting the High School Course of Study reprinted the same year. Individual membership cards were issued for the first time. Dr Karl Wallace, Head of the Department of Speech at the University of Illinois, and president of the National Speech Association, was the guest speaker. The break from TSTA and the increased publicity had the effect of increasing TSCA membership to almost double what it was previously.

In 1949, the meeting was organized on a level basis as follows: Auditorium, Elementary, Junior High School, Senior High School, College and University, with area programs in Drama, Radio, Debate, Interpretation, Speech and Hearing, and workshops in Interpretation, Speech Correction, Drama and Television. At this convention, the Course of Study Committee reported that the High School Course of Study had been completed and was in the hands of the State Department of Education, awaiting publication.

In the early years of the Texas Speech Association, the area of Speech Pathology and Audiology was not a separate profession as it has grown to be today.

From 1948 to 1957, The Texas Speech Association became the state professional organization for speech clinicians both on the college and public school level. At the state convention special sectional meetings were scheduled for this group, and in 1949-50, Dr. Jesse Villarreal, Director of the Speech and Hearing Clinic at the University of Texas was president of the Association. For nine years, this compatible arrangement continued even with the rapidly growing numbers of speech therapists associated with expanding programs.

In the spring of 1957, nearly one hundred people met in San Marcos at Southwest Texas State University for the organizational meeting and the Texas Speech and Hearing Association was formed. Jack Bangs was elected acting president, and committees were formed.

By 1967, the membership of the Texas Speech and Hearing Association had far exceeded the membership of the parent organization, The Texas Speech Association. It was becoming exceedingly difficult to find hotels with enough meeting rooms to accommodate both conventions concurrently. As the discipline of speech and hearing was becoming more and more specialized each year, it seemed impractical to hold the conventions jointly.

Although for the next few years, the conventions were held at the same time in the same city, the two organizations were, for all practical purposes, completely separated.

In addition to the Texas Speech and Hearing Association, several other organizations were founded whose objectives are often parallel and mutually supportive of TSCA's efforts. Where there are no formal ties between these organizations, many of the founders and early leaders of each of these organizations were strong members of the Texas Speech Communication Association.

### **Texas Education Theatre Association**

The oldest of the theatre groups, Texas Education Theatre Association was organized in 1951 in Fort Worth, largely resulting from the fact that at the time the Texas Education Agency was in the process of revising secondary school curricula and regulations for teacher certification. Partly as the result of TETA's efforts to gain academic recognition for theatre in the secondary schools, the increasing number of public school drama teachers, in 1964, organized Texas Secondary Theatre Conference. This new group concentrated on two major objectives: (1) To promote the establishment of theatre arts in all communities by all secondary schools and (2) To raise and maintain high standards of instruction and productions in secondary school theatrical activities throughout Texas. The first president was Frances Springer followed by Paul Wilmoth and Nan Elkins. This group succeeded in promoting educational theatre as an accredited academic area in public schools as well as colleges and universities, and of maintaining high standards of instruction and productions in secondary school theatrical activities throughout Texas.

### **Colleges and Universities**

In considering the contribution of the departments of speech in senior institutions, one should not overlook the financial assistance that has been given to the Association. By providing materials, secretarial help, and some times financial aid to teachers and students who attend the meetings, the Association has greatly benefited.

A study of the development of speech departments in Texas and the Texas Speech Association reveals that through the years, each has supported the other. The departments of speech have trained teachers who have become active members in the Association; they have furnished leadership, program talent, and financial assistance. At the same time, The Association has provided a place where teachers from various speech areas, and in different divisions of the institutions, can come together to share ideas and promote the growth of speech in Texas.

### **The University Interscholastic League**

For fifty years, two organizations, The Texas Speech Association and The University Interscholastic League have been inseparable. The Speech Association was conceived by The Interscholastic League, grew up beside it, cooperated with it, adapted to it, but never left it.

As new and separate conventions developed some years later, the speech association programs continued to have meetings dedicated to Interscholastic League events. Workshops were held to which students and teachers could come and polish their skills. Programs were designed to deal with specific aspects of play production and forensic activities.

### **Curriculum and Instruction**

For a number of years, the speech teachers of Texas felt the need of a teaching guide. In 1948, the State Board of Education asked the Texas Speech Association to assist in the preparation of a bulletin to meet this need. A committee of teachers of speech representing various geographical areas of the state was appointed to the task. In 1950, the revised manuscript of the guide was presented to the editing committee of the Texas Speech Communication Association. Over a period of two years, the material was again revised on the basis of evaluations made by a larger number of teachers who read it and used it in their classrooms.

In 1967, the Texas Speech Communication Association and the Texas Education Agency again cooperated in compiling and publishing an updated and revised *Guide for the Teaching of Speech in the High Schools of Texas*. With the never waning interest of the Association in teaching speech through programs, committees, and teaching guides in the past, it is to be expected that the future will be enriched with more of the same.

### **Leadership**

From the first Constitution of 1923 to the present constitution the elected officers of the Texas Speech Communication Association have experienced definition, addition, interpretation, and prescription to their positions. These changes are reflected in the creation of the position and term of office of the Executive Secretary, the membership of the Executive Council, and the policy of official succession to the president's position.

Effective with the 1935 convention in San Antonio, the office of Executive Secretary was created. The constitution amendment states, "The offices of secretary and treasurer shall be merged into one, to be known as Executive Secretary, who will be elected for a term of three years. The Executive Secretary will keep all records of the Association, collect and disburse funds of the Association, on the order of the president of the Association, and to make a complete report at its annual convention. The first elected Executive Secretary was Mr. Emory G. Horger of the Texas State College for Women in Denton.

It was decided, at the first meeting, that there was a need for a larger group than the officially elected officers to work together to promote the interest of speech concerns and recognition in the state, and to maintain contact with members throughout the state. Convention members approved a constitutional revision to specify the creation of an Executive Council, composed of the officers of the Association and a District Councilman, to be elected from each of the regional districts in conformity with the Texas State Teachers' Association regional plan. The name of this position was later changed to District Chairman. They serve a two year term.



The two major characteristics of the presidents' and vice presidents' positions are the matters of succession in office, and the traditional rotation system of nomination from the public school member group in even-numbered years. The rotation system is a time honored method of recognizing those whose outstanding professional interests and contributions have added to the Association. There has never been a constitutional description of this fifty-two year old tradition.

### **Conventions**

From the beginning of the Association, three traditions were established concerning convention speakers. It has been the practice to have a person of major status in the field of speech for the main speaker at each convention. The officer responsible for convention planning had the privilege of selecting and inviting the outstanding guest to participate in the state convention program. A third characteristic of the meeting has been the annual President's Address.

Guest speakers often were presidents or former presidents of the National Association, President of their Regional Association, deans of nationally recognized schools of speech, chairmen of major departments, noted professor-authors, professional lecturers, or those who held significant positions in government or management. Their specialized areas represented academics, performance, recitals contests, speech improvement, radio, and television.

The convention program began as a one page program, but grew rapidly in size and content. The second convention program was three pages, giving the order of two day's meeting and the agenda for the formal banquet, including the speaker and speech-artist for the evening.

The state convention has grown in size with over 400 educators attending each year. The convention extends four days with over sixty workshop sessions and panels.

### **Publications**

Official Association publications have included: *The Texas Speech Arts Magazine*, 1925; *The Texas Speech Association Newsletter*; convention programs, and related documents; membership directories; letters to members and school administrators; the first directory of *Facilities for the Correction of Speech and Hearing Disorders in Texas*. *The Texas Speech Association Newsletter* came into being with a December 1957 publication. Dr. Ted Skinner, Executive Secretary, served as editor and distributed the mimeographed newsletter from his office at Lamar State College of Technology in Beaumont. In recent years, the name has been changed to *TexaSpeaks*.

Scholarly research is supported, sponsored, and published in the *Texas Speech Communication Association Journal*. It is published once a year.

Since 1963, the fortieth anniversary of the Association, most of the publications have carried the Association Logo, which Dr. Don Streeter designed.

## **TSCA PROVIDES NATIONAL LEADERSHIP IN DEVELOPMENT OF SPEECH CURRICULA TEACHER CERTIFICATION STANDARDS**

For over three decades the Texas Speech Communication Association has sought to improve the status of speech and gain recognition for speech communication as an important part of the core curriculum in 8-12 schools. To turn the organization's vision into reality, TSCA became actively involved in working with the State Legislature, the State Board of Education, and the Texas Education Agency to accomplish TSCA's goals.

TSCA leadership in 1976 identified three specific K-12 speech goals: (1) the creation of a comprehensive curriculum of rigorous speech courses representing various domains within the field of communication, (2) the requirement of a speech course for all high school students, and (3) continued certification for teachers of speech in Texas. The efforts to accomplish these goals have been characterized by mutually supportive, cooperative, and enthusiastic efforts of various state organizations and TSCA.

### **TSCA Develops Cooperative Relationship with the Texas Education Agency**

The movement that initiated the dream of a role for speech in core curricula can be traced to a request from Dr. Mary Galvan, Director of Language Arts at TEA, who sought assistance from Dr. Chloe Armstrong, TSCA President (1971-1972). Dr. Galvan sought assistance from TSCA in writing a course description for a single high school speech course to be made available as a model for Texas teachers who sought advice from TEA about "what should be included in a high school speech course". Speech electives had long been offered in some schools, but offerings usually focused on speech activities or coaching sessions to prepare for University Interscholastic League competition in extemporaneous speaking, oral interpretation, debate, and one act play. The State had no recognized curriculum or course descriptions for speech or theatre.

In response to TEA's request, Dr. Armstrong appointed Dr. Elton Abernathy, (TSCA President, 1954-1955) and Virginia Myers, Chair Speech and Theatre in Public Schools Committee to meet with Dr. Galvan to draft a description for a high school speech course. TEA, in turn, made the course description designed by the two TSCA members available to speech teachers upon request. This cooperative and mutually supportive relationship between TSCA and TEA, stemming from the initial curriculum writing project, has continued from the 1970's until the present.

TEA representatives have regularly attended TSCA conventions and presented programs focused on language arts, speech, and curriculum development.

## **TSCA Initiates Efforts to Develop Speech Courses**

Rita Harlien, TSCA President from 1980-1981, chaired the Speech and Theatre in Public Schools Committee during 1977-78. The committee's charge was to seek cooperation and support from TEA to further TSCA's endeavors to create a rigorous speech curriculum for Texas. TEA appointed a committee of high school TSCA members to write a framework of speech courses to serve as a model for speech in Texas schools. TSCA members who served on the TEA committee included TSCA Presidents Noyce Burleson (1972-1973), Pat Rodgers (1978-1979), Jackie Jarrett (1992-1993), and Lanny Naegelin (1984-1985). Other TSCA members, including Mildred Peveto, J. E. Masters, and B. J. Naegelin provided the core of the committee.

The framework of courses, Introduction to Speech, Oral Interpretation, Debate, Public Speaking, Middle School Speech, and Radio-TV, was presented to the Speech and Theatre Committee and to TSCA at the TSCA Convention in 1978.

TSCA overwhelmingly endorsed the course descriptions and applauded the Committee's work and the support of TEA. The course descriptions met the goal of providing an innovative model for speech teachers attempting to design meaningful speech courses for Texas students.

## **Education Reform Movement Provides Opportunity to Accomplish TSCA Goals**

The real opportunity for political involvement leading to realization of TSCA's goals for a State recognized curriculum in speech occurred with the passage of House Bills 246 and 272 by the Texas Legislature in the early 1980's. The reform movement initiated by Governor Mark White, chaired by H. Ross Perot, and administered by Commissioner of Education, Dr. Ralph Bynum sought to raise standards for education in Texas on all grade levels and in all content areas.

During the presidency of Helen Schafer (1979-1980), TSCA seized the opportunity to intensify its efforts through participation in the legislative process to create a state-recognized curriculum for speech and to secure a requirement for speech.

## **TSCA Develops Model for Governmental Involvement**

Upon request from the TSCA President Helen Schafer and the Executive Committee, Virginia Myers, Chair of the Ad Hoc Committee to Coordinate with TEA, and Maridell Fryar, (President, 1982-1983) Ad Hoc Committee member, organized and coordinated TSCA's legislative campaign.

Acting upon the advice of a member of the Texas Legislature, TSCA secured the services of a lobbyist, Cathy Bonner, of Austin to provide advice and leadership and to act as a liaison between TSCA and various state organizations. Through connections with the legislature and the governor's office, Ms. Bonner and TSCA Ad Hoc Chair and Ad Hoc committee members acting on her advice were able to pave the way for a speech curriculum as a part of the Language Arts umbrella of courses for 9-12 schools.

TSCA's involvement in the legislative process included participation by numerous TSCA members on all levels of instruction. For the first time District Chairpersons played an active role by lobbying their respective legislators and State Board of Education Members on behalf of TSCA. Executive Secretaries Dr. Robert Jeffrey and Dr. William DeMougeot lent vigorous support to TSCA's endeavors to reach goals for 9-12 speech.

### **TSCA Attempts to Secure Requirement in Speech**

TSCA was successful in its campaign to receive a commitment for recognition of speech as a part of the "core" curriculum in Language Arts. Ms. Bonner arranged a conference with TSCA committee members and Dr. Bynum to attempt to secure a required course in speech. As a result, TSCA received a commitment from Dr. Bynum to include a speech course, Speech Communication, in a cluster of courses to be recognized for credit for a fourth year of English, with the provision that the course include specific elements such as Parliamentary Procedure and meet the rigorous standards of a fourth year in English. Dr. Bynum's concession fell short of TSCA goals, but awarded recognition of the importance of speech and oral communication skills and provided students an option to the traditional fourth year of English.

### **TSCA Plays Key Role in Design and Implementation of Essential Elements**

In 1980, the State organized Field Review Committees to work with TEA to design Essential Elements to meet the newly approved guidelines and requirements associated with the school reform movement. The process divided the state into four regions and assigned responsibilities for carrying out the State mandates to appropriate Education Region Service Centers. Committees of teachers were appointed in each region to represent various content areas in the curriculum. TEA appointed three TSCA past presidents: Rita Harlien, Pat Rogers, and Virginia Myers, as committee members for Speech.

During the process, the trio of representatives sought input from TSCA regarding the design of speech courses for grades 7-12 to be featured in the Essential Elements for the new curriculum.

Using the courses from the original framework as a model, the Ad Hoc Committee to Coordinate With TEA and the Speech and Theatre Committee submitted Essential Elements to TSCA and to TEA for seven courses: Speech for the Middle School, Speech Communication (a new course designed to meet the commissioner's standards for inclusion as an option for a required fourth year of language arts), Public Speaking, Oral Interpretation, Debate, Radio and Television, and Advanced Independent Study in Speech for approval and adoption. The Essential Elements were presented for TSCA approval at the TSCA convention in 1982. Dr. John Wilson (President, 1981-1982) accepted and endorsed the Essential Elements at the TSCA convention.

Under legislative mandate, courses were periodically reviewed by TEA field committees for revision and final adoption in 1985. Final versions of the courses were submitted by Dr. Laurence Richard, TEA Language Arts Representative, to the TSCA Speech and Theatre in Public Schools Committee, chaired by Linda Alderson, for submission to the TSCA Executive Council in 1985. Dr. Roseanna Herndon, (TSCA President, 1985-1986) attended the final meeting of the TEA Review Committee in Austin to assure the TEA of TSCA's continued support.

The Essential Elements comprised the officially adopted curriculum until the completion of new standards in 1997. TSCA had accomplished a major portion of its stated goals.

### **TSCA Committee Designs Standards for the ExCET Exam for Teachers**

Upon adoption of speech courses, TEA organized a committee to draft standards for a teacher certification exam for Speech. The committee of high school teachers, chaired by Maridell Fryar, drafted standards to be submitted to the Educational Testing Service to construct the instrument to be used for teacher certification. The ExCET test was reviewed, updated, and revised by a TEA appointed committee consisting of TSCA members in 1993.

### **TSCA Continues Mutually Supportive Role With TEA**

During the late 1980's TSCA maintained a close relationship with the Language Arts Curriculum Division of TEA. Two issues merited monitoring: (1) National trends in teacher certification to eliminate speech as an area for certification created concerns about the status of speech certification in Texas. (2) National trends in English Language Arts posed threats related to the recognition of speech as a unique content and separate area warranting credit and emphasis in the curriculum. Two TSCA ad hoc committees, The Ad Hoc Committee on Teacher Certification and The Ad Hoc Committee on High School Curriculum, monitored key issues related to their charge and supported TSCA and TEA by writing requested reports and documents and appearing at hearings, committee meetings, and conferences related to issues relevant to speech.

### **TSCA Again Participates in Standards Reform Movement**

Upon recommendation of President Ann Shofner (1994-1995), TEA appointed Virginia Myers as TSCA's representative to the writing process. This process focused on developing K-12 Standards in English Language Arts for listening, speaking, reading, writing, viewing, and representing. The process continued through 1995 and 1996 with TSCA's support under the leadership of Presidents Dr. R. Neal Reike (1995-1996) and Dr. Kerry Moore (1996-1997).

## **TSCA Committee Develops Standards for Speech Courses**

Although the English Language Arts Standards were completed in May, 1996, standards and course descriptions for speech had not yet begun. TEA directed TSCA's writing team member to write speech courses for submission to the State Board by June, 1996.

To meet this mandate, the writing team representative with the assistance of Dr. Kerry Moore, (President, 1996-1997) and Guy Yates (Comptroller) assembled a team of speech teachers to write standards for eight new speech courses for Texas, Middle School Speech, Media Literacy, Speech Communication, Communication Applications, Public Speaking, Oral Interpretation, Debate and Advanced Independent Study in Speech. The committee met at West Texas A & M in a week-long session in May, 1996, to create initial drafts of courses. TSCA members participating in the project included Kerry Moore, Guy Yates, Ann Shofner, Lana Hall, Leigh Browning, Jackie Jarrett, Maridell Fryar, and Virginia Myers.

Special emphasis was placed on crafting standards for the required course, Communication Applications. Commissioner Moses and the State Board of Education imposed mandates for the newly required course: a rigorous speech course designed for 11<sup>th</sup> and 12<sup>th</sup> grade students; content focused on oral communication skills needed by all students to succeed in the workplace and to assume a responsible role in society.

The speech writing committee conducted research based on state curriculum hearings, government documents, business sources, and communication sources. They also sought input from John Stevens, Executive Director of the Texas Business and Education Coalition. Mr. Stevens, a member of the English Language Arts Writing Team, supplied information and gave input for course design. As a result of his interest and participation, TBEC became an active supporter of the required course. Beginning with the students who were high school freshmen in 2001-2002, Communication Applications became the official one-half unit required course for all high school students.

After submission of TSCA's drafts for the eight speech courses to TEA, a year-long review and revision process began. Speech courses, specially the Texas Essential Knowledge and Skills (TEKS) for the newly required course were widely scrutinized by TSCA members, citizens groups, and in public hearings across the state. TSCA members reviewed and offered suggestions at the TSCA convention in El Paso, at regional speech organization meetings, and in committees of TSCA members convened by TEA to meet in Lubbock in August, 1996, and to meet in Austin in October of 1996. This open review and revision process afforded all TSCA members an opportunity for active participation in the writing of new Standards for Speech.

In April, 1997, Commissioner Moses appointed a final review committee chaired by special consultant Sue Hudson, Director of Language Arts and Social Studies, Lubbock Independent School District, to meet with a group of speech teachers and the TSCA writing team representative to prepare the final presentation of speech standards to TEA. Original members of

the speech writing committee who created the original drafts of courses reviewed the edits to determine preservation of the integrity of their work.

Final revisions incorporating the suggestions of the review committee were made by the Ad Hoc Curriculum Committee and submitted to Dr. O'Neal and Dr. Van Allen and to TSCA President Dr. Kerry Moore. Dr. Kerry Moore, representing TSCA submitted the TEKS for speech as approved by TSCA to the State Board of Education for final approval in July, 1997.

The event marked the accomplishment of two major goals, a unit required speech course and a major role for speech in the Foundation Curriculum in Language Arts.

### **TSCA Confronts Challenges to the Required Course**

In November 1998, educational organizations from Career Technology petitioned the Committee on Instruction of the State Board of Education to seek approval for their courses to meet the requirement of the unit of speech. From 1998-2002, under the presidencies of Jana Riggins (1998-1999), Dr. Peter Pober (1999-2000), Scott Allen (2000-2001) and Dr. June Smith (2002-2003), the Governmental Affairs Committee chaired by Virginia Myers, carried out TSCA's charge to protect the speech requirement as originally mandated by the State Board of Education.

The newly reimplemented and reorganized Governmental Affairs Committee was set up by Dr. Peter Pober in 2000. The committee included fifteen members with each member representing a State Board of Education District. TSCA's goal was that all members would establish a cooperative working relationship with their respective member of the SBOE. The TSCA Committee Chair has the responsibility of informing the President and members of the Executive Committee concerning issues and actions taken by SBOE and TEA. The Chair also was given the opportunity to offer advice to the President and Executive Committee for their approval, and upon their approval, encourage the Governmental Affairs Committee members to contact State Board members according to the wishes of the TSCA President and Executive Committee. In this way, TSCA's Governmental Affairs Committee orchestrated efforts to protect the speech requirement.

### **TSCA Leads Movement for Open Electives**

During this same time period, TSCA spearheaded a movement for open electives to be included in graduation requirements under the Recommended Plan as an instrument for licensing speech teachers in Texas. The committee met in Austin during the summer of 2002 under the direction of representatives. Under the original rules, electives were severely limited in number and by categories. TSCA, working with other state associations, was able to eliminate elective categories allowing for open selection of electives despite opposition from the Senate Education Committee and TBEC. The efforts of the State Associations lessened to some extent the limitation of student's choices for elective courses. TEA leadership at this time was very supportive of TSCA's efforts.

## **TSCA Tackles Challenges of Teacher Certification**

Further challenges, however, lay ahead. Teacher licensing standards were also under scrutiny to be redesigned under the auspices of the State Board for Educator Certification, a committee of fifteen members appointed by Governor George W. Bush. The philosophy of the new system threatened speech certification.

TSCA, under the leadership of Dr. Trudy Hanson, (President, 1997-1998), initiated efforts to ensure speech certification for 8-12 teachers in Texas. TSCA's efforts to gain recognition of speech as a separate area of certification continued under the leadership of Ad Hoc Committee Chair Charlene Strickland, and presidents Jana Riggins, Dr. Peter Pober, and Scott Allen. In October 2002, the goal was finally accomplished following testimony by TSCA members before the SBEC Board.

As a result, following final approval for licensing in speech, The State Board for Educator Certification, in 2002, organized a committee of speech educators to write standards to provide a base for the TExES exam to be used as an instrument for licensing speech teachers in Texas. The committee met in Austin during the summer of 2002 under the direction of representatives from TEA, TSCA, and Dr. Amy Buller from SBEC. The group continued writing and revising standards until August, 2003. The new TExES exam for certification in speech was to be in effect during the school year 2005.

## **TSCA Prepares for Future Challenges**

Challenges inherent within rigorous graduation requirements are many: to provide growth in enrollment for strong elective speech programs, to meet the challenge of continuing to protect the integrity of the speech requirement, and to provide the number of certified speech teachers needed by Texas schools will demand creativity and commitment from TSCA in the future.

TSCA can take pride in its accomplishments spanning the 1970's, 1980's, 1990's and well into the 21<sup>st</sup> century. Texas, indeed, has led the nation in the development of a benchmark curriculum. Texas is the only state to have eight rigorous speech courses in the foundation or core curriculum for its state. TSCA's original goals of moving speech into the mainstream of the language arts curricula, gaining a required course, and maintaining teacher certification in speech have been met through diligent efforts and commitment from TSCA and its members.

Special pride can be taken in the openness of decision making, writing and review processes that resulted in the organization's accomplishments. The organization can also take pride in the fact that hundreds of speech teachers on all levels have participated in the organization's governmental processes by writing letters, attending meetings of other organizations and citizens groups, and speaking on behalf of TSCA at public meetings and hearings.

No other state can make these claims.

Virginia Myers



## THE UNIVERSITY INTERSCHOLASTIC LEAGUE

The University Interscholastic League originated in 1910 in the University of Texas Extension Division with the formation of Debating League of Texas High Schools. In 1913, the Debating League merged with an interschool athletic association the University of Texas was fostering. The new organization was called the University Interscholastic League. Contrary to popular belief, the first programs sponsored by the league were academic in content, and today the UIL sponsors more academics and fine art events than athletic events. Presently, the UIL offers 55 contest programs for its 1,171 member public schools. Annual statistics reveal that total student contest participation in UIL contests is over two million.

The UIL is recognized as the largest interschool organization of its kind in the world. Its relationship with the University of Texas is the envy of similar groups nationwide. This unique relationship which draws upon the academic and physical resources of the University has made it possible for the league to develop diverse offerings that are far more broad-based than is the norm in other states. Consequently while many states have strong athletic programs no other state provides such a comprehensive program for academics and the fine arts.

Since the UIL was first organized, school administrators from throughout Texas have acted to determine policy, develop administrative guidelines and adopt rules that were perceived to best serve the schools, participants and communities of Texas. As society has evolved, new social priorities have emerged and a broader base of public interest has focused on the League. As a result the legislative procedures of the UIL have changed to reflect this evolution and provide a more balanced representation on its governing body and various committees. Steps have also been taken to insure more public input and citizen interaction in the rules making procedures.

### Important Dates in UIL History

- 1910 Debate League of Texas founded.
- 1911 University of Texas Interscholastic Athletic Association founded.
- 1911 First Debate State Meet (May 5-6).
- 1912 First state meet of the Texas Interscholastic Athletic Association.
- 1913 Debate League merged with Athletic Association to form University Interscholastic League.
- 1914 UIL opened competition to girls (county athletic and declamation events).
- 1914 Rule limiting high school participation to four years was instituted.
- 1917 Introduction of the Interscholastic Leaguer (now titled the *Leaguer*).
- 1927 UIL One-Act Play contest founded.
- 1954 State Executive Committee ruled that black students attending desegregated public schools could participate in UIL contests.
- 1954 Texas Interscholastic League Foundation founded to provide college scholarships to Texas Colleges and Universities.
- 1965 UIL membership was open to all public schools, regardless of race.
- 1984 75<sup>th</sup> Anniversary of UIL.
- 1998 UIL moves into new building on UT campus.
- 2001 75<sup>th</sup> Anniversary of UIL One-Act Play Contest.

## UIL ACADEMIC PROGRAM

The UIL academic events which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, challenge students to confront issues of importance and provide students with the opportunity to demonstrate mastery of specific skills.

At a state meeting in 1910 in Abilene, teachers enthusiastically began an interscholastic forensic program to motivate their students and provide them with a practical application for the skills they were developing. Two years later they asked the University of Texas to administer the program in such a way that it would be fair and equitable for all interested schools in the state. The UIL academic program has since grown to be the largest program of its kind in the nation and has flourished because of the support and input of the teachers whose students benefit from it.

Currently, through 22 high school and 18 elementary and middle school academic contests, the program provides academic motivation and recognition for a half million competitors each year. At the high school level, competition is held in 160 districts and 20 regions, all merging to one State Meet. The journey to state competition introduces contestants to the campuses of some eighteen colleges and universities where the UIL Academic Program receives enthusiastic support.

A primary objective for League directors is to maintain a high correlation between what is taught in the classroom and what is required of students involved in extracurricular competition. Consequently, as much emphasis is placed on the educational content of the contests as is placed on the contests themselves.

The UIL supports the program with contest study packets for each event, handbooks developed by experts in each respective field, instructional videotapes, and conferences which offer program enrichment and instruction.

The UIL sponsors six events in Speech for high school competitors: Cross-Examination Debate, Lincoln-Douglas Debate, Extemporaneous Informative Speaking, Extemporaneous Persuasive Speaking, Poetry Interpretation and Prose Interpretation. The Cross-Examination Debate State Meet, which has been held since 1911, has grown into the world's largest debate tournament, encompassing over 700 rounds of debate. It is held on the campus of the University of Texas in Austin each spring.

The League introduces elementary and middle school students to speaking events beginning in the second grade with Storytelling. Oral Reading, Impromptu Speaking, Modern Oratory, and One-Act Play round out the competitions offered for younger students.

The League's One-Act Play Contest, founded in 1927, is the largest play production contest or play festival in the world. Over 15,000 Texas high school students participate in over 350 contests from the beginning of March through the three day, forty production, State Meet One-Act Play Contest at UT-Austin in May. This activity is supported by over 200 college and university faculty serving as critic judges, fifty colleges and universities providing site facilities and 150 school administrators providing facilities and serving as contest managers. These statistics do not include the many junior high school play contests. This program is organized and administered yearly as a part of the League's Spring Meet by the UIL Director of Drama, who also serves as Director of the annual Summer Theatre Workshop for talented and gifted high school students at UT-Austin.

In conjunction with the One-Act Play Contest, the League operates a Drama Loan Library that is a free service to the public schools of Texas. Plays are donated to the library for reading purposes by all major U. S. play script publishers and are made available to League member schools for a postage fee. The Drama Loan Library contains over 25,000 plays, including most of the plays published in acting edition since 1924 and all current listings in U.S. publisher catalogues. This library circulates approximately 15,000 play scripts during the school year and makes plays available to UT-Austin faculty, theatre majors, and students taking theatre courses. The library is operated by the League's Director of Drama, his secretary, and seven part-time student assistants.

The League's theatre program is considered by historians to be the foundation of the educational and community theatre programs in Texas. It continues to be a co-curricular motivating force for the increased number of schools which have adopted theatre arts as an academic subject.

Another service of the UIL academic program is the Interscholastic League Press Conference, which conducts a spring convention for approximately 1,800 publications students and advisers, and a five-day summer newspaper, yearbook, photography and desktop publishing workshop, for 500 students and advisers.

In an effort to encourage bright high school graduates to remain in the state of Texas for their higher education, The Texas Interscholastic League Foundation was begun in 1954. Since that time, TILF has awarded approximately 12,900 scholarships valued at over \$15.5 million to UIL state academic competitors. The TILF has over \$5 million in endowed funds, enabling over 70% of its applicants to receive college scholarships.

There is no doubt that students in Texas should be recognized for their academic excellence. The UIL academic programs provide this valuable recognition while allowing the young people of Texas to test their academic skills and knowledge in an arena that far exceeds each student's local campus.

## Academic Contests

### High School

Accounting  
Calculator Applications  
Computer Applications  
Computer Science  
Current Issues & Events  
Literary Criticism  
Mathematics  
Number Sense  
Ready Writing  
Science  
Spelling & Vocabulary  
Cross-Examination  
Debate  
Lincoln-Douglas  
Debate  
Informative Speaking  
Persuasive Speaking  
Poetry Interpretation  
Prose Interpretation  
Editorial Writing  
Feature Writing  
Headline Writing  
Newswriting  
One-Act Play

### Elementary/Junior High

Art  
Calculator Applications  
Creative Writing  
Dictionary Skills  
Editorial Writing  
Impromptu Speaking  
Listening  
Maps, Graphs & Charts  
Mathematics  
Modern Oratory  
Music Memory  
Number Sense  
One-Act Play  
Oral Reading  
Ready Writing  
Science I and II  
Spelling  
Storytelling

Jana Riggins

## TEXAS FORENSIC ASSOCIATION IN REVIEW

### 1972-1999

On May 2, 1972, thirty college and high school debate coaches from across the state of Texas met in Houston to discuss the need for an organization which would give students from large and small, public and private, schools an opportunity for competition which would lead directly to qualification for the NFL National Tournament. Response was enthusiastic, and a constitution committee was appointed. On June 3, 1972, a committee of twelve met in Waco, and made plans for a system of qualification through invitational and regional tournaments. A nominating committee was appointed to present a slate of officers to the first annual meeting in October, held in conjunction with the Texas Speech Communication Association convention. Dr. William English, Director of Forensics at the University of Houston, contacted the National Forensic League, the American Forensic Association, and TSCA, asking for official recognition of the Texas Forensic Association. On June 19, 1972, the Executive Council of NFL voted to recognize TFA as the qualifying agency in Texas for NFL National Tournament competitors. In October, seventy-five speech directors met in San Antonio, elected officers, ratified a constitution and bylaws, and officially formed the Texas Forensic Association. TSCA gave official recognition to TFA as the forensics interest group of that association. Subsequently, the first TFA State Tournament was held at Baylor University, the 23<sup>rd</sup>-24<sup>th</sup> of March 1973.

During the first year of operation, it became apparent that a person was needed to coordinate records of state qualifiers, so an IQT coordinator was added to the Executive Council. The number of regions was reduced from five to four because of the participation level in the original Region I. During the annual convention in 1974, Duet Acting was added as a state event for 1975-1976. TFA vice-presidents began assuming full responsibility for planning forensic-related programs for the TSCA annual convention. Since the Speech Communication Association/American Forensic Association convention was held in Houston in 1975, TFA hosted a reception for the AFA National Council to explore the relationship between the two organizations.

In 1976-1977, Student Congress was added to the events of the TFA State Tournament. Participation in the event increased rapidly, and it was expanded to include a semifinal and final house at the State Tournament. Because of the increase in Invitational Qualifying Tournaments, the method of approval for tournaments was changed. In addition, Regional TFA Tournaments were discontinued. Membership in TFA was originally tied to membership in AFA. At the 1978 convention, the membership unanimously voted to require membership in TSCA of all TFA members. The intent of this move was to cement relationships between TFA and TSCA and to emphasize the professional nature of TFA. The TFA began publication of the State Judging Philosophy Booklet. In 1978, TFA sent Virginia Myers as a delegate to the NUCEA topic selection conference. TFA also assumed full partnership with TSCA in promoting speech curriculum concerns in the state.

In 1979, Lincoln-Douglas Debate was added as a national qualifying event. A major constitutional revision was initiated, and in 1981, an Ad Hoc Committee for TFA Scholarships was formed. In 1982, TFA voted to make the NUCEA Committee on Topic Selection a standing committee with the charge to prepare research studies each year for the topic selection process. A Lincoln-Douglas Topic Selection Committee was formed and charged with formulating L-D topics each year for use in TFA qualifying and State tournaments.

Many of the goals of the charter members of TFA were realized in its first ten years of existence. The focus of the association moved from that of providing a national qualifying tournament to that of becoming a force in the broad range of professional concerns: competitive, curricular, and professional.

1985-1986 provided new challenges for all student organizations with the passage of House Bill 72. Again, TFA weathered the storm of the new regulations by adapting the invitational tournament schedules and shifting the State Tournament from a three-day format to a two-day schedule. 1987-1988 saw TFA taking a leadership position in establishing the importance of forensics in Texas under the new state guidelines. As a result, speech was accepted as a fine art credit qualifying it for the advanced seal requirement set by the State of Texas. Domestic and Foreign Extemporaneous Speaking replaced the Men's and Women's divisions.

In 1988-1989, the State Tournament grew as Supplemental Events were added on a trial basis, and in 1989-1990, they became a permanent addition to the tournament schedule. On a national level, the debate topic drafted by the TFA representative to the NUCEA topic selection conference was adopted as the official national topic for 1989-1990. A constitutional revision in 1988-1989 established a committee to select Emeritus Life Members to be honored for significant contributions to the association. The first members of this select group were honored at the 1989 convention. Charter members named were Jean Boles, Ed Brower, Opal Hall, and Dell McComb. At the 1989 convention, the membership voted to no longer require members to join AFA.

In 1991, TFA became an incorporated organization. This guaranteed our tax exempt status and helped to streamline accounting procedures. During this same year, the term of service by TFA officers was changed to coincide with the completion of the state tournament, allowing for a smoother transition in administrations and more preparation time for convention planning. An amendment was passed at convention providing for a rotational system for the location of the State Tournament, and efforts were begun to reduce the size of the State Tournament to provide the highest quality competition. Changes made from 1992 through 1994 include the establishment of five regions instead of four, returning to the three-day format for the State Tournament, establishment of a State Tournament Sweepstakes, and a commitment to new technology with the purchase of new computer equipment.

In 1997, the qualification procedure was changed to a point system in an effort to limit the size of entries. The points began at six, then moved to eight. As participation in Student Congress continued to increase, a Semifinal Congress was added to the State Tournament. The membership of the organization has grown steadily each year with more than 420 professional members in the 1997-1998 Silver anniversary year. The Association continues to set high standards and strive to meet new goals for the benefit of Texas Teachers and students. The model of the Texas Forensic Association has been recommended for other states where similar needs are felt.

As TFA begins its second quarter century, the future is secure. TFA is founded in positive goals and fosters a cooperative relationship between high school and college coaches.

Ann Shofner

## **TEXAS SPEECH COMMUNICATION AND TEXAS EDUCATION THEATRE ASSOCIATION**

### **The Fellowship Continues**

The entity that has had the strongest influence in shaping the relationship between TSCA and TETA is the Texas Education Agency, which controls the requirements for teacher certification and for the various high school diploma plans.

In 1964, TEA approved separate certifications in journalism, speech and drama. At this same time all-level certifications were created in music, art, P.E. and a combined speech/drama certification. Technically, journalism and speech remained under the English Language Arts departmental umbrella and drama/theatre was moved under the Fine Arts umbrella. Prior to this an English certification with 12 hours in speech or drama automatically made one eligible to teach those subjects. Contributing to this concept was the fact that most of the state's universities still listed all speech and theatre courses as speech courses on the college transcripts e.g. Playwriting would show up as Speech 301 on a transcript. High school courses were listed as Speech and Drama I, etc.

TEA's official actions regarding the speech and drama certifications had little effect on the reality of what was happening in secondary schools across the state. Colleges and universities still combined the two subjects into one department. Methods courses in speech and theatre, if offered at all, continued to be combined. If a teacher were hired to teach debate, it was assumed that directing the one-act play might be part of his or her duties, too. This concept that speech and drama were irrevocably intertwined, much like Siamese twins, persisted without much controversy until 1984-1986.

In 1984, TEA, in response to the Legislative demand for more teacher accountability and course content accountability, established Essential Elements (essential learning skills) for every course taught in Texas public schools, K-12. This is also when drama classes became courses in Theatre Arts. That same year certified teachers were subjected to the TECAT, an exam which certified teachers were required to pass in order to retain their teaching credentials. The essential elements became the basis for content and pedagogy exams call ExCETs, which all new teachers had to pass before being certified to teach. The ExCET exam probably had the most profound effect on the traditional concept of a "speech and drama teacher." New teacher candidates could not easily pass the tests in speech and/or theatre without extensive course work in each subject, and TEA had established a new standard of 24 hours of course work for each initial area of certification. This situation demanded a change in the university course requirements for a teaching certificate, which meant that students with an interest in teaching the traditional "speech and drama" courses now had to choose between the two disciplines. There was one loophole in all the new requirements; any teacher, once certified, could become certified in any other subject, if he or she could pass the ExCET for that subject. That loophole remains in place today.



It would be remiss of this history to omit a painful chapter in the relationship between TSCA and TETA. Through the years, these sister organizations have engaged in various sibling rivalries, coming together and then pulling away again, and finally accepting that both organizations have important roles to fill.

In about 1970, when TETA was beginning to really establish its independence from TSCA, the Texas Forensic Association was established. Since the competitive events offered by TFA included duet acting and humorous and dramatic interpretation, there was a clear need for a lot of theatre teachers to continue to be members of both TSCA and TETA. The creation of TFA did a lot toward keeping the Drama Interest Group active and strong within TSCA.

In 1988, TETA established TETA Adjudicator's Organization, for the purpose of certifying critic judges for the UIL One-Act Play contest. Now, in order to be a critic judge for the contest, one must be a member of TETA, and this has helped to retain people in the TETA membership who have served and taught in both disciplines, particularly retired teachers and university faculty.

The painful chapter came in the mid-1980's. Along with essential elements and ExCET tests also came the new advanced Honors H.S. diploma, which required a credit in Fine Arts. A fierce turf battle ensued between the two organizations over the speech community's successful petition to allow speech courses to substitute for that required fine arts credit. The fine arts community felt that competing between four disciplines (art, dance, music, and theatre) for the students taking that one credit requirement was hard enough without competing with a fifth discipline. The competition was fiercest, of course, between theatre and speech, because the two have been so traditionally linked, and this created a real estrangement between the two organizations. For the teacher who taught both subjects and who was active in both organizations it was like being a row boat caught between two battleships.

Things started to improve in 1992, when leadership in TSCA graciously supported the establishment of an all-level theatre certification minus the speech attached to it. (The old certification was unaffected and stayed on the books until the most recent changes, although no ExCET was ever developed for it.) In 1992, when Commissioner of Education, Skip Meno, started pushing for a Recommended High School Diploma plan with the support of Texas Business Education Coalition (TBEC), the two organizations along with others representing liberal and fine arts organizations came together to form a strong, influential coalition. The Recommended Diploma, as originally presented, allowed for almost no electives and insisted that the number of required math and science courses be increased significantly. There would have been no room for electives or specialization in any of the other disciplines. The "elective course" family prevailed, and Option C was added to the recommended plan. One of the most persuasive and effective moments of testimony in that battle was provided when Maridell Fryar spoke to the State Board Committee on Students. Commissioner Meno had been known to "go for the jugular" with speakers who did not agree with him, but he obviously did not know Maridell's credentials when he challenged her to "just name for him some career choices that didn't require more math and science in order for students to be successful." Maridell, who had

already spoken eloquently, did not hesitate for an instance. She started down a list, which may never be remembered, because about the 5<sup>th</sup> one she listed was ‘Commissioner of Education’, and she brought the house down, including, to his credit, Skip Meno, who laughed and drew her scored point in the air with his finger.

Since TSCA and TETA united in the battle for inclusion in the Recommended diploma plan, the curriculum have moved from the essential elements (delivery standards) the student-achievement based Texas Essential Knowledge and Skills of 1996. With the TEKS came the ½ credit Communication Applications course now required with no substitutions for all high school graduates. All Texas public high schools are required to offer courses in at least two of the fine arts, and a fine arts credit, without substitution, is on the advanced Distinguished Achievement diploma plan. Turf battles are no longer relevant. TSCA and TETA continue to share overlapping memberships and common goals in closely related disciplines, while providing programs to meet the particular needs of the educators who rely on them at all levels-elementary, secondary, junior college, and university.

Krin Brooks Perry

## TSCA OFFICERS

### 1975-1976

President: Ted Colson, North Texas State University  
Vice-President: Virginia Myers, Monterey High School  
Vice-President Elect: Vernon McGuire, Texas Tech University  
Executive Secretary: Robert Jeffery, University of Texas at Austin  
Journal Editor: William Jordan, Texas Tech University  
Newsletter Editor: Martin Todaro, University of Texas at Austin  
Archivist: Beverly Martin, University of Texas at Austin

### 1976-1977

President: Virginia Myers, Monterey High School  
Vice-President: Vernon McGuire, Texas Tech University  
Vice-President Elect: Pat Rogers, El Campo High School  
Executive Secretary: Robert Jeffery, University of Texas at Austin  
Journal Editor: William Jordan, Texas Tech University  
Newsletter Editor: Martin Todaro, University of Texas at Austin  
Archivist: Beverly Martin, University of Texas at Austin

### 1977-1978

President: Vernon McGuire, Texas Tech University  
Vice-President: Pat Rogers, El Campo High School  
Vice-President Elect: Helen Schafer, Angelo State University  
Executive Secretary: Robert Jeffery, University of Texas at Austin  
Journal Editor: William Jordan, Texas Tech University  
Newsletter Editor: Martin Todaro, University of Texas at Austin  
Archivist: Beverly Martin, University of Texas at Austin

### 1978-1979

President: Pat Rogers, El Campo High School  
Vice-President: Helen Schafer, Angelo State University  
Vice-President Elect: Rita Harlien, Eastwood High School  
Executive Secretary: Robert Jeffery, University of Texas at Austin  
Journal Editor: William Jordan, Texas Tech University  
Newsletter Editor: Martin Todaro, University of Texas at Austin  
Archivist: Beverly Martin, University of Texas at Austin

### **1979-1980**

President: Helen Schafer, Angelo State University  
Vice-President: Rita Harlien, Eastwood High School  
Vice-President Elect: John Wilson, Corpus Christi State University  
Executive Secretary: William DeMougeot, North Texas State University  
Journal Editor: Keith Erickson, Texas Tech University  
Newsletter Editor: Ted Colson, North Texas University  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1980-1981**

President: Rita Harlien, Eastwood High School  
Vice-President: John Wilson, Corpus Christi State University  
Vice-President Elect: Maridell Fryar, Midland, I.S.D.  
Executive Secretary: William DeMougeot, North Texas State University  
Journal Editor: Keith Erickson, Texas Tech University  
Newsletter Editor: Ted Colson, North Texas University  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1981-1982**

President: John Wilson, Corpus Christi State University  
Vice-President: Maridell Fryar, Midland I.S.D.  
Vice-President Elect: George Grice, Trinity University  
Executive Secretary: William DeMougeot, North Texas State University  
Journal Editor: Keith Erickson, Texas Tech University  
Newsletter Editor: Ted Colson, North Texas University  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1982-1983**

President: Maridell Fryar, Midland I.S.D.  
Vice-President: George Grice, Sam Houston State University  
Vice-President Elect: Lanny Naegelin, Churchill High School  
Executive Secretary: William DeMougeot, North Texas State University  
Journal Editor: James Benjamin, Southwest Texas State University  
Newsletter Editor: June Smith, West Texas State University  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1983-1984**

President: George Grice, Sam Houston State University  
Vice-President: Lanny Naegelin, Churchill High School  
Vice-President Elect: Rosanna Herndon, Hardin Simmons University  
Executive Secretary: Ann Harrell, McLennan Community College  
Journal Editor: James Benjamin, Southwest Texas State University  
Newsletter Editor: Frances Swinny, Trinity University  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1984-1985**

President: Lanny Naegelin, Churchill High School  
Vice-President: Rosanna Herndon, Hardin Simmons University  
Vice-President Elect: Pat Jurek, Calhoun High School  
Executive Secretary: Ann Harrell, McLennan Community College  
Journal Editor: James Benjamin, Southwest Texas State University  
Newsletter Editor: Karin McCallum, University of Texas at Arlington  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1985-1986**

President: Rosanna Herndon, Hardin Simmons University  
Vice-President: Pat Jurek, Calhoun High School  
Vice-President Elect: Tyler Tindall, Midland College  
Executive Secretary: Ann Harrell, McLennan Community College  
Journal Editor: James Benjamin, Southwest Texas State University  
Newsletter Editor: Karin McCallum, University of Texas at Arlington  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Martha Haun, University of Houston

### **1986-1987**

President: Pat Jurek, Calhoun High School  
Vice-President: Tyler Tindall, Midland College  
Vice-President Elect: Ron Dodson, Westlake High School  
Executive Secretary: Ann Harrell, McLennan Community College  
Comptroller of Accounts: Carrol Haggard, McMurry College  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: Karin McCallum, University of Texas at Arlington  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: John Wilson, Corpus Christ State University

### **1987-1988**

President: Tyler Tindall, Midland College  
Vice-President: Ron Dodson, Westlake High School  
Vice-President Elect: John Gossett, University of North Texas  
Executive Secretary: Ann Harrell, McLennan Community College  
Comptroller of Accounts: Carrol Haggard, McMurry College  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: Karin McCallum, University of Texas at Arlington  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: John Wilson, Corpus Christi State University

### **1988-1989**

President: Ron Dodson, Westlake High School  
Vice-President: John Gossett, University of North Texas  
Vice-President Elect: Debbie Dehlinger, Thomas Jefferson High School  
Executive Secretary: Carrol Haggard, McMurry College  
Comptroller of Accounts: Carrol Haggard, McMurry College  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: Jerry Watson, Midland College  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: John Wilson, Corpus Christi State University

### **1989-1990**

President: John Gossett, University of North Texas  
Vice-President: Debra Dehlinger, Jefferson High School  
Vice-President Elect: Marilyn Swinton, Southwest Texas State University  
Executive Secretary: Tyler Tindall, Midland College  
Comptroller of Accounts: Carrol Haggard, McMurry College  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: Jerry Watson, Midland College  
Archivist: Beverly Martin, University of Texas at Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1990-1991**

President: Debra Dehlinger, Jefferson High School  
Vice-President: Marilyn Swinton, Southwest Texas State University  
Vice-President Elect: Jackie Jarrett, Coronado High School  
Executive Secretary: Tyler Tindall, Midland College  
Comptroller of Accounts: Carrol Haggard, McMurry College  
Journal Editor: Martha Haun, University of Houston

### **1990-1991 continued**

Newsletter Editor: Jerry Watson, Midland College  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1991-1992**

President: Marilyn Swinton, Southwest Texas State University  
Vice-President: Jackie Jarrett, South Plains College  
Vice-President Elect: Robert Stewart, Texas Tech University  
Executive Secretary: June Smith, Angelo State University  
Comptroller of Accounts: M'Liss Hindman, Tyler Junior College  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: R. Neal Reike, UT Pan American  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1992-1993**

President: Jackie Jarrett, South Plains College  
Vice-President: Robert Stewart, Texas Tech University  
Vice-President Elect: Ann Shofner, Tascosa High School  
Executive Secretary: June Smith, Angelo State University  
Comptroller of Accounts: M'Liss Hindman, Tyler Junior College  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: R. Neal Reike, UT Pan American  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1993-1994**

President: Robert Stewart, Texas Tech University  
Vice-President: Ann Shofner, Tascosa High School  
Vice-President Elect: R. Neal Rieke, UT Pan American  
Executive Secretary: June Smith, Angelo State University  
Comptroller of Accounts: M'Liss Hindman, Tyler Junior College  
Journal Editor: Martha Haun, University of Houston  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1994-1995**

President: Ann Shofner, Tascosa High School  
Vice-President: R. Neal Rieke, UT Pan American  
Vice-President Elect: Kerry Moore, Muleshoe High School  
Executive Secretary: June Smith, Angelo State University  
Comptroller of Accounts: Guy Paul Yates, West Texas State University  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: M'Liss Hundman, Tyler Junior College  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1995-1996**

President: R. Neal Rieke, UT Pan American  
Vice-President: Kerry Moore, Muleshoe High School  
Vice-President Elect: Trudy Hanson, West Texas A & M University  
Executive Secretary: Ralph Long, Collin Community College  
Comptroller of Accounts: Guy Yates, West Texas A & M University  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: M'Liss Hindman, Tyler Junior College  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1996-1997**

President: Kerry Moore, Muleshoe High School  
Vice-President: Trudy Hanson, West Texas A & M University  
Vice-President Elect: Jana Riggins, Kaufman High School  
Executive Secretary: Ralph Long, Collin Community College  
Comptroller of Accounts: Guy Yates, West Texas A & M University  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: M'Liss Hindman, Tyler Junior College  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College

### **1997-1998**

President: Trudy Hanson, West Texas A & M University  
Vice-President: Jana Riggins, Kaufman High School  
Vice-President Elect: Peter Pober, University of Texas at Austin  
Executive Secretary: Ralph Long, Collin Community College  
Comptroller of Accounts: Guy Yates, West Texas A & M University  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: M'Liss Hindman, Tyler Junior College  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Bee County College



**1998-1999**

President: Jana Riggins, Kaufman High School  
Vice-President: Peter Pober, University of Texas at Austin  
Vice-President Elect: R. Scott Allen, Humble High School  
Executive Secretary: Lou Ann Seaborn, Amarillo College  
Comptroller of Accounts: Guy Yates, West Texas A & M University  
Journal Editor: Martha Haun, University of Houston  
Newsletter Editor: M'Liss Hindman, Tyler Junior College  
Archivist: Faye Carpenter, Austin  
Parliamentarian: Glynis Strause, Coastal Bend College

**1999-2000**

President: Peter Pober, University of Texas at Austin  
Vice-President: R. Scott Allen, Humble High School  
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Dan Mendoza

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Gloria Walter  
Gloria White  
Janice C. Wieland  
Ray Williams  
E. L. Williamson  
Joseph A. Willis  
Charles N. Wise  
Jerry Worsham  
John Wright  
Mabel Wyatt  
Patricia Wysong

## TSCA EDUCATOR OF THE YEAR RECIPIENTS

- 1976 Pamela McDaniel, Boswell High School  
1977  
1978  
1979  
1980  
1981 Lanny Naeglin, Churchill High School  
1982  
1983  
1984 Opal Hall, Denton High School  
1985 Jean Clough, Ball High School  
1986 Ron Dodson, West Lake High School  
1987 Kerry Moore, Muleshoe High School  
1988 Ann Shofner, Amarillo High School  
1989 Paula Moeller, Hays High School  
1990 Mildred Peveto, Newman Smith High School  
1991 Charlotte Brown, Gregory-Portland High School  
1992 Kandi King, Clark High School  
1993 Roberta Grenfell, Klein High School  
1994 Linda Long, North Lake Community College  
1995 Lana Hall, Hereford High School  
1996 Jana Riggins, Kaufman High School  
Leanne Ellis, South Plains College  
Virginia Myers, Wayland Baptist University  
1997 Joe Trevino, Bishop High School  
Glynis Holm Strause, Coastal Bend College  
June H. Smith, Angelo State University  
1998 Trudy Hanson, West Texas A & M University  
Connie McKee, Amarillo High School  
Ralph Long, Collin County Community College  
1999 Martha J. Haun, University of Houston  
Claude Caffee, Brookhaven College  
Mary C Green, Pasadena High School  
2000 William Schuetz, Gregory-Portland High School  
Natalie Bryant, South Plains College  
Carley Dodd, Abilene Christian College

We regret that archival information was not available for some years for Educator of the Year. We would be happy to publish an addendum, if anyone can provide information for these missing years.

## TSCA CONVENTION SITES

1976	Austin	1989	San Antonio
1977	El Paso	1990	Galveston
1978	Arlington	1991	Lubbock
1979	Corpus Christi	1992	Waco
1980	San Antonio	1993	Corpus Christi
1981	Lubbock	1994	Dallas
1982	Houston	1995	Houston
1983	Dallas	1996	El Paso
1984	Austin	1997	San Antonio
1985	Corpus Christi	1998	South Padre Island
1986	El Paso	1999	Dallas
1987	Houston	2000	Houston
1988	Fort Worth		

## TSCA LUNCHEON SPEAKERS

- 1976 Dr. Ronald Allen, University of Wisconsin
- 1977 Robert N. Hall, Associate Executive Secretary, Speech Communication Association
- 1978 Senator John Tower and Congressman Bob Krueger
- 1979 Allen Longacre, Texas Commissions on the Arts
- 1980 Frank E. X. Dance, Second Vice President, Speech Communication Association
- 1981 Dr. Mary Frances Hopkins, Southern Speech Communication Association
- 1982 Dr. Malcolm Sillars, Southern Speech Communication Association
- 1983 Jack Rhodes, President, American Forensic Association
- 1984 Judge Glenn Pelham, Emory University
- 1985 Dr. Lorrin Kennamer, Dean of Education, University of Texas at Austin
- 1986 Dr. Kathleen Jamieson, Comm. Chair
- 1987 Dr. Judy Pearson, Ohio University
- 1988 Jennifer Bradley, Austin
- 1989 Dr. Tom Hollihan, University of Southern California
- 1990 Mr. Babe Schwarz, former state senator
- 1991 not known
- 1992 Elspeth Rostow, Lyndon Baines Johnson School for Public Affairs
- 1993 Linda Putnam, Chair, Texas A & M Speech Communication Department
- 1994 Finley Stewart, Storyteller
- 1995 no speaker
- 1996 Brenda Newman, Austin
- 1997 Tan McDermott, storyteller
- 1998 Cinthia Salinas, Texas Education Agency
- 1999 Maridell Fryar, former Texas Speech Communication Association President
- 2000 Linda Lorelle, Channel 2 News

## **CONTRIBUTORS**

Krin Brooks Perry  
Jana Riggins  
Ann Shofner  
V. A. Smith  
Virginia Myers

## **THE HISTORY AND AWARDS COMMITTEE (AD HOC)**

Faye Carpenter, Chairperson  
Claire Dodillet  
Michael Elkins  
Krin Brooks Perry  
V. A. Smith