

The Leaguer

Three's company 5A grid playoff plan approved

A plan to add a third playoff team in football from each Conference 5A district was approved but proposals to select a common site for the state football state championship games, to add a Conference 6A to the League's configuration, and to limit varsity participation by foreign exchange students were defeated by the Legislative Council at its October 15-16 meeting in Austin.

Even though the 6A alignment plan was rejected, a special study committee was authorized to examine the feasibility of adding a sixth conference in 1992-93.

The expanded football playoff plan, submitted by San Antonio's Northside school district, would allow the three best win/loss records to represent the district in the playoffs. The two schools with the largest enrollment would qualify for the "Big School" playoffs, with the higher-place finisher of the two representing as team number one. Playoffs would proceed with the first place team in a district playing the second place team in bi-district. Two schools from the same district continuing to win would meet in the quarterfinal game. The playoff bracket would require six weeks to complete, said Dr. Bill Farney, UIL athletic director.

Meanwhile, the school with the smallest enrollment of the three top finishers would go into a 32-team 5A bracket, where district 1 plays district 2, etc. The playoff bracket would require five weeks to complete.

"Enrollment figures to determine largest school would be those used for reclassification," Farney said. "In the event of identical enrollment figures, bracket position would be decided by lot."

The proposal will be placed on the referendum ballot this winter.

All decisions made by the Legislative Council are subject to approval by the State Board of Education.

The Council rejected proposals for a state championship weekend, including the *Fort Worth Star-Telegram's* offer of \$276,000 a year in exchange for sponsorship and promotional rights to the championship games, two of which would be played on a Friday night and three on Saturday. San Antonio and Austin also submitted bids for the event.

"The League staff will continue to monitor the common site proposal," said Dr. Bailey Marshall, UIL director. "In the wake of the Edgewood versus Kirby decision and with the new 5A playoff configuration in the works, it was felt that a decision now would be unwise."

Also, the council voted to establish a format for the crowning of team academic champions at regional and state meets. "If approved by the State Board, we will retain the current structure as far as entrants and qualifications to the next higher round, but will revise the point system," said Janet Wiman, UIL academic director.

The council approved proposals to:

- Establish a special study committee to monitor the feasibility of UIL regulation of cheerleading, drill teams and dance teams in Conference 4A and 5A.

- Eliminate the awarding of the Governor's Cup at the State Marching Band Contest.

- Place on the referendum ballot with a favorable recommendation a proposal to separate provisions of the awards rule for academics, athletics and fine arts, and to stipulate that awards for non-UIL academic and fine arts contests would no longer be limited by the UIL awards rule.

- Place on the referendum ballot with no recommendation a proposal to clarify that practice for UIL academic, music and fine arts contests is not prohibited on Sunday, and to exclude non-UIL academic, fine arts and music competitions from Sunday competition.

- To remove the seven-player restriction for non-schol soccer teams.

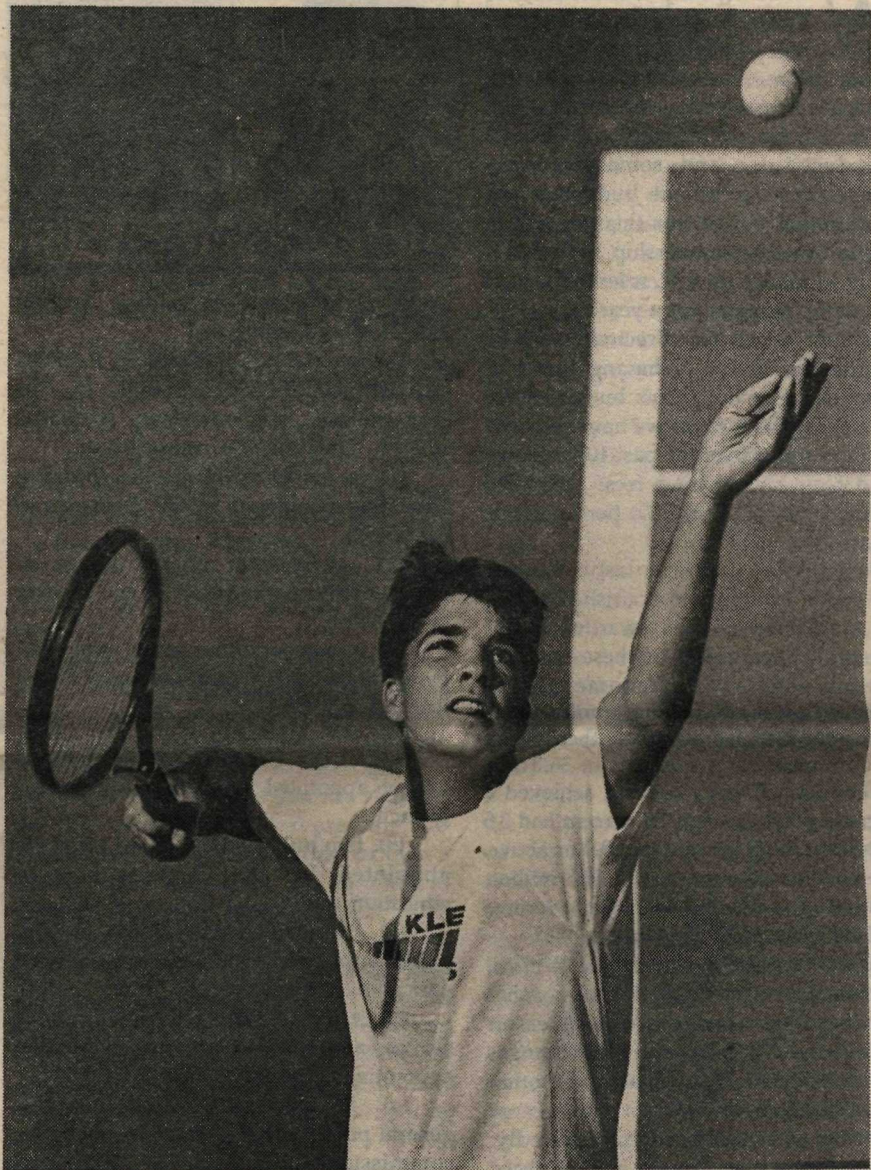
- To add the 26th of December to the five consecutive days that school practice and play are prohibited.

The council rejected proposals to:

- Establish a sixth conference.
- Restrict eligibility standards for foreign exchange students.

- Restrict participation between UIL member schools and Texas private schools.

The council rejected a proposal to eliminate the high school shorthand contest and approved the addition of high school contests in current events and computer science. Proposals to delete the headline writing contest and to combine informative and persuasive speaking were tabled by the Academic Committee.



SERVES HIM RIGHT. Klein High School senior Kirk Floeck (top) serves in his 6-1, 6-3 victory over Clear Lake's Jim Staley (left) in the finals of the 5A Team Tennis championships, held October 27-28 in Austin. Klein won the 5A title, beating Clear Lake 15-3 in the finals. Dallas Highland Park nipped New Braunfels, 12-6, to claim the 4A title. In the 5A semifinals, Klein skirted past Austin Westlake 10-7 while Clear Lake squeezed past Abilene Cooper in the tiebreaker after the two schools tied 9-9 in matches. New Braunfels downed Big Spring 10-2 and Highland Park shut out Mayde Creek 10-0 in the 4A semis. Photos by John Moore.

Despite problems, UIL enjoys successful year

We had a good year financially. The complete financial report will be mailed to the schools in the near future. Last year, the Legislative Council approved reducing the membership fee to \$5 for this year. Due to the reduced fee and some increased expenses for equipment budgeted, we have a deficit budget for this year. The reduction in the membership fee was an attempt to reduce the UIL reserve to equal the amount budgeted for a year.

Unless otherwise directed, we will continue this policy of having funds in reserve equal to this year's budget. If it were not for the interest we have received from the surplus over the past 10 years, we would have had to raise fees. We have averaged about \$200,000 per year in interest income.

The Texas Interscholastic League Foundation continues to flourish. For this year, \$470,000 has been awarded to 361 students. The success of these students continues to be phenomenal, as evidenced by the following grade report: During the 1988 fall semester, there were 324 TILF scholarship students in 36 Texas universities. Twenty percent achieved a 4.0 grade point average, 50 percent had 3.5 or above, and 75 percent had 3.0 or above. We currently have more than \$1.8 million in endowed funds and continue to receive scholarship money from foundations.

Elsewhere, we have received minimal criticism expressed by a school coaches regarding the relaxation of off-season regulations. To this point, the changes seem to be relatively well-accepted other than an exception or two.

I believe, as I have stated repeatedly, that the Legislative Council will be faced with requests to allow the high school coaches to work with the off-season programs. There are two reasons I believe this:

- 1) Historically, when we relax something in an area, there are requests to relax it more within the next year or two.
- 2) Other states that relaxed their off-season rules a few years back are now strongly considering changing the rules to allow coaches to work with their students. The argument is that it lets people who are trained work with these students.

Legislative Advisory Council

The previous legislature passed a bill that stated:

Subchapter Z, Chapter 21, Education



BAILEY MARSHALL

Director's Viewpoint

Code, is amended by adding Section 21.9211 to read as follows:

Section 21.9211. INTERSCHOLASTIC LEAGUE ADVISORY COUNCIL. (a) The interscholastic league advisory council is created. The council is composed of:

- (1) two members of the State Board of Education appointed by the chairman of the board;
- (2) a member of the house of representatives appointed by the speaker of the house;
- (3) a member of the senate appointed by the lieutenant governor (Senator Cyndi Krier);
- (4) two members of the Legislative Council of the University Interscholastic League appointed by the chairman of the council;
- (5) two public school board members appointed by the commissioner of education; and
- (6) three members of the general public appointed by the commissioner of education.

(b) A member of the advisory council serves at the will of the member's appointing authority.

(c) In appointing members of the general public to the advisory council, the commissioner of education shall give special consideration to students, parents of students, and teachers. The commissioner shall attempt to ensure that students of each sex, each ethnic minority, and each league conference are adequately represented on the advisory council.

This should be a good opportunity for the public schools to show how well the UIL program has operated, and how well the schools through the UIL programs and the rules have remained contemporary in a changing society.

One of our greatest problems is communicating to our elected officials that many rules were changed and then became unpopular or unsound soon thereafter. During the last legislative

session, certain elected officials were not aware that some rules — transfer rules and residence rules, for example — had been changed at least 10 years ago. This advisory committee may help communicate that we are an organization that stays abreast with the needs of the youth of this state.

Another great problem we have are those in our school communities that protest to their legislators about any UIL rule or decision they do not like. Seldom do they present all sides to the legislator or explain the rational basis for the rule. Unfortunately, some of these people are school personnel. If school officials continue to complain to their legislators when they dislike a rule or receive a penalty, then the legislature may conclude that the schools dislike their own organization, and therefore should be changed or disbanded. If school officials want the legislature passing all the rules, approving district assignments, etc., then they should continue going to their legislators when they don't get their way. If schools dislike the rules or policies, the Legislative Council is the forum for change. Therefore, it is imperative that school officials know that the Council will consider their concerns. However,

majority rule must prevail.

UT-Austin connection

Our budgets have to be approved through the University budget process, and our accounting, purchasing, personnel and auditing processes are completed in accordance with the University of Texas policies and guidelines. Since 1910, this cooperative endeavor between the UIL and UT has enhanced the UIL program. The UIL program is recognized by the administration as one of the best service projects the University of Texas has for the patrons of the state. The University provides the following for the UIL: free administrative services as described above, free housing, reduced fee phone service, printing service and a wealth of expertise through the faculty that has helped develop many of our UIL academic and music programs. It would be appropriate for school officials to write to the President of the University, thanking him for the cooperation and involvement in public schools of The University of Texas at Austin. If we had to operate separately as most states do, we certainly wouldn't have a \$5 fee this year or even a \$500 fee next year. It would be about 10 times that amount.

The Leaguer

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EDITOR.....Dr. Bailey Marshall
MANAGING EDITOR.....Bobby Hawthorne

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ADMINISTRATIVE STAFF

Dr. Bailey Marshall, director; Dr. William D. Farnley, assistant director and director of athletics; Janet Wiman, assistant director and academic director; Richard Floyd, director of music activities; Bonnie Northcutt, assistant to the director; Gina Mazzolini, assistant athletic director; Bob Young, assistant athletic director; Peter Contreras, waiver and public information officer.

Karen McGlashen, speech activities director; Lynn Murray, one-act play director; Bobby Hawthorne, director of journalism activities and ILPC director; Diana Cardona, spring meet materials director; Dr. B. J. Stamps, assistant to the director; Dr. Rhea Williams, TILF secretary.

Marshall elected to Federation executive committee

UIL Director Bailey M. Marshall was recently elected to a three-year term on the National Federation Executive Committee. Other new committee members are Richard F. Neal of the Massachusetts Interscholastic Athletic

Association; and Larry Hudson, superintendent of the Lewisville (AR) School District. Bernie Saggau, executive secretary of the Iowa High School Athletic Association, has been named Federation president for the 1989-90 school year.

Quality Repertoire:

The essence of an exemplarily music program

AUTHOR'S NOTE: Last fall I was asked to prepare an article for the *Indiana Musicator* prior to my visit to that state to serve as conductor of the Indiana Intercollegiate All-State Band. I chose as my topic, repertoire. Since that time, it has been reprinted in several state journals and is scheduled for publication in Great Britain. Even though I have addressed this issue several times on these pages, I thought it might be appropriate to share this particular article with you as many groups in our state begin selecting music for the upcoming spring contest season.



RICHARD FLOYD

Music Matters

Some years ago, I read a quote from Zoltan Kodaly that has had a lasting impression on me. It went something like this: "Children should be taught with only the most musically valuable material. For the young, only the best is good enough. They should be led to masterpieces by means of masterpieces."

There is no argument that this is a lofty statement, and I am quite certain that Kodaly did not have the school band, choirs and orchestras of America in mind when he made it. Yet the message is clear, worthy of discussion and certainly contains a challenge for anyone charged with the responsibility of making decisions about programming for performance organizations in school music programs.

Please read on before you accuse me of being in an ivory tower and insensitive to the day to day problems that impact upon the music selection process. I know all too well the many external forces that affect our choice of music. I also realize that by the time one pauses to ponder the possible selections that might be appropriate for a particular group and the specific performance situation at hand, much energy has been drained by fund raising, marching season, festival auditions, lesson plan documentation, and an endless string of busy Saturdays.

Yet each band, orchestra and choir director must recognize the fact that music selection has to be one of the most important decisions that is made throughout the year. For the English or

math teacher the choice is made for them. There is a text that must be used. In music one enjoys the luxury and challenge of selecting the "subject matter" for each performance class. This choice offers great options and even greater responsibilities since the musical growth of the students is dependent upon the decisions made by their director.

We all would agree that the goals and aspirations a conductor has for his groups will affect greatly the choice of literature. "Making a Division One at contest" will dictate a certain kind of music. "Pleasing the parents" might require a different approach. "Keeping the students happy" could possibly motivate the director to elect a third alternative. Choices are further justified with statements such as "that's really the only kind of music my kids like to play and it is easier to get them to work on it" or "that tune is a safe piece for contest." The list of rationale is endless. Under certain circumstances any of these justifications can be valid if, in the final analysis, the musical growth of the students remains a high priority.

In every case, the important issue is the quality of the music and the experience it provides for the students. I will always remember a conversation I had with a former student who was in the midst of his year of student teaching. During the course of our visit I asked him how his experience was going and what repertoire the groups he observed and worked with were performing. His answer was, "Oh, everything is ok but we are just working on a bunch of 'band fodder'." For those of you who have spent little time on the farm the

dictionary defines fodder as "course, dry food for livestock." To me his message was loud and clear, an indictment of the many works that we deal with in all areas of educational music. The selections often times lack substance, depth, historical value or aesthetic worth.

Unfortunately, the quality of music available is determined in the market place. Educational music is written, published and marketed on the basis of what the majority of the music programs in the nation are willing to purchase. As a result many significant works, and not just the more difficult compositions, are no longer in print. I am told that many publishers are unwilling to take a chance unless the composition fits the marketing formula that they have determined will produce a profit. Therefore, we as music consumers influence the decisions made concerning the quality of music that is published.

Somehow, and this is where you come in, we must place a higher priority on the kinds of music we place in our libraries and program on our concerts. We often times tire of folk music, but isn't it better to use the melodic material that has endured the test of history and represents the musical heritage of mankind rather than a catchy tune supported by an endless ostinato? Are not compositions that take a little study and reflection on the part of both the director and the students more meaningful than the easily forgotten melody accompanied by a persistent redundant chord progression? Will not music of substance be more likely to bond our students to a lifetime pursuit of musical appreciation?

Looking at cartoons does not create an awareness of the beauty in great paintings. The spiritual fulfillment that exists in appreciating the sculpture of Michaelangelo cannot be gained via exposure to plaster-of-paris trinkets. Likewise we do not build appreciation for great music and instill the joy of performing significant music with a

product of lesser quality.

The challenge is simple but an overwhelming task. We must utilize the best music possible, not yield to the temptation of always programming what will win, entertain or be popular. At the same time, if we select worthy works we must budget the time to make sure students are aware of the importance of the compositions being prepared and not be concerned only with the notes in their parts. If the student goes to contest and only remembers the hours it took in practice, how many times his director lost his temper or the number of groups that his group "beat" by preparing that particular work then we must accept the fact that it is very likely little musical growth or learning took place. In our current academic climate how can we run the risk of not providing real learning for our students?

What to do? Remember that no one can make the judgment but you and no one can be held accountable but you. Accept the fact that no selection is perfect or all serving. Know that a steady diet of just pieces on a prescribed music list will not assure musical development. Resist the temptation of playing the latest clone of last year's most popular selection. Avoid the pitfall of confusing technical achievement ("this is the hardest piece the Marina Junior High Orchestra has ever played") with comprehensive musical experiences. Select compositions, be they folk song collections, transcriptions, arrangements or original works, that offer you the opportunity to explore worthy musical objectives with your students.

Above all, remember that the music education of your students and the real success of your ensembles is dependent upon how well you meet the challenge of providing appropriate repertoire. Furthermore, the music you choose to bring into the classroom or rehearsal hall will clearly reflect the depth, quality and integrity of your music program and your priorities as a music educator.

Mid-JH performance requirements

The following performance requirements have been reviewed and approved by both the 1987-90 and 1990-94 Prescribed Music List Committees. They will be in effect for all middle school and junior high school concert contests this Spring.

Vocal Performance Requirements for 89-90

Conference CCC Junior High - Perform one number from the list designated Grade III. Perform a second number from the lists designated Grade II, III, or IV. Perform a third number from any source.

Conference CC Junior High & CCC Middle School - Perform one number from the list designated Grade II. Perform a second number from the lists designated Grade II, III, or IV. Perform a third number from any source.

Conference C Junior High & CC Middle School - Perform one

number from the list designated Grade II. Perform a second number from the lists designated Grade I, II, III, or IV. Perform a third number from any source.

Conference C Middle School - Perform one number from the lists designated Grade I or II. Perform a second number from the lists designated Grade I, II, or III. Perform a third number from any source.

Band Performance Requirements for 89-90

Conference CCC Junior High School - Perform one number from the prescribed lists designated as Grade III, IV, or V. Perform a second number from the lists designated Grade II, III, IV, or V. Perform a march of the director's choice.

Conference CC Junior High & CCC Middle School - Perform one number from the lists designated Grade II, III, IV, or V. Perform a second number from the lists designated Grade II, III, IV, V. Perform a march of the director's choice.

Conference C Junior High & CC Middle School - Perform one

number from the lists designated Grade II, III, IV, V. Perform a second number from the lists designated Grade I, II, III, IV, V. Perform a march of the director's choice.

Conference C Middle School - Perform one number from the lists designated Grade I, II, III, IV, V. Perform a second number from the lists designated Grade I, II, III, IV, V. Perform a march of the director's choice.

Orchestra Performance Requirements for 89-90

Conference CCC Junior High School

Option 1: (a.) One full orchestra work selected from the lists designated III, IV, or V; or a substitution found under (+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra work selected from the lists designated II, III, IV or V. (c.) A string orchestra selection from any source.

Option 2: (a.) One full orchestra work selected from the lists designated III, IV, or V; or a substitution as found under (+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra work selection from any source. (c.) A string orchestra work from the lists designated II, III, IV, or V; or movement(s) from an original, unabridged concerto or concerto grosso as listed on page 84 of the current *Prescribed Music List*.

• Please turn to Performance, page 4



Drum & Helmet Corps

HEADS WILL (DRUM) ROLL. Jason Plemons of Lorena High School keeps a steady beat, assisted by sophomore Cory Geffre (wearing helmet) during halftime festivities of the Lorena-Liberty Hill football game. Plemons, a junior, is son of band director Sharon Plemons while Geffre is a sophomore. Assistant band director is Carol Penoli.

Photo by John Moore.

Mid-JH performance requirements

• Continued from page 3

Conference CC Junior High School & CCC Middle School
Option 1: (a.) One full orchestra work selected from the lists designated II, III, IV or V; or a substitution as found under

(+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra work selected from the lists designated II, III, IV or V. (c.) A string orchestra work from any source.

Option 2: (a.) One full orchestra work selected from the lists designated II, III, IV, or V; or a substitution as found under (+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra selection from any source. (c.) A string orchestra work from the lists designated II, III, IV or V; or movement(s) from an original, unabridged concerto or concerto grosso as listed on page 84 of the current *Prescribed Music List*.

Conference C Junior High School & CC Middle School
Option 1: (a.) One full orchestra work selected from the lists designated II, III, IV or V; or a substitution as found under (+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra work selected from the lists designated I, II, III, IV or V. (c.) A string orchestra work from any source.

Option 2: (a.) One full orchestra work selected from the lists designated II, III, IV, or V; or a substitution as found under

(+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra selection from any source. (c.) A string orchestra work from the lists designated I, II, III, IV or V; or movement(s) from an original, unabridged concerto or concerto grosso as listed on page 84 of the current *Prescribed Music List*.

Conference C Middle School

Option 1: (a.) One full orchestra work selected from the lists designated I, II, III, IV, or V; or a substitution as found under (+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra work selected from the lists designated I, II, III, IV, or V. (c.) A string orchestra work from any source.

Option 2: (a.) One full orchestra work selected from the lists designated I, II, III, IV or V; or a substitution as found under (+) on page 84 of the current *Prescribed Music List*. (b.) A second full orchestra selection from any source. (c.) A string orchestra work from the lists designated I, II, III, IV, or V; or movement(s) from an original, unabridged concerto or concerto grosso as listed on page 84 of the current *Prescribed Music List*.

String Orchestra Performance Requirements for 89-90

Conference CCC Junior High - Three string orchestra selections are to be performed. (a.) One selection from the lists designated III, IV or V. (b.) One selection from the lists designated II, III, IV or V; or a substitute as found under (+) on

page 91 of the current *Prescribed Music List*. (c.) One selection from any source.

Conference CC Junior High & CCC Middle School - Three string orchestra selections are to be performed. (a.) One selection from the lists designated II, III, IV or V. (b.) One selection from the lists designated II, III, IV or V; or a substitute as found under (+) on page 91 of the current *Prescribed Music List*. (c.) One selection from any source.

Conference C Junior High & CC Middle School - Three string orchestra selections are to be performed. (a.) One selection from the lists designated I, II, III, IV or V; or a substitute as found under (+) on page 91 of the current *Prescribed Music List*. (c.) One selection from any source.

Conference C Middle School - Three string orchestra selections are to be performed. (a.) One selection from the lists designated I, II, III, IV or V. (b.) One selection from the lists designated I, II, III, IV or V; or a substitute as found under (+) on page 91 of the current *Prescribed Music List*. (c.) One selection from any source.

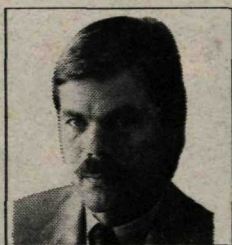
Printed copies of these revised performance requirements are available upon your request from the UHL Music Office, P.O. Box 8028-University Station, Austin, Texas 78713-8028.

Yearbooks, Mommie's ego and education

About this time each year, I receive a telephone call from an adviser or a yearbook rep asking me to send something — anything — that will justify the journalistic yearbook. It seems that in the adviser's zeal to teach the state mandated essential elements for yearbook production, he or she has enraged a parent or school board member who believes the yearbook should be a wholly owned subsidiary of the country club set. That this reflects mindless snobbishness is of little or no concern.

Why do they so dislike the journalistic yearbook? Because it attempts to accurately and realistically portray a single specific school during one specific year. The reality is that most students fall somewhere between geekdom and Mr. and Mrs. My HS. Schools consist of average kids who are less interested in social amenities than they are in graduating and moving on to greater things. They are good kids who to the utter dismay of adults enjoy heavy metal and/or rap music, solid B-minus students who have a hard time understanding how high school relates to their lives. In some cases, it doesn't. When it does, they're genuinely surprised and pleased.

Sadly, some yearbooks are irrelevant and completely interchangeable, good for any school, any year. Just fill in the blanks with the names of your local beauties and football heroes. It is the public school's answer to a debutante directory, and should come with the warning, "Unless you've won one or more popularity contests, don't bother." Probably the most popular portion of Chuck Savedge's lectures was the presentation of the Marty Woolbright yearbook. Marty and his



BOBBY HAWTHORNE

Scholastic journalism

family must have appeared in his high school yearbook 100 times.

Admittedly, I'm insensitive to the plight of those most likely to benefit from a reduction in capital gains taxes. Two years ago, I attended a school board hearing where a teacher was forced to defend her program against the charges made by the mother of the girl deemed most likely to win homecoming queen. No joke. The mother was panic-stricken at the prospects that her daughter would not receive adequate coverage in the yearbook because the staff had the previous year discontinued the policy of running in the yearbook a full-page studio portrait of the homecoming queen, opting instead to focus its coverage on the overall festivities. Since such slights might leave deep psychological scars on our hopeful Miss Homecoming, Mommie Hopeful lashed into the yearbook adviser, the editors and the publication itself.

At one point, Mommie held up the book and squawked, "Here is a picture of students waiting on the bus. Just waiting on the bus! Why is this in the yearbook?"

Because, the adviser answered, that's what students do. They wait for and ride the bus.

"Not popular students," the mom answered. "They drive their own cars."

It went on like that for a long time. Finally, Little Miss Hopeful spoke on behalf of Miss Hopefuls everywhere. In a scene befitting the most puerile teen flick, she whined, "You people don't realize how difficult it is being popular." Tammy Faye would have been proud. Let's hope that, with Mommie's help, she's been able to overcome this debilitating handicap.

All this isn't meant to poke fun at the social butterflies. Most so-called popular students are not as vacuous, and they richly deserve any and all attention they receive. Parents of drill team members, cheerleaders, athletes, national merit scholars, beauty queens and yearbook editors should take great pride in their children's achievements. But in honoring their accomplishments in extracurricular and social activities, parents should not impinge upon the central educational mission of the school.

This brings us back to the question of the journalistic yearbook. Chances are, the high school yearbook that most parents and teachers remember was the product of a club or clique. The book was a showcase for the chosen few. The focus was never on what students actually did to deserve their popularity but rather on their popularity as if it were something tangible in and of itself. That Chip was an all-state trombone soloist, a record-setting half-miler and president of the Spanish Club was portrayed as something separate — beyond cause and effect — from the fact that he was popular.

With such an over-emphasis on celebrity, the yearbook content was trite at best, often cruel. The activity taught little more than one's place on the social ladder.

The journalistic yearbook should be the product of a full-credit language arts

course. The purpose of the course is to teach writing and other higher order thinking skills. Consequently, the yearbook should portray the reality of teenage life, and the reality is that everyone is not popular, pretty, a Miss Homecoming Hopeful, or a member of the pep squad. The publication should tell the story of the entire student body, not just the power elite, and should focus on deeds, not perceptions of who is and who is not among the in-crowd.

Students' lack of thinking skills have been bemoaned in one study after another. Students can't write. They don't know much. They can't use what little they know. And yet, when a staff produces an intelligent, relevant yearbook, it is often sliced apart by people who understand neither the process nor the product. That students might have learned something about writing, photography, design and graphics is often lost in the fray. Vicarious thrills come first.

As if this alone were not sad enough, school officials too rarely support the staff, which then is left to defend its integrity against those who would sacrifice quality instruction for personal ego gratification, the essential elements bedamned.

With all of the problems facing education today, this may seem rather inconsequential. It isn't. Rather, it is a clear symptom of a much greater problem. Consequently, politicians can establish a state lottery, race horses or tax the wind and rain. So long as schools are as interested in social agendas as they are learning objectives, education will never rise above mediocrity. In other words, until someone tells Mommie Hopeful to stuff it, things aren't likely to improve much.

Current events contest approved

Proposal to delete headline contest tabled

Responding favorably to a request by the Texas Association of Journalism Educators, the Academic Committee of the Legislative Council voted October 15 to table a proposal that would have deleted the headline writing contest from the UIL academic spring meet.

Andy Drewlinger, TAJE Treasurer and journalism teacher at Austin Lyndon Baines Johnson High School, asked that the item be set aside for further discussion during a series of fall TAJE regional conferences and at the TAJE convention, November 30 through December 2 at the University of Texas at Arlington.

"Since we are finding out more and more that conference hearings are the best way to solicit teacher input, we are

asking that you defer action on the proposal until after we have had an opportunity to get a firm consensus from teachers attending these meetings and can bring back the results to you."

Drewlinger said response to an earlier mail survey conducted by the UIL was small because "it was done at the busiest time of the year for journalism teachers. As a result, we feel the margin of error in this survey could be substantial enough to think these figures could easily be the other way." More than 54 percent of teachers responding to the survey, conducted in the spring of 1988, favored deleting headline writing and replacing it with a personal column writing contest.

However, the most recent proposal to

delete the headline writing contest did not include the substitution of a column writing contest. "Because some teachers we have talked to are willing to consider a substitute situation but not outright elimination, we need to further study this issue," Drewlinger said.

TAJE President-Elect Jennifer Tomlinson of Lubbock Monterey High School said she would work with UIL officials this winter and spring to solicit input and formulate recommendations regarding the spring meet journalism program for the Academic Committee to consider at its June, 1990 meeting.

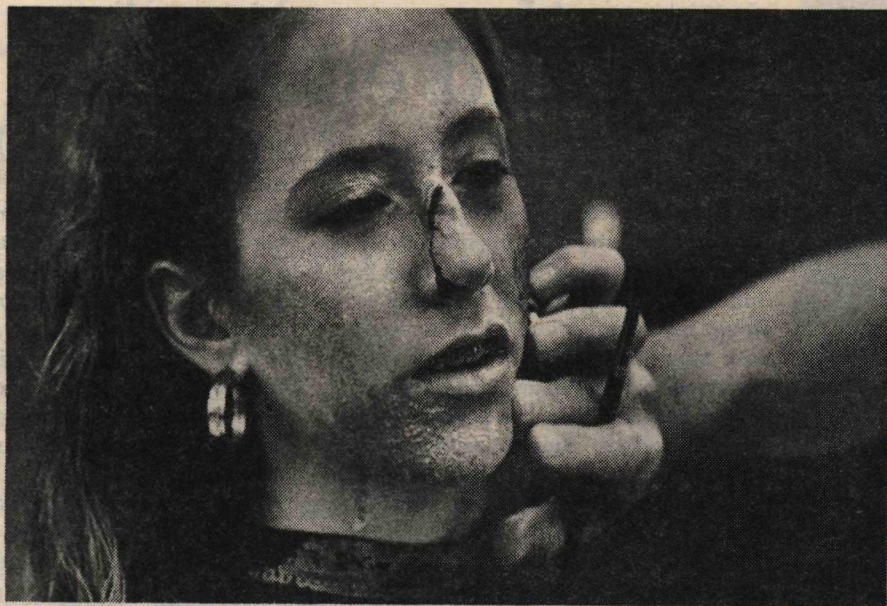
In other action, the Council approved the creation of a current events contest, which will go into effect in the spring of

1991 if approved by the State Board of Education. UIL Journalism Director Bobby Hawthorne will direct the current events contest also.

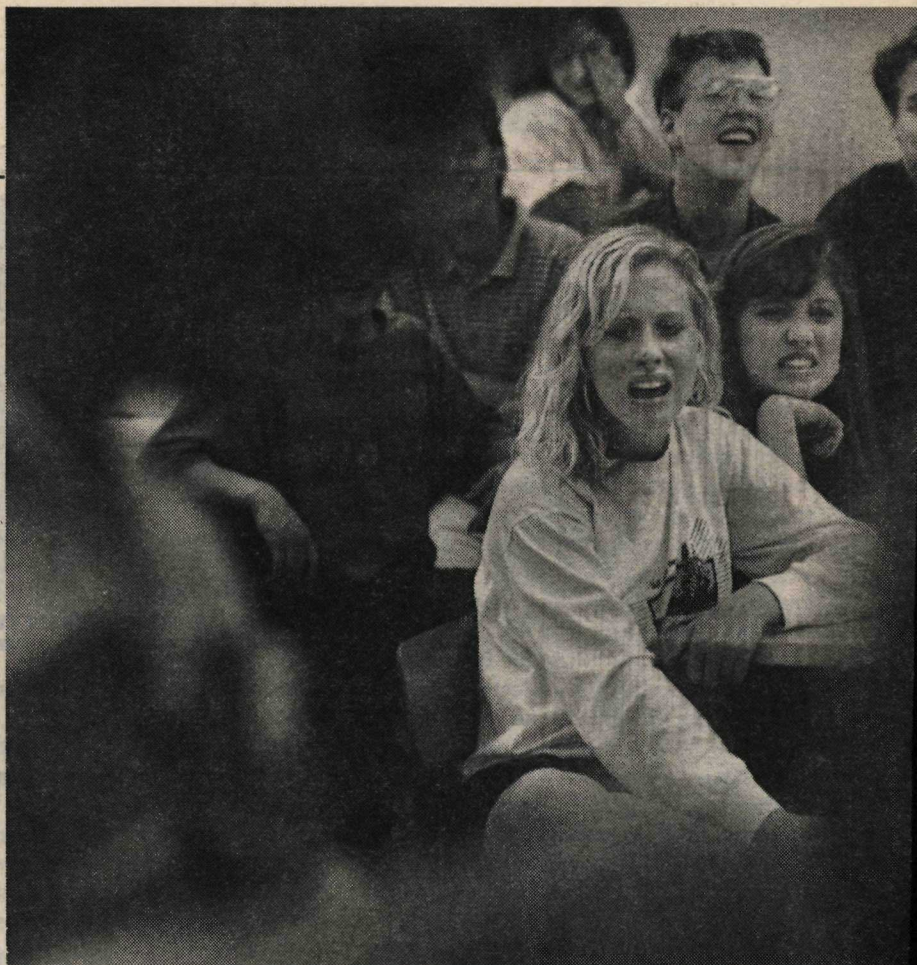
"While this contest will not be under the journalism umbrella insofar as the spring meet program is concerned, I believe it will be popular among journalism students because it centers on students' awareness of state, national and world affairs, and students learn this by reading daily newspapers and newsmagazines."

Tentatively, the contest will consist of 40 objective questions and a short essay tiebreaker. The emphasis of the essay will be on a content and analysis rather than writing style, Hawthorne said.

drama



MAKING FACES. Elise Guillot and Sarah Hughes flinch as UT Drama Professor Bob Singleton applies "scars and burns" to Jennifer Christensen (left) during a session on stage make-up at the UT-Austin student activities conference, October 28. Guillot (blonde) and Hughes are sophomores at S. F. Austin High School. Christensen is a freshman at Round Rock Westwood HS. Photos by John Moore.



TETA convention to feature director/actor An

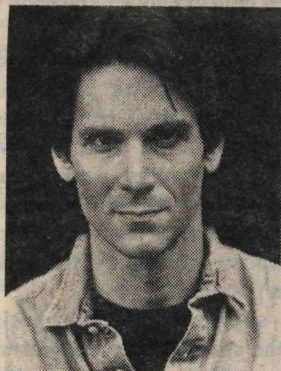
All of you should be planning for the Texas Educational Theatre Association annual Convention at the Houston downtown Hyatt, Feb 1-3. I will provide greater detail in December, but this convention hosted by Marilyn Miller, theatre director at Cypress Creek, and programmed by John Carley, tech director at Houston Community College, looks to be even more outstanding than our last Houston visit.

One of our special quests will be director/actor Phillip Anglim. Anglim is a native Californian who moved to New York after working on a degree at Yale. He began his professional career on Broadway by creating the title role in the *Elephant Man* and then starred in *MacBeth* at Lincoln Center.

Mr. Anglim has worked extensively in regional theatre and is a founding member of the Clearpath Theatre Company in Los Angeles, where he directed *Royal Hunt Of The Sun* and *Danton's Death*. He is working on a stage adaptation of Thornton Wilder's *Heaven's My Destination* for Clearpath. In films, Philip has played major roles in *Testament*, *The Thornbirds*, *Malone*, *The Horse Dealer's Daughter* and now can be seen in *Haunted Summer*, a film about the dramatic poets, Byron and Shelley.

Philip Anglim has won both Tony and Emmy nominations, an Obie (New York Drama Critics Award), a Theatre Award Award, an Outer Drama Critics' Circle Award, and a National Artists Award.

Anglim has recently made two pictures filmed in Europe, *Milena* and



DIRECTOR/actor Phillip Anglim (above) will be on the TETA program. Snyder HS graduate Powers Booth (right), shown here in the 1965 state one-act play, is also a good possibility. The convention is Feb. 1-3 at the Houston Downtown Hyatt Hotel.

The Man Inside, and continues to work regionally. He has worked at St. Edward's University in Austin as both actor and director.

TETA will have other featured personalities. One good possibility is Powers Booth, a graduate of Snyder High School and Southwest Texas State University. He is probably best known for his leading role as the Rev. Jim Jones, but his credits in film and theatre are outstanding. A few might even remember that he played Algernon in Snyder's 1965 State Meet production of *The Importance Of Being Earnest*.

The three day bookings include: Bob Kelly, well known makeup artist;



William Albright, Houston Post theatre critic; Claude Caux, internationally known mime and fencing master; and long time friend Cliff Osmond, stage/TV/film character actor from Hollywood. Cliff has been our guest for several conventions and presented outstanding workshops.

You will have an opportunity to see theatre in the Houston area. *Who's Afraid Of Virginia Wolf*, directed by Edward Albee, will be playing at the Alley Theatre and the Charles Gilpin players from Prairie View A&M, directed by C. Lee Turner, will be performing at the hotel. The convention schedule will include performances of *On Golden Pond* by

TETA'S own Sans Souci Players. The cast includes Perri Bell, Ron Lucke, Allen Ross, Barbara Crozier, Rex Poland, and Scott Ward. The Director will be our long time and dedicated historian, James Barton. Other performances activities include the Texas Mime Theatre, Children's Theatre of Houston, Illuminations Theatre of the Deaf and others.

You won't want to miss the variety of programming by TETA members and local Houston theatre specialist. Look especially for Chesley Ann Santoro (Krohn) She was a member of the cast of *A Chorus Line* on Broadway and will be providing choreography workshops for both actors and directors.

The Texas Educational Theatre Association Adjudicators' Organization critic judge workshop and programs are set for the first day of convention. Demonstration scenes will be provided by Rick Garcia, Klein Oak, and Mike Harrison, Klein. Both have outstanding programs and records in UIL. It is hoped that the AO structure and purposes will be clarified. Every effort will be made to convince potential critics that the judging bureaucracy will be no more difficult than the UIL list of the past.

All currently certified UIL critic judges that become charter members of AO will pay a \$25.00 fee. This fee will cover the first five years of their certification. Yes, critics must belong to TETA, but anybody involved in theatre education in Texas should be a member. A workshop renewal will be required every five years. The same

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Space, foreign policy are proposed topics for '90-91 team debate

Proposed problem areas and resolutions for 1990-91 Cross-Examination Team Debate are listed below. Problem area ballots will be mailed before December 1st to all member high schools and must be returned to the League office before January 1st. The preferred problem area will be announced by the National Federation on January 19th and balloting for the preferred resolution within the chosen problem area will be conducted in February. Announcement of the 1990-91 topic will be in March.

PROBLEM AREA I: OUTER SPACE: What should be the United States government policy toward the region beyond Earth's atmosphere?

Resolved: That the United States government should significantly increase space exploration.

Resolved: That the United States government should significantly increase commercial development of space.

Resolved: That the United States government should significantly increase its military use of space.

Synopsis: The space topic is especially timely. Widespread concern over lack of focus in the U.S. space programs, the safety of future shuttle launches, and American commercial competitiveness in space, are but a few of the issues for debate in this topic area. Although President Bush's designation of Mars as America's next space destination provides a geographic focus for the U.S. space program, it still fails to provide concrete means, on-going planning, or long term goals and priorities for space exploration and development. All three resolutions offer affirmative teams the opportunity to fill the gap in the space program focus, providing specific long term goals and means for the achievement of United State space exploration.

Resolution One concerns exploration of space. Affirmative cases might include planetary exploration, the development of the space telescope, and the search for intelligent life in space.

Resolution Two focuses on commercial uses of space. Affirmative cases could feature the promotion of private industry ventures in space, the manufacture of products in space, the increased use of communication satellites, and the promotion of international commercial enterprises.

Resolution Three focuses on the



KAREN
MCGLASHEN

Speech Notes

military use of space. Possible affirmative cases in this area include the development of offensive and defensive weapons systems, military intelligence-gathering satellites, and military use of space stations. Affirmatives will find a wide realm of policy considerations for mediating international treaties and agreements on space ventures in each resolution area. Dependent on the resolution chosen, negative arguments could include cost factors, environmental impact, and private versus federal development.

PROBLEM AREA II: ASIAN PACIFIC RIM: How should the United States serve its interest in the Asian Pacific Rim, which includes China, Taiwan, Hong Kong, Indonesia, Japan, Malaysia, The Philippines, Singapore, South Korea, and Thailand?

Resolved: That the United States government should increase the competitiveness of U.S. private industry with one or more countries in the Asian Pacific Rim.

Resolved: That the United States government should restrict technology exchange with one or more countries in the Asian Pacific Rim.

Resolved: That the United States government should reduce its military commitments to one or more countries in the Asian Pacific Rim.

Synopsis: For the first time in the history of high school forensics, we have the opportunity to deal directly with the economic, political, and military concerns of the United States in the Asian Pacific region.

Under the first resolution of improving the competitiveness of private business, affirmative cases can deal with government participation with industry in everything from the steel industry to semiconductors and other targeted concerns.

Under the second resolution, high



CONFLICT OF INTERESTS. Kristi Wuensch, a senior at Thorndale HS and Justin Waggoner, a senior at Conroe Oak Ridge HS, gave the Legislative Council an exhibition of superior debating, October 16. Kristi argued the affirmative, and Justin the negative of the resolution "that the UIL academic conflict pattern should be mandated at the district, regional, and state levels." Kristi was the 1988 and 1989 state Conference A Lincoln-Douglas debate champion. She is coached by Don Clark. Justin, coached by Shirley Doherty, was the 1988 State 4A informative speaking champion and 1989 state 4A informative speaking runner-up.

tech transfers, affirmatives can address not only the economic but the national security consequences of such actions.

The third resolution would allow affirmatives not only the option of totally removing U.S. military forces but would allow their increase in other areas of that region as well. The negative will be able to select from such traditional approaches as the flexibility of current trade policies or existing private sector opportunities such as mergers. It can argue economic and value oriented positions against the federal bailout of private enterprise or the potential international crisis that both a protectionist trade policy or military withdrawal would generate.

It will also be able to argue counterplans in the area of private agencies, international agencies, and counterplans that target different regions from which to gain political, economic, or military advantage.

PROBLEM AREA III: MIDDLE EAST: What changes should be made in United States foreign policy toward the Middle East, which includes Afghanistan, Bahrain, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, North Yemen, Oman, Pakistan, People's Democratic Republic of Yemen, Qatar, Saudi

Arabia, Syria, Turkey, and United Arab Emirates?

Resolved: That the United States government should increase its military assistance to one or more countries in the Middle East.

Resolved: That the United States government should increase its non-military assistance to one or more countries in the Middle East.

Resolved: That the United States government should decrease its involvement in one or more countries in the Middle East.

Synopsis: The affirmative under each resolution will have a reasonable variety of case areas. The first resolution would allow cases dealing with transfers of military arms, aid, personnel, and information. The second resolution would allow cases dealing with non-military aid, personnel, and information. The final resolution would allow a decrease in a variety of current U.S. military, economic, and diplomatic commitments.

The negative ground would be well preserved by this problem area. In addition to many case-specific arguments, the two resolutions not selected would also represent viable negative ground. This problem area's resolutions maximize flexibility in addressing an interesting and volatile geopolitical region.

An overview of Legislative Council actions

The Legislative Council in its October meeting, took action on nearly 150 proposals that will affect the UIL programs. All proposals are pending State Board approval and will be effective August 1990. The proposals to drop shorthand and headline writing and to combine informative and persuasive speaking failed.

Pending State Board approval, a current events contest and a computer science team event will be created for the 1990-91 school year. The computer science contest will be available for conferences 4A and 5A and will be designed using PASCAL.

Beginning with the 1991 Spring Meet, an academic championship will be awarded in each conference at the district, regional and State levels. One Act Play points were reduced in order to include OAP in the championships.

Prose and poetry categories and L-D topics were reduced from three to two. Districts with six or more teams debating will advance three teams to regional. Written criticisms will replace oral critiques in ready writing. Spellers will be permitted to print but will be required to



JANET WIMAN

Academically Inclined

take the tiebreaker. Persons not serving as graders will not be permitted in the science, number sense, and calculator applications grading rooms. Members of a number sense and calculator applications team may be substituted and a team competition will be added to science.

Elementary and junior high events will be offered by grade level and parameters for movement and gestures in oral reading will parallel the high school guidelines.

Items that relate to the awards rule and Sunday participation will be on the ballot which must be returned by December 1. The items, if passed, will affect music and academics.

Spring Meet District Directors

Spring Meet activities are being planned, dates set, and directors selected. Persons who have been selected to serve as Spring Meet District Directors have the responsibility of ensuring that all UIL spring meet activities are organized and well run. This means track and field, golf, tennis and academics. Most directors appoint a person to be responsible for each of these major areas. This divides responsibilities while allowing the district director to serve as the central figure who can see that all areas are properly coordinated.

In addition to district level duties, the Spring Meet District Director also serves as a member of the regional executive committee. Most regions hold a meeting in December or January and invite the Spring Meet District Directors to attend and assist in planning and decision making for the regional meet.

Spring Meet District Directors who have not already done so should send their names and addresses to the League. These names are critical to effective communication between the League staff and the district director concerning the planning and administration of the spring

meets. As soon as the names are in the UIL office, handbooks and other pertinent materials will be mailed to the directors.

Further training will be available in January as plans are underway for a meeting in Austin for Spring Meet District Directors. Special attention will be given to both athletic and academic events.

Invitational Meets

Two sets of invitational meet materials will be available. Set A will be available for schools hosting meets on February 3 and Set B for schools hosting meets on February 24. Test materials may be returned the day of the meet as they are not available for use on alternate dates. Orders should be placed during December, if possible. A list of possible test writers is available upon request for schools hosting meets on alternate dates.

Keyboarding Interpretation

Keyboarding sponsors are requested to refer to the Official Notices in the *Leaguer* for an Official Interpretation made by the State Executive Committee in October. Students are limited to one year of eligibility for the Keyboarding Contest and may enter the contest only one time.

Sample topics for extemp speaking contests

PERSUASIVE SPEAKING

1. Who is in the best position to become the next governor of Texas?
2. What is the best way to finance continued educational reform in Texas?
3. Has House Bill 72 accomplished its task in Texas?
4. Should the Texas public education system be supported by a state lottery?
5. Earthquakes, explosions, and hurricanes: Is risk a fact of life?
6. Where will the money come from to fund the disaster relief bill?
7. What is the solution to aging infrastructure?
8. Would a constitutional amendment banning flag burning weaken the First Amendment?
9. The Galileo plutonium powered spacecraft: More harm than good?
10. Jim Bakker: A simple case of fraud?
11. Zsa Zsa Gabor: Should rich people be sent to regular jails?
12. Is the RICO act being used in ways that Congress never intended?
13. Should ATV's be banned?
14. George Bush: Is the wimp factor re-emerging?
15. Will the Stock Market Control Act of 1989 improve our economy?
16. What policy should the United States follow to aid the homeless?
17. Bush's abortion stand: Has he stumbled on the one issue that could cost him the '92 election?
18. New leadership in East Germany: What can be expected?
19. What caused the Soviet Union to recently admit

cheating on the 1972 ABM treaty and renounce its invasion of Afghanistan?

20. Should anyone cry for Argentina?
21. Does the US benefit by the Bush administration taking a less active role in the Middle East?
22. The Republic of Hungary: What changes are likely?
23. Has Margaret Thatcher's iron hand become rusty?
24. What impact will the release of Walter Sisulu have on unrest in South Africa?
25. Is cooperative coexistence between the USSR and the Baltic states an impossible dream?

INFORMATIVE SPEAKING

1. Who are the leading contenders in the race for governor of Texas?
2. What are the options to increase state funding for education?
3. How has education in Texas changed since the passage of House Bill 72?
4. What are the major arguments supporting Texas' public education system being financed by a state lottery?
5. How did California's increasingly tough building codes help modern skyscrapers fare better than older structures in the Bay area earthquake?
6. Why do disaster relief fund critics argue that an ounce of prevention is worth a pound of cure?
7. What resources are available to aid in rebuilding the aging infrastructure?
8. What are the major arguments opposing a constitutional amendment banning flag burning?

9. The Galileo plutonium powered spacecraft: Why are anti-nuclear advocates alarmed?
10. What was the outcome of the Jim Bakker trial?
11. What was the outcome of the Zsa Zsa Gabor trial?
12. RICO: What is it and why is it controversial today?
13. Why do consumer groups argue that ATV dealers need to be included in the safety agreement between the federal government and the industry?
14. Why has George Bush been accused of being timid?
15. What factors exacerbated Wall Street's recent gyrations?
16. Where can the homeless look for aid?
17. What is President Bush's abortion stand?
18. Why did Egon Krenz say that he won't share power with pro-democracy groups?
19. Why is Gorbachev cracking down against his radical critics in the press, academic, and the elected legislature?
20. Why is Spain considered to be Europe's newest rising star?
21. What is the Bush administration's Middle East strategy?
22. What role did the Super Powers play in Hungary declaring itself a democracy?
23. What events have led to the crisis of confidence in Prime Minister Thatcher?
24. Who is Walter Sisulu?
25. What have been the ramifications of the Baltic states' dissatisfaction with the USSR?

Cook Foundation donates \$75,000 to TILF

Gift to League's scholarship foundation will fund two new 4-year scholarships

The Texas Interscholastic League Foundation has received a gift of \$75,000 from the estate of Louise Patterson Cook of Houston, who died in February of this year.

Mrs. Cook's bequest will be added to an endowed TILF scholarship fund previously established by Mrs. Cook and her husband, Joe B. Cook. Her bequest will add two new four-year scholarships to the three scholarships presently being given by the Joe B. and Louise P. Cook Scholarship Fund. Each scholarship is for \$2500, payable \$1000 the first year and \$500 each of three additional years.

Mr. Cook, also of Houston, is a past president of the Texas Interscholastic League Foundation and a current member of the foundation's board.

"The contributions made by the Cook family to the Texas Interscholastic League Foundation program cannot be overstated," said Dr. Rhea Williams, TILF secretary and former UIL director.

"Since the inception of the League's scholarship foundation, the Cook family has worked tirelessly for the sake of Texas' youth, and thousands of young men and women have benefitted from their generosity and commitment to Texas education.

"We tremendously appreciate this latest contribution," Williams added.

Mrs. Cook, a native of Malvern,

Arkansas, graduated as valedictorian of Malvern High School in 1923 and received a scholarship covering freshman-year tuition and fees at the University of Arkansas, but even with this assistance she still could not afford to go to college. She needed about \$320 for the college expenses that her scholarship did not cover. No jobs were available for women at the university, its president informed her, so she could not earn the \$320, and it was far beyond her family's ability to pay.

Louise's mother, who taught piano and played piano in a theater orchestra to earn part of the family's meager income, had already sold her beloved piano in order to buy fabric for the special white dress Louise needed for her high-school graduation ceremony, and she had no further way of earning extra money.

The painful memory of this crushing disappointment made Mrs. Cook determined to help deserving students when she was able to do so. Her husband has shared that determination, because he had gone to college and graduated but only with great difficulty. Motivated by the hardships that hindered their own efforts to get college educations, the Cooks have given many scholarships to academically qualified but financially needy students.

In addition to the scholarships they have given through the Texas



LOUISE PATTERSON COOK
\$75,000 donation to TILF

Interscholastic League Foundation, as active members of the United Methodist Church Mr. and Mrs. Cook have given scholarships through Lon Morris College in Jacksonville, a Methodist college. The Cooks have also established an endowed scholarship fund at Kilgore College to provide scholarships for graduates of high schools in Upshur County, where Mr. Cook was born and spent his early life.

In 1983 the Cooks gave an endowed professorship in mathematics to the University of Texas at Austin, where in 1921 Mr. Cook received a B.B.A. degree, one of

the first 100 given by the university.

Because of the Cooks' interest in self-education and life-long learning, libraries have played an important part in their lives and have been frequent recipients of their gifts. Mrs. Cook's estate has made recent gifts to the Hot Spring County Library in her Arkansas hometown of Malvern, and to the Houston Public Library. In addition, several years ago Mr. and Mrs. Cook gave the landscaping for the Upshur County Library in Gilmer, Mr. Cook's birthplace, and this fall Mr. Cook has made a gift to that library for the creation of a microfilm center.

In addition to libraries and colleges, the United Methodist Church has also been an important focus of the Cooks' interest and philanthropy. Members of St. Paul's United Methodist Church in Houston since they moved there in 1935, the Cooks have made many gifts to Methodist churches, retirement homes, and outreach programs.

Mr. Cook retired in 1960 as Vice President and Treasurer of Woodley Petroleum Company. After his retirement he and Mrs. Cook devoted their time and efforts primarily to investments, travel, and philanthropy.

The Cooks' daughter and son-in-law Barbara and Errol Wendland live in Temple, where Barbara is a homemaker, writer, and volunteer worker in church and community organizations and her husband is president of a feed-manufacturing company. Their daughter Carol Wendland lives in Houston, where she is a graduate student in English literature at Rice University.

Tipping the scales

A summary of materials used at the student activity conferences

By J. R. COGDELL AND DAVID BOURELL
Calculator Applications Directors

In our earlier article, we announced that we would have two sessions on scaling at the Fall Student Activity Conferences. Since we wrote this, we have learned that we will have only one advanced session for teaching and workshopping with scaling principles. The purpose of this and subsequent articles is to summarize some of the material we will be covering in that session.

Scaling is a technique by which information can be extended from the specific to the general. For example, if I know that a 100-sheet paper pad costs \$1.25, I would know through scaling that a 200-sheet pad would cost \$2.50, and in general the price would be $\$1.25 \times (p/100)$ where p is the number of pages. Wait, you say! That bigger pad would not cost twice the smaller pad because the consumer

usually gets a break when buying in quantity. We couldn't agree more; economic relationships normally do not scale exactly but many physical relationships do.

Scaling is used in engineering work in estimating, in design, and in theoretical problem solving. For example in design we might have an electrical generator that works well, but we desire a generator that produces twice as much electrical power. If we know the laws of electricity, mechanics, and thermodynamics, we can design the larger generator by scaling the working model to new dimensions. This is faster and more reliable than designing a new machine from the ground up.

Problems involving geometric shapes lend themselves to scaling in many cases. If a geometric figure is scaled by a factor x ($x = 2$ means it is twice as big in every dimension), then the area of the figure or

any part of the figure scales as x^2 , and the volume of the figure scales as x^3 . If the figure describes an object with mass (or weight) the mass scales with x^3 . For example, in 89C-57 the problem states "A brand of detergent comes in two sizes. One is a 5 pound box and the other is 2 pounds. What is the percent difference in the total surface area of a large and small box?" Since we are given the weights, we can determine the scaling factor from $x^3 = 5/2$. Since we are asked about the areas of the box, this would be proportional to x^2 and thus be in the ratio $(5/2)^{2/3} = 1.842$. From this we can determine the percent difference to be $100 \times (1 - 1.842)/1.842 = -47.5\%$. The *Calculator Applications Contest Manual* discusses scaling principles, beginning on page 63. We will in subsequent articles give other scaling laws that are non-geometric in form.

UIL Director named one of SFA's five distinguished alumni

Dr. Bailey Marshall, director of the University Interscholastic League, was one of five new members that received the Stephen F. Austin State University Alumni Association's distinguished alumnus award during the university's 61st annual homecoming celebration Nov. 3-4 in Nacogdoches.

Marshall received his bachelor's degree from Stephen F. Austin State in 1956 and a master's degree from SFA in 1962. He has been with the University Interscholastic League since 1967 and has served as director since 1977.

At SFA, Marshall lettered four years in football and one year in track and field. He was selected as the outstanding athlete at SFA in 1955 and earned NAIA All-America and All-Lone Star Conference honors in football. Marshall has also been elected to the SFA Lettermen's Association Hall of Fame.

Kansas City conference targets steroid abuse

Two hundred people from 33 states gathered on Nov. 7 in Kansas City to share concerns about steroid use among young people. The speakers included physicians, psychologists, former steroid users, educators, and specialists in field of strength training. Ominous warnings were sounded at the revelation of side-effects of anabolic/androgenic steroids. Adolescents face possible liver damage, acne, cancer, disfigurement, alteration of growth patterns, cardiovascular problems, reduction in hormones necessary for human reproduction, heightened aggressiveness and physical/psychological dependence.

There are far more youngsters outside athletics who are taking steroids, but an alarming number within competitive athletics. Drug testing alone is not the solution. Frank Uryasz, who administers the NCAA drug testing program indicated that from 10,000 athletes tested over a three year period only 85 tested positive. He cautioned that this "fewer than 1% figure" was not indicative of the larger numbers admittedly taking steroids. 53% of college athletes agreed there is a drug problem in college athletics. In fact, the largest number of initial use occurs during the freshman year of college. Even though the NCAA plans year round testing in 1990-91, abuses will still occur.

Sylvester James, an attorney, covered the legal aspects of drug-testing. He indicated that certain 4th Amendment rights (search and seizure) prevent much testing. The soundest foundation for testing, in his opinion, would be those programs based on concerns of health and



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Postscripts on Athletics

welfare of the users. Any detection must involve a due process hearing and punitive actions often wither under close scrutiny of the law.

Dr. Andrew Jacobs shifted emphasis to values. People cheat to be dominant. His definition of winning: "Doing the best you can do" seems to be secondary to a more prevalent, "WIN, WIN, WIN" philosophy. Kids take steroids because they want acceptance, recognition and shortcuts to success. Often usage is justified by the accusation that "everyone is doing it!" Society values winning. Winning or being the best brings financial reward, and the promise of money creates the climate for performance enhancing drugs. Real values include non-materialistic goals as the most important. But today's society does not teach values. The school is often left with the task of teaching moral and ethical behavior - formerly a function of the parents and church. Instant gratification is the quest of many. And this quest does not concern itself with the consequences that will dimly appear at some future time. In other words, students are not vitally concerned about long range negative reactions. Next

week, or even tomorrow may not be as important as today.

Drug testing is expensive. In order to test one student from each varsity basketball team in the United States it would require a minimum of \$4,000,000. That's only if the test were negative. If any tests were positive, the cost per test would double. Obviously, testing is not the answer for high schools. What is the answer? Is there a solution? Almost everyone admits there is a problem. How best can the puzzle be approached?

Roger Svendsen, who has worked for over fifteen years to plan and implement prevention/intervention programs, advocated a planned attack on steroids by first providing complete information to adolescents. Schools must focus on short-term consequences and take special care to screen the presenters. Sometimes a presenter might leave the wrong message with kids "I used steroids. I was a champion, but I had some problems. Now I don't use them anymore. You shouldn't either". Often this message from a presenter imparts to the young listener that the risk of problems is worth the chance for glory and athletic success.

Svendsen urged everyone to stop hinting that everyone is doing it. This subtle attitude allows students to rationalize usage. Rather we must listen and talk with young people (not to them) to help them develop refusal skill. It is important young people know that there are safe alternatives to steroids. These choices may involve more hard work, but do not present the risks.

Dr. Tom Murray, professor of ethics at

the Center of Biomedical Ethics at Case Western Reserve University, stated unequivocally that it is wrong to take performance enhancing drugs. Why? Risks are unreasonable in light of benefits. It is cheating, an unfair advantage. Sports is a way of determining human excellence. Sport exemplifies human excellence. Excellence should be based on ability, determination, and hard work - not synthetic crutches. Self-respect, honesty, fairness are positive attributes that should be a part of the person all of us wants to be. If we take steroids, we are deforming that character because we are obtaining an unfair advantage and risking our physical well-being.

Susan True, one of the exemplary staff members at National Federation, asked everyone to put athletics in perspective. Athletics is an important part in one's life, but only one part. A total person does not let a destructive habit ruin the total self. Each time a person controls a bad habit, that person becomes stronger and better able to eventually conquer larger problems.

Steroids are a problem with consequences sometimes fatal to the user. It is the duty of every responsible adult to coordinate a campaign against their usage. Every youngster should understand how exaggerated athletic performances would be if everyone took steroids. More critically, everyone must be aware of the dangers of using these substances. We do not want to be remembered as the generation who mortgaged our morals and health for a brief victory lap.

State basketball tickets

Advance tickets for the 1989 University Interscholastic League state boys' and girls' basketball tournaments can now be purchased by school administrators, basketball coaches, and officials.

Tickets may be purchased at a reduced price if the order forms mailed to school administrators in late September are returned to the UIL by December 1. Each school's order should not exceed more than eight (8) tickets.

For the boys' state tournament, four tickets for priority seating may be ordered by December 1. Schools wishing to order additional boys' basketball tickets may do so (limit four) on the same order form. Those last four tickets will be filled after the first orders for each school have been

filled. All boys' state tournament tickets ordered after December 1 must be ordered by using the general public sales order form also mailed to school administrators in late September.

Girls' state tournament tickets for the reserved lower seating may be ordered on an unlimited basis prior to December 1. After December 1, please use the general public sales order form.

The girls' state basketball tournament is scheduled for March 1, 2 and 3 while the boys' state tournament is the following weekend, March 8, 9 and 10.

All basketball coaches that have not seen or received a state basketball order form need to check with their local principal or superintendent.

Don't take sportsmanship for granted

EDITOR'S NOTE: The following articles are reprinted from the September, 1989 issue of *The Maine Principal*, the official publication of the Maine Secondary School Principals' Association.

BY RICHARD W. TYLER
MSSPA Director

On the six o'clock news last night, I watched stories about Pete Rose, Jim Bakker, Ben Johnson, and Jim Wright. They are living proof that few lessons in life are as important -- or as difficult to learn -- as how to play by the rules and how to win or lose with dignity and grace. By participating in school competition, young people have the opportunity to experience both success and defeat, both joy and despair. Helping them learn to handle both experiences equally well is the essence of good sportsmanship.

School activities are an important part of the total educational experience in Maine's schools. They provide an opportunity to grow, to realize one's potential, to understand and value the

concept of teamwork, and to build public support for the school. Sadly, they can also provide a showcase for rude and belligerent behavior. How often have you attended a competition where a player was ejected from the game for fighting . . . or a spectator yelled obscenities at officials . . . or the coach was given a technical foul? Good sportsmanship cannot be taken for granted!

Maine principals pass loss of school time resolution

At a joint meeting of the Maine Secondary School Principals' Association Interscholastic and Professional Executive Committees held on June 21, the Joint Executive Committees voted to oppose the loss of school time for MSSPA-sponsored activities. The following resolution was adopted: "Beginning with the 1990-91 school year, all MSSPA-sponsored students activities will be scheduled outside of the regular instructional day."

POSTMASTER: Send change of addresses to The Leaguer
P. O. Box 8028 • UT Station • Austin, TX 78713-8028

Official notices

PORTER HS (Brownsville)

Coach Bud Mounts has been assessed a public reprimand, probation through May, 1990, and suspended from attending or participating in the first two home football games of the 1987-88 season for violations of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

Also, Porter HS has been assessed a public reprimand, probation through May, 1990 and forfeiture of one win in football district standings for the 1987-88 season for violation of off-season practice restrictions.

SOMERSET ISD

Somerset ISD has been issued a public reprimand for the 1989-90 school year for violation of the Athletic Code.

MILLSAP HS

Millsap HS has been issued a public reprimand for violation of the Athletic Code and Millsap Coach H.E. Brown has been issued a public reprimand for violation of the Athletic Code and placed on probation through May 31, 1990.

ROMA HS

Roma HS Coach Robert Naranjo has been issued a public reprimand for violation of the Athletic code and placed on probation through May 31, 1990.

BROWNFIELD HS

Brownfield HS baseball coach Les Schubert has been issued a public reprimand and placed on probation through the 1989-90 school year for violation of the Athletic Code.

MARTIN HS (LAREDO)

Martin HS band director Juan Valenciano, has been suspended from UIL activities through school year 1990-91 for violation of Section 1111 (c), prior knowledge of sightreading music, Section 1101 (a) (4) (A), the Music Code, and Section 560 (a) (3). Assistant band directors Nick Ball and Thomas Aguilar, Laredo ISD, have been suspended from UIL activities through school year 1989-90 for violation of Section 1111 (c) and Section 1101 (a) (4) (A). In addition, the State Executive Committee issued a public reprimand to Martin HS and placed it on probation through the 1989-90 school year in music. Terms of the probation include close supervision and monitoring of UIL music activities by the high school principal.

C & CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following interpretations of the C & CR:

Section 400 (d), the 15-day rule: Section 400 (d) would allow a student to be considered in regular attendance at the participant high school even though the hospitalized student had been transferred to another school's home bound program provided: the student's class work assignments are determined by the home school; the student continues to use textbooks from the home school; the hospitalized student never attends a class held in a regular classroom of the home bound ISD; the student's physician certifies that he may return to the home school and is able to participate; the student's grades are transferred back to the home school with him.

According to Section 440 (b), students who have an option to attend more than one high school within a school district, rather than being assigned to a school according to attendance zones, are eligible at the school they first select. If a student subsequently changes to another school within that school district, he is not eligible for varsity athletic competition until he has been enrolled in and regularly attending that school for at least the previous calendar year.

Section 1014 (c) prohibits a student from entering the Keyboarding Contest more than one time, regardless of how many school years that student is enrolled in first-year typing.

Section 1220 (b) (8), in the boys' baseball plan, should be deleted from page 310 of the 1989-90 Constitution and

Contest Rules. See Section 1209 (h) (2) on page 308 for current restrictions on participating on a non-school baseball team.

CARTER HS (Dallas ISD)

The State Executive Committee issued Dallas Carter HS a public reprimand and probation in boys' football through November 15, 1989 for violation of Section 21 (d), failure to report to the district executive committee a grade change by an administrator.

DEBATE

The following schools and sponsors have been issued a public reprimand for failure to notify the regional and/or state director that a qualifier in debate was not going to compete at the next higher level:

Mineola HS, Kaylin Burleson, Debate Sponsor; Houston Lamar HS (no sponsor delegate); Houston Bellaire HS, David Johnson, Debate Sponsor; Houston Sterling HS, Yvonne Dupree, Debate Sponsor; Shamrock HS, Oleta Mercer, Debate Sponsor; North Dallas HS, Madelyn Hart, Debate Sponsor.

MANSFIELD ISD

The State Executive Committee has suspended John Pamell from working with students in preparation for any UIL activities during the 1989-90 school year, and he has been placed on probation through the 1989-90 school year for violation of practicing on sightreading music.

HAMSHIRE-FANNETT HS

The State Executive Committee has assessed a public reprimand to Coach Claude Tarver, probation through June 30, 1990, and suspended him from attending the first home football game of the 1988-89 season for violation of off-season practice rules.

ANTHONY HS

The District 5-A Executive Committee has assessed Anthony HS a public reprimand and probation through the 1989-90 school year in football for violation of Subchapter M, Section 400 (g) regarding academic eligibility of a student.

MORAN ISD

The State Executive Committee has assessed a public reprimand to Coach Bill Godwin and placed him on probation through the 1989-90 school year for violation of the parent residence rule.

EXCHANGE WAIVERS

Only students participating in programs approved by the Council on Standards for International Educational Travel (CSJET) may apply for a waiver of the parent residence rule. These programs include:

Adventures in Real Communication, Adventures in Real Communication Year Program, AFS Intercultural Programs, Alexander Muss High School in Israel, American Council for International Studies, American Heritage Association, American Institute for Foreign Study Scholarship Program, American Intercultural Student Exchange, American International Youth Student Exchange Program, Amicus International Student Exchange, Amigos de las Americas, Aspect Foundation, ASSE International Student Exchange Programs, AYUSA International, CDS International, Center for Humanistic Interchange,

Children's International Summer Villages, CIEE School Partners Abroad, Cultural Homestay Institute, Educational Foundation for Foreign Study, Educational Resource Development Trust, Experiment in International Living, Foundation for Study in Hawaii & Abroad, Friends in the West, German-American Partnership Program, Inc., Iberoamerican Cultural Exchange Program, Intercambio Internacional de Estudiantes, Intercultural Homestay Services, International Christian Youth Exchange, International Education Forum, International Student Exchange, International Student Exchange of Iowa, International Travel Study, Inc., INTRAX, Japan-American Cultural Exchange, Nacel Cultural Exchange, NASSP School Partnerships International, National Registration Center for Study Abroad, Open Door Student Exchange, Pacific Intercultural Exchange, PEACE USA, People to People High School Student Ambassador Program, Presidential Classroom for Young Americans, Program of International Educational Exchange, Rotary International Youth Exchange Programs, School Year Abroad, Spanish Heritage-Herencia Espanola, University of New Orleans, WEST Programs, World Education Services Foundation, World Experience, Youth Exchange Service, Youth for Understanding International Exchange.

SPELLING CORRECTIONS

Attention Elementary and Jr. High Spellers: Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in Spelling List B. It is important to have the most current Spelling List B (1989 printing). Significant revisions of the old List B have been made.

Grades 3-4:
hurrah: change to hurrah,
hoorah, huray, hooray

Grades 5-6:
kosher: change to kosher,
kasher
route (course): change to route, rout
visitor: change to visitor,
visiter

Grades 7-8:
canape: change to canapé

Attention High School Spellers: The authority for correct spellings is Webster's Third New International Dictionary, Unabridged, copyright 1986.

High School:
bimillennial: change to bimillennial
holocaust: change to holocaust (H)
wonton: change to wonton
whiskbroom: change to whisk broom
whoopla: change to whoopla, hoopla, houp-la
Zeus: change to Zeus (genus of fish)

SEC INTERPRETATION

In order to consider a guardianship under Section 442 (b) and (c), the guardianship must be legal, recorded in its regular order in the office of the District or County Clerk, and of at least one year's standing. If no legal guardianship has been taken out, three years' residence with and support of a contestant establishes guardianship within the meaning of this rule.

MUSIC MEMORY

The Bass Clef Book contains the only official Music Memory List for the 1989-90 school year.

PORT ISABEL ISD

Jacqueline Pederson of Port Isabel High School has been suspended from all UIL activities through November 30, 1989, and placed on probation through October 31, 1990, for incorrectly certifying a student's eligibility for the 1988-89 academic district meet.

Virgil Lee of Port Isabel High School has been suspended from all UIL activities through November 30, 1989, and placed on probation through October 31, 1990, for falsifying records

which resulted in incorrectly certifying a student's eligibility for the 1988-89 academic district meet.

SAN FELIPE-DEL RIO

The State Executive Committee has assessed a public reprimand to Coach Dan Neuse, placed him on probation through the 1989-90 school year, and suspended him from attending the first home football game of the 1988-89 season for violation of off-season practice rules.

SAVOY ISD

Coach Billy Coburn, Savoy High School, has been issued a public reprimand and placed on probation through October 31, 1990, for violation of the Athletic Code.

Also, Savoy High School has been placed on probation in football through October 31, 1992, for violation of the Athletic Code.

PLEASE NOTE

WAIVER REMINDER

Under the 1989-90 Constitution and Contest Rules, a waiver of the residence rule (Sections 440 (b) and 442) is required only for varsity athletic participation. Academic and fine arts participants are not required to meet the residence regulations. This means that foreign exchange students are required to apply for a waiver of residence in varsity athletics only.