

HighSchool

FEBRUARY 10

TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND FINE ARTS ACTIVITIES

National Anthem

Players Show Respect for Country

Fine Arts

Military deployment chosen
2010-11 debate topic

Legal Issues

Concussion legislation
introduced in Congress

Sportsmanship

Washington students
dare not to swear



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS



The Case for High School Activities

BY ROBERT F. KANABY, NFHS EXECUTIVE DIRECTOR, AND ENNIS PROCTOR, NFHS PRESIDENT

About this there should be no doubt – we live in the greatest country in the world. The opportunity for an individual to shoot for the stars, pursue his or her dreams and participate in educational activities is greater in the United States than anywhere else on Earth.

Among those most fortunate are individuals like you who have been called to work with our nation's youth in high school activity programs. No other country in the world, save Canada, has a structure like ours in which athletic and fine arts activities are a part of the educational process and offered within the school setting.

As fortunate as we are in this country, challenges do exist. Currently, our nation is experiencing one of the more severe economic downturns in history, and our schools have certainly been affected by the financial squeeze. Many schools are scrambling to find alternative funding to keep these valuable programs alive. But the encouraging news is that there seems to be a strong and determined resolve on the part of administrators in our nation's schools to do whatever is necessary to ensure that athletic and fine arts activities remain a part of the school experience.

Why? We believe they know the value of these programs. They know the educational benefit of school activities. They know that in terms of preparing our nation's youth for life ahead, the well-rounded experience that student-athletes gain through high school sports far outweighs involvement in out-of-school club sports.

As school leaders face questions from school boards and community leaders about cutting sports or other activity programs, the NFHS has prepared a pamphlet that should be useful as they prepare a line of defense to keep these programs alive.

In the center-spread of this issue of High School Today is a document entitled "The Case for High School Activities." We would encourage you to remove the pamphlet from the magazine and take a few minutes to review this four-page document. You are free to make additional copies of the pamphlet to distribute to others in your school. In addition, more case studies are available on the NFHS Web site at www.nfhs.org.

This vital information must be shared with those individuals in-

involved with budgetary issues in our nation's schools. Unfortunately, "extracurricular" activities often become the scapegoat when budgets need to be sliced. Perhaps the very term "extracurricular" is confusing. The term itself suggests that these programs are "extra," but, of course, nothing could be further from the truth. We prefer the term "cocurricular," which suggests that activity programs stand alongside the academic curriculum, support the academic mission of schools and are inherently educational.


As "The Case for High School Activities" states, there are three major benefits of cocurricular activities: 1) they support the academic mission of schools, 2) they are inherently educational and 3) they foster success in later life. As many case studies over the years have indicated, students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than those students who do not participate in activity programs.

While a student's regular academic coursework is crucial, we believe a student's participation in athletic or fine arts activities is just as important. There are life lessons learned on the court or field that aren't as easily learned in the classroom. Activities provide valuable lessons for many practical situations, such as sportsmanship and teamwork, and students learn self-discipline, build self-confidence and develop skills to handle competitive situations.

This educational component is what is missing when young people participate in out-of-school club programs, and for these reasons and more, we must find ways to continue to make these opportunities available within the school setting.

The cover story in this very issue is a prime example of the values of activity programs in our schools. As you will see on page 16, when faced with the possibility of not having the national anthem sung before its soccer game, Fort Knox High School in Kentucky took matters into its own hands and led the crowd in the singing of The Star Spangled Banner. In the end, high school activities is not about turning out better running backs or having the nation's best debater – it is about creating better citizens and helping our nation's youth lead productive lives during and after high school. ●





Great Shot

On a Different Level

Players from the Seton Catholic High School softball team in Chandler, Arizona, celebrate during the 2009 Arizona Interscholastic Association State Softball Championship.

Photograph provided by Paynter Pics, Arizona Interscholastic Association.

HighSchool

TODAY™ THE VOICE OF EDUCATION-BASED ATHLETIC AND FINE ARTS ACTIVITIES

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We hope you enjoy this publication and welcome your feedback. You may contact Bruce Howard or John Gillis, editors of High School Today, at bhoward@nfhs.org or jgillis@nfhs.org.

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➔ COVER STORY

Kentucky Team Values Country First, Then Soccer: The Fort Knox High School soccer team was determined that “The Star Spangled Banner” would be sung before playing soccer.
– Allison Brown

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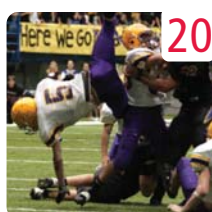
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**Jason Kidd, Alameda St. Joseph
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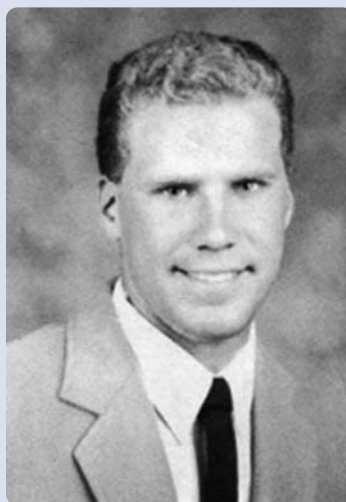
Source: 2009 National High School Sports Record Book. To order, call toll-free 1-800-776-3462, or order online at www.nfhs.com.

Unusual Nicknames



Blooming Prairie (Minnesota)
High School's nickname is the **Awe-some Blossoms**. In the early 1900s, the school acquired the Blossom nickname via Austin, Minnesota's Austin Daily Herald, and it has stuck ever since. Over the years, there have been many petitions to change the mascot, resulting in the redesigned Blossom becoming the Awesome Blossom in the 1960s. Despite the attempts at change, uniqueness of the name has continued to stick in the minds of competitors and the hearts of the students.

IT ALL STARTED HERE



Will Ferrell

BY SEAN JORDAN

➡ Before gaining national fame as a comedy movie star, Will Ferrell held local fame as a comedy star at **Irvine (California) University High School**.

Ferrell, whose given name is John William Ferrell, graduated from University High in 1986 alongside Rage Against the Machine bassist Tim Commerford. While attending high school, Ferrell was the Trojan football team's varsity kicker, although his 6-foot-3 build was more suited for a lineman or linebacker. According to Ferrell, his comedic sense developed from the boredom of his sheltered, suburban youth because "there was a lot to make fun of." A self-described "conscientious class clown," Ferrell founded a reptile club at the high school, in which members would watch movies about reptiles and give themselves reptile names. He also was a regular performer at school assemblies, as he and a friend created comedic characters and acts for students' entertainment.

After graduating from high school, he remained a Trojan throughout college by enrolling at the University of Southern California. After graduating with a degree in sports information, interning with NBC Sports and landing a job on a weekly cable show as a sports broadcaster, Ferrell realized that serious journalism wasn't up his alley.

Looking for a career in comedy, Ferrell joined the improvisational group "The Groundlings" before being signed onto Saturday Night Live (SNL), where he was a cast member from 1995 to 2002. After his SNL career, where he was one of few cast members ever to be nominated for an Emmy Award, he starred in hit movies like "Anchorman," "Old School," "Talladega Nights" and "Blades of Glory." Ferrell most recently starred in "Land of the Lost" and currently is an executive producer of the HBO series "Eastbound and Down." 🔵

Sean Jordan was a summer intern at the NFHS and is a senior at Indianapolis (Indiana) Lawrence Central High School.

The Cost

BASEBALL UMPIRE EQUIPMENT

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Chest Protector \$100

Belt \$20

Pants \$50

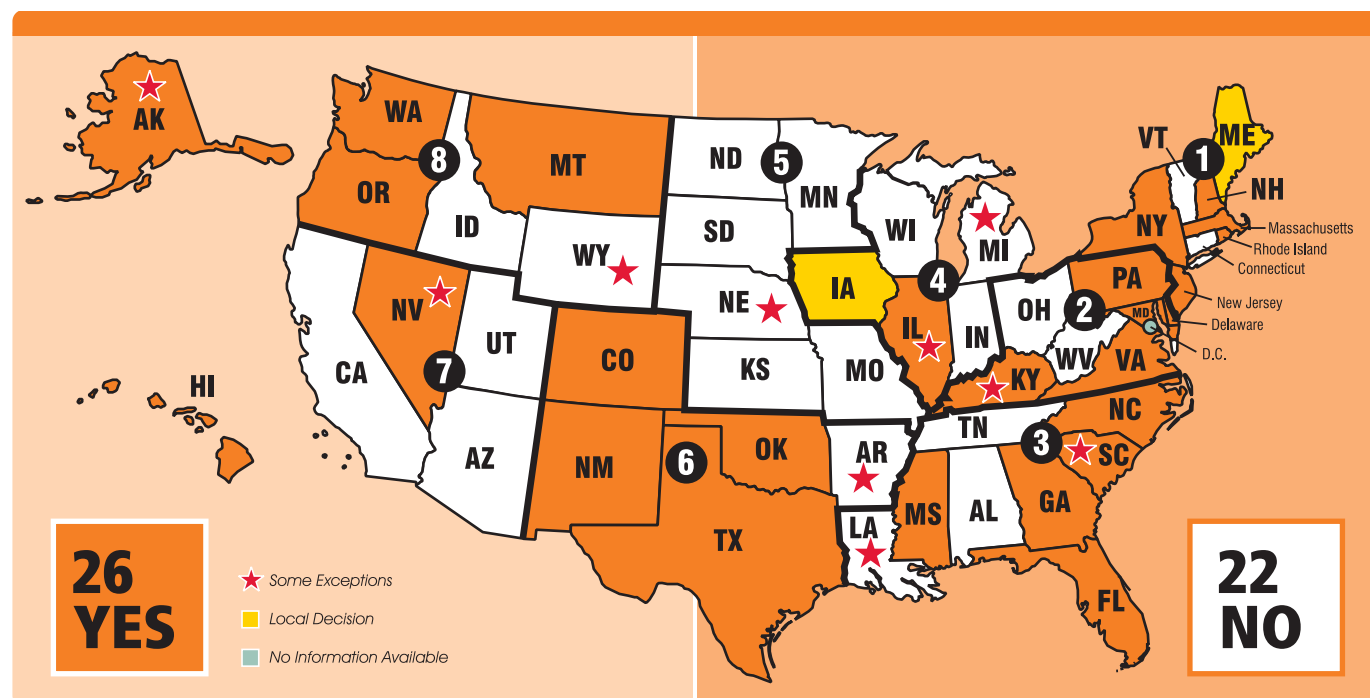
Socks \$5

Total: \$445

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Around the Nation

Question: Does your state association allow participation in a club sport in the same sport that is in season in high school competition?



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Military Deployment is Selected as 2010-11 Debate Topic

On January 8, 2010, ballots from 34 states, the National Catholic Forensic League, the National Debate Coaches Association and the National Forensic League were tabulated at NFHS headquarters to select the 2010-11 national high school debate topic. Military Deployment was selected over China with 64 percent of the votes.

In October, the five topic areas were narrowed to two as part of a two-stage balloting process. Use of the second ballot ensures that a majority of coaches across the nation favor the chosen topic area and resolution.

The following chart summarizes the state-by-state balloting on topic areas. The letters reflect a vote for Military Deployment (M) or China (C).

Choice of problem area and resolution

by Official Referendum Vote:

NCFL – M NDCA – M NFL – M

Unshaded states did not report a vote prior to publication.

National Debate Topic Area Balloting:

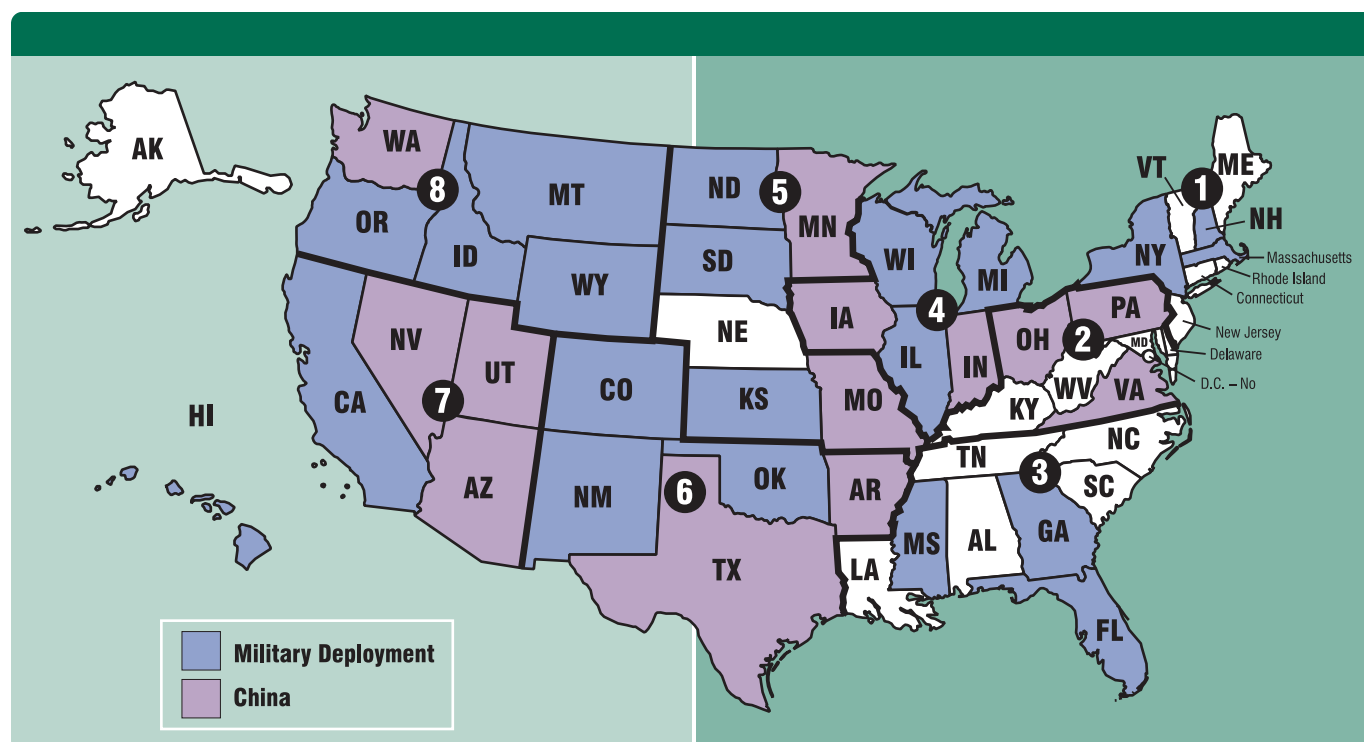
24 MILITARY DEPLOYMENT (M)

Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

13 CHINA (C)

Resolved: The United States federal government should substantially increase its economic engagement with the People's Republic of China on one or more of the following issues: trade, economy, environment. ☉

HOW THEY VOTED FOR 2010-11:



Maryland Soccer Teams Sweep State Titles

BY EMILY NEWELL

Becoming the eighth school in state history to achieve such a feat, the boys and girls soccer teams of **Baltimore (Maryland) Loch Raven High School** both captured Maryland Public Secondary Schools Athletic Association Class 1A state championships this past season.

The girls team defeated the Harford Technical High School Cobras of Bel Air, Maryland, 1-0, November 21. It was the sixth state title for the girls team, but its first since 2003. It was the first state title for the team under head coach Anthony Menegatti, who was an assistant during the 2003 season.



"Expectations were really high this season," Menegatti said.

Sophomore midfielder Kayla Toole, who had just returned from an ankle injury, scored the Raiders' winning goal near the end of the first half.

The Raiders' defense prevailed with the help of senior goalkeeper and captain Danielle DeLisle, holding off the Cobras for the remainder of the game for the win. DeLisle had four saves in the game.

"Everyone was just focused on one game at a time," Menegatti said. "We just tried to go out and play good-style soccer, and that's what we did."

The Loch Raven boys team made an impressive run to the state final where it faced the defending champion Pocomoke Warriors November 21.

The Warriors entered the game with four consecutive state championships under their belt. The Raiders' 3-2 overtime win spoiled Pocomoke's chances at an unprecedented fifth straight state title.

"We had nothing to lose," Loch Raven coach Joe Fielder said. "We've had some really good, deserving teams over the years that came up just short."

Sophomore Jason Kim led the Raiders, scoring two goals, including the game-winner for Loch Raven.

This was the boys first state title since 1997, and its fourth all-time. The team previously reached the state final in 2006 and 2007, losing both games under the leadership of Fielder. It reached the state semifinals in 2008.

Pocomoke took an early 1-0 lead in the first half before the Raiders came back to tie the game early in the second half with a goal from junior Kevin Moyer.

The Raiders held the lead after Kim's first goal with just more than 20 minutes left in the game before the Warriors tied it up with less than 10 minutes to play, taking the game into overtime. Kim's second goal came late in overtime, securing the win for the Raiders.

"I was on cloud nine for a few weeks," Fielder said. "This team exceeded everyone's expectations."

And despite the success of previous Loch Raven soccer teams, winning the girls and boys titles in back-to-back games was a rarely matched feat for the Raiders teams.

"It was one of the best days for Loch Raven High School," Menegatti said. "We've won state championships in soccer before. We've had lots of great memories, but having both teams win back to back – you can't beat that." ●

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in digital illustration.

Illinois wide receiver sets national record

BY ALLISON BROWN



Senior wide receiver **Mark McDonagh** of **Riverside-Brookfield (Illinois) High School** can catch a football. And then some.

During his senior season this fall, McDonagh proved he has good hands when he collected 165 receptions in 10 games, setting the na-

tional record for most receptions in one season.

The previous record, set by Brian Langford of Little Rock (Arizona) Pulaski Academy in 2006, was 138, according to the 2009 National High School Sports Record Book.

Head varsity football coach Otto Zeman credited McDonagh's record-setting season to his work ethic.

"He works real hard and gets the most out of his abilities," Zeman said of McDonagh, whose longest reception was 35 yards. "He has good hands and is very disciplined."

Although Zeman knew McDonagh was a dedicated player, he was still surprised that McDonagh was able to set a national record.

"I knew he'd have a good season, but that's a lot of receptions," Zeman said with a laugh. "He did a phenomenal job."

Zeman, who also is Riverside-Brookfield's athletic director, said McDonagh is not only a hard worker, but also a leader for his team, which finished the season with a 6-4 record. As a team captain, he sets an example for his teammates.

"The biggest thing is the underclassmen look at his work ethic," Zeman said. "He always gives his best effort whether we are doing a three-mile run or in the weight room." ●

Allison Brown was a fall intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, double-majoring in journalism (news editorial) and English Literature.



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Learning From the Negative: A Positive Perspective on High School Athletics

BY ED HOCKENBURY

“Positive.” It’s a word I hear constantly in high school sports.

Everyone wants student-athletes to have a positive experience. Parents expect coaches to be positive with their kids. The athletes themselves want positive feedback and, of course, positive results. There are organizations such as the “Positive Coaching Alliance” trying to aid in the process of making everything positive for everyone all the time.

Positive is a fine word, and the objective of making sports a positive experience is certainly appropriate. But, I think some of the true value in sports has been lost in the unrealistic expectation that every day of every season will be positive. The fact is sports provide such an important and lasting learning experience in part because they are not always positive. Losses hurt, bad calls are part of the game, not getting playing time is frustrating, and resolving conflict within a team or with a coach can be extremely challenging. But for high school students, dealing with such adversity is far more valuable in the long run than wins and trophies.

Our best coaches are not, nor should they be expected to be, positive at all times. Good coaches offer positive feedback, and they are taught the importance of coaching kids with that term as the cornerstone of a sound coaching philosophy. However, good coaches also understand they can ultimately help kids by balancing praise with constructive criticism, by challenging them to be their best, by making them earn their praise and even at times chastising them.

I played high school sports in Vermont for two of the finest coaches ever to roam the sidelines in our state. Dan Shepardson (soccer) and Frank Pecora (baseball) helped make me the person I

am today, and it did not happen only by winning games and telling me how wonderful I was. Their styles were different, but they were both demanding. They were supportive, they cared about me, but I knew that if I made mistake it would be pointed out, and not usually in a “positive” way. Ultimately – it helped to toughen me up and maybe even make fewer mistakes!

We are taught that sports help prepare kids for life. Well, life is tough. Should it not then be expected that coaches help kids learn by being tough on them? The ability to not get flustered by an angry parent is partly due to being criticized personally. While some

of my most memorable and enjoyable experiences were great games or dramatic wins, some of my most important experiences were tough losses. The times my coaches praised me felt great, but the times they criticized me made me work that much harder to earn their praise.

The irony is that perhaps the most negative aspect of the high school sports experience on a regular basis today is the criticism directed at coaches (or more often behind their backs) by the very people who expect them to be so positive

with their kids. In the past, the philosophy was, “Keep your mouth shut and do what your coach says.” Parents directed their sons or daughters to worry about their own mistakes and weaknesses rather than criticize the coach.

At times today, high school coaches are in a position where they coach student-athletes who go home after games and practices and are either reinforced, or even told, that their coach is bad, their coach cost them the game, their coach was not fair, etc. This is certainly not true of all kids and parents, but it seems the num-

“Everyone involved needs to accept that while high school sports should ultimately be fun, the fact remains that on every team in every season there will be times when things do not go the way we want.”



ber is increasing, and rather than helping kids develop character and accountability, parents contribute to a culture of finger-pointing and excuses.

The overwhelming majority of coaches are positive and encouraging. They are taught about the “criticism sandwich” – surround your correction or criticism with words of praise or encouragement. This is a great idea, and I witness it constantly in games and practices. There are also times when a player must be disciplined, or when an underachieving team or individual should be reprimanded.

In fact, there are many high school coaches who may be too nice. Some coach in fear that if they are critical, they will be hauled into a meeting with a parent. Some hold back on corrections or criticism for fear of upsetting an overly sensitive athlete. Some

coaches – concerned with providing enough positive feedback – offer false or hollow praise. Ultimately, the best coaches are honest – both when they praise and when they give constructive criticism. And the best athletes are the ones who get better by learning from the criticism and truly earning the praise.

Certainly, this is not a call for negative coaching. However, everyone involved needs to accept that while high school sports should ultimately be fun, the fact remains that on every team in every season there will be times when things do not go the way we want. It’s called adversity, and it’s a good thing. Dealing with it appropriately can help develop resiliency, mental toughness and character. Learning from the negative is, in fact, positive. ☉

Ed Hockenbury is athletic director at Essex High School in Essex Junction, Vermont.

From Postgame Rituals to Pep Songs, High School Traditions Stand the Test of Time

BY ALLISON BROWN

Traditions are a defining aspect of the high school experience. Freshman eagerly – and sometimes awkwardly – learn them, seniors knowingly teach them and alumni look back on them fondly.

Traditions, whether they originate in athletics, fine arts or some other activity, serve a variety of purposes. They are inspiring, unifying and heart-warming. Some traditions are amusing; some are downright strange.

As in the case of Rye (New York) High School, many traditions have been passed down from senior to freshman for decades. The Rye football team has one such tradition, and it involves jumping into a nearby brook upon the defeat of local rival Harrison High School.

The tradition is an old one. Rye head coach Dino Garr is an alumna of the school, and the tradition was around when he was a running back for the Garnets. Garr estimated that the tradition began when Rye first won against Harrison during the late 1930s and early 1940s.

He himself never jumped into the brook as a player because his team never beat the Harrison Huskies.

"I always wanted to do it, and it's something I missed," said Garr, who has been head coach for Rye for 27 years.

Recently, Rye has had its chance to take a dip as the school has defeated Harrison for the past seven years.

Rye Athletic Director Rob Castagna said the prospect of the postgame ritual gets the team "revved up."

"Before the games, they say their 'brook-bound,'" he said.

Although Garr never had a chance to jump in the brook, which is about 10 yards away from the football field in the center of Rye's campus, he has taken part in the tradition as a coach.

"The players expect the coaches to jump in, too, so the coaches get pretty doused," Garr said with a laugh.

Castagna said the tradition is very well known throughout the community, and the 80-year-old rivalry between the two schools, which Garr said is one of the biggest in the state of New York, attracts huge crowds. According to Garr, the games usually draw anywhere from 3,000 to 10,000 fans. And when Rye wins, the fans know what's coming.

Hundreds of people gather to watch as the players and coaches jump into the shoulder-deep brook.

"Cheerleaders get thrown in and alumni are jumping in with you," Garr said. "It's really terrific for the whole community."



Photo provided by Rob Castagna, Rye High School, New York.



Garr said the tradition doesn't stop for away games either.

"When we get off the bus, we find all of our fans waiting for us to jump in the brook," he said.

It is clear that the tradition is important to Rye coaches, players and fans alike. Garr said seniors look forward to beating the Harrison Huskies, and freshmen first learn of the tradition when they are toddlers.

"It's what high school football is all about because that's what kids remember is being a part of that camaraderie and common bond," Garr said. "It's memories you have for a lifetime."

Not all traditions originate in the locker room or on the playing field. For example, at Whitinsville (Massachusetts) Northbridge High School, one of the school's long-standing traditions belongs to the band.

Every Friday, Northbridge's band plays the school fight song, "Happy Friday." This spirited custom has been ongoing for at least the past 25 years, but there is a rather odd addition to the tradition: after performing "Happy Friday," the students sing the Beefaroni theme song.

Music director Jimmy Verdone, who is in his first year at Northbridge, has no idea why the students sing the Beefaroni song, but he presumes that that part of the ritual began around the time the song became popular.

The students even gave the band director a can of Beefaroni to keep on his desk. Verdone said when he began at Northbridge, he insisted on a new can of Beefaroni as the current one was 10 to 15 years old.

Senior Julia Switzer said each year the upperclassmen teach the incoming freshmen the words to the songs.

"They are embarrassed at first, but by the end of the year, they are just as geeky as we are about it because we all love it so much," she said.

"When I first got here, I thought these kids were crazy, but they love it and I'm all for tradition," Verdone said.

Verdone decided to add a little twist of his own to the long-standing

Friday tradition.

In the past, band students played "Happy Friday" in the band room, and occasionally administrators would stop by to clap along. But Verdone said he thought it was time the band was seen by the whole school.

One day, he told his students they were going to go to the administrators instead of having the administrators come to them. So all 24 band members went down the foyer and began to play the school fight song.

"They started playing and everyone came pouring out of rooms," Verdone recalled. "The principal came running out and clapping his hands."

"I thought I was either going to get a promotion or get fired. But the principal took me aside and said that needs to happen every Friday."

And so, a new tradition formed from the roots of the old. Every Friday, the band students celebrate the arrival of the weekend by playing "Happy Friday" and singing about Beefaroni in the hallways.

"It's a great thing that the kids look forward to and sends everyone off in a good mood every Friday," Verdone said. "It gets the students excited about the weekend."

To Switzer, who plays the clarinet, the tradition is an essential part of the week.

"We have to do it every Friday or the week is not complete," she said. "Everyone knows it."

The Northbridge faculty loves the Friday ritual as well. Verdone said that on a recent Friday, Principal Michael Gauthier was in a meeting with several school visitors. "He stopped the meeting and said, 'Come with me,'" Verdone said. "Then he took them out to watch us."

The tradition, with the help of Verdone, has improved school spirit at Northbridge, a relatively small school of about 620 students.

"I've made it a Northbridge law that when you hear the fight song, you have to stand and clap along," he said.

School spirit doesn't die down after graduation either. Verdone said returning alumni always remember how everything goes when they stop by to visit.

"It sticks with students when they leave," he said.

Rye football head coach Dino Garr summed up his thoughts on tradition well when he said, "People graduate and people come and go, but tradition never graduates." ●

If you have a special tradition at your school, we would like to hear from you. Information on your school tradition should be sent to Bruce Howard at bhoward@nfhs.org.

Allison Brown was a fall intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, double-majoring in journalism (news editorial) and English Literature



COVER STORY

Kentucky Team Values Country First, Then Soccer

BY ALLISON BROWN

The boys soccer team from Fort Knox (Kentucky) High School might not be great singers, but that didn't stop them from leading a crowd of people in a spontaneous version of "The Star Spangled Banner."

The players certainly weren't slotted to give a musical performance before their game against district rival Radcliff (Kentucky) North Hardin High School last fall, but when the opportunity arose, they stepped up.

Both teams had warmed up and the announcer introduced the players and coaches from both sides, but when it was time for the national anthem to be played, something went wrong. The public-

head coach Jose Huerta for direction. Then, they looked at each other as if to say, "This isn't going to happen this way."

Huerta said he wasn't sure which of his players first began to sing, but suddenly the whole team spontaneously began singing the national anthem. The other players and referees stopped in their tracks, and everyone in the audience got to their feet and saluted the flag.

"Everyone caught on by the third or fourth word," Huerta recalled. "It was a brief minute-and-a-half and then we were off. We took to the field and played a decent game."

Huerta spoke matter-of-factly about the incident because he



"It shows appreciation for our flag, country and military. When it doesn't happen, it doesn't feel right."

address announcer explained to those in attendance over the loudspeaker that he had misplaced the CD for the national anthem, and since he was not going to sing it himself, it would have to be skipped.

The North Hardin players jogged onto the field and the referees headed toward their positions. But the players from Fort Knox — a school of 440 students who live on the Fort Knox Army Post — didn't move from their line. They looked over their shoulders at

said he wasn't at all surprised by his players' actions, most of whom are the sons of military members. Huerta said he was more surprised that the national anthem wasn't played at all, especially at a school so close to a U.S. Army base.

"It's out of respect that we still sing the national anthem before every sporting event, and I think it's something the kids have grown accustomed to and really appreciate," Huerta said. "It shows appreciation for our flag, country and military. When it does



not happen, it doesn't feel right."

Huerta said the fact that most of these students are from military families certainly influenced their insistence on singing the national anthem before the game.

"It showed they were proud to be a part of America's military family," he said. "They have a great reverence and respect for the military in the world today. Their pride was very evident through [their actions]."

Although Huerta was not surprised by his players' behavior, it resonated with those who witnessed it.

"That was what was talked about and remembered by those who were there that day more than the score of the game," he said.

Col. Rick Schwartz, whose son Andrew is a midfielder on the team, was in attendance at the game. Schwartz, who is Fort Knox garrison commander, acknowledged that the singing might not have been top quality when he wrote in a guest column for local paper *The News Enterprise*, "It was the worst rendition of the na-

tional anthem I've ever heard. Yet ... it was perfect."

Athletic director Jackie Prather said that in the staff lounge and hallways of Fort Knox, many discussions could be heard between teachers about how proud they were of the soccer team. The players received accolades from the community as well. Prather said there was an article about what the boys had done in the local paper. The local American Legion chapter also presented each player with a certificate of recognition and presented the school with a plaque.

Prather said she thinks the team has sent a message to other Fort Knox students and community members emphasizing the importance of national pride.

"I was proud of our kids," Prather said. "Their military background took precedence over the game that night." ◎

Allison Brown was a fall intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, double-majoring in journalism (news editorial) and English Literature.

2009 T-Mobile Invitational Tournament Big Success

BY JOHN GILLIS

Southern hospitality was served in bountiful helpings as charming and historical Birmingham, Alabama was the site of the 2009 T-Mobile Invitational basketball tournament.

On December 29-30, four boys teams and four girls teams from all corners of the nation converged on the beautiful Pete Hanna Center on the campus of Samford University for two days of scintillating basketball action.

In first-round girls games, Stockton (California) St. Mary's defeated Pittsburgh (Pennsylvania) Mt. Lebanon, 61-52, and Hoover (Alabama) doubled up Nashville (Tennessee) Hillsboro, 64-32.

In boys first-round action, Houston (Texas) Yates topped Covington (Washington) Kentwood, 82-62, and Huntsville (Alabama) Butler defeated Winter Park (Florida), 60-58.

The following day, Mt. Lebanon caused 43 Hillsboro turnovers in a 78-39 victory that gave the Blue Devils third place on the girls' side. Winter Park, led by junior Austin Rivers' 26 points, outscored Kentwood, 72-52, to take boys third-place honors.

St. Mary's rallied from an early 9-0 deficit and broke a 38-38 tie at the end of three quarters to edge Hoover, 50-44, and to capture the girls championship. Chelsea Gray of St. Mary's led all scorers with 15 points and Ali Gibson added 13 for St. Mary's, while Tyrese Tanner and Meghan Dunn led Hoover with 13 each.

In the boys final, Yates rolled to a 108-77 victory over Butler to claim the title. After a 17-17 first quarter tie, Yates outscored Butler, 41-21, in the second stanza en route to the victory. Yates' Joseph Young scored a T-Mobile Invitational-record 43 points (including six three-pointers, also a tournament record), while 6-2 senior guard Elton Roy added 21. Five Butler players scored in double figures, led by Ryan Ervin's 21.

"Mt. Lebanon is a very disciplined team and they play well together," St. Mary's' Chelsea Gray said. "It felt like they poured it all out on the court. However, we also left everything on the court that game. We played really well together, and our intensity on the defensive end was very good.

"This had to be one of the best tournaments I've ever had the opportunity to play in," Yates' Joseph Young said. "Kentwood is



a very respectful team. When they would foul us hard, they would help us get up and tell us 'good job,' so I really respect them for coming out and playing their game. It was a great game from beginning to end and they never gave up – they played their hearts out just like we did.

As in years past, the T-Mobile Invitational offered activities galore for all of the participants.

On Sunday, December 27, the teams and coaches visited the Birmingham Civil Rights Institute, where they viewed numerous displays that outlined the chronology and events of the African-American Civil Rights Movement. Without question, it made a profound impression on all who experienced it.

"When I returned home, the first person I told about this was my grandmother," Butler's Trevor Lacey said. "I knew it would thrill her to know that I visited the Birmingham Civil Rights Institute and learned about the past. I feel grateful and fortunate to live in a society where racism is not as much of an issue and we now have an African-American president. I would like to really thank the National Federation of State High School Associations for providing this life-changing experience to my teammates and me."

"I really enjoyed the Civil Rights Institute," Hillsboro's Isabelle Harrison said. "It took you back to a very hard time in history by creating or using real-life props. I would hope to take my own kids

to it someday."

The next day, the players, coaches and tournament administrators all rolled up their sleeves as they worked at the A.G. Gaston Boys and Girls Club as part of the T-Mobile Huddle Up program, painting murals and building choir risers, among many other improvements.

"The Huddle Up activity was a great experience helping out the kids and the community," Winter Park's Austin Rivers said. "My favorite part of it was getting to meet the players and seeing how they view basketball. When I got home, I told my friends about how we were able to help the Birmingham community through this event. It was a great experience that should be continued in the future."

"I thought the Huddle Up project was a wonderful experience and one of the best parts of the tournament," Hoover's Tyrese Tanner said. "Meeting new people from the Boys and Girls Club and getting to know the other teams there was great. I love doing community service and the fact that we were all doing it together made it even more fun."

After the final boys game on December 30, the teams and coaches moved to The Club for the Awards Banquet. In addition to being treated to an entertaining highlight video and all eight teams being recognized for their accomplishments on the court, Kentwood and Mt. Lebanon were conferred the boys and girls T-Mobile Huddle Up Sportsmanship Awards, respectively.

As in past years, reaction to the tournament was very favorable from everyone involved with it, as evidenced by comments from Kentwood coach Michael Angelidis and Mt. Lebanon coach Dori Oldaker.

"This is one of the best tournaments I have been part of in my almost 35 years of coaching and playing basketball both in the U.S. and in Europe, and is by far the best tournament Kentwood has been part of," Angelidis said. "When we got back home, our players told family and friends what a great time they had and that quickly spread throughout the community."

"The T-Mobile Invitational was a first-rate tournament – everyone was treated like royalty," Oldaker said. "Everything ran incredibly smooth and every last detail was taken care of by the staff. If this isn't the best tournament in the country, then it's definitely one of the very best."

"Our players and coaching staff cannot stop talking about the fantastic time we had at the T-Mobile Invitational – everything from



the Birmingham Civil Rights Institute to the Huddle Up project to the unbelievable banquet the final night. And, oh yeah – we played some great competition too. The national exposure was incredible. Our family and friends enjoyed watching us on the CBS College Sports Network and I have told everyone who will listen that was a perfect trip for our team."

Similarly, tournament administration felt the 2009 T-Mobile Invitational was a highly successful venture on all fronts.

"These student-athletes provided some unforgettable basketball during the two days of competition," T-Mobile's Mike Belcher said. "T-Mobile provided them unforgettable memories of developing closer relationships with their teammates and developing new relationships with other teams as well as with the wonderful people of Alabama."

"From all standpoints, we were extremely pleased with the 2009 T-Mobile Invitational basketball tournament," NFHS Executive Director Bob Kanaby said. "With an expanded set of activities for the participants and outstanding high school basketball, the 2009 T-Mobile Invitational would unquestionably be regarded a resounding success. Among those activities was the trip to the Birmingham Civil Rights Institute, which was a once-in-a-lifetime experience for the young people who participated."

"However, the true success of the tournament was in the opportunity for the participants to intermingle with their peers from around the nation, to give back to the community through the Huddle Up project, and to sample a part of the country completely unlike their own. In this tournament, there were no losers – every individual who participated was a winner."

"We would like to sincerely thank everyone involved with the tournament, including T-Mobile, Samford University, the CBS television network, and the Alabama High School Athletic Association under the leadership of Executive Director Steve Savarese. It was a true team effort from all of the individuals who worked together to make this tournament a successful and memorable one." ◎

For an expanded article on the T-Mobile Invitational, visit the NFHS Web site at www.nfhs.org and click on the High School Today link off the home page.

John Gillis is an assistant director of the National Federation of State High School Associations and co-editor of High School Today.

Concussion Legislation Introduced in Congress

BY LEE GREEN

The Legislation

On December 17, 2009, overshadowed by the media coverage of the health care debate taking place in Congress, a press conference was held inside the U.S. Capitol building to promote legislation addressing a specific health care issue – the assessment techniques, treatment methods, and return-to-action protocols for athletes who sustain concussions. The legislation, titled *The Concussion Treatment and Care Tools Act (ConTACT)*, would establish federal standards for recognizing and treating athletes with concussions and would mandate the development of guidelines for allowing athletes to return to the arena of play.

The Senate version of the bill, S. 2840, was introduced on December 4, 2009 by Sen. Robert Menendez (D-NJ). The legislation would amend Title III of the Public Health Service Act to provide for the establishment and implementation of concussion management guidelines with respect to school-aged children. Its House counterpart, H.R. 1347, was introduced for the same purposes on March 5, 2009 by Rep. William Pascrell (D-NJ).

If enacted, *ConTACT* would direct the Secretary of Health and Human Services to: (1) establish concussion management guidelines that address the prevention, identification, treatment and management of concussions in school-aged children, including standards for allowing student-athletes to return to play after a concussion; and (2) convene a conference of medical, athletic and educational stakeholders to establish such guidelines.

ConTACT would also authorize the Secretary of Health and Human Services to make grants to states for: (1) adopting, disseminating and ensuring the implementation by schools of the guidelines; and (2) funding implementation by schools of computerized, preseason baseline testing and post-injury neuropsychological testing for student-athletes.

Congressional Hearings & Findings

During October 2009, the House Judiciary Committee held hearings on traumatic brain injury (TBI) in sports. Although the hearings were prompted by a series of high profile concussions suf-

fered by NFL players and testimony was solicited primarily from league stakeholders – NFL Commissioner Roger Goodell, NFL Players Association Executive Director DeMaurice Smith, NFL team executives NFL team physicians, and NFL players – several lawmakers addressed the issue of TBI in high school and youth sports.

“We need an expeditious and independent review of all the data,” said Rep. John Conyers (D-MI). “I say this not simply because of the impact of these injuries on the 2,000 current players and more than 10,000 retirees associated with the NFL and their families. I say it because of the effect on the millions of players at the college, high school and youth levels.”

During questioning by committee members, Goodell defended the NFL’s policies on concussions regarding evaluation, treatment and return-to-action protocol (RTP) and he would not acknowledge a connection between head injuries sustained by NFL players and brain diseases suffered by those players later in life. Within weeks after the hearings, the league reversed its denial of any association between concussions and long-term health effects on players and issued new TBI-management guidelines mandating the use of baseline and post-injury cognitive testing and requiring independent neurologists to review concussed players as part of the RTP.

Data was submitted to the committee that included analysis of concussions in high school sports. A study from the Center for Injury Research and Policy at Nationwide Children’s Hospital in Columbus, Ohio, revealed that during the 2005-06 school year, an estimated 55,000 concussions were sustained by high school football players, 20,929 by boys soccer players, and 29,167 by girls soccer players across the nation. The study concluded that across the nine sports included in the research for the year studied, an estimated 135,000 concussions were sustained by high school student-athletes. Further, research in 2005-08 indicated that up to 40.5 percent of concussed high school student-athletes are allowed to return to action prematurely, thereby setting up the possibility of a catastrophic TBI known as “second impact syndrome” – an event that occurs when an individual suffers a concussion while symptomatic and healing from a previous concussion. The study

also revealed that 16 percent of high school football players who suffered a loss of consciousness from contact during a practice or a game reported that they returned to play the same day.

Statistics submitted to the committee from the U.S. Centers for Disease Control and Prevention (CDC) showed that concussions account for almost one of every 10 sports injuries to high school student-athletes and that sports are second only to motor vehicle accidents as the leading cause of TBIs among the high school age demographic.

The *ConTACT* legislation includes a set of findings that summarize all of the data introduced at the hearings and additional research compiled by the sponsors of the House and Senate versions of the bills. The full text of the bills, including findings, may be accessed at www.thomas.gov, Congress' official Web site for tracking the movement of bills through the legislative process.

Legal Standards & Court Cases

In the limited number of court cases that have been litigated to-date involving the liability of school districts for TBIs suffered by student-athletes, courts have imposed a duty on districts and athletics personnel to exercise reasonable care in the development and implementation of concussion management strategies.

A typical case is *Pinson v. State*, a 1995 Tennessee Court of Appeals decision addressing the question as to the precise standard of care owed to a student-athlete related to a concussion. Pinson, a football player, suffered a blow to the head during practice, collapsed unconscious, and was taken to a hospital where he was held overnight for observation. Pursuant to the attending physician's instructions, Pinson was held out of practice and competition for a week, but following reinstatement he practiced and played in games for three weeks during which he complained to teammates and the team's athletic trainer of headaches, nausea, dizziness and blurred vision. Neither the teammates nor the trainer reported any of his symptoms to coaches, the team physician, or the original attending physician. One month after the initial TBI, Pinson collapsed on the sideline during practice and underwent emergency, life-saving brain surgery for an acute subdural hematoma caused by his continuing participation after the initial head injury. He remained in a coma for several weeks and suffered permanent brain damage that will require 24/7 care for the remainder of his life. The court ruled that the school and its athletics personnel were liable for failing to have a concussion management policy in place for injured players and for the athletic trainer's failure to report Pinson's symptoms of secondary impact syndrome to coaches or the team physician.

More recently, in *Plevretes v. LaSalle University*, the family of a college football player who suffered permanent brain damage from a second impact syndrome concussion sued the university for its

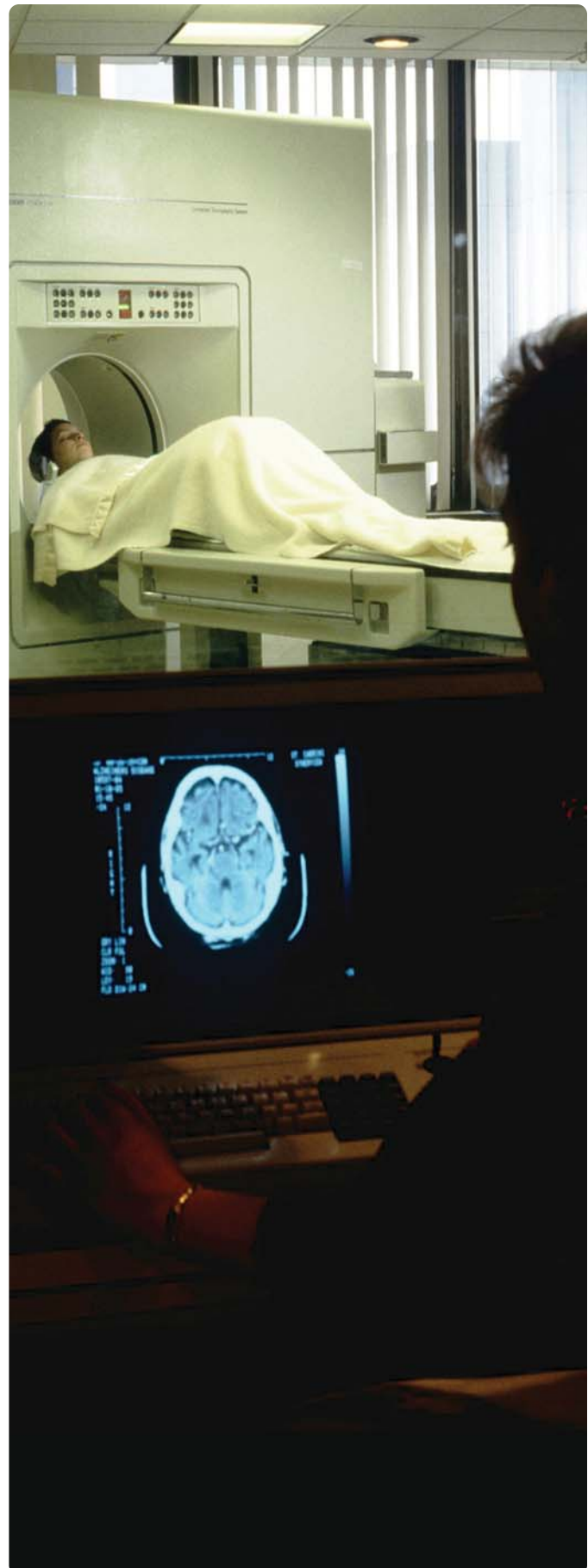




Photo provided by Paynter Pics, Arizona Interscholastic Association.

lack of an effective concussion management policy. The case was settled on November 30, 2009 for \$7.5 million. And in *Dougherty v. Montclair (NJ) High School*, a case filed in September 2009 that has yet to go to trial, the core allegation is that after suffering a concussion, a high school football player failed an IMPACT test, a computer-based assessment to determine whether someone has fully recovered from a concussion. The player was nevertheless cleared to play and then suffered a fatal blow to his head during his first game back.

States have begun to pass statutes that legislatively establish the duty of care owed to student-athletes. In May 2009, the Washington Legislature enacted the *Zachery Lystedt Law* mandating that all athletes under the age of 18 who are suspected of having a concussion to get written consent from a licensed medical provider trained in evaluating concussions before returning to action. Lystedt suffered a concussion playing in a junior high football game and was allowed by his coaches to return to the game without any medical evaluation. He sustained several more hits, collapsed on

the field, and was rushed to a hospital where he underwent emergency life-saving brain surgery. He was in a coma for several months and is now partially paralyzed, dependent on a wheelchair and requires 24/7 care. In September 2009, his family settled its personal injury lawsuit against the Tahoma (WA) School District for \$14.6 million, the estimated cost of Zachery's lifetime medical care.

The federal *ConTACT* legislation is important because, if enacted, it could lead to the creation of uniform, national standards of practice regarding evaluation, treatment, and RTP upon which districts could rely in attempting to create and implement concussion management policies that will both improve safety for student-athletes and minimize the legal exposure of schools and athletic personnel. ☉

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He may be contacted at Lee.Green@BakerU.Edu.

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Showing the Way – Leadership, Education and Service

Unselfish Players Best Teammates, Says New Jersey's Bob Hurley

BY AARON HOMMELL

Editor's Note: *This interview with Bob Hurley, legendary basketball coach at St. Anthony High School in Jersey City, New Jersey, was conducted by Aaron Hommell, a fall 2009 intern in the NFHS Publications/Communications Department.*



Bob Hurley is the basketball coach at St. Anthony High School in Jersey City, New Jersey, and according to the National High School Sports Record Book published by the NFHS, he is the only basketball coach in history to win 90 percent of his games. His 957-106 record (90.02 percent) is astounding, but pales in comparison to the fact that in 36 years, his teams have won 23

state championships in the New Jersey State Interscholastic Athletic Association (NJSIAA) Group B non-public division. His teams also have won 10 NJSIAA Tournament of Champions, which pits public school champions against non-public school champions. His teams have recorded five undefeated seasons in four different decades, and St. Anthony holds the national record of nine consecutive state championships from 1983 to 1991. Hurley was inducted into the National High School Hall of Fame last year, and he also received the Naismith High School Coach of the Year Award.

Q. How do you view activity participation as it pertains to personal growth and educational growth?

Hurley: Being involved is so important because it teaches so many lessons. Kids learn the value of being on time, having the ability to balance practice with the school load, leadership, determination, overcoming adversity and how to be a good person. Being a good teammate typifies what it is to be a good person. I see activity participation as what makes someone a better person

in the future as it parallels with so many issues that a person will have later in life.

Q. If a good person is a good teammate, what makes a good teammate?

Hurley: Unselfishness. When people are unselfish, they allow themselves to be coachable. This makes them better players and allows for those around them to be better players, because an unselfish person will mentor others. Whether in school or on the floor, mentoring the younger players is something that is big at St. Anthony. Our younger kids learn to be better leaders because our older guys have been instilled with the same lessons that they teach the younger players. Maybe it means you are a defensive stopper or you set better screens. It means you take pride in everything you do as a player.

Q. Your success is unparalleled in New Jersey as well as the nation. What makes a high school team successful?

Hurley: To have success, you have to have good assistants. Actually, what I mean is that you have to build through your program. To do this, assistant coaches are important because they are the ones who are the first group of people to teach players the real fundamentals. I am not just saying the fundamentals of basketball either. It's the fundamentals of being that good person I talked about earlier. It's those that make players great. Coaches don't see the same things that the average person sees. We see potential in the players we have as players and students. If they take pride in all that they do, they will be a good player and an even better student.

Q. Knowing you have coached two of your sons at St. Anthony and that one of those sons, Dan, coaches at another school close by, will we see a matchup anytime soon?

Hurley: (Laughs) Well, no. I think my wife has outlawed that. She says that there must be 20,000 high schools in America. If I play all 19,999, I can play Dan and his boys. We already have a rivalry going in Monopoly at home. I'm not sure that my wife could

take an actual game. I watch Dan coach and he comes to a lot of our games as well. It gives both of us a chance to see each other coach and get pointers.

Q. Do you think your son became involved in high school activities because of your influence?

Hurley: Well, he grew up in a basketball family. Every weekend we would go to the gym. From Thanksgiving time through St. Patrick's Day, there would be a sense of excitement in the air. Dan and my other son, Bobby, looked forward to it. Working with high school kids is a new adventure every day. Love of playing and that sense of adventure is probably what led Dan to coach. He loves the game so much, he wants to share those feelings with as many as he can. I know that is why I coach. Being able to help people succeed in life and in basketball is terrific.

Q. Up until a few years ago, your teams practiced in a bingo hall. How did that affect the psyche of your teams?

Hurley: Well, it was the White Eagle Hall, and it was great. In order to play we had to take down the tables and clean the area. Lots of cleaning would take place in order to just have the opportunity to play in there. It was a source of pride in my team. There

were quite a few obstacles that we no longer have in a practice facility that, from a coaching perspective, served as pluses and not minuses. Because the place was so narrow, we played the walls like hockey. They were inbounds.

Q. Playing in a converted bingo hall sounds like fun, but how did you find so much success there? Was your lucky number called?

Hurley: You had to work hard just to get the opportunity to practice. Kids were tougher then. Now, my players practice in a local recreation facility that is a block from our school which doesn't have a gym. The kids now are spoiled a little bit and sometimes I have to remind them of this. If the White Eagle Hall wasn't a condemned building, I think I would walk them in there and show them the old radiators that held down one of the baskets and the overhang on one end that did not allow players to shoot from the corners. I think that is something that inspired pride and dedication in my players that carried over into their schoolwork as well as their lives. That typifies the way high school kids should be. It was a terrific place to grow up. It was a terrific place to coach. ☉

Aaron Hommel was a fall intern in the NFHS Publications/Communications Department. He is a junior at Franklin (Indiana) College, majoring in journalism.



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Bremerton Students Dare Not to Swear

BY AARON HOMMELL



In the state of Washington, offensive language is being tackled like a running back as the “Dare Not to Swear” campaign is in full swing.

The idea came from Bremerton (Washington) High School fashion marketing teacher Madonna Hanna. Hanna and her Advanced Fashion Marketing class came up with the idea by surveying students, educators and parents with the question of how they could improve the school. The top answer was that swearing was a major problem.

“The idea was a springboard for our class. We just ran with the idea,” Hanna said.

The students hopped aboard the idea presented by Hanna to embark on an anti-swearing campaign. The class mixed the campaign with its class educational requirements and designed wristbands with the slogan “Dare Not to Swear” inscribed on them in school colors. The wristbands serve as a reminder to students who use offensive language. The class had the wristbands funded through the school after it had presented the idea to the school administration.

While bettering their school, they continued to learn about fashion marketing. Classwork was designed around the campaign and gave students the amount of exposure they needed to make the effort worthwhile. Students at Bremerton signed up to receive the wristbands and pledged to eliminate offensive language from their vocabularies.

The Advanced Fashion Marketing class started signups during a lunch period and had more than 500 students sign up to receive the wristbands in the first couple hours that they were available.

That was four years ago. What has Hanna and her Fashion Marketing class done since?

The project has received a 2007-08 Milken Family Foundation

Festival For Youth Grant, the Kitsap Sun/Kitsap Credit Union Healthy Tomorrow Award and the 2007 Washington Education Association Human and Civil Rights Student Involvement Award.

This list of accolades has included countless letters of endorsement from the likes of Wheel of Fortune’s Vanna White, NAACP National Board of Directors Chairwoman Julia Bond and even former First Lady Laura Bush.

Bremerton has shown students that by not swearing, they will be a more “likeable person with better relationships.” This has been at the root of the campaign all along. With this in mind, the students have kicked off their program with added vigor this year.

“It gives people a good point to show them that there is no real reason to swear,” said sophomore Tiffany Callihan.

Callihan is a member of Hanna’s class and sees the program as a driving force behind a change in the culture of their school.

“Bremerton has become a place where swearing doesn’t happen. I don’t hear curse words very often at all; and never without ‘Dare Not To Swear’ right after,” Callihan said.

Dare Not to Swear has hit the middle school and elementary schools in the district as well and has given the Hanna’s Fashion Marketing class an even larger student body to help spread the (clean) word. Elementary school students are spreading the message as well, even though most probably didn’t even know what words they were putting the kibosh on.

Most recently the campaign has taken on a new life as it spreads to a few of the high schools located near Bremerton. On October 16, 2009, North Kitsap (Washington) High School came to Bremerton to play football in the homecoming game. At that game, both teams and schools encouraged fans and students not to swear. Both

teams' coaches, cheerleaders and students wore the "DNTS" wristbands in order to raise awareness of the problem. Football players from both sides wore temporary tattoos that sported the "DNTS" logo. Both teams entered the field by running through specially made banners that were 15 feet wide by 10 feet tall and made of the anti-swearing logo. Both schools even had anti-swearing pep rallies the day before the game.

An anti-swearing pep rally? How often does that happen?

"We even have a DNTS Chant," Hanna said. "It is probably the only anti-swearing chant in the country."

Freshman cheerleader Ashley Webber was sidelined from cheering due to a knee injury, but had the opportunity to watch how fans reacted to the "DNTS" homecoming message.

"A lot of people were wearing the wristbands. They take Dare Not To Swear so seriously here in Bremerton. Whenever someone swears, it is not a second later someone says 'Dare not to swear,'" Webber said.

The community also has become involved with the program. Besides area businesses that have donated money and have touted the slogan on advertisements, The Candy Shop in Bremerton had a special contest for students to participate. The "'Oh Fudge!' Dare Not To Swear Contest," took place this past year as a way to spread

awareness throughout the community. Students entered fudge recipes for the local confectionary shop to try. The best flavor was sold at the store.

"A combo-mousse flavor won the contest and a single person bought all of the fudge from the store," Hanna said. "We also held a coloring contest for the elementary schools in our district as well."

The school district has found a way to promote the usage of positive words while not having to use money from already tight budgets. The program is funded through private donations and a multitude of grants. This year it even has a sponsor in SkillsUSA, which is a United States career and technical student organization serving more than 300,000 high school and college students and professional members enrolled in training programs in technical, skilled and service occupations to present a skilled workforce for the United States.

"The program is catching on and has evolved since we first started. With SkillsUSA helping us out this year, we have the ability to continue raising awareness that the use of inappropriate language at school activities is unacceptable," Hanna said.

"Dare not to swear. It's just that simple," Webber said. ☉

Aaron Hommell was a fall intern in the NFHS Publications/Communications Department. Hommell is a junior at Franklin (Indiana) College, majoring in journalism.

National Federation of State High School Associations



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NFHS Coach Certification

www.nfhslearn.com

NFHS Certification Program

Designed to deliver the highest-quality professional development online at an affordable cost, this certification will:

- Help coaches minimize the inherent risks faced by participating students
- Improve the sport experience of participating students
- Recognize coaches nationally
- Develop a sense of personal and professional accomplishment
- Enable coaches to increase liability insurance coverage through membership in the NFHS Coaches Association

Level 1 – Accredited Interscholastic Coach

- The coach must complete the following courses:
 - ☐ NFHS Fundamentals of Coaching
 - ☐ NFHS First Aid for Coaches (American Red Cross) or its equivalent
 - ☐ Fundamentals of Coaching (Sport-specific) or Teaching Sport Skills

Level 2 – Certified Interscholastic Coach

- Level 1 Completion + (Core Courses and Elective Courses)

Level 3 – Master Interscholastic Coach

- Level 2 Completion + (Core Courses and Elective Courses)

Elective Courses:

- Engaging Effectively with Parents
- Teaching and Modeling Behavior
- Teaching Sport Skills



Get Certified!™

Coaches Get a Quick Start on Certification

BY CHRIS BOONE

➔ When the NFHS Coach Education program launched its Coach Certification initiative in early November, it hoped coaches would jump at the opportunity to “Get Certified!” For two individuals, it took mere minutes to become the first male and female in the country to become certified.

Both **Bobby Guthrie** of **North Carolina** and **Bev Arnold** of **Indiana** became certified on the first day it was available and hope more coaches follow their lead.

To become an Accredited Interscholastic Coach, Level 1, a coach must complete the NFHS Fundamentals of Coaching course, an approved First Aid course and an NFHS sport-specific course. Since its launch, more than 170 individuals from 42 states have met the requirements and achieved certification. But none were quicker than Guthrie or Arnold.

Guthrie is the senior administrator for athletics and a former coach in the Wake County (North Carolina) Public School System. Although he no longer coaches, he believes all who mentor student-athletes can benefit from coach education.

“As teacher/coaches, we are expected to be role models, accountable, knowledgeable and to care,” Guthrie said. “The NFHS Coach Education and Certification programs place an emphasis in all of these areas.”

Guthrie has worked closely with the Coach Education program from its beginning and hopes that coaches under his direction will follow his lead to help “develop a culture of education-based athletics for themselves, the school and the community.”

Guthrie emphasizes that the NFHS model can help coaches teach athletes beyond the court or field.



“It provided me the opportunity to stay current in the profession and a chance at self-evaluation.”

Get Certified!™

“With a lot of different entities pulling interscholastic athletics in the wrong direction, the NFHS Coach Education and Certification Program has the ability to guide us in the right direction,”

Guthrie said.

Arnold is the assistant athletic director and the former swimming coach of Portland (Indiana) Jay County High School, and knows the certification she received will ultimately help student-athletes.

“Getting certified reminded me that by promoting the concepts of education-based athletics and success beyond winning, I would be offering my athletes a positive sports experience,” Arnold said.

Arnold adds that anybody who coaches young people will benefit from the certification process.

“The Coach Education program is excellent training for veteran coaches, as well as non-faculty and volunteer coaches,” she said.

Even though Guthrie and Arnold have several years’ experience as coaches, both believe that continuing education is important for high school coaches.

“No matter how long you have been coaching, there is always more to learn,” Arnold said. “It provided me the opportunity to stay current in the profession and a chance at self-evaluation.” ●

Coaches interested in becoming certified should visit www.nfhslearn.com and review the four-step process.

Chris Boone is a graphic designer/technician in the NFHS Publications/Communications Department.

Three Executive Directors to Retire



Mike Savage



Bill Reader



Brigid DeVries

Three NFHS-member state association executive officers with longtime services to their respective offices will retire in 2010.

In June, **Mike Savage**, executive director of the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference (CAS-CIAC), will retire after completing 30 years of service to the organization. Savage joined the CAS-CIAC as assistant executive director in 1980 and became its executive director in 1988.

During his tenure, Savage has helped the CAS-CIAC grow from an organization primarily concerned with the governance of high school sports to a respected force in Connecticut's education landscape, extending its membership through elementary schools. While continuing to govern high school sports, including the expansion of state tournaments, Savage helped usher in a new focus on academics by honoring scholar-athletes and administrators who took a progressive approach to education.

Savage also oversaw the construction of and relocation to a new headquarters, and worked to align the CAS-CIAC with the state's athletic directors and officials organizations. He also helped extend athletic opportunities to students with disabilities with the Olympics Unified Sports Program, and joined with the University of Connecticut to help address the state's growing administrative shortage.

In Colorado, **Bill Reader**, commissioner of the Colorado High School Activities Association (CHSAA) the past eight years, will retire at the end of the school year. Reader became the seventh CHSAA commissioner in 2002.

Reader joined the association in 1988, serving as an assistant

commissioner until 1996 when he was named associate commissioner. Prior to joining the CHSAA, Reader was a teacher, coach, athletic director and assistant principal in several Colorado school districts.

Under his guidance, the CHSAA returned more than \$1.6 million to its member schools, a direct reflection of the growth and strength of the organization. One of the CHSAA's biggest accomplishments under Reader's leadership was the growth of its state championships, which saw many sports compete in the state's premier venues, including football at Invesco Field at Mile High and soccer at Dick's Sporting Goods Park. In addition, the state's wrestling tournament has become one of the biggest wrestling events in the nation, drawing nearly 50,000 spectators.

In Kentucky, **Brigid DeVries** will retire as commissioner of the Kentucky High School Athletic Association, effective July 9, 2010, after eight years in the position. She was the first female commissioner of the KHSAA and only the fifth woman to head a state high school association.

DeVries' retirement will end 30-plus years of employment with the Kentucky association. Prior to her appointment as commissioner in 2002, DeVries was executive assistant commissioner for eight years and assistant commissioner for 15 years.

A Kentucky native and University of Kentucky graduate, DeVries helped establish a statewide radio network for the state baseball tournament and expanded the radio network for the Sweet 16 state basketball tournament. In addition, the KHSAA's branding and marketing efforts and revenue have risen dramatically during her tenure.

Under her leadership, the KHSAA has taken a proactive role in emphasizing Title IX, which has led to increased participation opportunities for girls in volleyball, soccer, fast-pitch softball and golf.

Nationally, DeVries was a member of the NFHS Board of Directors, chair of the NFHS Swimming and Diving Rules Committee, and a member of the NFHS Strategic Planning Committee and Gender Equity Committee. She received an NFHS Citation in 1999. ●

Kay Yow/WBCA Cancer Fund

BY EMILY NEWELL

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In 1987, Kay Yow was diagnosed with breast cancer for the first time. On January 24, 2009, Yow passed away after a third bout with the disease, but not before leaving her legacy on women's basketball and women's cancer research.

Yow began coaching women's basketball at North Carolina State University in 1975, a position she held until her death. She spent 38 years as a head coach, 34 of those at North Carolina State, and became one of six NCAA Division I women's basketball coaches to earn more than 700 wins. She led her Wolfpack teams to 20 NCAA Tournaments, 11 Sweet Sixteen trips, and a 1998 trip to the Elite Eight and Final Four.

She also was an assistant coach for the gold medal-winning women's basketball team at the 1988 Summer Olympic Games.

But her accomplishments as a person extend far beyond the court.



Yow was a founding member and former president of the Women's Basketball Coaches Association (WBCA) which, in 2007, began the Kay Yow/WBCA Cancer Fund.

The Kay Yow/WBCA Cancer Fund is the first women's initiative the WBCA has chosen to support and is the newest women's initiative supported by The V Foundation for Cancer Research.

In 2007, the Kay Yow/WBCA Cancer Fund began the Pink Zone, a separate initiative that encourages all supporters of women's basketball to come together to raise women's cancer awareness. In its inaugural year, the Pink Zone had more than 120 supporting schools. ●

The Pink Zone uses a 10-day window in February during which primarily women's basketball teams ranging from youth teams to the WNBA host games to raise breast cancer awareness. They raise

money, host cancer awareness games, invite those affected by cancer and wear pink apparel, some even having special pink jerseys.

From the first year, the Pink Zone grew tremendously, and by 2008, more than 1,200 teams and organizations participated, raising \$930,000 for the Kay Yow/WBCA Cancer Fund.

Last year, in the wake of Yow's death in January, more than 1,600 teams united to raise more than \$1.3 million for the fund.

"It's been unbelievable," Megan Smith, manager of new initiatives for the Kay Yow/WBCA Cancer Fund said. "Coach Yow's vision was the women's basketball community coming together to support a common cause."

Smith said the goal is for teams and organizations to bring women's cancer awareness to the court, their campuses and communities.

The greatest participation has come from women's college basketball teams from all divisions, but Smith said the Pink Zone participation has grown tremendously, extending into youth and high school teams, women's basketball teams, volleyball teams, softball teams and even men's basketball teams.

"Coach Yow wanted more high schools involved," Smith said. "She loved working with youth."

Smith noted that Sandia High School in Albuquerque, New Mexico, raised \$5,000 for the fund with its own Pink Zone game.

ESPN has also played a large role in the development of the Pink Zone.

"ESPN has 'February Frenzy,'" Smith said. "They hold the marquee games with teams such as UConn and Notre Dame, which participate in the Pink Zone."

"It has been a great supporter of the Pink Zone and the Kay Yow/WBCA Cancer Fund."

This year, Smith said they hope to keep the momentum from last year's Pink Zone and continue to add more schools to the list of participants.

"Last year, my personal favorite was Arkansas State," Smith said. "It had a hero roster and when the team was introduced, cancer survivors were introduced as well."

"The players had shooting shirts on, and when they took them off to begin the game, the jerseys had the names of the cancer survivors rather than their own."

This year's Pink Zone will officially take place February 12-21, but teams without games during this time are still encouraged to participate and set up alternative times around those dates. Teams can register to participate on the fund's Web site, www.wbca.org/pinkzone.

"It's something that's greater than the game," Smith said. "Teams put aside all the competition and do something for the greater good."

●

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in digital illustration.

VOICES OF THE NATION

Q

Is it important to play multiple sports? Why?



CHELSEA BROTHERS

Southport High School
Indianapolis, Indiana

"For me, playing multiple sports is important because there aren't always a large number of great athletes in a school.

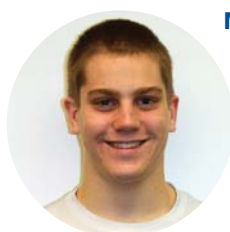
Having athletes play more than one sport benefits athletics and the school. Playing a certain sport can also help you in another sport. For example, I play volleyball and basketball so the jumping, quickness and hand-eye coordination go hand-in-hand in each sport. Being a multiple-sport athlete always gives you something to look forward to: a new season, new players and new opportunities."



LAUREN CLARKE

Colts Neck High School
Colts Neck, New Jersey

"As a two-sport athlete, I do believe it is important to play multiple sports. Basketball has always been my No. 1 sport, but playing soccer is a great change of pace, and it is fun to play a different sport with different teammates. Having time off from basketball gives me a good break so I don't get burned out, and I become more excited for the upcoming season. Playing different sports also makes your body use different muscles, so there is less of a chance in getting injured. I have never had a serious injury. Playing multiple sports has taught me great leadership and team skills."



MARK ALDEMAN

Mid-Prairie High School
Wellman, Iowa

"If you love to compete and you are a talented athlete, there is no reason not to go out for multiple sports. You will develop different athletic skills and movements that help you develop into a better athlete. The winning mentality our football team plays with carries over into basketball season. We have already developed a winning attitude and had success in big games. All of the lifts, conditioning, speed and agility work, and basketball workouts benefit me in every sport. I'm never training just for one season. Even during football season, I can still make time to get in the gym and improve my basketball skills. Athletics are just the best part of school."



MEREDITH SHAW

Buffalo High School
Buffalo, Texas

"In high school, playing multiple sports is very important. From personal experience, I have learned that skills I gain in one sport improve my ability in another sport. Not to mention the fact that college scouts have been known to show interest in athletes who demonstrate skills in more than one area. Not only is it beneficial to the athlete, it supplies the school, especially small schools, with a productive athletic program. Playing multiple sports provides a positive outlet for students and helps them build character while remaining both driven and responsible. When athletes play multiple sports, everyone reaps the benefits."