

MAY 09

HighSchool

TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND FINE ARTS ACTIVITIES

High Schools Finding Balance With Club Sports

Sports in Canada

Neighboring country follows U.S. school-based model

Above and Beyond

Wyoming wrestler overcomes tragedy, will receive Spirit of Sport Award

Legal Issues

Cheerleading ruled contact sport in Wisconsin



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS



Sportsmanship. It's Up To You

BY ROBERT F. KANABY, NFHS EXECUTIVE DIRECTOR, AND JIM TENOPIR, NFHS PRESIDENT

Since their inception, the NFHS and its member state associations have always been dedicated to emphasizing the importance of practicing good sportsmanship during interscholastic athletic events. While we are always pleased to recognize outstanding athletic performances in appropriate settings, such as in the National High School Sports Record Book, a core value in high school sports remains the respect and sportsmanship shown between opponents – the true meaning behind any competition at the education-based level.

That core value has been questioned somewhat in recent months by the media in response to certain high school sporting events in which one school defeated the other by an unusually large margin. Such lopsided victories might be the result of uneven match-ups or perhaps the imbalance of one team having more higher-caliber athletes than another. However, when such games become the means of selfishly adding to team and individual statistics, and unnecessarily result in blowout games and embarrassment to opponents, the true spirit of interscholastic competition becomes lost.

While the NFHS does not enforce mandatory mercy rules in high school athletics, the opportunity to implement such rules in football, baseball, basketball, softball, field hockey, ice hockey and soccer is available by state association adoption. Located in the *Did You Know?* section of this publication is an article regarding mercy rules used by Alaska, Kansas and Minnesota – three of several states around the nation that have chosen to implement such rules that put an early end to unfair competition. With a mercy rule in effect, coaches and players are able to practice good sportsmanship in lopsided contests, and can resultantly learn positive character traits and become better citizens outside of athletics.

As noted earlier, some of those lopsided contests have raised ethical questions of “How much is too much” in high school athletics. We realize that, despite coaches’ and players’ best efforts to display the highest level of sportsmanship and integrity, contests with lopsided scores still can occur. Although there is no definitive means of knowing the actual intent a team or an individual might harbor when such instances occur, we continue to maintain a high degree of faith and confidence that participants will compete fairly without unnecessarily running up scores to insurmountable levels.

As a means of addressing such occurrences, and as part of its ongoing efforts to promote good sportsmanship, the NFHS has recently re-

leased a resource kit entitled “Sportsmanship. It’s up to you.” This kit was designed to provide the necessary information and media to successfully implement sportsmanship awareness and an improvement campaign within your state and/or school. It contains a two-disc set featuring motivational videos to share with students and the community, useful broadcast and radio public-service announcements, print-ready art and campaign guidelines, and many other helpful materials to help get your state involved with this important initiative. A copy of the resource kit was sent to all NFHS member state associations earlier this year.

The kit is available for \$19.95, plus shipping and handling, and can be ordered by calling toll-free 1-800-776-3462 or online at <www.nfhs.com>.

It is our shared responsibility to always promote good sportsmanship within our schools and to help effectuate positive change in that regard. As stated earlier, we encourage all participants to strive to become the best coach or athlete they possibly can. At the same time, it is our fervent hope that they work to uphold the positive sportsmanship expectations espoused by the NFHS and its member state associations.

Related to that, while we support and encourage athletes, coaches and teams to work toward performances that would qualify for inclusion in the Record Book, we also hope that those same individuals follow the tenets of the NFHS Sportsmanship Statement in the process. The statement, featured on the inside back cover of the Record Book and on every record application form, declares, “The National High School Records Committee is pleased to recognize outstanding achievements by teams and individuals. Although it is impossible to determine intent when marks are established, the committee encourages recognition of performances in the true spirit of interscholastic competition. Running up scores and embarrassing an opponent for the primary purpose of inclusion in the Record Book is not consistent with the ideals of good sportsmanship.”

We have, therefore, successfully identified our core purpose – the use of education-based athletic and fine arts activities in the development of sound citizens for America. Having now established that as our mission, the question each of us must now answer is how do we maintain that focus and direction in all we do for young people? The responsibility rests in all of our hands – not a limited few, but all of us.

The NFHS has provided the tools to enable you to begin or continue promoting positive sportsmanship within your state. However, as the resource kit clearly states to all of us, “It’s up to you.” ●



Great Shot

Red or Green?

The Albuquerque Academy (red uniforms) and Los Alamos High School (green uniforms) cross country teams have finished first or second at the past 11 New Mexico Activities Association Cross Country Championships, with Albuquerque Academy claiming nine titles and Los Alamos two. Red or Green is also the official state question of New Mexico, referring to whether one wants his or her New Mexican food with red chile or green chile.

Photograph provided by Gary Murray, New Mexico.



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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

High Schools Finding Balance With Club Sports: Despite the increased exposure of club sports, participation in high school sports remains at an all-time high.
– Paige Flynn and Lauren Hensley

Cover photography provided by 20/20 Photographic, Mt. Pleasant, Michigan.

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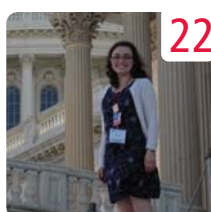
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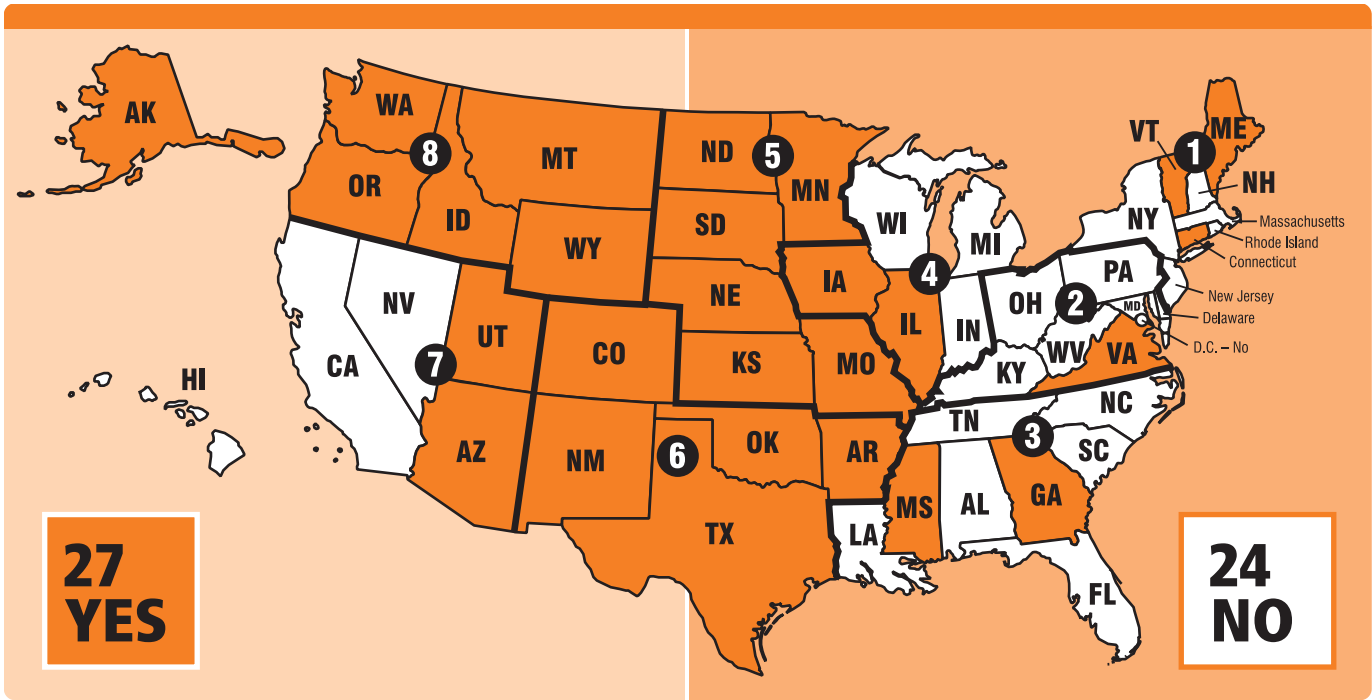
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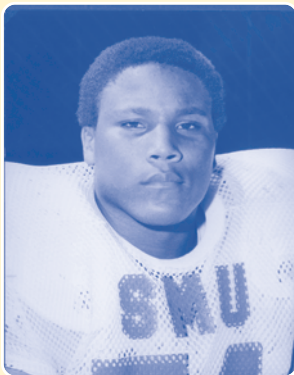
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For the Record

Longest-standing track and field record in the National High School Sports Record Book



SHOT PUT – 77-0

Michael Carter

Dallas (Texas) Jefferson High School, 1979, in Abilene, Texas.

The Cost

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JAVELIN

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*These prices serve as approximate costs and are not intended to reflect any specific manufacturer's prices.

Track and field photos provided by Kim Jew Photography, New Mexico.

Letter to the Editor

BY THAD C. STANFORD, MD, J.D., FORMER CHAIR, NFHS SPORTS MEDICINE ADVISORY COMMITTEE, SALEM, OREGON

I read with interest the letter from Douglas Casa in the March 2009 issue of High School Today. In it, he appropriately sets out concerns about heatstroke in high school athletes. His letter mirrors and emphasizes the position of the NFHS as stated by the NFHS Sports Medicine Handbook and the Sports Medicine Advisory Committee.

As early as 2001, the NFHS outlined its position in the handbook of that year. Notwithstanding these efforts, the problem continues to exist in some locations. Several states have made significant rules changes with regard to heat conditions and fluid replacement. Some have not.

Continued emphasis of the problem by the NFHS is evidenced by the excellent article in this issue by Jon Almquist. It has always been the position of sports medicine physicians that heat-stroke deaths are preventable. Attention to the problem by concerned individuals, such as Dr. Casa and Jon Almquist, will stimulate action by those states that have not yet completely addressed the problem. The guidelines in the NFHS Sports Medicine Handbook are excellent framework.

With regard to Dr. Casa's suggestion that all high schools should employ trainers, one realizes that this would be the optimum and the NFHS has encouraged the employment of trainers for many years. Practicality often rules out such a scenario, as many school districts are too small or financially strapped, or both, to make it feasible. Programs to make coaches more aware of sports medicine problems can help alleviate the lack of athletic trainers.

There cannot be too much attention to this problem, and I appreciate Dr. Casa's concern. ●

LETTERS TO THE EDITOR

If you would like to respond to any issues in high school athletics or fine arts, please send your Letter to the Editor electronically to **Bruce Howard** (bhoward@nfhs.org) or **John Gillis** (jgillis@nfhs.org).

IT ALL STARTED HERE



Tom Hanks

➡ Tom Hanks, the Oscar-winning actor and California native, got his theatrical beginnings at Skyline High School in Oakland, California.

Hanks graduated in 1974 from Skyline, a school that was built in the late 1950s and had its first graduating class in 1962. Hanks began his acting days at Skyline, after being impressed by a friend's performance of *Dracula*. His enthusiasm won him a place in the thespian club, and his talents won him roles in *Night of the Iguana* and *Twelfth Night*. During his senior year, his role in Rodgers and Hammerstein's *South Pacific* earned him Skyline's Best Actor of 1974 award. A self-described "nerd," Hanks also participated in athletics during his junior high and high school years, including baseball, track and soccer.

Upon graduation, Hanks enrolled at Chabot College in Hayward, California, for two years and then transferred to the University of California–Sacramento. However, college didn't suit Hanks, and he dropped out shortly thereafter to pursue a career in acting.

In 1993, Hanks received his first Oscar for Best Actor in *Philadelphia*, in which he thanked his mentor and Skyline's longtime drama instructor, Rawley T. Farnsworth. After reaching international stardom in the early 2000s, Hanks also provided funding to his alma mater for the renovation of Skyline's performing arts theater. Rawley T. Farnsworth Theater now boasts start-of-the-art lighting and sound equipment and more than 1,000 seats. ●

Paige Flynn is a spring semester intern for the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising).

High Schools Finding Balance With Club Sports

BY PAIGE FLYNN AND LAUREN HENSLEY

The long-standing tradition of high school sports as education-based programs is unique to most other countries in the world. (For a look at Canada's similar concept, see page 14.) These programs create foundations of teamwork, sportsmanship and respect that instill positive values and lay the groundwork for making better students, who in turn become better citizens.

In addition, there is a strong emphasis on learning in high school sports which encourages students to work hard in order to play hard. There is also a focus on promoting safety above all else, with the practices of yearly physical exams, equipment standards and coaching background checks to ensure every protection for young athletes.

As with many things valued by generations past and present, however, a new model has emerged in recent years to challenge these long-standing traditions. Non-school athletic involvement, including participation in club sports, has increasingly attracted not only student-athletes, but parents as well, some of whom become absorbed in the pursuit of an athletic scholarship for their child, and believe that increased participation and perceived higher competition of club sports is the best way to achieve it.

In the past, club sports have typically been the exclusive realm of the "elite" athletes, but the days of these programs being merely for the advanced player have begun to narrow as they are increasingly attracting both advanced and mid-level athletes.

"There are levels to club programs that are designed to address the advanced player," said Becky Oakes, NFHS assistant director and liaison to its Volleyball Rules Committee. "However, club volleyball is beginning to shift so that more players have an opportunity to participate in the sport, and for them to get better and progress as athletes."

As the interest in club sports grows, some high school athletes are having to choose between non-school club participation, or representing their school and community in interscholastic com-

petition. And, while many club coaches and athletes may see the additional time spent practicing and competing as an advantage, high school associations disagree, and have chosen to regulate participation time to help reduce player injuries and allow for the proper time to be dedicated to academics.

"Like many states, Kansas regulates participation only during the school's sport season, and if a student elects to participate in an interscholastic program, they may not practice or participate in the same club sport during the same season," said Gary Musselman, executive director of the Kansas State High School Activities Association. "The concern should always be if the student can be successful academically, while engaging in interscholastic and club sports or activities."

In addition, the Maryland Public Secondary Schools Athletic Association enforces similar rules for their athletes.

"Our state manual reads, 'Any factor of non-school athletic activity that causes a student to miss any portion of a school practice or contest constitutes a conflict,'" said David Hoch, athletic director at Loch Raven High School in Baltimore, Maryland. "This includes, but isn't limited to, practice, competition, tryouts, etc."

However, there is a push in some states to loosen these restrictions on participation. The Nebraska state legislature is currently considering a new bill that would allow high school athletes the chance to participate on a club team, in the same sport, while the high school sport is in season. Proponents of the bill include parents of student-athletes who are concerned about their children not having the opportunity for further improvement, hindering their ability to win national honors and obtain college scholarships.

The pressure to play more is also being felt by student-athletes. During times when high school coaches are not permitted to practice with students, the pressure mounts for athletes to find additional means of improvement.

The Minnesota State High School League (MSHSL) recently published a "Listening to Students" survey that it conducts every four

to eight years. The 2008 survey dedicates a section of questions to “non-school teams, specialization and pressure.” Fifty-eight percent of the 5,000 student-athletes surveyed said they did play on non-school sports teams. Among their reasons for participating on non-school teams were: to improve skills (41 percent), to have fun (33 percent) and because the level of competition is higher (20 percent). Most Minnesota high school athletes said they don’t feel pressure from outside groups, but almost half agreed that specialization in one sport was advantageous (albeit not required in most cases) when participating in high school activities.

On the other hand, the additional competition and time commitments increase the potential for injuries or a possible loss of interest in sports altogether. Even more so than high school athletics, club sports carry heavy obligations for participants; and although high school associations have regulations in place to determine the

In addition, Nina Van Erk, executive director of the New York State Public High School Athletic Association, is concerned with students becoming over-worked and the lack of education-based non-school programs.

“For some students, participation in non-school athletics is appropriate when the programs have the child’s best interest in mind,” Van Erk said. “In some non-school activities, students do not provide the well roundedness of our education-based athletic programs, and students sometimes are over-worked and do not take the necessary time to rest and recover. The sense of entitlement and exploitation of adolescent children for the sake of winning is perpetuated by some overzealous, self-serving parents and the end result is ego inflation of the athletes and their parents.”

For high-caliber athletes and many scholarship-seeking parents, the belief that playing in national club tournaments will provide

them the recognition needed to attract college coaches has forced the need for higher competition and bigger opportunities.

“Mom and Dad may be on the quest for the Holy Grail – the athletic scholarship,” Hoch said. “Parents lose sight of why a youngster should participate – to have fun, enjoy the competition and camaraderie of teammates and coaches, and to improve their skills. My concern is that parents and coaches put too much pressure on young people, who need the ability to live a normal life, while successfully pursuing their high school education.”

Although club tournaments offer college coaches a chance to observe multiple teams and players at one location, high school programs continue to provide interested coaches with a sense of education-based athletics.

“Some club programs have become nothing more than money-making oppor-

tunities and college coaches are becoming more aware of that,” said Doug Smith, athletic director at Naperville (Illinois) North High School. “They respect the club programs that are run the way they should be, however, more coaches are coming back to the roots of high school programs; a majority of their athletes will always come from high school teams. Club sports offer possible exposure, but remember, if you are a quality athlete, regardless of the success of your program, college coaches will find you. College coaches look where the talent is.”

High school sports also provide a strong connection to the school community – an opportunity not offered in club sports.



Baseball photo provided by 20/20 Photographic, Mt. Pleasant, Michigan.

“Parents lose sight of why a youngster should participate – to have fun, enjoy the competition and camaraderie of teammates and coaches, and to improve their skills.”

amount of time that can be contributed to a team, club sports do not implement such policies, highlighting the major philosophical differences between the two entities.

“Club sports don’t operate on an education-based philosophy,” Hoch said. “They may provide competition at a high level, develop team play and win competitions, but the total development of young people is not their focus, as it should be on the high school level. There is also a real possibility of an athlete to burn out and lose interest with the approach of total immersion, which may be present by combining club and school sports. It’s not uncommon for these young people to then drop out of the sport entirely.”

"Interscholastic sports in our state have such a rich tradition and mean so much to the school and communities," Musselman said. "It is not unusual for school athletic events to be the meeting place for the entire community, and club sports don't have that broad appeal. School sporting events are literally the showcase of not only the school, but the community."

It's that connection that Oakes believes remains a valuable selling point for high school athletics.

"Students enjoy the school-community identity that comes with playing in high school," Oakes said. "In general, high school coaches will treat each student as part of the team and the community; this is the selling point that high schools have far over any club team."

And, while some club sports and leagues are available to individuals even after high school graduation, student-athletes are restricted to four years of participation.

"The high school experience itself is a once-in-a-lifetime opportunity that will never come around again," Smith said. "The friends and memories athletes obtain will last forever."

It is also an experience that student-athletes cherish.

"Playing for both my high school and club team provides me the opportunities to improve my playing skills," said Arielle Knafel, a volleyball player from Greenwood (Indiana) Center Grove High

School. "But, winning tournaments or even a state championship with the girls on my high school team that I have grown up playing with would really top my list."

Administrators agree that high school athletics aren't losing their edge, but acknowledge they must find a way to co-exist with club sports.

"If the kids want to play [non-school sports], I think it's fine, but parents shouldn't push them," said Blake Ress, commissioner of the Indiana High School Athletic Association. "Kids ought to play what and where they want to play."

Although Ress says he thinks the specialization in club sports may deter athletes from going out for more than one sport, he points out that high school participation has continued to grow.

Even with club participation increasing, high school athletic involvement has continued to climb during the past 20 years. According to the 2007-08 NFHS High School Athletics Participation Survey, a record 7,429,381 students participated in high school athletics last year. ●

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College, majoring in journalism and public relations. Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising).

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- Teaching Sport Skills

High School Activities Play Role in College Admission

BY JERRY FLANAGAN

During the college search, many admission officers find themselves reminding students about the importance and weight of their academic record. Courses taken, grades earned, test scores and class rank all play an important role in the admission process. This academic information counts for two-thirds to three-fourths of the admission review; thus, it needs to be a top priority during high school, ensuring that the college application is a good representation of a student's very best academic performance.

There are, of course, other features that admission committees consider when reviewing applications. Outstanding achievement in activity programs, for example, can improve a student's chance of admission, especially if the student is applying to highly competitive or selective institutions where nearly every applicant has an excellent academic record.

Some of the most selective institutions require students to submit portfolio supplements or audition for performance-based programs. Saint Michael's College – a liberal arts college with a high-quality fine arts department – does not require portfolios or auditions; however, commitment to the arts is strongly considered as a “plus” during the application review process.

One of the most important reasons colleges and universities value achievements in activity programs – whether in sports, leadership, arts or service – is that being involved while succeeding academically demonstrates a student's ability to manage his or her time – a key component to success in college. Activity programs are also ideal opportunities for students to learn skills and develop talents that are helpful in academics and in the real world. The actor who is a proficient public speaker and can take constructive criticism, the team captain who leads their fellow athletes through a season of hard work, and the volunteer who can cooperate with others and delegate responsibilities have already acquired talents that will move them far beyond the classroom. Every extracurricular activity is an educational opportunity.

Certain high school activities can help prepare students to take advantage of the wide array of opportunities college life has to offer. For example, students involved with theatre, music and other fine arts programs in high school are often the most eager to take advantage of the

Saint Michael's College Cultural Pass, a program that gives students access to shows at the Flynn Center for the Performing Arts, the heart of Burlington's entertainment scene.

Additionally, having a wide variety of interests often eases the social transition to college. Just imagine how nice it would be for a student to be in a group situation – such as a rehearsal, club meeting or team practice – where he or she already shares a common interest with others. When a student is well-rounded in high school, it is an early indicator that he or she will thrive in what Saint Michael's calls a “24/7 living and learning community.”

Clearly, activity programs provide significant benefits for student participants. Having involved students on campus can also be beneficial for colleges and universities. Colleges are constantly searching for students whose unique interests and abilities will create a better, more diverse environment for all members of the campus community and beyond.

Some schools are willing to offer scholarships to gain the students who will contribute most to the community. Winning sport teams or impressive theatre productions can enhance a college's reputation just as much as an outstanding academic program. The relationship between the student and the college is mutually beneficial – the greater community thrives on the individual talents of its members, while the students continue to learn and grow through their active participation.

However, a word of caution to eager students: quantity does not always equal quality. Admission committees often read activity lists submitted by students who have not been involved in many activity programs during the early years of high school and suddenly join every club their school has to offer during the senior year. This feeble attempt at building a résumé does not fool or impress college admission officers. Rather, it is the students who demonstrate a solid commitment to a select number of activities over a significant period of time who are more impressive – and they are all the more impressive when they express an interest in continuing their pursuits once they arrive on campus. ☉

Jerry Flanagan is admissions director at Saint Michael's College in Burlington, Vermont.



Missouri Junior Leaps to National Record

BY PAIGE FLYNN

On April 21, **Grandview (Missouri) High School junior James White** reached new heights. White rose to 7 feet, 5¾ inches in the high jump at the Winnetonka (Missouri) Invitational to surpass a national record that was set in 1984.

The 17-year-old originally told *The Kansas City Star* that he had only been shooting for 7 feet, but had managed to keep going. He also told the Star that it was like “time just paused when I went over it.”

“It’s a very exciting week,” said Steven Robertson, athletic director at Grandview. “He’s a great kid, too.”

The previous record was 7 feet, 5¼ inches, set by Dothel Edwards of Athens Cedar Shoals in Athens, Georgia. White cleared Edwards’ height by half an inch.

The 5-foot-10 track celebrity also broke another long-standing high jump record at the state level. At the Kansas Relays on April 18, White measured in at 7 feet, 3¾ inches. He was chosen as the most outstanding male athlete. ☉



In Louisa, Kentucky, Chandler Shepherd isn’t letting anything by him, either. Shepherd set a state record by pitching 46 scoreless innings, a streak he began in May of last year. The sophomore at Lawrence County High topped the state record, formerly 37 scoreless innings, with a 2-0 win over Greenup (Kentucky) County on April 9. Greenup’s own Tyler Hieneman was the previous record holder.

Shepherd’s streak ended on April 16 with a 3-1 loss to Paintsville. He maintains a career record of 24-9, leading his team to state runner-up as a freshman in the 2007-08 season. ☉

West Virginia senior strikes out 33 in extra innings

Andi Williamson of the **Chapmanville (West Virginia) High School** softball team recorded an amazing 33 strikeouts in 13 innings against Logan (West Virginia) High School on April 14.

Although the National High School Sports Record Book doesn’t have such a category, that would work out to an impressive 2.5 strikeouts per inning.

A senior at Chapmanville, Williamson went the distance in the 3-1 victory against the hometown rival. Williamson was also responsible for the offensive output, blasting a triple in the top of the 13th and securing the win for the Lady Tigers.

Chapmanville was 10-0 for the season following the game with Logan, just a day after returning from the Best of the Best Tournament in Buffalo, West Virginia. The Lady Tigers went undefeated in the tournament, winning the Class AA title. Williamson also pitched both games in Buffalo, allowing only four hits and striking out 30 over the weekend. ☉

Southern pitchers remain unhittable

In New Port Richey, Florida, **Mitchell High School senior Patrick Schuster** cannot be stopped.

On April 20, Schuster pitched his fourth consecutive no-hitter, striking out 17 batters in a 5-0 Mitchell victory. On April 3, the beginning of Schuster’s streak, he struck out 17 batters, 10 on April 8, and another 16 on April 13. He was scheduled to attempt his fifth no-hitter on April 28 in the Class 6A, District 7 tournament at Countryside High in Clearwater, Florida.

With his current streak of outstanding performances, Schuster has tied the 24-year-old state record for consecutive no-hitters. The lefty is also eligible for the NFHS National High School Sports Record Book for consecutive no-hitters with four. Schuster has received a scholarship to play for University of Florida in the fall.

Paige Flynn is a spring semester intern for the NFHS Publication/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising).

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High School Sports – The Canadian Perspective

BY MORRIS GLIMCHER

The objective is the same on both sides of the 49th parallel. Student-athletes are encouraged to sink the hoop, score the goal, throw that “hail Mary” pass, achieve that personal best and lift that trophy high.

There are several differences in the way high school sports are delivered in Canada and the United States, and it involves a little bit more than three-down vs. four-down football.

There are more than 750,000 student-athletes, 52,000 volunteer teacher-coaches and 3,200 schools in the provincial and territorial federations and associations across Canada, and all are part of the Canadian School Sport Federation. These organizations are operated in a very similar fashion to the state associations within the NFHS and administer numerous championships and programs for student-athletes. They have elected boards of directors and representation from all stakeholders in school sports and education.

The Canadian system operates on a “school-based” model similar to that of the United States. Many European countries run more of a club system, where athletes are identified at an early age and become a member of a sports club and progress in that stream. They are members of the club, which can attract members from families that have students attending a number of schools. They really do not have a “school-based” program in many of those countries.

A striking difference between Canada and the United States is the manner in which coaches are selected. In Canada, coaches serve in voluntary positions – they do not get paid – and most are teachers in that school or division. There are more community coaches entering the school system, but 85 percent are still teachers.

The thought of paying coaches has never really been considered in Canada. The philosophy north of the border is that school athletics are complementary to the curricular programs in the school, and teachers are encouraged to contribute to the school as

a whole, either as a coach, supervisor, choir leader, student council advisor, etc. While the thought of paying coaches may come up for discussion at times, the big question is, “Where would the money come from?”. In Canada, the voluntary system works well – it is an expected part of education and seems to be ingrained in our society.

Another difference is the support network. Most schools or school districts in the United States have athletic directors who are responsible for recruiting and hiring coaches, scheduling, dealing with parents, booking officials, game day organization, etc. In Canada, the vast majority of schools and school districts do not have athletic directors. Some divisions may have a physical education coordinator who may supervise the curriculum as well as the Inter-school sport programs for a division, but they would not have the time or the resources to deal with the day-to-day organizational issues.

All of the jobs that an athletic director would handle in the United States are taken care of by the volunteer teacher-coach in Canada. Some schools are able to structure timetables to appoint an “athletic director,” and give a teacher a few slots a week or a period a week to look after many of the athletic issues, but these are in the minority. Whenever I attend the NFHS/NIAAA National Athletic Directors Conference and meet folks from the United States and inform them that our coaches do not get paid, and we do not have athletic directors, I get these weird looks of disbelief! They do not believe that sports can function without athletic directors.

Some of our problems are quite similar, however. The conflicts with parents, as well as issues with club sports are familiar to all of us. The phone calls from parents concerning cuts or playing time are also common. Kids wanting to play more and year-round programs are also causing challenges and affecting other sports programs that are offered.

Unlike the United States, booster clubs do not exist in Canada.



It is great that there are parent groups and alumni ready to raise funds for many projects that will support a school team or program, and there are individual pockets of parent groups in Canada; however, they are not structured in a similar fashion as booster clubs.

One issue that has not surfaced is that of Title IX. I recall attending my first national athletic directors conference in Omaha in the mid-1970s, and there was discussion and concern about this topic. People felt threatened and scared, which caught me off guard.

Canada has always had fairly equal programs for both boys and girls – they both receive good practice times, uniforms, etc. There has never been a concern about that issue in Canada.

Recently, however, there was an interesting human rights challenge in one of our provinces. The association has a regulation stating that if a school has both a boys and girls team, then the student

Canada, although there are many programs offered for coaches. The Coaching Association of Canada offers many courses that teacher-coaches utilize. One of our provinces is currently looking into the athletic director certification courses for its coaches and athletic directors. Several other provinces are considering the development of an introductory one-day course for new coaches that will teach them the basics such as decision-making, dealing with parents, provincial association rules, etc.

There are similarities between both countries when dealing with the corporate community and working with partners that are beneficial for students. The days of soft drink companies sponsoring scoreboards in gymnasiums have passed, and the drink machines are not able to provide the revenues that were there in prior years. Schools must now align themselves with healthier alternatives and canteens must offer more choices and healthier products.

The Canadian provinces have a very positive relationship with



would have to play for that gender-specific team. Twin girls attending a high school thought they were too good for the girls hockey team and requested that they be allowed to try out for the boys team. This was denied, and the girls took the request to the Human Rights Commission. The commission ruled that they should have the opportunity to try out for the boys team, but if a boy was in a similar situation, he would not be able to try out for the girls team. The adjudicator indicated that girls sports have been traditionally disadvantaged, so they should have these opportunities. It is obvious that the adjudicator never played any high school sport, but that is the ruling that she made.

Mandatory coaches certification programs do not exist in

the NFHS and NIAAA. Many of the executive directors have attended the National Athletic Directors Conference and have sent students to the NFHS Student Leadership Conference. We have a great opportunity to share ideas and philosophies with our southern neighbors, and that is all part of the education process of school sports. There may be some differences, but as stated, the end result is the same. ☉

Morris Glimcher has been executive director of the Manitoba High Schools Athletic Association for more than 30 years. He has served on the NFHS TARGET Committee and was a long-time member of the NFHS Sportsmanship, Ethics and Integrity Committee. Glimcher was presented with an NFHS Citation in 2003. He is the past president of the Canadian School Sport Federation.

Wyoming Wrestler to Receive 2009 National High School Spirit of Sport Award

BY JOHN GILLIS

Dakota Dana faces tragedy; finds strength from wrestling and friends.

Exhibiting a streak of maturity way beyond his youthful 18 years, wrestler Dakota Dana of Afton (Wyoming) Star Valley High School is the 2009 national recipient of the National High School Spirit of Sport Award.

Rarely has an individual been faced with such adversity and challenges at such a young age. Even more remarkable is the incredible resolve, character and bravery Dakota has shown in the face of tragedy.

On February 2, 2008, Dakota and the rest of the Star Valley High School wrestling team were returning from the Ron Thorn Wrestling Invitational in Riverton, Wyoming. His parents, Frank and Barbara, who were dedicated to supporting their son and rarely missed a match, and his older brother, Scott, had attended the tournament. Frank, who was raised in Star Valley and had wres-

tled in college, had passed along his passion for the sport to his son.

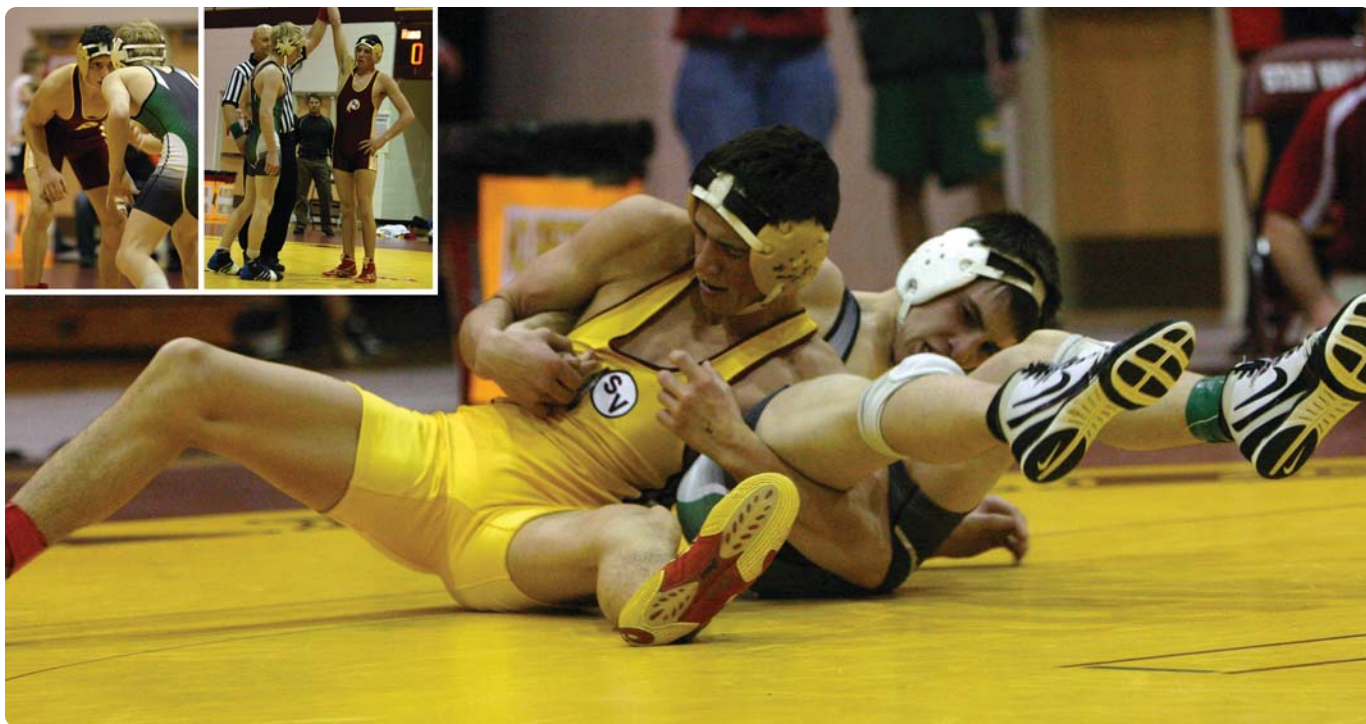
Following the tournament, the Danas started into the mountains ahead of the school bus. As they climbed a pass, a semi that had lost control hit their vehicle. Barbara was killed on impact, and Frank and Scott were injured and taken by ambulance to the Lander (Wyoming) Hospital.

Coach Eddie Clark took Dakota to the hospital, where he was asked to make decisions regarding the treatment of his father and

brother. Due to the severity of their injuries, Frank and Scott were taken to the University Hospital in Salt Lake City, Utah. While continuing to monitor their conditions, Dakota also felt it important for the wrestling team members to see that he was fine, so he attended their March 5 match in Evanston, Wyoming. Tragically, Frank passed away later that week.

The entire wrestling team and most of the school attended the funeral. The team was confused and struggled with





how something so tragic could happen to Dakota and to the Star Valley High School wrestling family. When the team members saw Dakota come into the practice room in workout gear on the same day he attended the graveside services for his parents, they rallied around his courage. Dakota needed wrestling. He found solace among his teammates and coaches, as well as from his extended wrestling family.

Dakota continued to wrestle and helped the team win its first 4A regional championship. He advanced to the state tournament, where he lost a heartbreaker in the semifinals and went on to place fifth. Emotionally spent and feeling the abandonment of losing his parents, he was surrounded by people who cared about him.

Dakota took over the management of the family farm and the caring for his brother, who was still recovering from the accident. Scott was in physically bad shape, and for many months was bedridden before being able to move around with the aid of a walker. Dakota had to make certain that the bills were paid and that the crops were harvested in the summer. In addition to tending to all of those family responsibilities, he never missed an off-season football workout or an off-season wrestling tournament.

Dakota went on to earn his second varsity football letter in fall 2008. That winter, he finished the wrestling season with a 45-7 record, with two tournament championships and a runner-up finish at the Richardson Memorial Tournament in Box Elder, Utah.

Perhaps Star Valley High School Activities Director Jamie Holyoak stated it best when he said, "Dakota is a remarkable young man whose response to adversity speaks to his character and his integrity even in the face of terrible tragedy. His relationship with his

teams and coaches, and what they have done for him at this time, is what I believe to be the essence of the Spirit of Sport."

Wyoming High School Activities Association Commissioner and 2007-08 NFHS President Ron Laird echoed Holyoak's sentiments.

"To have to deal with the tragedy he was confronted with and has been dealing with since the death of his parents is certainly something you hope no student his age must confront," Laird said. "To watch how Dakota has met the challenge head-on and to use high school activities as a motivator to move forward with his life has been an inspiration to observe."

In recognition of his tremendous determination and inspirational actions, Dakota will be conferred the 2009 National High School Spirit of Sport Award June 30 at the NFHS Summer Meeting Luncheon in Chicago's Marriott Magnificent Mile hotel. Presenting the award will be Nebraska School Activities Association Executive Director and 2008-09 NFHS President Jim Tenopir, NFHS Executive Director Bob Kanaby and Laird. In addition to an article in the Luncheon program, a video regarding Dakota's story will be shown there.

"The NFHS is very pleased to be able to confer the prestigious National High School Spirit of Sport Award to Dakota Dana," Kanaby said. "Dakota's courage and resolve in the face of adversity are an inspiration to all of us. He truly embodies those positive attributes that the Spirit of Sport Award represents and as such, is eminently deserving of this recognition." ◎

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

Cheerleading: A Contact Sport in Wisconsin

BY LEE GREEN

On January 27, 2009, the Wisconsin Supreme Court issued its written opinion in a case addressing the extent of liability that may be imposed on a school district, a cheer coach and cheer squad teammates for injuries sustained by a cheerleader injured while executing a high-risk stunt during a practice or performance.

The injury occurred more than four years earlier, on December 17, 2004, when Brittany Noffke, a varsity cheerleader at Holmen High School, was practicing with her teammates in the school's tile-floored commons area before a basketball game at which the cheer squad was to perform. Noffke and two other cheerleaders attempted a stunt that they had not previously performed together, a "post-to-hands" maneuver.

Noffke was the "flyer," the cheerleader who is lifted into a standing position on the shoulders of the "base." Kevin Bakke was the "post," the person who elevates the flyer into position atop the base. No additional spotters were assigned to safeguard Noffke as the three attempted to execute the stunt. No mats had been placed on the tile floor. The cheer coach was approximately 10 feet away working with another group of cheerleaders.

Bakke lifted Noffke onto the base, supporting most of her weight as he lifted her overhead and secured her feet on the base's shoulders. Once Noffke was atop the base, Bakke let go of her. The post's role at this point in the stunt is to act as a spotter by moving to the rear of the base to protect the flyer in the event of a backward fall. But in this case, the first time he had ever performed the maneuver, Bakke mistakenly moved to the front of the base. Noffke, unstable and wavering during her first-ever attempt at executing the stunt, lost her balance, tumbled backwards off the base, and sustained serious head and neck injuries as she fell onto the tile floor and her head whiplashed against the hard surface.

Noffke sued the school district for negligence, alleging a failure to exercise reasonable care related to the duty of supervision (by the cheer coach), the duty to provide a safe environment (no additional spotters while practicing on a dangerous surface), and the duty to provide protective equipment (no mats on the hard tile



Cheerleading photo provided by 20/20 Photographic, Mt. Pleasant.

floor). Noffke also sued Bakke for negligence for allegedly failing to exercise reasonable care in his efforts to spot her during the stunt.

A Wisconsin trial court granted summary judgment for the school district and Bakke, holding that statutory immunity protected both from civil liability for Noffke's injuries. The Wisconsin Court of Appeals, however, ruled that Bakke was not immune from suit, although it affirmed the school district's immunity. The Wisconsin Supreme Court agreed to hear the case in order to resolve the important school sports liability issues posed by the case.

Wisconsin, like most states, has enacted legislation granting statutory immunity from civil lawsuits for ordinary negligence to certain categories of institutions and individuals in certain limited sets of specific circumstances. The purpose of such immunity statutes is generally to protect from the threat of financial liability public institutions such as police departments, fire departments, and public school districts, and public servants such as police officers, firefighters and public school employees. In addition, some states have enacted statutes limiting the liability of certain private citizens in particular settings.

Wisconsin has two immunity statutes that were relevant to the state supreme court's resolution of the Noffke case. One is a state law that shields public institutions and employees from liability except in cases involving "the performance of ministerial duties imposed by law" or cases involving "known and compelling dangers giving rise to ministerial duties."

Applying the statute to the facts of the Noffke dispute, the Wisconsin Supreme Court decided that the Holmen Area School District was immune from civil liability because (1) no ministerial duty – an absolute, imperative, non-discretionary supervisory duty imposed by law – was violated by the cheer coach, and (2) cheerleading does not involve known and compelling dangers giving rise to the need for enhanced supervision. Despite Noffke's assertions that NFHS-endorsed spirit rules clearly mandate mats and spotters and that cheerleading stunts present known and compelling dangers as evidenced by the statistical information on cheer injuries, the Wisconsin Supreme Court affirmed the decision of the lower courts that the school district was immune from liability.

Wisconsin's other immunity statute relevant to the Noffke case limits the liability to other competitors of persons competing in a "contact sport involving amateur teams." Despite Noffke's argument that the statute was intended only to prevent negligence lawsuits between competitors in sports such as football and hockey – to prevent claims that a player failed to exercise reasonable care in the way he tackled or body checked an opponent – the Wisconsin Supreme Court concluded that cheerleading, because of the level of physical contact between teammates when performing and spotting stunts, is a contact sport. And although statutory immunity protects defendants only against claims of ordinary negligence, the Wisconsin Supreme Court accepted the determination of the

lower courts that Bakke's spotting mistake was not reckless nor did it constitute gross negligence. Therefore, the court concluded that because cheerleading is a contact sport, Bakke was shielded from civil liability.

The extent to which this case will be cited by courts in other states is unclear. Supporters of the Wisconsin Supreme Court's decision will argue that it will reduce the incidence of sports injury-related lawsuits against schools and help to insulate school athletics personnel from the threat of personal, financial liability for injuries to cheerleaders and other student-athletes.

Critics will argue that a close reading of the Wisconsin Supreme Court's opinion reveals a number of highly unusual leaps of logic in concluding that there is no ministerial duty imposed on a school and cheer coach to provide adequate supervision, spotters, mats and other basic safeguards for cheerleaders and in concluding that the stunts and maneuvers involved in modern stunt-oriented cheerleading do not present a "known and compelling danger" giving rise to the need for substantial supervisory efforts by schools and coaches.

A 2008 report issued by the National Center for Catastrophic Sports Injury Research at the University of North Carolina indicated that cheerleading accounted for approximately two-thirds of the sports-related deaths or serious injuries to high school girls during the past 25 years. According to the study, during that period of time, 103 female high schoolers suffered sports-related catastrophic injuries such as deaths, permanent disabilities and serious harm such as skull fractures, neck injuries or spinal cord injuries. Of those, 67 were cheerleaders. Ranked second and third behind cheerleading in the number of catastrophic injuries were gymnastics with nine and track with seven.

By the numbers, cheerleading above all other sports for girls, would seem to most clearly present a "known and compelling danger" to its participants and thereby impose an imperative, ministerial duty on schools to establish standards of practice to safeguard participants in what the Wisconsin Supreme Court acknowledged in its ruling to be a "contact sport."

Unless and until other state or federal courts issue rulings similar to that of the Wisconsin Supreme Court, districts outside the state of Wisconsin should not use the principles set forth in the case as a standard of practice for establishing safety guidelines for cheerleading nor should districts assume that schools and athletics personnel would similarly be found to be immune from liability in the event of a serious injury to a cheerleader. ●

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.

Husband and Wife Juggle Life as Athletic Directors

BY CHRIS BOONE

A high school athletic director's schedule can be hectic and unpredictable, and can make coordinating family schedules challenging. It then stands to reason that Bill and Jeannette Bruno – husband and wife, and both athletic directors – have to plan weeks in advance for even an evening together.

"There are some days when we are like two ships passing in the night," said Bill, who is the athletic director at Brick (New Jersey) Memorial High School. "I'll come home late after an event and she will already be out cold on the couch. But, we get back up the next day and do it again because we love it."

The Brunos' enthusiasm for their jobs and for high school athletics is obvious, given they both have spent their careers in education and the nature of their jobs. Bill has been an athletic director



for nine years (seven at Brick Memorial) and was a teacher and coach for 22 years before that. Jeannette is finishing her first year as athletic director at Colts Neck (New Jersey) High School after 18 years as a teacher and coach.

One might ask why Jeannette chose to become an athletic director knowing her husband's schedule and time commitments. But, she says that was a big reason why she entered the profession.

"Having a husband as an athletic director was an advantage – I knew what to expect," she said.

As a first-year athletic director, she also has benefitted from her family ties. Not only has she leaned on Bill for advice, but also Bill's brother, Pete, who is the athletic director at Howell High School in neighboring Farmingdale.

"The resources available to me are very valuable," Jeannette said. "If I have a question, I call Bill first, then my brother-in-law."

However, according to Bill, Jeannette is more than capable and has her master's degree in administration, while Bill does not.

"She's been an athletic director only since August, but she's the thoroughbred and she reminds us of that on a regular basis," Bill said. "I've learned I don't offer advice unless I'm asked."

Even though they often share ideas and suggestions, that communication might turn into good-natured trash-talk during the few occasions that Colts Neck and Memorial meet on the athletic field. In one football meeting between their schools, Bill was unable to attend the first half, but received several text messages from Jeannette detailing Colts Neck early 21-0 lead. By the time Bill arrived at the game in the second half, Memorial was well on its way to a comeback win, dashing the hopes of Colts Neck in a pivotal game.

"He's more competitive," Jeannette said. "But, I got a state championship (in girls basketball) in my first year. I don't think he even had that."

Not only must the Brunos manage their own schedules, but also the schedules of their four boys. While two sons – 26-year-old Kyle and 20-year-old Eric – are out of the house, 17-year-old C.J. and 15-year-old Paul are students at Howell High School, and have busy schedules of their own.

"It's a challenge jockeying schedules, but we are fortunate that C.J. just got his driver's license so he can help shuttle Paul to hockey practice," Bill said.

Both Bill and Jeannette said they are lucky to have the support and assistance at their schools to be able to attend many of their sons' events, knowing that responsibilities will be taken care of.

"Our sons understand that our jobs take a lot of time, but they enjoy going to high school events with us and they are enjoying this athletic adventure with us," Bill said.

"I'm in it for the long haul."

Jeannette agrees that the shared, family experience in high school athletics only bolsters their relationship.

"Work is common talk at our dinner table. I know you're not supposed to bring work home with you, but it's hard not to when you share so many experiences," she said. "We have so much in common that it only strengthens us professionally and personally. Having just one spouse as an athletic director can be very stressful to the other."

Is that to say that they recommend having a two-athletic director family? Not necessarily.

"It works for us," Bill said. "We know what it's like. If we're talking with each other on the phone and a coach comes in, we can just say, 'got to go,' and the other understands."

Even though both are still early into their careers as athletic directors, they see themselves in the profession for a long time.

"I'm in it for the long haul," Jeannette said. "It is so rewarding – from the kids, to the coaches and other athletic directors. I cherish the relationships you make." ☉

Chris Boone is a graphic designer in the NFHS Publications/Communications Department, coordinator of the department's internship program and online editor of High School Today.



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Arts Education Matters to America's Future

BY LAUREN CADDICK

Editor's Note: *The winner of the Educational Theatre Association's (EdTA) first student essay contest is 16-year-old Lauren Caddick, a student at Forestview High School in Gastonia, North Carolina. The essay topic was "Why arts education is important to America's future." EdTA created the competition to bring more student voices to Arts Advocacy Day, the annual Washington D.C. gathering of arts and arts education advocates organized by Americans for the Arts. Caddick was one of eight semifinalist essayists, drawn from more than 100 submissions by EdTA student members from throughout the country. As the winner, Caddick was awarded a trip to our nation's Capitol, where she spent two days in arts advocacy training and visiting North Carolina legislators. Following is Caddick's winning essay:*

Studies show that there is a particular kind of neurological link between the left side and the right side of the brain. The left side controls logic, fact and perception of reality while the right side controls creativity, imagination and emotion. We live in a time where whole-brain thinking is more important to our society than ever before.

Previous generations have laid the foundation for all that we will discover and take part in over the course of our lifetimes. Without possessing the essential skills that the arts provide, we cannot make the progress that our predecessors intended for us. It is our civic responsibility to encourage the youth of America to become the creative society that we, as a nation, are destined to be.

We are in the midst of a crippling economic recession. In times of financial hardship, art is seen as expendable. This is a gross misconception. In actuality, the arts provide over five million jobs and generate more than \$166 billion in revenue each year. Author Richard Florida strongly believes that the key to improving the plight of the underpaid, unemployed and disadvantaged members of the community lies not in welfare or reintroducing manufacturing jobs of the past, but in tapping into people's creative resources and integrating them into the economy. The only way that one can find the key to unlocking this artistic potential is through arts edu-



Arts Advocacy Day essay winner Lauren Caddick receives award from Michael Peitz, executive director of the Educational Theatre Association.



Photo provided by James Palmatier, Educational Theatre Association.

cation. Just as the left and right brain share a connection, so do the economy and the arts. We cannot forget this as we allocate funding and support in the United States educational system.

In the last decade, we have seen a sharp decline in arts education, partly due to the "No Child Left Behind" act implemented by President George W. Bush. The law's emphasis on testing in reading and math has led to a decline in arts-related programs. Many low-income schools have curtailed art programs in an effort to devote more time to improving test scores. Ironically, the implementation of arts programs has been the key to raising mandated test scores. It not only gives those students who do not enjoy academically based classes a reason to stay in school, but also engages the mind in a way that multiple choice tests and textbooks cannot.

In my life, arts education has played an irreplaceable role. My experience in theatre has taught me that every individual is essential in working toward a common goal. From the lead actor to the set painter, all are valued for their own unique talent, as should be every human being in any community. In the fine arts, I have learned that all opinions and ideas are worth consideration and that talent is nothing without hard work. These values instilled in me through my art-enriched education will follow me wherever I go in life. Art is an essential part of human existence, and I can only hope that one day, with the support of our nation's leaders, every American will be as positively influenced by the arts as I have been. ●

Iowa All-state Festival Honors Outstanding Performers

BY LAUREN HENSLEY

In recognition of outstanding high school speech performers, the Iowa All-state Festival was hosted by the Iowa High School Speech Association (IHSSA) on February 21 to honor the top student-performers from around the state.

Beginning in January, nearly 26,000 students from more than 500 member schools performed acts at the district level in hopes of receiving a top-rating to advance to the state level. After nearly 1,400 students performed at the IHSSA State Large Group, 126 Iowa high schools had groups named Outstanding Performers and were given the opportunity to attend the All-state Festival.

But, just like many high school athletic teams, the success some schools experienced at the district and state levels, as well as the All-state Festival, came in conjunction with hours of practice and dedication.

"The students spend hours and hours preparing for their performances," said Craig Ihnen, executive director of the Iowa High School Speech Association (IHSSA). "Some schools start in November in preparation for districts in January. Because it is an extra-curricular activity similar to sports, no time is spent practicing in a classroom."

The 34th annual All-state Festival, held at the Iowa State Center in Ames, Iowa, hosted participants from 126 Iowa schools, and honored those students who had been named outstanding performers at the district and state levels. In addition, a crowd of nearly 5,000 gathered to witness performances in the divisions of one-act play, readers theatre, choral reading, ensemble acting, solo and group mime, television newscasting, radio broadcasting, group improv and musical theatre.

Following the completion of all performances, judges gathered to present the Critic's Choice Award to those schools that exemplified top performances during the day's events, and a Sweepstakes Award that went to the school with the most entries performing at the festival.

"In Iowa, the IHSSA does not have schools compete against each other; instead, we are a festival format," Ihnen said. "There is no winner, no state champion, just a selection by the critics. The schools that receive the Critic's Choice Award don't have to be the best, they just have to be the best that day."

As a symbol of their accomplishments, those selected for the Critic's Choice and Sweepstakes Awards were presented with All-state Festival banners – displaying their division and the IHSSA emblem – given in recognition of their accomplishments. The top performers are given the banners for one year and returned the following year for the next selected festival performers.

This year's Critic's Choice Awards were presented to Clarinda High School, Spalding Catholic High School, Dubuque Senior High School, Alta High School, Sioux City East High School, Maharishi Upper High School, Grinnell-Newburg High School, West Delaware High School, Lake Mills High School and Sheldon High School. Rounding out the festival was Valley High School, which was honored as this year's Sweepstakes Award recipient.

"All of the schools at the All-state Festival are truly all winners regardless of the awards given," Ihnen said. ☉

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College majoring in journalism and public relations.



Proper Decorum Needed at Music Concerts

BY JERRY TYSON

For nearly 40 years, I have had the privilege of recording county, district, regional and all-state festival concerts, and I have thoroughly enjoyed seeing the level of music quality go up consistently. In that time, I have seen two – and now the beginning of a third – generations of musicians go through the program. It is a real kick to hear a director say: “You were recording these concerts when I was in high school.” Actually, it is more like a kick in the head when I realize that much time has gone by!

We have seen incredible changes in that time. We don’t record on open reel tape and we don’t make LP records or 8-track tapes any more. Most of today’s young musicians wouldn’t know what to do with them if we did! The music played and sung has had a completely different repertoire added to what we heard back then, using different techniques, electronics and every innovation imaginable to create today’s concerts.

“Several concerts we have recently recorded have been totally ruined by parents who bring small children who cannot sit still or be quiet for two hours. An infant cannot be expected to be quiet that long when tympani crash and trumpets blare.”

Unfortunately, we have seen another thing in more recent years that I find very troubling. Being at a loss to do anything about it personally, I am going to the only place I know in hopes of getting a few ears to listen, or in this case, eyes to read and make a difference.

The type of music performed at most school, college, church and community band, orchestra and chorus “formal” concerts is a far cry from what is listened to at home, in the car or in the headphone zone of today’s music consumer. Today’s music listener/buyer far too often is listening to noise bellowed by a “vo-

calist” who seems to be trying to vent the pain of appendicitis more than the words of a sing-able song. The popular culture has given us rap that usually has no musical content, but can incite to riot. Rock bands play to filled stadiums and create an “event” frequently devoid of legitimate music, at least not the kind you could hum or for which there is a recognizable melody. Music, good or bad, played on Musak in restaurants seems designed only to mask the belching. Untrained audiences have forgotten that they are at your concert to listen respectfully.

At your school concert, “fans” scream, hoot and yell as a friend enters the stage; then while you are working hard to present your concert, they create a secondary program in the audience that makes it hard for others to hear. They show little or no respect for the efforts of the performers. It is no different than a football game or a rock concert in a stadium and the problem has spread to such august venues as Carnegie Hall.

Several concerts we have recently recorded have been totally ruined by parents who bring small children who cannot sit still or be quiet for two hours. An infant cannot be expected to be quiet that long when tympani crash and trumpets blare. Then, just when the music begins to soothe Junior’s nerves, the audience applauds. Again the infant is traumatized, and with it, the whole audience is subjected to its fussing or worse. I do not blame the child. I blame the parent who should have gotten a baby sitter!

So, teachers of music, what can you do? What is the purpose of this ranting?

This: Teachers of music need to rise to a new challenge and add another dimension to the curriculum. I am suggesting you actively educate your audiences. Oh, I know, you have had the page added to the program that tells the audience about good concert etiquette. That is great. Keep it up. There are still a few people in your audience who can read, so someone will learn something and maybe even act upon it.

I am afraid you will need to take it to a higher level if we hope to have anything salvageable in a few years. My suggestions are these: Prepare your students by teaching what is proper concert

decorum. Help them understand why their obnoxious friends are just that.

Have students do an exercise in deciding what people should do or know about a concert before they come. Instead of being a classroom assignment, make it a homework assignment. Maybe their parents could be brought into the discussion and learn something. If you have had a bad concert experience, use it as a springboard for teaching and discussion.

For district, regional, county and state festival concerts, add comments about what is expected of the audience in the introductory info and music packet that would normally go home with the participating students.

Firmly ask parents to get baby sitters. Some will still bring their little ones. Make a comment like, "please take your child out the moment he begins to fuss. He will not remember missing the concert, but those who purchase the recording will never forget he was here."

Mention your expectations at the beginning of the concert. A student announcer may be the most effective in this respect.

Adapt your conducting style to hold the audience at bay at the end of movements and the end of the piece. We can only hope this will curb their desire to clap at the first quarter note rest.

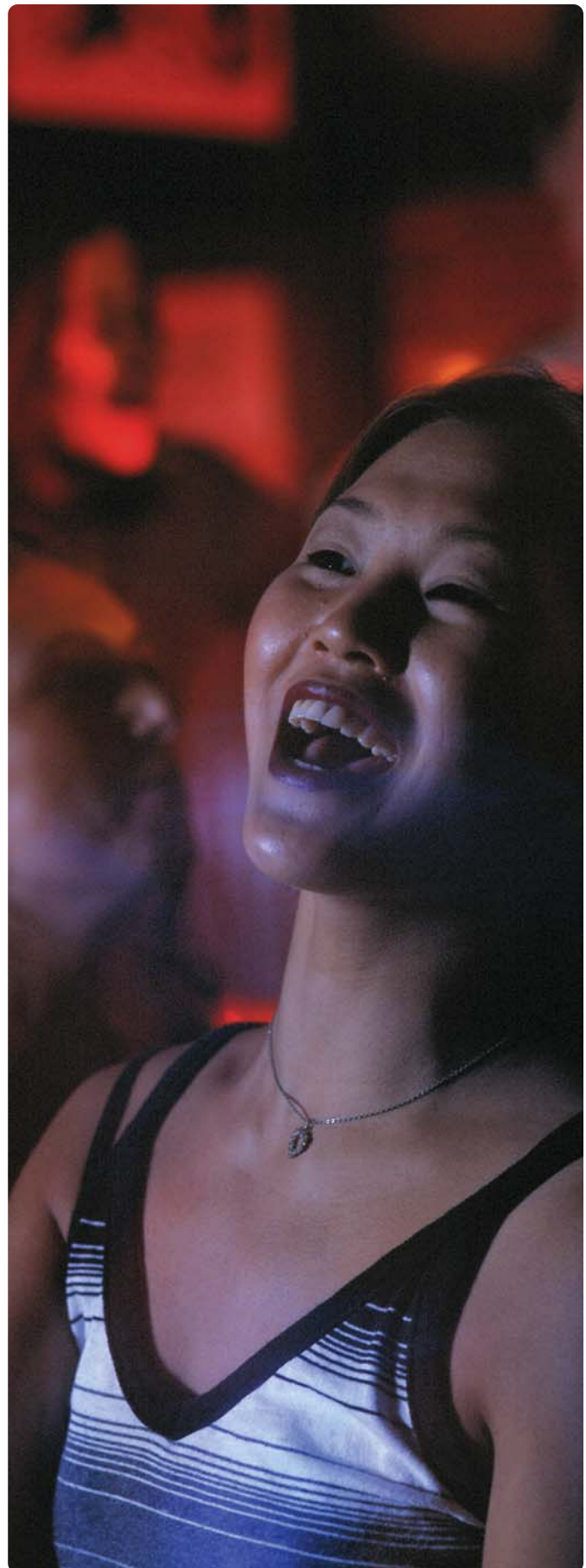
Don't hesitate to stop conducting when people are destroying your concert. Wait for them to get the message. If they are "slow" to catch on, turn around and glare at them. They may as well be embarrassed. They have already embarrassed themselves, but they just don't know it.

If you are recording your concert and there is an audience problem, a musical "derailment," a fire siren, or some other serious problem that would affect the quality of your recording, go back and do that piece as an encore. Explain why you are doing this to the audience and they will probably applaud your decision!

Do I have to mention cell phones, beepers and pagers? Some may innocently forget about them. Others don't care. Either one can ruin the delicate part of the concert you worked hardest to prepare. In your printed program and welcoming announcements, you probably already make comments about cell phones and whatever else, but try having someone call you on your cell phone while you are in the middle of the announcement. Your "embarrassment" at being caught will be a stronger message than anything you can say.

It requires an incredible number of man hours between students and teachers to bring a concert to the stage. There is no reason for people to destroy your efforts. At least not without all of us giving them a good fight! ●

Jerry Tyson is the owner of AMP Recording and Duplicating Service in Pennsylvania and a long-time member of the Pennsylvania Music Educators Association.



Duties of Administrators Regarding Heat Illness

BY JON ALMQUIST

TURN UP THE HEAT

Playing sports when the thermometer approaches triple digits, or even the 80s or 90s, can place a student-athlete at risk of suffering heat-related illnesses such as heat exhaustion or heat stroke. The higher the humidity, the lesser impact evaporation (sweat) has on cooling and, thus, the higher heat stress to an athlete. School districts that leave the decision to play when the heat stress index approaches the risky range in the hands of the individual coaches are at risk for criticism, and in a worst-case scenario, a lawsuit. The development of a Participation in Heat Protocol, based on scientifically sound information, will provide a consistent and defensible approach to minimize risk to student-athletes when competing and practicing in the heat.

Developing the Protocol

The development team should consist of representative coaches from the sports impacted by the protocol as well as a medical professional, such as the certified athletic trainer, and athletic administrators. To help the group stay focused and on track, the mission of the team should be discussed and agreed upon early in the process. When creating the policy, the development team should review the most recent scientific studies available as well as the protocols used by surrounding school districts or other prominent forward-thinking programs.

Accountability

A policy or protocol is only as good as the rules that support it. Having a policy in place that is not followed by the coaches can be considered negligence on the part of the coach, or negligence on the part of the school for not enforcing the rules. Coaches, athletes and parents are more likely to buy into a policy when policies are consistent within a certain geographical area.

Education

Education is the most beneficial intervention a school can implement. Everyone involved in the athletic program, including the

athletes, parents, coaches and officials, should be educated in the prevention strategies and signs and symptoms of heat illness. Catastrophic consequences from heat illness are often avoidable. Recognizing the signs and symptoms of heat illness AND immediately implementing the appropriate intervention are two critical components to maintaining a safe environment and are critical components of a policy. Education of coaches and athletes to proper fluid replacement practices is essential to maintain a “heat healthy team,” and is also a vital component of preventing heat illness.

Prevention Strategies

Limiting the amount of exercise during high heat stress times will help in the prevention of a heat-related illness. Restriction of sports equipment that prevents heat loss such as helmets and shoulder pads can prevent heat illness and still allow some activity to take place. An example of a progressive restriction of activity and equipment is available in Appendix 1.

Determine a method to assess the heat stress in your system. Most scientific documents use the wet bulb globe temperature (WBGT) as an indicator of heat stress. This method requires use of a fairly expensive apparatus that calculates the heat stress based on the ambient (dry) temperature, wet bulb temperature and radiant heat. Another method commonly used is the wet bulb temperature (WBT), which takes into consideration the cooling effect evaporation has at a given ambient temperature and the humidity level. A third method is using a heat stress chart, which uses the ambient temperature and humidity to determine a heat stress value. Each of the methods will provide a different number associated with the heat stress value, so your protocol should choose a method and craft the restrictions based on that heat stress value.

Emergency Action Plan

Development of an Emergency Action Plan specific to the topic of heat illness is important to ensure that a rapid and appropriate response is provided to any athlete, coach or official with signs and symptoms of heat illness. Immediate cooling is the key to proper

Sample heat policy:

Fairfax County Public Schools Athletic Training Program
Protocols Governing Extracurricular Activity during Extreme Hot and Humid Weather Conditions

WET BULB TEMPERATURE RECOMMENDATIONS

Level	FWBT	Duration	Attire	Fluid Consumption	Comments
1	Less than 60°	3 hours maximum	Full gear	Insist that adequate fluid be ingested	Never restrict water consumption
2	60.1° – 65.9°	3 hours maximum	Full gear	Insist that adequate fluid be ingested	Provide minimum of 2 water breaks per hour
3	66° – 74.9°	3 hours maximum	Full gear	Insist that 4 – 6 oz minimum fluid be ingested every 20 minutes	Provide minimum of 3 water breaks per hour
4	75° – 76.9°	3 hours maximum	Remove helmets unless active in drill	Insist that 6 – 8 oz minimum fluid be ingested every 20 minutes	Monitor athletes, rest as needed
5	77° – 78.9°	3 hours maximum, every 45 minutes of work > 15 minutes of rest each hour*	Protective equipment removed for non-contact drills	Insist that 8 – 10 oz fluid be ingested every 15 minutes	Removal of helmet unless active in drill, removal of pads (ie: shoulder pads) when teaching or non-contact portions of practice exceed 10 minutes in length
6	79° – 80.9°	3 hours maximum every 45 minutes of work > 15 minutes of rest each hour*	Shirt, shorts only No helmets or equipment	Insist that 8 – 10 oz fluid be ingested every 15 minutes.	Reduce intensity of activity, no equipment or helmets
7	81° – up	NO OUTDOOR PRACTICE	The Heat Policy also applies to indoor practice	Re-hydrate 24 oz for every pound of body weight loss per day	Practices conducted indoors must follow the Heat Policy

RED ALERT DAYS – When the Council of Governments (COG) issues a **RED ALERT**, all outside athletic activities will be suspended between 11 a.m. and 6 p.m. unless the air quality improves. Changes to the air quality forecast will be available after 2 p.m. and information provided to ATC's via E-mail.

*Recommendations are consistent with NATA, ACSM, and NCAA guidelines.

RECOMMENDATIONS:

- Replace fluids at a rate of 24 fluid ounces for every pound of body weight lost after exercise.
- Encourage athletes to wear light colored, loose clothing during activity in hot weather.
- Encourage athletes to wear sunscreen on exposed skin during hot, sunny conditions.
- Make readily available an adequate fluid supply to athletes at all times during activity in hot weather.

- Recommend replacement of sodium (sports drinks, salty foods) if dehydrated, or when activity continues over multiple days of heat stress conditions.
- Discourage athletes from taking caffeine, energy, ergogenic, and/or dietary supplements such as ephedra containing products as these products may cause an increase in dehydration and heat-related illness and/or injury.
- The following athletes are at increased risk for heat-related illness/injury and should be monitored closely or placed on a modified participation schedule:
 - ❑ Individuals poorly acclimatized, overweight or poorly conditioned
 - ❑ Athletes having a pre-existing dehydrated state (recent fever or gastro-intestinal illness) or pre-existing heat injury
 - ❑ Athletes taking certain medications including diuretics, antihistamines, beta blockers and anticholinergics
 - ❑ Overweight athletes

care. If an athlete has any sign or symptom of heat illness, immediate removal of any equipment and immediate cooling should reverse the symptoms quickly. If symptoms don't resolve quickly, EMS should be activated and aggressive cooling efforts should be continued. Mechanisms to provide immediate cooling for overheated athletes, such as ice towels, cooling tub, electric fans and coolers of cold water, should all be identified in the emergency action plan. Protocols to follow regarding EMS activation, providing access for the ambulance to reach the athletic fields, and emergency contact information for athletes' parents are all components to include in an Emergency Action Plan.

Other Considerations

A heat protocol should also address the return to participation after someone suffers a heat-related incident. Supplements and medications can also make an athlete more susceptible to a heat illness. Education regarding supplements and general nutrition to athletes as well as the awareness by staff of the medications students may be taking are also important aspects to consider. Schools in suburban and urban areas may also be faced with air quality indexes (smog and ozone) that may impact an athlete's ability to accommodate heat stress during exercise.

Conclusion

If you are developing a heat policy, or revising an existing one, it is essential that the most recent scientific evidence is used as a reference. It is also important to include appropriate personnel to craft a policy that can be approved by the school district administration. Inform, implement and enforce the policy with consistency under all circumstances. ●

Additional Resources:

National Federation of State High School Associations – Sports Medicine Web site www.nfhs.org
 Gatorade Sports Science Institute – www.gssiweb.com
 Gatorade – www.gatorade.com/hydration/
 ZUNIS – www.zunis.org
 National Athletic Trainers Association – www.nata.org/statements/Virginia_High_School_League – <http://www.vhsl.org/medicine.htm>

Jon Almquist is a certified athletic trainer and is the athletic training program administrator for the Fairfax County Public Schools in Falls Church, Virginia.

National Federation of State High School Associations



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DID YOU KNOW?

‘Mercy Rules’ Adopted by Several States

BY LAUREN HENSLEY

In high school, when teams of varying ability meet each other, lopsided results are often the outcome. Earlier this year, a girls basketball team in Texas won 100-0, and in Virginia this spring, a softball game ended with the score of 41-3. In an attempt to prevent these lopsided scores, blowouts and humiliation to athletes, some state associations have adopted mercy rules that high schools enact during athletic events. These rules, which draw competition to an early end when scores become one-sided, help prevent uneven scores and uphold a certain level of sportsmanship by athletes and coaches.

Although the National Federation of State High School Associations (NFHS) does not enforce mandatory mercy rules, it does permit such rules for football, baseball, basketball, softball, field hockey, ice hockey and soccer on a state-to-state basis.

Depending on the sport, some teams may experience losses ranging from 10 to 100 points, causing possible embarrassment to athletes, or perhaps even a loss in interest of the sport altogether. In hopes of preventing such occurrences, a running clock may be implemented in sports such as basketball and football, where scores can often be nearly overwhelming. Additionally, in sports where a clock is not used, such as baseball and softball, a run differential rule would serve as mercy to a team trailing by a double-digit score.

In Alaska, mercy rules have been implemented in football, basketball and ice hockey, all of which use a running clock. In football, if a team reaches a 35-point lead at the end of the third quarter, or anytime after, the play clock will run continually; during a basketball contest, the same rules apply when a team reaches a 40-point lead. And, because ice hockey does not typically reach as wide of gaps in scoring, a running clock starts upon reaching a 10-goal lead following the second period. Gary Matthews, executive director of the Alaska School Activities Association, says that the mercy rules were implemented to avoid lopsided contests and prevent teams from running up the score.

Minnesota, which previously had game-ending procedures for sports in which uneven scores could be a concern, is now in its first year using a mercy rule in basketball and football. Similar to Alaska, a running clock is used after a designated time and point differential, with both sports resorting back to regular play if the lead falls below 30 points. Kevin Merkle, associate director in the Minnesota State High School League, said the state had similar reasons as Alaska when settling on a mercy rule.

“The main concern was the lopsided scores in basketball – in particular on the girls side,” he said. “Part of the concern was coaches either running up the score, or keeping their starters in the game in order to build on their team or individual stats. This led us to investigating the issue and discovering that basketball and football were the only two sports that didn’t have some sort of mercy rule; the initiative for this change came from our Board of Directors, not from our coaches or member schools.”

With an emphasis on basketball, soccer, baseball, softball and eight-player football, the Kansas State High School Activities Association (KSHSAA) chose to adopt mercy rules that in some cases would end a game entirely. With the exception of an optional running clock during a regular-season game, an eight-player football game is ended at halftime if one team is leading by 45 points. Although both schools have to mutually agree to the terms of a running clock before the contest begins, this rule does not carry over into the postseason and, therefore, contests are ended if one team reaches a 45-point lead anytime after the second quarter. In addition, Kansas has a 10-goal differential for soccer, which calls for the ending of a game if, at any time after the half, a team gains a lead of 10 or more goals.

With the implementation of mercy rules come possible negative reactions from players, coaches, parents and officials. Those concerned with team and individual statistics might be against mercy rules. For example, they might suggest that if a contest ends early, so do the chances of adding to any statistics. Additionally, for those players who rely on playing time that comes only if their team has a substantial lead, a mercy rule would greatly reduce the chance of playing.

“I have not heard much negative reaction to adopting the policies,” said Francine Martin, KSHSAA assistant director. “Officials express concern that when a mercy rule isn’t used, games can sometimes get out of hand and sometimes coaches don’t do enough to prevent very wide scoring differences.”

While mercy rules may cut a game short, put a halt to some athletes’ playing time and reduce the opportunity to improve statistics, supporters see the rule as a way to promote good sportsmanship for all involved. ●

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College, majoring in journalism and public relations.

Coach Education Program Adds Football Course

BY PAIGE FLYNN

As a means of improving high school football coaching around the nation, the NFHS recently added the Fundamentals of Coaching Football course to its Coach Education Program. It is now available through the NFHS Coach Education Web site, www.nfhslearn.com.

Fundamentals of Coaching Football is the sixth course in the program. Other programs for coaches offered by the NFHS include: Fundamentals of Coaching, First Aid for Coaches, Fundamentals of Coaching Soccer, Fundamentals of Coaching Wrestling, and Engaging Effectively with Parents.

For this most recent project, the NFHS teamed up with USA Football, the national governing body for youth and amateur levels of the sport. USA Football already has a well-developed education program for youth program coaches, and was looking for a way to reach the high school athletes.

The NFHS and USA Football are proud of the great strides the Coach Education Program is making in variety and execution, beginning with new visual effects that can be found in the Fundamentals of Coaching Football course. The course's content, which was contributed by USA Football, focuses on individual field positions needed to effectively coach fundamentals to players.

Aside from teaching correct methods of play to avoid injury, the program does not contain any specifics dedicated to safety precautions. Dan Schuster, NFHS Coach Education Program Specialist, pointed out that by fall 2009, coaches will be able to take a trio of courses in order to become an accredited interscholastic coach (level1). In addition to taking a sport-specific fundamentals course, those who wish to become accredited must also take the Fundamentals of Coaching and First Aid for Coaches courses.

"I've got a laundry list as far as courses go," said Schuster about the quickly growing number of courses offered by the NFHS. "We are developing 'Teaching Sports Skills' right now, which is a course designed to help non-classroom coaches better educate and communicate with their students."

Schuster also says that along with volleyball, the NFHS is currently creating many new sport-specific courses to add to the program within the next several months. ●



NFHS produces sportsmanship kit

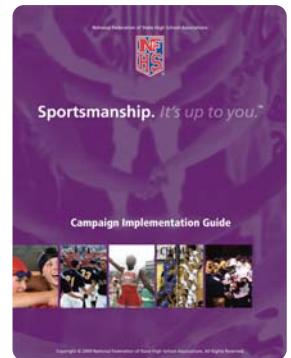
In an effort to improve sportsmanship at the high school level, the NFHS has introduced its new **"Sportsmanship. It's up to you" kit**. The multimedia program is designed to improve sportsmanship among high school athletes, fans and coaches.

According to Elliot Hopkins, NFHS director of educational services, the No. 1 complaint that state associations hear is poor sportsmanship. As such, NFHS President Jim Tenopir and the NFHS Board of Directors decided to do something about it, and the "Sportsmanship. It's up to you" program was born.

"Sportsmanship is a mission we're trying to teach," Hopkins said of the program, which includes two DVDs and has been distributed to all member associations in hopes of generating interest and its use. The kit includes an implementation guide, several videos, posters, pledge cards, artwork and public-service announcement scripts about sportsmanship. The kit also includes a presentation DVD to be used on big screens at games and tournaments that utilize full-screen, full-resolution videos.

Hopkins knows that a big part of the program is getting the community involved. "If the community isn't buying in, you're talking to a wall," he says.

The NFHS also plans to add to the program in the future, knowing that sportsmanship is an ongoing priority and a quality to carry beyond high school years. ●



The "Sportsmanship. It's up to you" kit can be purchased online at www.nfhs.com for \$19.95 (plus shipping and handling).

Koester named new sports medicine committee chair

Dr. Michael Koester has been appointed by the NFHS Board of Directors as the new chair of the NFHS Sports Medicine Advisory Committee (SMAC). Koester will serve the remaining three years of Dr. Vito Perriello's term. Perriello passed away earlier this year.

Koester has been a certified physician since 1992, specializing in sports medicine. He has been an at-large member of the SMAC since 2007, and also currently serves as the chair of the Medical Aspects of Sports Committee for the Oregon School Activities Association. He currently works at the Slocum Center for Orthopedics and Sports Medicine in Eugene, Oregon.

Bob Colgate, the NFHS staff liaison to the SMAC, said "I look forward to working with Dr. Koester as the new chair. He will do a nice job leading this committee." ☉

North Carolina executive director to retire



After 25 years as executive director of the North Carolina High School Athletic Association, **Charlie Adams** has set his retirement for January 31, 2010.

Adams, 72, was hired by the association in 1967 as an assistant executive director – a position he held until he became executive director in 1984. Prior to joining the NCHSAA, Adams was a coach, assistant principal and athletic director at three North Carolina high schools for eight years.

A three-sport athlete at Cary (North Carolina) High School and three-year basketball standout at East Carolina University, Adams has been one of the more innovative state association leaders during the past 20 years. The NCHSAA was one of the first in the nation to have an extensive corporate sponsorship program. He also oversaw the creation of the NCHSAA Endowment in 1991, which has about \$2 million and has been followed by many other states. Other programs created under Adams' leadership include the Student Services Program, NCHSAA Hall of Fame, Scholar-Athlete Program and Scholarship program.

Adams has been a leader nationally as well, serving a four-year term on the NFHS Board of Directors, concluding with a year as NFHS president in 1997-98. He has served on numerous other NFHS committees, including the Strategic Planning Committee and chair of the Hall of Fame Screening Committee.

In 2001, Adams was inducted into the NFHS' National High School Hall of Fame. Other honors include the Cary High School Hall of Fame, the North Carolina High School Athletic Directors Association Hall of Fame and the East Carolina University Hall of Fame. ☉

Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising).

Dave Wilkey retires as Utah executive director

BY LAUREN HENSLEY



David Wilkey, who has been with the Utah High School Activities Association (UHSAA) since 1978 and most recently has been executive director, will retire from the organization August 1.

Before joining the UHSAA, Wilkey worked as a sports information director, community education director, recreation supervisor and coach. Following the completion of his master's degree, Wilkey joined the UHSAA as the assistant executive director in which he helped develop the academic all-state honors, UHSAA Circle of Fame and Distinguished Service Award programs.

During his time at the UHSAA, Wilkey has also been actively involved with the NFHS. A former member of the NFHS Sports Rules Policy Committee and the National Records Committee, he previously was chair of the NFHS Hall of Fame Screening Committee, and is a current member of the NFHS National High School Spirit of Sport Award Committee.

Wilkey's career at the UHSAA has been accompanied by several awards for his contributions and service, which include administrator of the year awards from both the Utah High School Basketball Coaches and Athletic Directors associations. In addition, he was also awarded the Meritorious Service Award from the Utah Swimming Coaches Association.

With future plans to serve a full-time mission for his church alongside his wife, Lorelee, Wilkey will retire one year after being appointed executive director of the UHSAA. After a combined 32 years at the UHSAA, Wilkey will retire as the longest-tenured employee in the association's history. ☉

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College, majoring in journalism and public relations.



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Go to www.niaaa.org for further information on membership, services, programs, partnerships and professional development opportunities.