

OCTOBER 07

# HighSchool

TODAY™ THE VOICE OF EDUCATION-BASED ATHLETICS AND ACTIVITIES

## Title IX Anniversary

Part 2 of two-part feature

## Student Speech Case

Morse v. Frederick may impact athletics policies

## Contest Officials

How to recruit, train and retain

# Sports Participation

## Girls Top 3 Million



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS



# Girls Participation Reaches 3 Million

BY ROBERT F. KANABY, NFHS EXECUTIVE DIRECTOR, AND RON LAIRD, NFHS PRESIDENT

**Y**ou go girl! Our cover story on the latest high school participation figures indicates that girls participation in high school athletics has exceeded the 3 million mark for the first time. This milestone was reached at the same time we celebrate the 35th anniversary of the passage of Title IX – the event that opened the door for girls to play sports at the high school level.

When Title IX of the Educational Amendments of 1972 was passed, only 294,015 girls were participating in high school athletics. With the door opened, and followed a few years later by the baby-boom era, the number of girls playing high school sports swelled to 2,083,040 by 1977. After foundering a bit in the 1980s, the number reached 2,130,315 by 1993 but in the past 14 years, an additional million girls are now enjoying the benefits of high school sports participation.

The good news was not limited to the girls side, however, as the number of boys rose by more than 100,000. In fact, the overall increase of 183,006 participants from the previous year was the largest one-year jump in 13 years. Further, the survey revealed that more than 54 percent of students enrolled in high schools participate in athletics.

All of this information points to the fact that in spite of increasing challenges to funding programs, schools are continuing to provide opportunities and young men and women are continuing to prefer education-based high school athletics over out-of-school club teams. It is apparent that despite the lure of elite, out-of-school programs, there is nothing that compares with being a part of the high school-based team.

We know from years of experience that participation in these high school-based programs makes individuals happier and better citizens, builds strong minds and bodies, fosters cooperative spirit and sportsmanship, creates poise and confidence, teaches discipline and helps young people understand how to win and how to lose. It is doubtful that club teams do much to promote the well-being of the participant. Winning is paramount in these programs, and there is little sense of community or camaraderie without the school behind the team. Our young people want connectivity, and high school athletics provide

that opportunity.

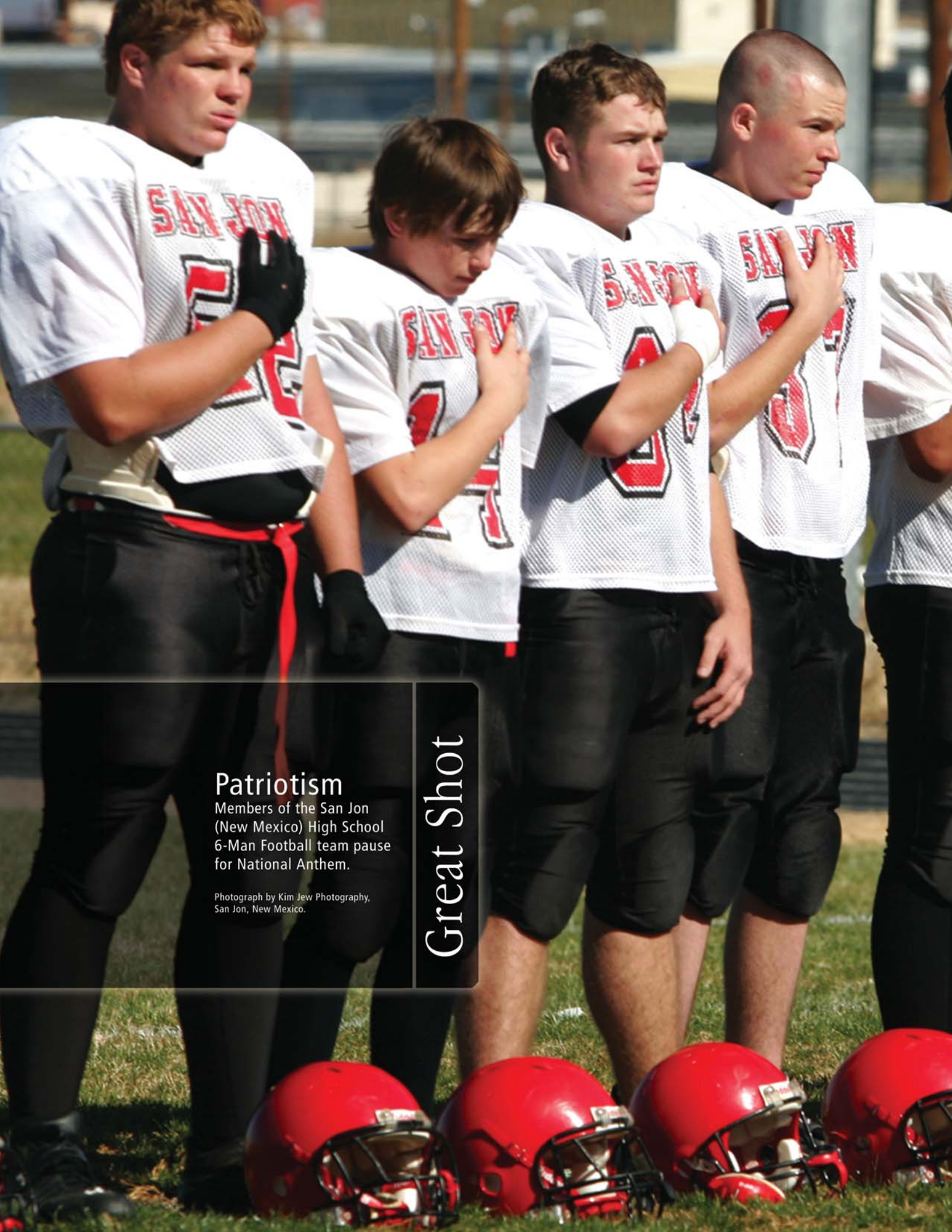
Certainly, there are school districts in some areas that are facing budget crunches. Many have resorted to participation fees, and the November issue of High School Today will assess the current state of “Pay to Play.” Our hope is that school boards, when faced with decisions about funding athletics and fine arts programs in schools, will recognize the huge return on their investment. If our latest participation survey is any indication, most of them are doing just that.

A perfect world would be for schools to see the value of activity programs and fund these programs from the annual budget. In most cases, less than three percent of an overall school district’s budget is devoted to athletics. A small price to pay, we believe, for being able to teach values to young people that cannot be taught in a classroom.

We believe our young people today need athletics and fine arts programs, and it is obvious from our most recent survey data that high school students want these programs. Throughout the year in towns all across this country, moms and dads, grandmothers and grandfathers, travel to high school games to watch their sons and daughters, and grandsons and granddaughters, play high school sports. While they enjoy being proud parents and grandparents, perhaps the biggest thrill is remembering when it was their day on the field or court. And now, thanks to Title IX, women will be able to look back and recount their high school experiences, as opposed to those of earlier generations who only can lament about lack of opportunity.

Not only did we continue to see growth in the more mainstream, popular sports, but state associations and schools are seeking to involve more people in high school sports by new sport offerings. A look at the survey reveals growing interest in such sports as weightlifting, lacrosse, bowling, flag football, crew and water polo, among others.

No other country in the world offers young people the opportunity to participate in sports within an educational setting. It is a tremendous privilege that we have in the United States, and we must keep that opportunity available to all. “Take Part. Get Set for Life” is our new tag line. As young people participate in high school activity programs, it helps prepare them for life after high school. ●



## Patriotism

Members of the San Jon (New Mexico) High School 6-Man Football team pause for National Anthem.

Photograph by Kim Jew Photography, San Jon, New Mexico.

Great Shot



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Photograph by Illinois High School Association.

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## HIGH SCHOOL TODAY ONLINE

You can read all articles – and more not published in this issue – online at [www.nfhs.org/hstoday](http://www.nfhs.org/hstoday).

# 7.3 Million Participants in High School Sports

BY JOHN GILLIS

Photo provided by 20.20 Photographic, Mt. Pleasant, Michigan.



For the 18th consecutive year, the number of student participants in high school athletics increased in 2006-07, according to the National Federation of State High School Associations (NFHS).

Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, that are members of the NFHS, participation for the 2006-07 school year rose by 183,006 students to 7,342,910, according to the 2006-07 High School Athletics Participation Survey conducted by the NFHS. In addition, girls participation exceeded three million for the first time, with 3,021,807 females participating in 2006-07. Through the survey, it was also determined that 54.2 percent of students enrolled in high schools participate in athletics.

"This is certainly another great report on the interest of high school sports in our nation's schools," said NFHS Executive Director Robert F. Kanaby. "The girls participation figure is particularly exciting since this year is the 35th anniversary of Title IX. We are pleased that more and more girls are taking advantage of the opportunity to participate in high school sports. The results support

## TEN MOST POPULAR BOYS PROGRAMS

### SCHOOLS

1. Basketball .....	17,762
2. Track and Field – Outdoor .....	15,709
3. Baseball .....	15,458
4. Football – 11-Player .....	13,922
5. Golf .....	13,541
6. Cross Country .....	13,354
7. Soccer .....	11,066
8. Wrestling .....	9,445
9. Tennis .....	9,438
10. Swimming & Diving .....	6,358

### PARTICIPANTS

1. Football – 11-Player .....	1,104,548
2. Basketball .....	556,269
3. Track and Field – Outdoor .....	544,180
4. Baseball .....	477,430
5. Soccer .....	377,999
6. Wrestling .....	257,246
7. Cross Country .....	216,085
8. Golf .....	159,747
9. Tennis .....	156,944
10. Swimming & Diving .....	106,738

the NFHS 2005-2008 Strategic Plan, in which the organization committed to providing stronger leadership and support for high school athletics and fine arts activities.”

Last year, the NFHS began a new brand identity emphasis using a communications tag line of “Take Part. Get Set For Life.™” In addition to its chief task of writing playing rules for high school sports, the NFHS is striving to gain awareness and support from state and local governments, media, corporate partners, and especially students and their parents.

Not only is participation at an all-time high, this year’s increase of 183,006 participants from last year is the largest one-year jump since a rise of 225,168 between the 1994-95 and 1995-96 school years.

## Girls participation exceeded three million for the first time!

# 3,000,000

Eleven-player football gained the most participants among boys sports in 2006-07 with 32,773, followed by soccer with 19,064, outdoor track and field with 10,195 and basketball with 9,934.

Basketball remained the most popular sport for girls with 456,967 participants, followed by outdoor track and field (444,181), volleyball (405,832), fast pitch softball (373,448), soccer (337,632), cross country (183,376), tennis (176,696), swimming and diving (143,639), competitive spirit squads (95,177) and golf (66,283).

In boys sports, 11-player football once again topped the list with 1,104,548 participants, followed by basketball (556,269), outdoor track and field (544,180), baseball (477,430), soccer (377,999), wrestling (257,246), cross country (216,085), golf (159,747), tennis (156,944) and swimming and diving (106,738).

Texas held its title as having the most sports participants with 763,967, followed by California (735,497), New York (350,349), Illinois (334,358), Michigan (321,400), Ohio (315,473), Pennsylvania (276,911), New Jersey (247,332), Florida (230,312) and Minnesota (220,241). ●

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete 2006-07 Participation Survey is available on the NFHS Web site <[www.nfhs.org](http://www.nfhs.org)>.

John Gillis is assistant director of the NFHS.

“Although we’ve had increases in participation for 18 consecutive years, a jump of 183,000 makes a strong statement that students want these programs,”

Kanaby said. “We must do all we can to keep these programs alive in our nation’s high schools. We can demonstrate that participation in athletics and activities helps students succeed in life.”

In addition to the overall numbers, the boys participation total of 4,321,103 is the highest participation in the past 29 years. This year’s boys participation figure is second only to the record 4,367,442 in 1977-78.

Soccer gained the most female participants in 2006-07 with 16,077, followed by volleyball with 15,798 and cross country with 7,422.

## TEN MOST POPULAR GIRLS PROGRAMS

### SCHOOLS

1. Basketball .....	17,458
2. Track and Field – Outdoor .....	15,578
3. Softball – Fast Pitch.....	14,968
4. Volleyball .....	14,881
5. Cross Country .....	13,146
6. Soccer.....	10,503
7. Tennis.....	9,678
8. Golf .....	9,046
9. Swimming & Diving.....	6,708
10. Competitive Spirit Squads.....	3,743

### PARTICIPANTS

1. Basketball .....	456,967
2. Track and Field – Outdoor.....	444,181
3. Volleyball .....	405,832
4. Softball – Fast Pitch.....	373,448
5. Soccer .....	337,632
6. Cross Country.....	183,376
7. Tennis .....	176,696
8. Swimming & Diving .....	143,639
9. Competitive Spirit Squads .....	95,177
10. Golf.....	66,283

# Title IX – 35 Years and Counting: A View of Educational Equity

BY PEG PENNEPACKER, CAA

Parents are getting smarter and this is not meant to be a derogatory or condescending statement toward them. Today's parents are more involved in their child's education than before and along with other stakeholders, they are requiring schools to be accountable for the decisions that are made throughout school governance. Through this process, the coming of the Internet has provided parents and others with the ability to access information with great ease. It is very easy for someone to "Google" the words "Title IX" and find more than three million Web sites and entries on the law. Furthermore, after educating oneself, it is relatively easy to go online and file a Title IX complaint or locate a Title IX attorney interested in hearing about your complaint.

When you combine parental scrutiny with the pursuit of educational equity (as mentioned in Part 1 of this article), it would behoove a school district to think proactively and perform a self-study of its athletic program for Title IX compliance. While performing a self-study is not difficult, it does require knowledge about the law and collaboration between the various school district personnel and stakeholders.

It is in the school's short- and long-term interests to know whether it is in compliance with the law and school aspirations.

A self-study at the minimum answers the institutional question of "How are we doing under Title IX and our own goal of gender equity"? Periodic self-studies are more meaningful than "one-shot" complaints driven by the Office for Civil Rights (OCR), which is the enforcement arm of Title IX investigations, because school compliance with Title IX is not static. Equal opportunities for both genders should be constantly monitored throughout the evolution of the entire athletic program.

Perhaps the most effective way to keep the OCR out of your school district is to have conducted a thorough self-study that has diagnosed the problem areas and sets forth a plan to address the deficiencies over a specified period of time. If the OCR is aware of the school's self-study and is convinced of the methodology's soundness, this may be sufficient in itself to deter an investigation.

If the OCR wants to conduct an investigation after receiving a formal complaint – even knowing that the school has recently completed a self-study – the study will be at least a point of departure for both parties to eliminate possible issues. If there is no self-study as a point of reference, an OCR investigation can be inordinately time-consuming and comprehensive in scope.

An undesirable result may occur as well because the OCR's timeframe for investigations is set by regulations and internal procedure. On the other hand, a self-study can take place over a longer period of time to suit personal schedules for interviews, etc., and to permit the institution to fashion more flexible creative resolutions for the disparities that may be uncovered.

The following points should be considered when developing a Title IX action plan as a school district begins its self-study process. These are adapted from "Twenty Tips for Developing a Title IX Action Plan" by Judith M. Sweet, who is the former director of athletics, University of California, San Diego, and a longtime senior administrator at the NCAA.

- Establish a district-wide committee to work with the athletic department in addressing gender equity. Include individuals or stakeholders with decision-making authority or the ability to influence decisions-makers, whenever possible. Representatives might include coaches, student-athletes, parents, school board members, school administrators, booster club representatives and school district Title IX coordinator.

- Invite OCR representatives or other Title IX consultants to visit the school and assist with the self-study and the development of strategies.
- Identify other community resources that may be of assistance.
- Inform and educate school district personnel, students, parents and community about Title IX law and regulations.
- Identify those individuals who will help champion the cause for equity.
- Attend seminars and conferences to develop better understanding of the law and its implementation.
- Work with state and national high school athletic associations to identify common solutions.
- Review the goals and priorities of your athletic department and how they are implemented.
- Identify ways of meeting goals. For example, implement a district-wide program to find ways to increase the interest level of girls participation in athletics.
- Develop a written action plan for both short- and long-term goals/proposals. In developing the action plan, include all components of Title IX evaluation requirements. Many of these can be addressed immediately.
- Develop change strategies to help foster an environment of acceptance and increased awareness that will aid in changing attitudes and stereotypes about girls participation in athletics.

- Be creative with all proposals.
- Keep all of your school district groups informed with semi-annual progress reports.
- Develop public relations strategies, especially if there are any major programmatic changes.
- Establish a timeline for implementing any changes.
- Develop a consensus based upon facts, logic and the spirit of fairness.
- Help people understand the consequences for the lack of compliance.
- Explain the changes to be made and help everyone feel comfortable with them.

Collaboration is the key to the self-study process. The first step to achieve true gender equity requires changing attitudes, and for that, some high school athletic directors will need help. It is not a one-person show. No athletic administrator can effect genuine change in the area of gender equity without complete support up and down a school's entire hierarchy. In high schools, this means building consensus, which includes school boards, principals, parents, teachers, coaches and students.

The process of schools performing a self-study of their athletic programs for Title IX compliance is not only important from a gender or educational equity standpoint, it may be soon required by law. The Equity in Athletics Disclosure Act (EADA) is a federal law passed in 1994 that requires universities and colleges to make avail-



# This huddle will last a lot longer than the next 30 seconds



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able gender equity information about their athletic programs. A similar law may soon be a reality for high schools across the country.

On February 4, 2003, Senator Olympia Snowe brought legislation before the Senate titled the “High School Sports Information Collection Act of 2003,” otherwise known as Senate Bill 282. The bill would require high schools to participate in reporting practices similar to those set forth by the EADA for colleges. This would in turn help set the standard for female athletic participation before they even get to college.

Athletics is an integral part of the educational process and an extremely useful tool in developing students on many levels.

Photos provided by 20.20 Photographic, Mt. Pleasant, Michigan.



Similarly, in 2004, four members of Congress introduced the “High School Athletics Accountability Act (HR 4994)” which would require high schools to report the number of female and male athletes participating at their school, as well as the amount of expenditures spent by each school for each sport. Armed with this information, the Department of Education will be better equipped to assess equality in sports for females at the high school level and take action when disparities emerge.

Several states across the country already have in place either legislation requiring some type of Title IX reporting by their high schools or a requirement through their state athletic/activity associations for reporting. One of the more aggressive and proactive states when it comes to Title IX compliance of its high schools is Kentucky. Several years ago, the Kentucky High School Athletic Association (KHSAA) took on the responsibility of overseeing Title IX compliance in all its member schools. The KHSAA created a compliance system and made a concerted effort not only to bring schools into compliance, but also to educate them on Title IX issues.

This proactive approach by the KHSAA is in part one of the hopeful outcomes of the proposed legislation by the House and the Senate. Likewise, some individual states are proposing legislation for their high schools. Recently, one of Pennsylvania’s state senators introduced a bill requiring all Pennsylvania high schools to report Title IX information, which is again similar to the EADA at the college level.

Title IX compliance and enforcement at the high school level is critical. While much of the conversation about Title IX has been centered on the collegiate level, it is in large part what happens at the K-12 level that prepares or does not prepare young girls to want to be involved when they get to the collegiate level. Additionally, the courts have said that Title IX was enacted in order to remedy discrimination that results from stereotyped notions of females’ interests and abilities. It could be argued that interests and abilities rarely develop in a vacuum, but rather evolve as a function of opportunity and experience. Females simply are not born less interested in sport; society conditions them.

Also, even if females have no interest in pursuing athletic participation in college, the benefits of sport participation at the junior high and high school levels have been well documented. Athletic participation helps cultivate the kind of positive, competitive spirit that develops self-confidence, dedication and a sense of team spirit, and makes for more successful and well-rounded individuals.

Participation in athletics at the high school level is not about creating the elite athlete or “super jock” persona. Athletics is an integral part of the educational process and an extremely useful tool in developing students on many levels. We cannot afford to limit opportunities and potential for some. In the truest sense, gender equity requires specific action to create conditions that provide quality educational opportunities and experiences for all student-athletes and enable achievement and career outcomes without regard to gender. ●

Peg Pennepacker, CAA, has been in public education for 25 years and a high school athletic director for 16 years. She is an advocate for Title IX at the high school level and serves as a Title IX consultant for the Pennsylvania State Athletic Directors Association, as well as several school districts in southeastern Pennsylvania. She can be contacted at 570-385-4069 or ppackt9@yahoo.com.

# Student Speech Rights Case May Impact Athletics Policies

BY LEE GREEN

In its first ruling regarding student speech rights in almost two decades – a case bearing possible implications for student-athlete codes of conduct in athletic programs – the United States Supreme Court ruled against the free speech claims of a high school student who had unfurled a banner at a school-sanctioned event that read “Bong Hits 4 Jesus.”

The case, *Morse v. Frederick*, was decided on June 25, 2007 and the Supreme Court’s sharply divided 5-4 decision tightened student speech rights as they had previously been interpreted pursuant to the First Amendment. Chief Justice John Roberts, along with Justices Antonin Scalia, Clarence Thomas, Samuel Alito and Anthony Kennedy, ruled in favor of the school and its principal. Justice John Paul Stevens wrote a strongly worded dissent that was joined by Justices David Souter and Ruth Bader Ginsburg. Justice Stephen Breyer concurred in part and dissented in part.

During late January 2002, the Olympic Torch was scheduled to pass through Juneau, Alaska, en route to its final destination at the Winter Olympic Games in Salt Lake City, Utah. The torch relay was to proceed along a street directly in front of Juneau Douglas High School (JDHS) during the school day. Deborah Morse, JDHS’s principal, designated the event as an approved school activity and the day’s class schedule was adjusted to permit students to leave the building and watch from either side of the street directly in front of JDHS as the Olympic Torch passed by. As an approved school activity, administrators and teachers were assigned to supervise student behavior and monitor safety during the event.

Joseph Frederick was a JDHS senior who, standing across the street from the school along with several friends, unfurled a 14-foot-long banner bearing the hand-written phrase at the center of the case, “Bong Hits 4 Jesus.” Video and pictures taken by television stations and newspaper media of the 10-or-more students involved in the prank revealed a group, as stated by Chief Justice John Roberts in his majority opinion, of “rambunctious” high schoolers preening for the cameras. Frederick would later claim that the phrase on the banner was merely a nonsensical statement intended to attract the attention of cameras and that he had participated solely because he wanted to

be on television. Frederick did not argue that there was a political dimension to his speech such as advocating the legalization of drugs. Nor did he argue that he was expressing a religious belief.

Principal Morse, standing on the school side of the street, crossed the road and demanded that the banner be taken down. All of the students except for Frederick complied and he was subsequently suspended from school for 10 days. Throughout the proceedings to follow, Morse would maintain that she had acted solely because she believed that the banner encouraged, in violation of school policy, illegal drug use.

After exhausting his administrative appeals before the Juneau School District, Frederick filed a federal lawsuit alleging that the suspension violated his First Amendment right of free speech. The suit, seeking declaratory relief, injunctive relief, compensatory damages, punitive damages and attorney’s fees, named both the Juneau School District and Principal Morse as defendants. A federal District Court ruled against Frederick, but the Ninth Circuit Court of Appeals reversed, holding that his free speech rights had been violated.

The U.S. Supreme Court granted certiorari in order to resolve two issues. The first was whether Frederick’s First Amendment rights had been infringed. The second was whether Principal Morse should be held personally liable for damages in the case.

The Court’s evaluation first addressed the question whether, because Frederick was not on school property at the time of his offense, the dispute should be analyzed as a school speech case. In the majority opinion, Chief Justice Roberts stated, “[T]he event occurred during normal school hours. It was sanctioned by Principal Morse ‘as an approved social event or class trip’ and the school district’s rules expressly provide that pupils in ‘approved social events and class trips are subject to district rules for student conduct.’ Teachers and administrators were interspersed among the students and charged with supervising them. The high school band and cheerleaders performed ... Frederick cannot stand in the midst of his fellow students, during school hours, at a school-sanctioned activity and claim he is not at school.”

It is important to note, however, that the Chief Justice also stated that “[T]here is some uncertainty at the outer boundaries as to when

courts should apply school-speech precedents,” thereby suggesting that if Frederick had been farther removed from the school-sanctioned event, the dispute might not necessarily have been litigated as a school speech case. What if, for instance, Frederick had been standing a block away from JDHS outside the zone of supervision by school personnel, when he unfurled the sign? Or if, unnoticed by school personnel at the live event, Frederick had a photograph taken of himself holding the sign and subsequently posted the picture on his MySpace Web site?

The Court’s analysis ultimately focused on the question whether a principal may restrict student speech at a sanctioned school event when that speech is reasonably viewed as promoting illegal drug use. The Court decided that she may. The majority opinion stated, “[W]e hold that schools may take steps to safeguard those entrusted to their care from speech that can reasonably be regarded as encouraging illegal drug use. We conclude that the school officials in this case did not violate the First Amendment by confiscating the pro-drug banner and suspending the student responsible for it.”

Although Supreme Court precedent has established that students “do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate,” prior cases decided by the Court have defined a limited set of exceptions under which student speech may be suppressed.

In *Tinker v. Des Moines Independent Community School District*, a 1969 decision, the Court upheld the right of a group of students to wear black armbands in protest of the Vietnam War by ruling that student expression could not be restricted unless the behavior in question will “materially and substantially disrupt the work and discipline of the school,” a result that did not occur in the silent, passive Tinker protest that was unaccompanied by any disturbance at the school.

In *Bethel School District No. 403 v. Fraser*, a 1986 decision, the Court upheld the suspension of a student for delivering a speech before a high school assembly in which he included graphic sexual references. Although no disruption was created by the student’s actions, the Court created a second exception to student free speech rights by ruling that the “school district acted entirely within its permissible authority in imposing sanctions upon Fraser in response to his offensively lewd and indecent speech.”

In *Hazelwood School District v. Kuhlmeier*, a 1988 case, the Court upheld a school prohibition on the publication of two student-written articles in the school newspaper. Although the articles posed no threat of material disruption, nor did they contain indecent language, the Court created a third exception to student free speech rights in holding that “educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns.”

To the Court’s three prior-established student free speech exceptions of substantial disruption, indecent speech and school-sponsored

expressive activities, *Morse v. Frederick* adds a fourth – allowing schools to restrict student expression promoting illegal drug use. The majority opinion cited the Supreme Court’s student drug-testing cases, 1995’s *Vernonia v. Acton* and 2002’s *Pottawatomie County v. Earls*, to reinforce its conclusion that deterring drug use by schoolchildren is a compelling government interest that justifies infringement on student free speech rights.



The Court’s ruling is a narrow one and permits only restrictions on speech that a reasonable observer would interpret as advocating illegal drug use. A concurring opinion written by Justice Alito and joined by Justice Kennedy stated that the decision “provides no support for any restriction on speech that can plausibly be interpreted as commenting on any political or social issue, including speech on issues such as the wisdom of the war on drugs or of legalizing marijuana for medicinal use.”

The dissent written by Justice Stevens and joined by Justices Souter and Ginsburg argued that the nonsensical phrase “Bong Hits 4 Jesus” did not advocate illegal drug use and that the Court should not “justify disciplining Frederick for his attempt to make an ambiguous statement to a television audience simply because it contained an oblique reference to drugs. The First Amendment demands more, indeed, much more.”

Finally, *Morse v. Frederick* would appear to justify the inclusion in student-athlete codes of conduct of rules prohibiting speech or expressive activities promoting illegal drug use. If a student-athlete was suspended from athletics participation for the violation of such a policy, the free speech issue would likely turn on the question whether the expressive activity had occurred within the context of a school-sanctioned event and the “gray area” challenge for schools in making such a determination might be a situation where the speech or expressive behavior in question contains elements linking it to the school but takes place off school property or appears solely on a social networking Web site. ●

Additional resources on this case at <[www.nfhs.org/hstoday](http://www.nfhs.org/hstoday)>.

Lee Green is an attorney and a professor at Baker (Kansas) University, where he teaches courses in sports law, business law and constitutional law. He may be contacted at [Lee.Green@BakerU.Edu](mailto:Lee.Green@BakerU.Edu).

# How to Get and Keep Officials

BY TIM CHRISTENSEN

The talented young quarterback scrambles to his right, delays a split-second and then throws a perfect spiral that is headed for his wide-open tight end at the goal line. An instant or two before the catch, the tight end is leveled by a defensive back.

Both teams start to argue. Tempers flare and unkind comments are made back and forth.

As things get out of control, the young center picks up the ball and heads for home. Says the young snapper: "Hey, it's my ball and I'm going home – you guys can do whatever you want."

One thing is obvious: "A game without officials is just recess."

All across America, there is growing concern about the ability to recruit, train and retain officials for all sports. Even basketball – the safest of all sports – is feeling a strain to fill slots for all games played.

"Find 'em, teach 'em and keep 'em"

Principals, athletic directors and coaches are seeing a growing problem in not only securing officials for all levels of contests, but also a change in the quality of the game officiating.

## Why are there too few officials?

This is a simple but very important question. The answer has many levels:

- 1) There are more games being played by not only high schools, but also competing non-traditional leagues. Where once it was a rarity to have "in-season" AAU-type teams, it is becoming common.
- 2) The increase in officials' expenses is another critical factor. This is especially true when dealing with a new official. Sports such as baseball, hockey and football have very high start-up costs. It is also obvious that we have never had other expenses such as gasoline reach the prices they are today.
- 3) The final issue is "Sportsmanship," or the lack of it. Coaches, players and fans all expect perfection from officials. Understandably, this philosophy is born in the land of

televised sports. Every night, we tune into games that are officiated by the greatest arbiters in the world. Every call is replayed and the announcers point out the "error" of the calling official. The fans watch these games and transfer the same observations to a local high school game, never considering that the calling official has already put in a full shift at a job. The abuse is given equally to a seasoned professional official.

So, a battle begins – how does an area recruit, train and retain officials so that all games are played on a level playing field?

## Recruitment

The days of expecting new people to show at the first officials association meeting of the year have passed. Recruiting, just like at the college athletic level, is a yearlong commitment.

The best local groups name and train a recruiting team that retains members over the years. The system should include new members to help bring new ideas in the group.

The best local groups use a number of different ways to get their word out to potential new members. Some ideas are:

- Contact all local colleges to see if one of your groups can speak to potential candidates. Best practice is to get to a college before a new season begins, see if there are professional physical education classes, offer to speak for a day about officiating and use that time to sell your group.
- Place professionally produced banners at schools during the off-season of your sport. Make sure the banner is memorable. The best banner ever was searching for umpires. There was a giant eye chart with only the letter "E" being repeated – over and over – at the end the banner which said: "If you can read this, you too can be an umpire" Call 800-555-1212!"
- Find a way to have a newspaper article written about your local association or a veteran official. Make sure in the article that it is made clear that you need new officials every year and that you have an in-depth training program.

## Training

The worst possible thing a local group can do is send an untrained or poorly trained official to any game. Any official who is sent to a game untrained will soon be an “ex-official.”

### “Recruit, Train and Retain ... plan and attack”

The best local officiating groups have a well-thought out, defined training system. These same groups train their instructors to be consistent. The best trainers will eventually be the individuals you train each season. The message will be passed from official to official faster than any clinic or class.

The best practices of the top local officials associations include most of these items:

- Extensive periods of time discussing not only the “letter” of rules, but also the concept of common sense and fair play.
- REAL testing of officials on the rules. Research has found associations that hold their members responsible for taking rules tests and passing them are far ahead of groups that “short-cut” this process.
- Nothing trains faster than on-court (or on-field) experience. Value cannot be measured in the advantages of working with a court, a ball and players. The ability to start/stop activities at a split-second leaves a lasting memory on new officials.
- No training should ever be started without a complete training plan. The best practice groups all spend a great amount of effort in establishing that good officials’ skills are built much like a house. By starting with a strong foundation, the remainder of the house is built quickly yet securely.
- Finally – training is for everyone. No official – no matter the number of years officiating – should be exempt from training.

## Retention

All groups will lose members under normal conditions. People move, people change interests, people change their lifestyles, people die ... but there needs to be a constant effort to keep members. It is much more expensive to find, train and teach new people than to work with your basic core group.

Some officials will be transitional no matter what. If you recruit and land a college student, there is a strong possibility that official will most likely move. Remember an important factor: train officials ... train them the best you can, so if they do move away, they stay with officiating in their next location. If we all train well, a new member may join your group from another well-trained group.

Data shows that the retention of officials can be increased by doing a few simple things:

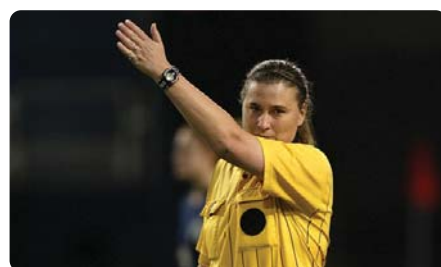
- Evaluate all officials. “Nothing is worth doing unless it is measured” is an age-old saying. To improve, officials need to know what they do right and what they need to improve.
- Rate all officials. Again, the very best groups have no fear of rating numerically each official. By nature, this allows people to self-evaluate themselves against peers and work toward improvement.
- Plan FUN functions. Again, the best-run groups have activities away from sport to build camaraderie among members. Golf tournaments, year-ending dinners and poker parties are just a few examples of things the best practice groups have in common.
- GIVE AWARDS! Every successful group also shares the common trait of rewarding officials for their work during the season. Some awards are for fun, and other awards are for performance both on and off the court (field) and in working for the association.

There are many growing concerns with high school sports. While administrators doggedly pursue funding, gender equity issues and more pressing issues, the real breaking point for organized high school sports may lie with the inability to find officials for all games.

It takes a true relationship based on teamwork to make sure we just don’t “roll out the balls” and have recess. ☉

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Tim Christensen, who is vice president of rules of the Portland (Oregon) Baseball Umpires Association, also is secretary of the Oregon School Activities Association/Oregon Athletic Officials Association State Baseball Umpires Committee. Christensen resides in Portland, is a cost control manager in the construction industry, and has been an NFHS baseball umpire for 39 years.



# Student-athlete Is Their Teacher

BY JOHN MILLEA

Minneapolis (Minnesota) Armstrong's **Evan Wilson** knows a thing or two about competition and victory, and shares his enthusiasm with his grateful teammates and coaches.



Almost every step of the way, Tim and LaRinda Wilson wondered if they were doing what was best for their son, Evan. Through preschool, grade school, middle school and high school, they wondered if mainstreaming was the best path for their child with Down syndrome.

Would he be teased? Would he be pushed around? Would anyone help him, keep an eye on him?

Now they know. Evan and 539 other seniors celebrated their graduation from Armstrong High School on June 7. That day brought memories, cheers and some tears, but they were tears of joy. And they were shed by lots of people – including coaches and Evan's fellow athletes – at the public school in Plymouth.

Armstrong wrestling coach Bill McCloskey had a hard time keeping his emotions in check as he spoke about what he and his wrestlers have learned from having Evan on the team for four years.

"It's an incredible thing," McCloskey said. "I'm trying not to tear up here, thinking about him and all the special things he's brought to the program."

The coach added: "You can always count on him for a smile, whether it's his smile or him making you smile. As tough as things can be sometimes, he's an inspiration all the time."

Evan also played football and was on the track team. Oh yes, he's an Eagle Scout, too. This spring he played adapted softball, which is a typical activity for special-needs students. He might be the most heavily recruited athlete at Armstrong, with coaches tugging at him to join their teams.

Dan Enna, an assistant football coach, also is the adapted softball coach. Knowing what kind of spirit Evan brings, he convinced him to play adapted softball this spring.

"He's a great kid, he's a great athlete, he really contributes and it's a pleasure to have him on the team," Enna said. "He's always smiling, he's always leading. He'll say in the huddle, 'C'mon guys!' He's just a fantastic kid."

Alex Rubin, one of Evan's fellow senior athletes at Armstrong, was a first-team All-Metro basketball player who helped the Falcons to a runner-up finish in Class 4A. He has known Evan forever, going back to a kindergarten-age soccer team.

"He's definitely a popular guy," Rubin said. "Everyone loves him. It doesn't matter; girls, guys, they all love him. There's no reason not to like him."



Photo from Armstrong High School Web site

Talk to anybody who knows Evan and they'll tell you a great story. Tim, LaRinda and Evan sat in their family room and spoke about the time...

- When Evan was a new middle school student and the subject of teasing by another kid. One of Evan's friends – who just happened to be the biggest kid in school – told the offender, "You mess with Evan and you mess with me."
- When a few high school kids walked behind Evan in the hallway and made fun of him, only to turn around and find some football players walking behind them with a clear message: Lay off our teammate.
- When Evan scored a touchdown – "I scored four or five touchdowns," Evan corrected us – because coaches and players from both teams knew it was the right thing to do.
- When Evan received a wrestling trophy from the nice people at Andover, and a large framed poster with photos of Evan playing football from the nice people at Wayzata, and on and on.

**"You can always count on him for a smile, whether it's his smile or him making you smile."**

"As a parent, you can only be grateful to have people from other schools reach out and make it great for everybody," Tim Wilson said.

McCloskey said Evan was not only an athlete, but also a teacher.

"With Evan, it was never about winning and losing in terms of how we think of winning and losing," he said. "For him, it was about how many points he scored. If he got beat 20-4, well, he scored four points. Every time he wrestled, it was a celebration. That was another lesson we learned from Evan; he sees victory in another way."

Evan, 19, is the middle child of five. This fall he is off to Brigham Young University, living with his big brother, Brigham, who is a student there. Evan has a job lined up in the student union, he will audit some classes and volunteer in the BYU athletic department.

And once again, he'll be the most popular guy in school. ☺

John Millea is a sportswriter and columnist for the Minneapolis *Star-Tribune*. Reprinted with permission of the *Star-Tribune*.

**"When the game is on the line"**



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# Parents, Coaches Were Biggest Influences

## Interview With Terry Steinbach

**Editor's Note:** *This interview with Terry Steinbach, former Major League Baseball all-star catcher, was conducted by Bob Herman, fall semester intern in the NFHS Publications/Communications Department. Steinbach was inducted into the NFHS National High School Hall of Fame this past summer in Palm Desert, California.*



**Q: How did you get involved in so many sports like baseball, ice hockey and cross country?**

**Steinbach:** My parents and older brothers – we did whatever was seasonal. During the summer, my dad would hit us ground balls and fly balls. And then fall came around, and people would play football. I tried football and played my first year in high school, but it didn't do it for me. That's where cross country came in. In the winter, we didn't have the Internet or computers like there are today, and we weren't big into sitting around the house. My parents wanted us to get out and do something, and if my brothers were going to skate, I might as well, too. We literally hung out at the ice rink for four, five or six hours a day playing hockey.

**Q: You mentioned that athletes are becoming too specialized. Why do you think this is, and how can things change?**

**Steinbach:** I don't know if it will change back. For example, you can play soccer year-round now on club teams and high school teams, and it's the same for hockey. I'm not saying that it's wrong or right because it's different for everyone, but you tend to lose out on that multi-sport facet. It's not common to see many athletes play a fall, winter and spring sport, and you lose a little bit of the diversification there.

**Q: What concepts from your high school athletic career have you carried over to your everyday life?**

**Steinbach:** I think the concepts of being able to compete, dedication and desire are very common in the sports world. It's like that for any job you have, and you can apply those to almost anything.

**Q: How did participating in high school sports, and the**

**sportsmanship involved, prepare you for your life and your professional career?**

**Steinbach:** You have to learn how to deal with success and failure. You learn how to win, and you learn how to lose. You have to be able to work with your team. There are many different personalities on a team, and it takes a lot for those different personalities to gel.

**Q: What are your thoughts on going to college before being drafted into the pros?**

**Steinbach:** Athletically speaking, that's up for debate. There may be some athletes who are

ready to take the next step, but socially, it's a big deal. Your parents aren't there telling you what to do. If you have a test and you wait to study until the night before, you probably won't do so well. The same goes for games. You have to learn to be responsible.

**Q: What led you to be a catcher on the Oakland Athletics even after you had played first and third base?**

**Steinbach:** I wasn't a catcher until after my second year in the minors. Mark McGwire actually began as a third baseman, and they had someone else line up at first. Then they came up to me and asked if I had any interest in catching.

**Q: What were some of your best major league memories?**

**Steinbach:** Winning the (1989) World Series is probably the best one. It's the ultimate reward. Being the MVP of the (1988) All-Star Game was also a highlight.

**Q: You hit a home run in your first professional at-bat. What was that, and your first major league experience in general, like?**

**Steinbach:** I was very nervous. You're excited to be there, but there are doubts. Do I belong here? Can I sustain myself here? But you just have to have confidence in what you did in the minor leagues because the organization brought you up for a reason. You feel more relief after two or three years in the league. It definitely took a little pressure off, and it was like an icebreaker.

**Q: What was the 1989 World Series like, especially since an earthquake hit San Francisco before Game 3?**

**Steinbach:** It was kind of twofold. There was the humanitarian

➡ Terry Steinbach was a two-sport standout at New Ulm High School in New Ulm, Minnesota, before his stellar 14-year professional baseball career with the Oakland A's and Minnesota Twins. Steinbach played in three World Series with the A's, winning the 1989 Series. He played in three All-Star Games and was most valuable player of the 1988 All-Star Game. Ⓞ

side – the devastation, the destruction, the lives lost. There was also the professional side. We were up two games to zero and had just lost the World Series the year before to the Dodgers. You never know how many chances you'll have to do that again. So you had to balance the humanitarian and professional aspects.

**Q: What was it like playing for manager Tony LaRussa in Oakland?**

**Steinbach:** Being the first manager I had at the professional level, he was great. He communicated very well with his players, and he had a very simplistic point of view in baseball: Play hard and try hard, and it worked.

**Q: How important do you believe it is to give back to the community?**

**Steinbach:** I believe it's very, very important. The hardest thing for professionals is that there are so many charities, but you aren't able to do them all. I'm able to golf 50 to 70 times during the sum-

mer just at charity golf events, but you have to balance out charity work, time with your kids, time with your wife and time for yourself. I wish there was enough time to do them all, but obviously there's not.

**Q: What does the National High School Hall of Fame award mean to you?**

**Steinbach:** I was very honored and humbled by it. It's the recognition of the beginning. People will throw a lot of statistical things at you, which I'm very proud of, but I credit a lot of where I am to those high school levels.

**Q: Who have been some of your biggest influences?**

**Steinbach:** It all started with my parents. They're the ones who encourage, persuade and influence your participation in sports. I credit numerous coaches along the way, too. High school coaches talk about sportsmanship, commitment and dedication – that happens for a reason. Coaches in general have just done a tremendous job.

**Q: What advice would you give to athletes who want to contribute and give back to their sports after high school graduation?**

**Steinbach:** Try to stay involved. Sometimes there's nothing that's too little of a contribution. Just showing up and helping out one person is well worth it. It can really have an impact and help high school kids. Every little bit helps. Ⓞ



*Terry Steinbach receives Hall of Fame medallion from David Stead, executive director of the Minnesota State High School League, and Terry's principal at New Ulm High School.*

# Charlotte Independence Football Winning Streak Ends at 109 Games

BY BOB HERMAN

It all started September 8, 2000. And it all ended almost seven years later to the day.

In 2000, **Charlotte (North Carolina) Independence High School** defeated **Charlotte (North Carolina) West Mecklenburg High School**, 58-0, and it hadn't lost a game until this past September 1 when it fell in overtime to Cincinnati (Ohio) Elder High School, 41-34, in the Kirk Herbstreit Challenge.

"It was seven years since we experienced a loss, so it was real hard to accept right after the game," Independence Athletic Director Kelly Lewis said. "You could visibly see how upset the players were. The reality is we didn't play that well in the second half, and the law of averages caught up with us sooner than we would've liked."

Although Independence quarterback Anthony Carrothers threw for 346 yards and two touchdowns in the game, the Elder offense was simply too much. Running back Nick Gramke ran for 130 yards and scored three times while quarterback John Groene passed for 232 yards and three touchdowns.

The string of 109 consecutive victories was second all time in high school football history to the renowned 151-game winning streak of Concord (California) De La Salle High School.

"The players and coaches didn't talk about it, but we all knew it was something special to be a part of," Lewis said. "To have the longest winning streak of all public schools is a great feat in itself for any sport. These players and coaches will have that to talk about forever."

Even though Independence, which averaged 40.6 points per game during the stretch, lost the second game of the year, the team still looks to win its eighth straight North Carolina 4-AA state championship.

"The streak has been a part of seven state championships – not the other way around," Lewis said. "We are a very good football team, and eight straight state championships has been the goal since day one of practice." ●

## Cat Hosfield sets strikeout record with more in sight

BY BOB HERMAN



Photo provided by Kimberly and Riverdale High School.

There's nothing like a game of cat and mouse – especially for Murfreesboro (Tennessee) Riverdale High School pitcher **Cat Hosfield**.

This past spring, Hosfield set the national softball record for most strikeouts in a season. The junior pulled the string on batters 659 times, replacing the previous record of 657 set by Anna Thompson of Huntsville (Alabama) Grissom High School in 2006. Hosfield won 44 games as well, which is tied for third on the all-time list.

"Her best strength is her work ethic," head coach Jeff Breeden said. "It seems like she works 365 days a year, and because of that, the spin on her pitches is so tight. They jump like crazy."

Hosfield also posted a 0.31 earned-run average, seven no-hitters and three perfect games. Riverdale made it to the state tournament and finished third.

"We're expecting to go to the state tournament again," Breeden said. "If Cat breaks the record again, that's well and good, but hopefully she won't be pitching as many innings."

The strikeout record came with a bittersweet feeling, though, as Hosfield broke it in the team's last loss, one game before the championship.

“When we got eliminated from the state tournament, we felt great for her,” Breeden said, “but we felt sorry for ourselves because we just got beat.”

Hosfield will head into next year with 1,279 career strikeouts. With another successful season, she could land in the top five for most career strikeouts.

One thing is for sure, though. Don’t expect Breeden to step into the box willingly against Hosfield.

“She’d strike me out without a doubt,” Breeden said, laughing. “I might catch up with her fastball, but I’d miss everything else.”

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Herman is a fall semester intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University majoring in journalism (news editorial) and minoring in Spanish.

## Backyard Bowl proves to be an intense game

BY EMILY CERLING

In the 40th annual Backyard Bowl, **Union (Oklahoma)** and **Jenks (Oklahoma)** put on quite a show September 7 at the University of Tulsa’s Chapman Stadium. Union squeaked out a victory over nationally ranked Jenks, 43-42.

The schools are not even 10 miles apart, and the Jenks and Union feud is one of 16 rivalries featured on the “Great American Rivalry Series” on [www.greatamericanrivalry.com](http://www.greatamericanrivalry.com).

The game was a nailbiter to the end. The Jenks Trojans were strong throughout the game, but Union scored a touchdown late in the game, tying the score at 36. In overtime, Jenks scored a touchdown first, but missed the extra point. The Redskins then scored a touchdown and kicked the extra point to win the game.

Previously just a matchup between two powerhouse schools, the game was transferred to Chapman Stadium to accommodate

the 20,000 fans who attended the game to cheer on their favorite team.

In 2004, a traveling trophy given to the winning team and an official sponsor were added to the rivalry. Jenks won the previous four Backyard Bowls. ☉

## School is out, but baseball state tournament still goes on

BY EMILY CERLING

Iowa high schools survived the hot summer weather to conclude the Iowa High School Athletic Association Baseball Championships on July 28 at Principal Park in Des Moines.

In the Class 1A state championship, **Kalona Iowa Mennonite School (IMS)**, in its first state tournament, met the **Remsen St. Mary’s Hawks**, making their sixth state tournament appearance. After a fast start, IMS won its first title with a 10-0 victory.

In the Class 2A final, the top-seeded **Cherokee Braves** and the **Davenport Assumption Knights** went head to head. The Braves were able to squeak out a victory after a wild pick-off throw at first and an RBI single in the bottom of the fourth inning. Top-ranked during the season, the Braves were able to claim their first state title with the 5-4 victory.

In Class 3A, the **Manchester West Delaware Hawks** defeated the **Cedar Rapids Xavier Saints**, the top-seeded and defending state champion, 8-0. It was the 20th straight victory for West Delaware.

In Class 4A, the **Urbandale J-Hawks**, winners of the 2000 state title, defeated the **Davenport Central Blue Devils**, 4-2, to claim the large-class championship. ☉

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Emily Cerling is a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, where she is majoring in integrated communications.



Kalona Iowa Mennonite School



Cherokee Braves



Manchester West Delaware Hawks



Urbandale J-Hawks

# Managing the Student-athlete Suffering From Concussion: Is it Worth The Headache?

BY JASON MIHALIK

Concussions are common in high school athletics. Some national estimates from the Centers for Disease Control and Prevention indicate that as many as 1.6 to 3.8 million mild traumatic brain injuries are sustained each year in the United States alone. While most of us are familiar with news media footage of concussions sustained by professional athletes, the reality is that as many as 5,000 concussions are sustained at the high school and youth levels for every concussion sustained in the professional ranks. Given there are currently more than seven million participants in high school sports in the United States, many administrators, teachers, school nurses, high school coaches and certified athletic trainers should be aware of the possible complications of this injury for the high school student-athlete.

## What is concussion and what are some of the things you should expect?

To put it simply, a concussion is a type of brain injury. A number of signs and symptoms may be experienced by the student-athlete including, but not limited to, headache, nausea, dizziness, confusion, balance problems, difficulty concentrating, and problems related to memory, mood and fatigue. Concussion is usually the result of either a direct blow to the head (very common in football and soccer heading), or through a whiplash-type mechanism through a body collision or even automobile accident. The injury is frequently referred to as the “hidden epidemic” and is often minimized since structural deformities are almost always not observed on CT or MRI scans.

## How can administrators help the student-athlete suffering from concussion?

As with any injury, being adequately prepared to handle a medical emergency is usually the best policy. Since most of these injuries will typically result from participating in varsity and junior varsity athletics, experts highly encourage every high school to re-

tain the services of a Certified Athletic Trainer (ATC). All ATCs have completed rigorous university-level coursework, are regulated and licensed health-care workers, and certified by an independent national board. Not unlike other professions schools may already have on staff (e.g., physical, occupational, speech and language therapists), all ATCs have at a minimum a bachelor’s degree from an accredited college or university. The reality is that more than 70 percent of all ATCs have a master’s degree or doctorate. While they are excellent at identifying and managing concussions, they are also trained in emergency care, as well as the evaluation and rehabilitation of orthopaedic conditions your student-athletes may suffer.

Since concussions are not reserved for the student-athlete, but may afflict a large number of physical education students, and even those who sustain off-campus injuries (e.g., cycling, motor vehicle and skateboarding accidents, to name a few), educating your faculty and auxiliary staff in this condition can be especially useful to the high school administrator.

## What should teachers know about concussion?

One aspect of the management of sports-related concussions often overlooked is that we expect our students to perform at their highest level in the classroom following injury. This is true despite the fact that concussion often results in impaired attention, difficulties with concentrating for prolonged periods of time and memory problems. If a student sprains his or her ankle and it is swollen, would one force the student to participate in physical education? No. The same should be true for concussion: if prolonged classroom exposure causes a student’s condition to worsen (i.e., headache worsens, fatigue levels increase, concentration decreases), then why should we expect a student to attend regular classes and the like?

There are many management strategies the teacher can implement in maximizing the classroom development of the injured stu-



dent-athlete. First, in order to counteract attention and concentration problems, shorter assignments and a lighter workload may prove beneficial to the student-athlete. Second, repetition and the use of written instructions may help the student-athlete experiencing “working memory” issues. Third, the teacher can focus on recognition cues and providing smaller pieces of information to retain for those experiencing difficulties with memory consolidation and retrieval. Since processing speed can often be affected following a concussion, time extensions on homework assignments, slowed-down verbal instructions and more reinforced comprehension-checking is often warranted.

### What role does the athletic trainer play in the management of concussion?

Notwithstanding their importance in the recognition and management of all athletic injuries that may be sustained by student-athletes during school-sanctioned events, the Certified Athletic Trainer can play an integral role in the education of the student-athlete. Many high schools and colleges across the country have implemented preseason baseline screening for cognitive function, mental status and balance assessment. If an athlete is suspected of having sustained a concussion, they are re-evaluated on these same measures and their post-injury scores are compared to their healthy preseason data. While this is a critical piece of the puzzle many ATCs find valuable in the management of concussion, the cognitive testing available to ATCs is often very similar to that used by learning specialists at your school. Every year, more high schools are adding Certified Athletic Trainers to their staffs to help deal with these health concerns. Administrators, teachers, parents, coaches, players and auxiliary school staff all share a common goal: to provide the best learning environment and social infrastructure to develop the future generations that will one day grow to be significant contributors to our society. The Certified Athletic Trainer fits very nicely in this role and I encourage all of you to explore the possibilities of retaining these highly skilled professionals in your institutions. ●

Jason P. Mihalik, MS, CAT(C), ATC, is a fourth-year doctoral student in human movement science at The University of North Carolina located in Chapel Hill, North Carolina. The study of sports-related concussion remains his primary area of research. He completed his graduate studies in sports medicine at the University of Pittsburgh, where he served as the head athletic trainer for two high schools in the Pittsburgh Public Schools System. A native of Canada, he completed his undergraduate degree at Concordia University in Quebec, Canada, in exercise science. He has been a Certified Athletic Therapist in Canada since December 2001, and a Certified Athletic Trainer in the United States since April 2002.

## MISSION STATEMENT

➔ The National Federation of State High School Associations serves its members, related professional organizations and students by providing leadership for the administration of education-based interscholastic activities, which support academic achievement, good citizenship and equitable opportunities.

### We believe:

- the NFHS is the recognized national authority on interscholastic activity programs.
- interscholastic activity programs enrich each student's educational experience.
- participation in education-based activity programs promotes student academic achievement.
- student participation in interscholastic activity programs is a privilege.
- interscholastic participation develops good citizenship and healthy lifestyles.
- interscholastic activity programs foster involvement of a diverse population.
- interscholastic activity programs promote positive school/community relations.
- the NFHS is the pre-eminent authority on competition rules for interscholastic activity programs.
- national competition rules promote fair play and minimize risks for student participants.
- cooperation among state associations advances their individual and collective well-being.
- properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- properly trained officials/judges enhance interscholastic competition. ●

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# School Music Advocacy for the Non-musician

BY STEFFEN PARKER



As part of the educational community, we are all aware of the mountains of research that documents the reason and purpose for including music education in a well-balanced school curriculum. This research highlights the many educational, team-building, cross-discipline and social pluses that participating in music in school develops in students from elementary school to college. All of the national music organizations (the National Association of Music Education at [www.menc.org](http://www.menc.org) for one) have compiled much of this data and make it available for all to review and use. Likewise, there are several very helpful collections of advocacy points for parents, teachers, students and the like. A very good list, done by the Selmer Company, is available online through various sources including the Nebraska State Bandmasters Association ([www.nsb.org](http://www.nsb.org)) and certainly can supply you with some handy facts to use when discussing the value of school music programs with parents, students, community members and colleagues.

And, while those facts and survey data support the understanding of the value of music education, they don't provide concrete ways to support YOUR music program, YOUR school's music educators, YOUR school's student-musicians. But, time and effort are at a pre-

mium in everyone's 21st century life and thus your support may be limited in its scope, regularity and nature. Willing as you are to help, it may seem that there's nothing you can do given those constraints. Let's help you get the most out of the opportunities you have and provide these students with the encouragement they need, deserve and greatly appreciate.

**SPREAD THE WORD:** Your school's music educator and his/her students can reach only a limited number of people through their promotion for the next musical event and will reach a similarly limited group through word-of-mouth. Help get the word out to a broader audience by offering to take information about the upcoming activity to the local regional paper, to your own community paper, or to your church or synagogue's bulletin editor. Place a poster or information sheet in your area of the school, on a bulletin board in your local grocery store or town office, or include it in your posted calendar of events in your area. Offer to e-mail the information to your colleagues in other schools or to the local radio or television station's community events calendar. And talk about the event in your classes, your meetings with other educators and your contacts within the community. Nothing inspires student-musicians as much as seeing an audience filled with people who aren't their relatives.

**SUPPORT THE TROOPS:** Be aware of who among your students are members of your school's music program and acknowledge their upcoming activities as often as you can in as many ways as you can, both publicly and privately. A supportive word about a musical performance from another teacher or a school administrator is much appreciated and gives the students a tremendous lift as they mentally prepare for the intense effort and focus required to perform in any public event. And don't just limit your acknowledgements to the student-musicians, but also include their directors and other supporters. In most cases, these acknowledgements can be made in public situations – classes, cafeteria, hallways, student areas, after-school opportunities, etc.

**SHOW YOUR FACE:** If you are able, attend any and all musical events that you can. If you get there in time, send your smiling face into the music area to just pat a few backs and wish all good luck.

Converse with parents you know (or can introduce yourself to) as the audience waits for the concert to begin. And if possible, hang around afterward to help haul equipment, to compliment the performers, or to speak with those in attendance. And don't just limit your face time to performances – stopping in the music room to listen in is usually welcomed by the music educator (check with them first though).

**SHARE THE FUN:** Musical groups often travel to events, both day trips and overnights. And they are not only great fun, but also a great way to connect to students outside of the classroom structure. If you can, volunteer to chaperone a music trip and add your name to those who can be called upon to help when additional adults are needed. Not only will you get to participate in a challenging, inspiring and exciting student event, but you will expand your relationship with the students (and parents) involved, and can now add the music educator as a supporter of your efforts and events.

**SHAKE YOUR TAIL FEATHERS:** Find ways to include music in your school day by playing a piece prior to class starting, sharing music on the public-address system between classes, or including musical references or recognition in your teaching. Playing music before class starts helps students focus their listening and attention skills, and also brings them into your room on time. Music on the public-address system (especially if it includes either student choices of program-

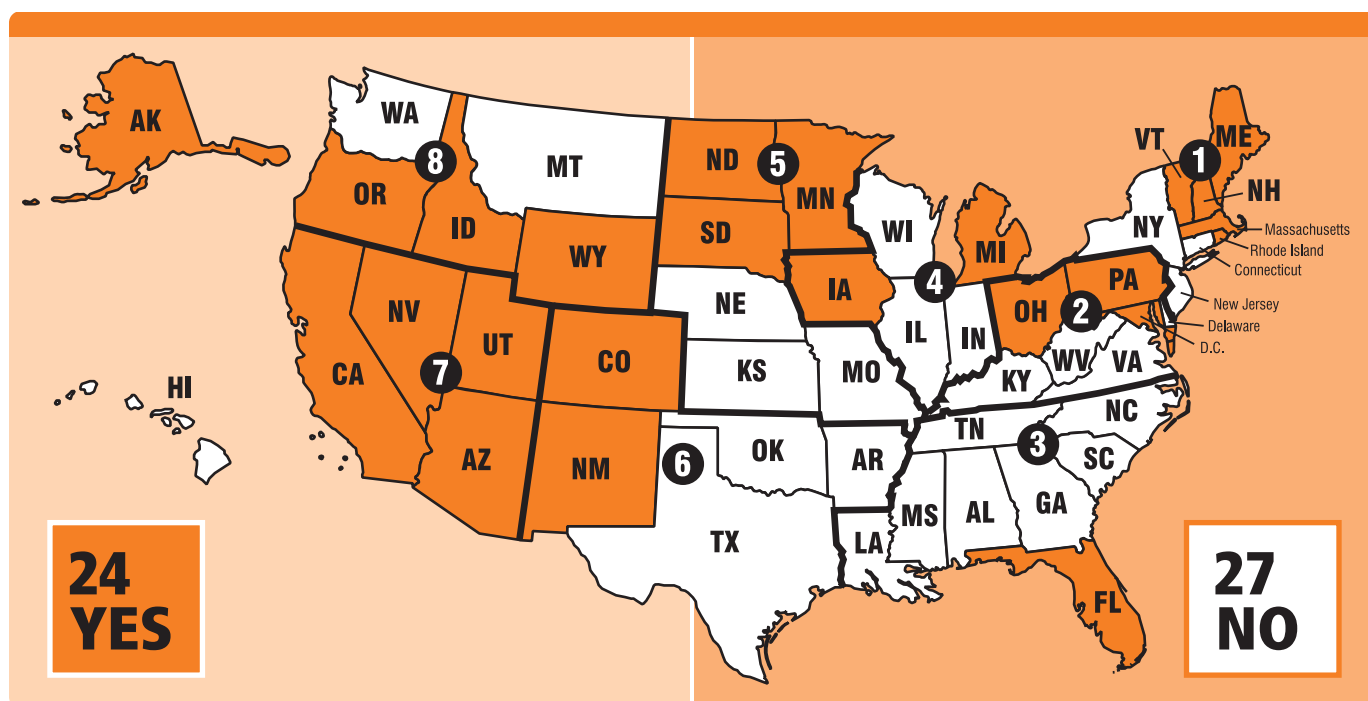
ming or music selected to highlight the day, an activity, class or historical event) shows everyone that music matters in your school. And, music educators are always interested in helping their colleagues incorporate music into their disciplines, and are willing to serve as a valuable resource to provide you with information, music, CDs, Web sites, documentation and reading material to help make that happen.

While being able to do all of these measures for every musical event would certainly be a supportive and gracious effort on your behalf, the reality of it is that doing any of them for any of your school's musical performances will help those students, their parents and your music department. And, once you find a way that works for you and for them, it will be easier to do the next time. You may even think of a few that work for your school situation that are not mentioned here. The point is do what you can, when you can, to make sure that an education in your school remains a balanced, varied, life-preparing experience for each and every one of the students entrusted to your care. ☉

Steffen Parker, a ninth-generation Vermonter, has been an instrumental music educator for 29 years, with degrees in performance, education and conducting. Parker organizes several music events in his state and region, and is in his 14th year as the Vermont All State Music Festival Director. He started a computer company, Music Festival Software Solutions, to help other states move their data processing online and provides that type of service to several groups, including the Vermont Principals' Association and the Vermont Superintendents' Association.

## AROUND THE NATION

# Question: Do you allow home-school students to participate in athletic programs at their school of residence?



# NFHS Rules Changes Made In Four Winter Sports

BY BOB HERMAN

Playing conditions are continually evolving in a constantly changing sports world, and the National Federation of State High School Associations (NFHS) rules committees have updated the rules for four winter sports to meet those changes.

The committees met this past spring to revise rules for basketball, swimming and diving, ice hockey and wrestling that go into effect with the upcoming 2007-08 school year.

Five **basketball rules** were modified, most notably that high school coaches will receive less time to replace a disqualified or injured player.

The interval to replace a disqualified or injured player went from 30 seconds to 20 seconds with a warning signal being sounded after five seconds.

This change in Rule 2-12-5 comes with the intention to move the game along in a more efficient fashion.

The dolphin kick was addressed in one of the major **swimming and diving rules** changes. Rule 8-2-2c now states that the dolphin kick may be executed after the initiation of the arm stroke and before the breaststroke kick.

Other changes dealt with the clarification of diving regulations, including Rule 9-5-1, which now allows divers to have their arms in the position of their choice for the forward starting position.

Two rules revisions dealing with risk minimization highlighted seven changes approved by the NFHS **Ice Hockey Rules** Committee.

The requirement that dental guards be attached to the face mask was deleted from Rule 3-4-4. In addition, Rule 3-3-1 was modified to further define what constitutes acceptable throat/neck protection gear.

Rule 3-3-1 now reads that "acceptable throat/neck protection includes a mask with a 'flapper'-style protector attached or a mask with an extension worn in combination with one of the following:

"A separate neck guard providing throat protection or a neck guard as part of a manufactured undergarment providing throat protection (chest protector extensions do not satisfy the requirement)."

Numerous **wrestling rules** changes were made, many of which focused on clarifying existing rules, but new Rule 5-20-5a allows an offensive wrestler to request a neutral position restart by signaling his desire to a referee.

The defensive wrestler is still awarded an escape if the offensive wrestler utilizes this option, but this starting position could offer a new and valuable offensive advantage. ●

## Catastrophic injury figures decline in 2005-06

BY BOB HERMAN

Injuries are unfortunately inevitable at every level of athletics, and the perpetual scare of a life-threatening injury looms in every field, court and sporting venue.

The National Center for Catastrophic Sports Injury (NCCSI) Research, which was created in 1982 to monitor injury trends in high school and collegiate athletics, released its 24th annual catastrophic sports injury report.

"When you look at this report, you're looking to see if there are trends," said Bob Colgate, NFHS assistant director and liaison to the NFHS Sports Medicine Advisory Committee. "Are we seeing the same catastrophic numbers? We want to see zero, but we know it's not going to happen. We're looking at this and are trying to decrease the risks of participation when writing the playing rules."

The numbers for the 2005-06 school year were some of the lowest in the history of the research study.

"Coaches and certified athletic trainers are more aware of the possibility of a catastrophic injury," said Frederick O. Mueller, Ph.D. "I definitely think there's better medical care in the field and in the emergency rooms with AEDs [automated external defibrillators]."

Mueller is the director of the NCCSI while Robert C. Cantu,



M.D., is the medical director. Both men headed the report and have created guidelines to categorize a catastrophic sports injury.

Catastrophic sports injuries are defined as “a death, a permanent disability injury or injuries such as a head or neck injury with a full recovery,” Mueller said.

These injuries are either considered to be direct, which result from actual participation in the skills of the sport, or indirect, which could involve a systemic body failure on the athletic location such as heatstroke or a heart attack.

There are three main categories of catastrophic sports injuries: fatalities, non-fatal (a permanent severe functional disability) and serious (no permanent functional disability, but a severe injury exists, such as a torn ACL).

Fall sports had 11 direct and 10 indirect catastrophic injuries, the most of any season. Soccer accounted for one direct and two indirect deaths, but all of the others occurred in football.

Ten direct catastrophic injuries (two fatalities, five non-fatal and three serious) and eight fatalities came during the 2005 football season. However, the direct catastrophic injury number was still the lowest since the research began.

Although football players record more injuries than any other group of athletes, there are also many more football players than any other high school sport. In 2006, more than 1.1 million high school boys and girls participated in 11-player football, and the injury rate per 100,000 participants was still less than one for each catastrophic injury category.

Many preventative measures have been taken to ensure a safer football environment, such as newer helmet safety and improved coaching techniques that keep the head out of blocking and tackling. A big concern, though, is the number of indirect football deaths and injuries – mainly from heat stroke – that could be avoided.

“Any time you have that many heat stroke stats, it’s a concern,” Mueller said. “Part of the problem has always been [teams] starting so early in the heat. You have to be really careful to follow the guidelines.”

Two direct and 10 indirect catastrophic injuries occurred during the 2005-06 winter season, which are nearly identical from last year’s figures.

Wrestling accounted for one direct and one indirect fatality, while basketball accounted for six indirect fatalities.

One serious ice hockey injury was the only other direct catastrophic injury during the winter. Swimming had one indirect death, while volleyball experienced one indirect, non-fatal injury.

Although there have been 118 direct and 146 indirect catastrophic injuries during winter sports from 1983 to 2006, many winter sports still maintain an injury rate of less than one per 100,000 participants.

High school spring sports only had one direct catastrophic injury (a serious track injury), and not a single indirect catastrophic injury was recorded.

Even though there were only 14 direct and 20 indirect catastrophic injuries during the 2005-06 school year, relatively nominal figures compared with past years, preventative measures can still be taken to keep the numbers low.

“[Coaches and parents] have to understand what sport their athletes or children are participating in and the risks involved,” Colgate said. “One of our goals is trying to make all sports that the NFHS writes playing rules for as risk-free as possible. They need to know their risks and the rules of the sport, but accidents do happen. There are a lot of things we don’t control.” ●

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## Overuse injuries increasing among athletic youth

BY EMILY CERLING

Year-round sports and overuse injuries are plaguing young athletes, warns the California Athletic Trainers' Association (CATA). Youth today are suffering from overuse injuries, which were virtually non-existent in young athletes in the past.

According to the High School Athletics Participation Survey conducted by the NFHS, sports participation among boys and girls has increased more than 37 percent in the past 20 years. Injuries derived from prolonged, repeated motion or impact, such as knee problems, stress fractures and growth plate injuries are becoming more and more common among athletic youth.

"What we have is an overzealous youth sports culture," said Mike West, certified athletic trainer and CATA governmental affairs chair.

"Kids are injuring themselves chasing the glory of college scholarships and professional careers by playing harder, faster and longer at a young age."

To curb frequency of injuries in young athletes, some boundaries in sports are being established. In May 2007, Little League International placed a limit on the number of pitches players age seven to 18 can throw in a game due to the increasing number of shoulder injuries kids were sustaining by playing for long periods of time.

The CATA provides guidelines to safeguard young athletes from overuse injuries to save their bodies for future play. A warm-up and cool-down should be included in every practice regimen to keep muscles warm and flexible. Young athletes should not ignore pain or discomfort, and should make an effort to get enough rest.

The CATA suggests young athletes should be placed into age-appropriate sports. Athletes should receive annual physicals to detect any potential or existing injuries. Also, qualified coaches and certified athletic trainers should be present during any sporting activity. ●

Emily Cerling is a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in integrated communications.

## After 40 years, Bob Baldrige retires

BY EMILY CERLING



After 40 years of exemplary service, Assistant Executive Director **Bob Baldrige** retired from the Tennessee Secondary School Athletic Association (TSSAA) October 1.

Baldrige was a staff member since 1967, helping develop the TSSAA's enrollment classification system and assisting with government relations. After attending college at Lambuth (Tennessee) College, he completed his undergraduate degree at Belmont (Tennessee) University. He went on to receive his master's degree in educational administration from Middle Tennessee State University.

At the national level, Baldrige was awarded the NFHS Citation in 2000. He also served on the NFHS Volleyball Rules Committee for five years, and has presented at several NFHS Summer Meetings.

Baldrige served as executive director of the Tennessee Sports Hall of Fame for eight years, was a member of its board for nine years, and has been a member for the organization for more than 35 years. He also helped raise \$3.2 million to establish the first Tennessee Sports Hall of Fame at the Gaylord Entertainment Center in downtown Nashville, Tennessee.

Baldrige is joined by only two other people in the history of high school state associations who have reached the 40-year milestone – North Carolina High School Athletic Association Executive Director Charlie Adams and retired Iowa High School Athletic Association Executive Director Bernie Saggau. ●



## Claudia Dodson passes away



Claudia Dodson, longtime Virginia High School League (VHSL) administrator and National High School Hall of Fame member who championed the cause for girls and women's sports opportunities, passed away August 18 at the University of Virginia Medical Center. She was 65.

Only the fourth woman in the country to be hired as a state administrator, Dodson joined the VHSL in 1971 when gymnastics was the only option for female student-athletes, then a neglected group on the prep scene.

"Claudia Dodson was there from the beginning. I can't imagine any person having more impact on female athletics in this state than Claudia," said VHSL Executive Director Ken Tilley.

Dodson, who died 13 days shy of her 66th birthday, was a trailblazer in expanding female athletics in Virginia, increasing offerings from one sport to 12 and into 31 state championships upon her retirement in January 2002.

"The leaders of this organization recognized that a strong person had to be brought in in order to turn things around, and Claudia fit that bill perfectly," Tilley said. "She fought for female athletics and made sure the movement kept progressing forward."

Born in Washington, D.C., Dodson graduated from Chester (Virginia) Thomas Dale High School before earning a bachelor's degree in health and physical education in 1963 from Westhampton (Virginia) College (now the University of Richmond), and a master's degree in physical education from the University of Tennessee in 1965.

Dodson, a Virginia High School Hall of Fame member, helped establish Women in Sport (WinS), a respected organization that promotes and highlights female athletes in central Virginia. At the time of her death, Dodson was president of WinS. She held the post for the past five years.

The Virginia Interscholastic Athletic Administrators Association recognized her by establishing the Claudia L. Dodson Scholarship, which is presented annually to a Virginia high school senior.

A health and physical education teacher at Richmond (Virginia) Meadowbrook High School, Dodson spent seven years as a driver's education instructor before joining the VHSL as programs supervisor. ©



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# NCAA Eligibility Center

BY GREG DANA

The establishment of the NCAA Eligibility Center in Indianapolis was first announced in January 2007 by Dr. Myles Brand, president of the NCAA. Replacing the current NCAA Initial-Eligibility Clearinghouse in Iowa City, Iowa, the eligibility center will certify the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics.

The eligibility center staff is eager to foster a new and more cooperative environment of education and partnership with the high schools and with high school student-athletes. NCAA regulations are set by NCAA colleges and universities and require all incoming student-athletes to meet a prescribed level of academic performance while maintaining their amateur status before entering college. The eligibility center will collect data from high schools, sport-sanctioning bodies and, most importantly, high school student-athletes in order to make eligibility decisions. Ultimately, the

individual student-athlete is responsible for achieving and protecting his or her eligibility status.

The first element of this initiative will be education about NCAA initial-eligibility requirements. NCAA regulations are numerous and are constantly updated as the worlds of amateur and intercollegiate athletics change. High school student-athletes need a resource that will aid them, their coaches, counselors and parents as they navigate NCAA regulations. To increase the chances of being properly prepared, these student-athletes and their advisors should start thinking about NCAA eligibility long before their senior year. The eligibility center will work to assist the student-athletes with academic planning, which often is more important than athletics planning for a high school student-athlete.

The second element of this initiative will be partnership. The eligibility center will work with the high schools to help their stu-



dent-athletes achieve NCAA certification. No high school student-athlete can be certified until the eligibility center has all the information regarding the student's high school curriculum and sports-participation history. Most important is the establishment and maintenance of the high school's list of approved core courses. For NCAA eligibility, core courses are those courses that:

1. Qualify for high school graduation in one or more of the following: English, mathematics, natural or physical science, social science, foreign language or non-doctrinal religion or philosophy;
2. Are considered four-year college preparatory;
3. Are taught at or above the high school's regular academic level;
4. For mathematics courses, are at the level of Algebra I or a higher-level mathematics course; and
5. Are taught by a qualified instructor as defined by the appropriate academic authority.

As high school curricula change, it is reasonable to expect the high school's list of approved core courses to also change. It is most helpful to the student-athletes when high schools update their core-course lists at the start of every semester or quarter. The eligibility center will assist high schools with this process and will send reminders to the high schools to update their core-course lists. By working together to compile and evaluate the academic and amateur records of these student-athletes, the eligibility center will provide the best service possible to the student-athletes.

## Important Things to Remember for This Year's High School Seniors

### Increase to 16 Core Courses for Division I:

For Division I, all student-athletes graduating from high school in the 2007-08 academic year and beyond, must present 16 core courses in order to be considered eligible. The breakdown of these required 16 core courses is as follows:

- 4 years – English;
- 3 years – mathematics (at the level of Algebra I or higher);
- 2 years – natural or physical science [including at least one (1) laboratory course if offered by the high school];
- 1 year – additional course in English, mathematics or natural or physical science;
- 2 years – social science; and
- 4 years – additional academic courses (in any of the areas above or foreign language, philosophy or non-doctrinal religion).

### Fourteen (14) Core Courses Required for Division II:

- 3 years – English;
- 2 years – mathematics;
- 2 years – natural or physical science;
- 2 years – additional courses in English, mathematics or natural or physical science; and
- 3 years – additional academic courses.

\* Note: Division III initial-eligibility requirements are certified by the respective member institution.

### Requirement to Graduate High School in Four Years:

This year's high school seniors will need to make every effort to graduate on time with their class. High school student-athletes have eight semesters from the time they enter the ninth grade to graduate and meet NCAA initial-eligibility requirements. The NCAA will only accept one core course taken after the student-athlete's class graduates. As this year's seniors register for their final semester, their coaches, counselors and advisors can help by making sure they are on pace to graduate on time with their class and meet the NCAA core-course requirements.



### Amateurism Questionnaires for All College-Bound Student-Athletes:

Equally important in the initial-eligibility process is the certification of each student-athlete's amateur status. This year's junior and senior student-athletes should currently be registered with the eligibility center. High school student-athletes take the first step toward creating opportunities for themselves by registering early and completing the amateurism questionnaire immediately. This information helps colleges and universities understand the full extent of the high school student-athlete's experience and also helps facilitate a smooth final certification process after graduation. ●

For more information, please refer to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) or the 2007-08 Guide for the College-Bound Student-Athlete at [http://www.ncaa.org/library/general/cbsa/2007-08/2007-08\\_cbsa.pdf](http://www.ncaa.org/library/general/cbsa/2007-08/2007-08_cbsa.pdf).



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