

MENTOR

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION, INC.

Vol. XVI No. 2

POST-LOSS HONESTY COMES WITH A SILVER LINING

"All the breaks went against us today." "We just didn't play our game." "The referee stole it from us." "Three starters were out - injuries did us in." "We hit the post twice or we would have won." To paraphrase the prophet Isaiah, "Woe are we who have to listen to those who thunder forth." In the sports world, post-loss honesty from coaches often is trumped by empty clichés and defensive whining. These poor souls pressured to take their programs to the proverbial next level by their administrations, fans and boosters, resort to Dick-and-Jane-level prose to explain their defeats. One rival, his eggplant-shaped body quivering with righteousness, game me a ten minute explanation of how the referee stole the match from him and then after the match apologized for blowing the call. Further, the coach said, the referee told him his sideline bellowing was justifiable.

Those post-loss emotional spiels *always* lack credibility because all coaches view contests with keenly biased eyes. And it's not just the post-loss rant - how about the post-season rant? It goes something like this: "We were 10-9, but we should have been 13-6. We lost two games in overtime and one

on a terrible penalty call." Does anyone ever say the opposite? Well, I'm saying it now - we were 14-5 last year and should have been 11-8. We beat three teams that I thought were better than us - two in overtime due to some luck and grit and one because of a questionable call in our favor.

Who, like a shaft of sunlight piercing the gloom, has the integrity to say, "We won, but we were lucky - they were the better team today," or "The score was an accurate indication of our opponents superiority?" Displaying the courage to be vulnerable is a wonderful lesson for our student-athletes. I have tremendous respect for those coaches who are confident enough to have to convince anyone of anything.

I believe that winning is overrated anyway. Three pant sizes and four hairstyles ago, winning obsessed me, ruled me. Now, the urgency has faded. The singular quest for it can only lead to compromised values and in the end, unhappiness. *It's more important to teach our student-athletes to prepare with diligence, struggle well on match day and accept the result knowing that they gave their all.*

You can't completely control winning or even playing well. The one thing you can control is effort. Effort comes in cycles, and our job is to move players through the low patches quickly. I tell my players that they are successful if they can walk off the field at the end of the match and honestly say they gave everything they had.

There are life lessons that can be taught in defeat: the value of resilience, the opportunity to display class and dignity under disappointing circumstances, and the fact that vigorous preparation, hard work and passion - while important - do not guarantee victory.

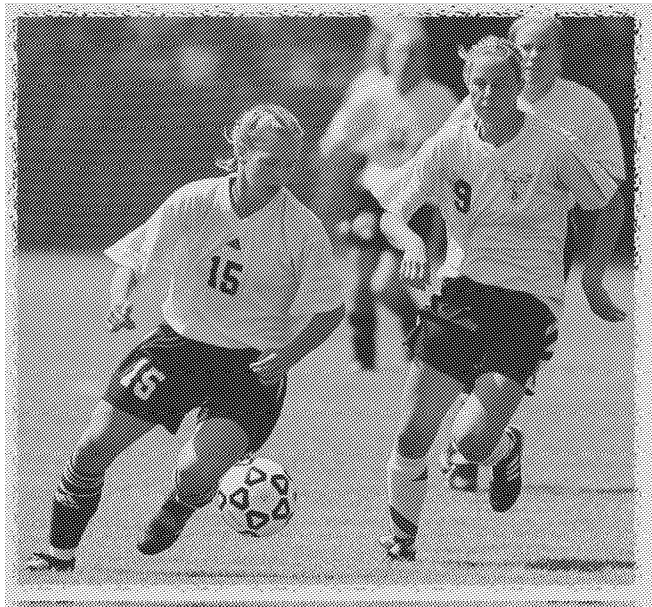
Sometimes losing can be a gift that will make your players stronger, more unified and lead them closer to their potential.

In the past, I have received plaques and certificates for milestone wins, which I have appreciated. Recently, I lost my 100th match as a college soccer coach. To show a bit of perspective, with a piano-key smile and tongue firmly imbedded in cheek, I announced this to my colleagues. Their responses included raised brows and blank stares. A small muscle on the side of one of my coaching colleague's mouth began to twitch. No one has a sense of humor when it comes to winning and losing. I'm proud that I've been around long enough to lose 100 matches. Some heavy doses of humbleness would do all of us coaches some good. We need to reach beyond the low-hanging fruit of the singular pursuit of victory and teach with broader purpose. Experience has shown me that if you run a program holistically, results will come. The coaches I know who are most at peace with themselves have learned that a caring, serving spirit is the conduit of inspiration for their athletes. These coaches display a purity of purpose that enables them to tough their kids athletically, educationally, personally and spiritually. They know they are the decisive element in their players' college experience and treasure this influence. They will find their reward in time, but often (like parenting) the payload is delivered later. Down the road, perspective will kick in and players will realize that being 11-8 or 8-11 is not nearly as important as the values and ideals their coaches taught them.

Our greatest reward as coaches is the joy and satisfaction of impacting young lives. Conversely, the sweet touch our student-athletes have on our lives is our golden prize.

— Rick Burns
Gordon College Women's Soccer Coach

(Editor's Note: This article first appeared in the Nov. 19 NCAA News)



Replenishing Energy Following Exercise

from Alan Beste, Iowa High School Athletic Association

In the past few years, nutritionists have written a great deal about the importance of replenishing energy supplies following exercise. Eating the proper foods within specified time frames after exercise is the key to quickly replenishing energy supplies. What athletes eat following exercise has a definite impact on their ability to perform well at the next exercise session and reduce their risk of injury. **Athletes who perform with low energy levels and/or while dehydrated increase their risk of injury and do not perform as well as when their energy and fluid levels are high.**

An athlete's first nutritional priority following exercise should be to replace the fluids lost through sweating. To accomplish this, athletes must drink more than enough to quench their thirst as this will only replace about one-half to two-thirds of the fluid they've lost. **Athletes should drink at least 24 ounces of non-caffeinated fluids for each pound lost during exercise within 6 hours after exercise.** If an athlete does not drink this amount of fluid, they will be performing in a dehydrated state during their next exercise bout which decreases performance and increases the risk of injury. **The best replacement fluids are water, fruit juices, sports drinks, and non-caffeinated, regular (not diet) pop.** Water-filled foods such as grapes, watermelon, and soup are also excellent. Beverages containing caffeine should be avoided as the body retains only about 50 percent of those drinks. The remainder will be lost when the athlete urinates.

Athletes also need to replace the electrolytes (especially potassium and sodium) lost during exercise. This can be accomplished by drinking the right fluids and eating the right foods after exercise. An athlete can lose 200-500 milligrams of potassium during a practice or contest and 1200-3500 milligrams of sodium. **While replenishing all potassium and sodium losses immediately following exercise is not necessary, replacing them before the next exercise session is important.**

Examples of foods and drinks containing large amounts of potassium and sodium are shown in Tables 1 and 2.

TABLE 1: POTASSIUM CONTENT OF VARIOUS FOODS & DRINKS

<u>Food</u>	<u>Amount</u>	<u>Approximate Potassium Content</u>
Banana	1 med.	45 mg
Grapefruit juice	8-ounce	405 mg
Orange	1 med.	233 mg
Orange Juice	8-ounce	475 mg
Pineapple juice	8-ounce	330 mg
Potato	1 large	840 mg
Raisins	1/4 cup	300 mg
Sports drink	8-ounce	30-100 mg
Yogurt, low-fat	8-ounce	530 mg

TABLE 2: SODIUM CONTENT OF VARIOUS FOODS & DRINKS

<u>Food</u>	<u>Amount</u>	<u>Approximate Sodium Content</u>
American cheese	1 slice	260 mg
Bagel	1 small	320 mg
Cheese pizza	1/8 of 12"	330 mg
Chicken noodle soup	1 cup	830 mg
Potato chips	20 chips	140 mg
Pretzels	1 small handfull	475 mg
Saltines	5 small squares	220 mg
Spaghetti sauce	1/2 cup	800 mg
Sports drink	8-ounce	50-110 mg
Vegetable juice	8-ounce	620 mg

It usually takes at least 20 hours for the muscles to replace the glycogen (energy) lost through exercise. **If athletes consume carbohydrate-rich foods and beverages within 15-minutes after exercising, it is possible to reduce the time it takes to replace muscle energy to about 12 hours.** **For athletes who have less than 20 hours between exercise sessions (practices or competitions) eating carbohydrate-rich foods within 15-minutes after exercising is essential to top performance.** The goal is to eat or drink about 200 calories of carbohydrate within 15-minutes after exercise.

Examples of carbohydrate-rich foods and drinks that can help replenish muscle energy are shown in Table 3.



TABLE 3: EXAMPLES OF FOODS & DRINKS TO CONSUME WITHIN 15-MINUTES OF EXERCISE

<u>Food</u>	<u>Amount</u>	<u>Appropriate Carbohydrate Content</u>
Apple juice	8-ounce	120 calories
Banana	1 med.	100 calories
Fig Newtons	4	160 calories
Orange juice	8-ounce	100 calories
Pop tart	1	120 calories
Low-fat pudding	1 cup	80 calories
Raisins	1/4 cup	120 calories
Sports drink	8-ounce	90 calories
Sports bar	1	200 calories
Sweetened cereal	1 cup	100 calories
Yogurt with fruit	1 cup	200 calories
1/2 Bagel with jelly	1 TBSP	200 calories

To replace muscle energy quickly, athletes should also eat a high carbohydrate, low fat, medium protein meal about two hours after exercise. A few examples of these foods are: breads, bagels, muffins, rolls, pancakes, waffles, pasta, rice, baked or boiled potatoes (not fried), cereals (hot or cold), fruit (fresh or canned), vegetables (cooked or raw), baked or broiled fish, low-fat beef or pork, chicken or turkey (especially white meat), low-fat milk, and fruit or vegetable juices.

MENTOR is published three times per year by the Michigan High School Athletic Association, Inc., 1661 Ramblewood Drive, East Lansing, Michigan 48823 (phone 517-332-5046).

MENTOR welcomes contributions of articles, information or photos which focus on coaching in Michigan.

Fourteen Legal Duties of a Coach

1. Duty to Plan - This is an ongoing process that continually focuses on analysis and to develop strategies that prevent or reduce injuries. Items to consider:

- Coaching competence - keep up to date
- Medical screening
- Responsive strategies that prevent or reduce injuries
- Appropriate activities that consider age, maturity and environmental conditions
- Facility and equipment evaluation and improvement
- Injury response
- Safe storage of equipment
- Warnings to athletes and families
- Insurance of athletes
- Keep written plans of practices, policies, etc.

2. Duty to Supervise - A coach must be physically present, provide competent instruction, structure practices that are appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner. Things to keep in mind:

- Lock all doors to unsupervised areas
- Control reckless behavior - set high standards
- Evaluate the condition, safe usage, maintenance and upkeep of equipment and facilities
- Set high standards of conduct in locker room area, etc.

3. Duty to Assess Athletes Readiness for Practice and Competition

- Athletic administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes. Require an athlete to have a physical exam on file in the athletic office before they can try out for a sport. Other areas of importance:

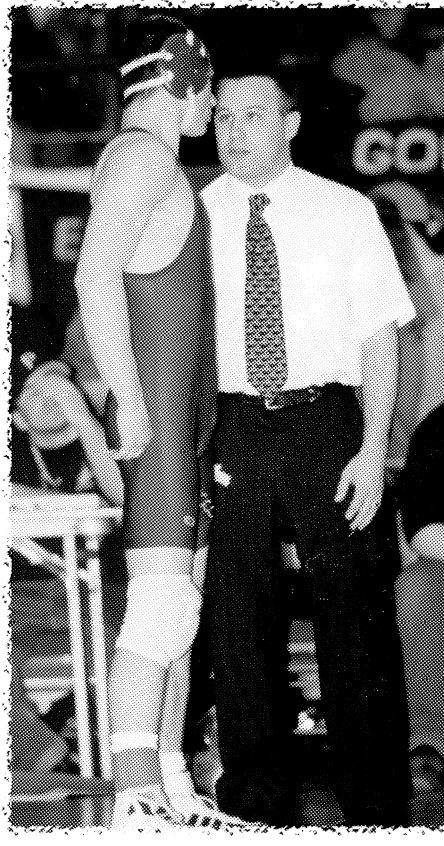
- Athletic physical exam each year
- Proper conditioning of athletes
- Athletes who require the care of a physician should have a physical release before they return to practice
- Mismatch of athletes of different skills.

4. Duty to Maintain Safe Playing Conditions

- Remember that coaches are considered trained professionals who possess a higher level of knowledge and skill that permits them to identify foreseeable causes of injury inherent in defective equipment or hazardous environments. Areas of concern:

- Improve unsafe environments
- Repair/remove unsafe equipment
- Weather conditions: lighting, snow day, ice days, fog days, high humidity, frostbite, etc.

5. Duty to Provide Equipment - Coaches and athletic administrators must ensure athletes are properly equipped with clean, durable and safe equipment. Ensure that the equipment is properly fitted and properly worn. Selection of the equipment must also consider the age and maturity of the athletes. Remember to keep up with the NOCSAE approved equipment. Maintain equipment with a regular reconditioning schedule, according to the needs of your sport.



6. Duty to Instruct Properly - Athletic practices must be characterized by instruction that accounts for a logical sequence of fundamentals that lead to an enhanced progression of player knowledge, skill and capability. Instruction must move from simple to complex, and unknown to known. Instruction must demonstrate appropriate and safe technique and must include warnings about unsafe techniques and prohibited practices. It is vital that you are able to identify and avoid dangerous practices or conditions. Other helpful suggestions:

- Annual coaches in-service meetings
- Encourage coaches to join professional organizations
- Encourage coaches to attend coaching clinics

7. Duty to Match Athletes - Athletes should be matched with consideration for maturity, skill, age, size and speed. Mismatches should be avoided in all categories.

8. Duty to Condition Properly - Practices must account for a progression of cardiovascular and musculoskeletal conditioning, regimens that prepare athletes sequentially for more challenging practices and competitive activities.

9. Duty to Warn - Coaches are required to warn parents and athletes of unsafe practices specific to a sport and the potential for injury or death. Warn as often as necessary. Parents should be required to provide written clarification of comprehension.

10. Duty to Ensure Athletes are Covered by Athletic Insurance - Athletic administrators and coaches must screen athletes to ensure that family and/or school insurance provides a basic level of medical coverage. At least offer parents the opportunity to purchase a school plan that includes athletics.

11. Duty to Provide Emergency Care - Coaches are expected to be able to administer approved, prioritized, standard first aid. An on-site trainer is also important.

12. Duty to Develop an Emergency Response Plan - This plan should include site-specific plans for emergency care. The plan should include the following:

- Stocked first-aid kit
- Spine board
- Access to a telephone
- Station coaches, athletes at driveways, parking lots, entry doors and remote hallways

13. Duty to Provide Proper Transportation - In general, licensed school bus drivers, commercial carriers, or other transportation provided by the school should be used. Self or family transportation are at the discretion of the school system.

14. Duty to Select, Train and Supervise Coaches - Athletic administrators and principals will be expected to ensure coaches are capable of providing safe conditions and activities as outlined in the preceding list of 13 duties.

— Reprint from *Alaska School Activities Association News*

Nightline: What Took You So Long?

Some of the best 30 minutes of television you can watch is ABC's Nightline. I got hooked on the program over 20 years ago when it started covering events involving Iran, and feel it truly continues to give some of the best treatment to the hot news topics of the day without manufacturing those issues.

The Jan. 9 show, "Kids, Sports & Violence," was very well done. It framed the issues properly, using the backdrop of the Massachusetts trial involving the death of a father at a youth ice hockey practice.

I had only one question after the program was over (*and I actually stayed up to watch it*) – Nightline: What took you so long? What took you so long to project on our television screens something that has been a problem for a long time – parents behaving badly at kid's games.

Before the incident in Massachusetts took place, and before a suburban Cleveland community conducted a "Silent Sunday" for its youth soccer league, where parents and coaches had to be speechless during that day's games and just let the kids play; the Michigan High School Athletic Association and its member schools were already engaged in efforts to combat poor sportsmanship by spectators.

Some of the staple items of its ongoing Good Sports Are Winners! campaign – public address announcements, public service messages, sportsmanship kits and statewide sportsmanship summits – were put into action through the late 1980s and early 90s, and some elements targeted parents at that time. When behavior on the field on the part of coaches and student-athletes turned ugly in the mid-90s, our schools pumped up the volume on their sportsmanship efforts and turned the coaches and players into the best behaved people at a school athletic event.

During the 1998-99 school year, however, our school athletic administrators and the leadership of the Michigan Interscholastic Athletic Administrators Association began to see that parental sportsmanship issues were escalating. In a great example of how the MHSAA works, schools and the MIAAA asked if the statewide athletic association they voluntarily belonged to could further assist them

in their day-to-day efforts to promote good sportsmanship.

Following its mantra of listening to and then leading its member schools, the MHSAA produced the very successful six-minute video, "What Kids Wish Their Parents Knew About Sportsmanship" in the summer of 1999, and added to its annual sportsmanship kit it distributes to schools materials which were specifically geared toward dealing with educating parents on the need for good sportsmanship.

The success of the video exceeded our expectations. There are about as many copies of "What Kids Wish Their Parents Knew About Sportsmanship" in circulation in other states as there are in Michigan (*about 4,000 copies*). It has become a regular occurrence for our office to receive a quantity order of these tapes for another state high school athletic association or local recreation program to use.

Some accused the MHSAA at the time of targeting the wrong group, or unfairly "beating up" parents as a group too much. After watching the video being shown for the first time at my own kid's school on a parent's night, I saw a lot of heads nodding in agreement. Then one of the parents approving of what was being presented in the video went out and abused everyone in sight at an MHSAA tournament event later that year. That parent wasn't alone in breaking sportsmanship standards or defying the reason school sports programs exist.

One of the reasons some of the Nightline panelists believed that parents act out negatively at youth sporting events is because they've lost the perspective of what the games are all about – that winning and the pipedream of an athletic college scholarship (*which less than one percent of participants receive*) has clouded the vision of many parents. I couldn't agree more. An example of this twisted parental perspective is the ongoing litigation the MHSAA is involved in regarding the placement of school sports seasons being centered on college scholarships - not the opportunity to play high school sports.

In fact, living legend basketball coach Morgan Wooten of DeMatha High School in Maryland made the statement during the

Nightline program that parents now know just enough about their sport "to be dangerous" at their kid's events. He's right! I'll cite some personal observations as examples.

Watching the end of one of my kid's cross country meets, the mother of one of the runners ends up in the finish chute, chastising her child for not running at the pace she wanted in that meet (*the child won the race going away*). The same mother, at another meet, verbally snapped back at the team's coach in mid-race with a choice vulgarity when the coach told her that he wanted the kids to run at a relaxed pace in that particular meet. At another meet, while I was hustling over from the one-mile mark to the two-mile mark of the course, I saw a father, whom I knew was from my kid's school, but whom I hadn't really met, yelling at his wife to make sure that she got the time off the clock at the two-mile split for their youngster. This wasn't a "it would be nice if we knew" kind of thing, it was clear this guy was going to be very upset if his wife didn't get the time, if his kid's time wasn't up to Dad's standards, and he really had his game face on. The husband continued walking towards a point before the two-mile split. I walked up to the wife, who was visibly embarrassed by her husband's behavior and told her I could see the clock from where we were standing and would help her.

Finally, at the parent's night for fall sports at my kid's school back in August, as the program moved towards its conclusion, I overheard a parent in the stands behind me say, "If they think they're going to talk to us about sportsmanship again, I'm out of here!" Parents continue to have an anti-sportsmanship, I-can-do-what-I-want attitude, and so the need to continually keep this topic at the forefront is necessary.

So, thank you Nightline, for presenting your take on parental sportsmanship, and the need for it to improve at all levels of sports. This just shouldn't have been the first time you addressed the topic.

— John Johnson
MHSAA Communications Director



Shelby, Troy Honored at MHSAA Girls Basketball Finals as MIAAA Exemplary Programs

Michigan's professional organization of high school athletic directors, the Michigan Interscholastic Athletic Administrators Association (MIAAA), recently recognized Shelby and Troy high schools as having Exemplary Athletic Programs. Shelby and Troy were the only two high schools in the state of Michigan chosen for this award, which is being given for the second time.

Representatives of the schools' athletic programs will be recognized by the MIAAA and the Michigan High School Athletic Association (MHSAA) at halftime of the MHSAA Class C Girls Basketball Final this weekend at Rose Arena.

The MIAAA, in partnership with the MHSAA, conducted the extensive review program this fall prior to recognizing the schools as Michigan's model high school athletic programs. Shelby and Troy went through a rigorous screening process, which included an application process and written documentation of the program's strengths, and also hosted a two-day on-site visit by a MIAAA evaluation team made up of veteran athletic administrators.

The MIAAA Exemplary Athletic Award Program recognizes that outstanding school athletic programs greatly serve students, families, communities and schools. Michigan's athletic administrators realize these exemplary programs occur when partnerships and cooperation exist between all administrators in a school district, as well as among parents, community and student leaders.

Said Shelby Athletic Director and Assistant Principal Steve Guy, "We are honored to be selected for this award. Our athletic program is truly a product of total community support and interest. Athletics is only a portion of the great educational opportunities that exist at Shelby High School."

Troy Athletic Director and Assistant Principal Jim Johnson said, "I would like to thank the MIAAA for this award. It belongs to all the staff, coaches, parents and administration that work together to provide our student-athletes the best possible program. We are extremely proud of our athletic program and being recognized by our peers is very rewarding."

Shelby's athletic program is rich in tradition and excellence dating back to its for-

mation in the beginning of the 20th century. The school's early successes came in the arena of track & field and continued with noteworthy accomplishments in basketball and football in the early 30's and 40's. In the last 30 years Shelby has been among the premier athletic programs in the state as evidenced by various conference, district, regional and state championships in a number of different sports. Shelby athletes have gone on to excel at the collegiate level and in several instances, professionally in football, basketball and baseball.

Shelby currently offers 16 varsity athletic programs, 10 junior varsity and 2 freshman programs, a coaching staff of 31 and many volunteers. Shelby has long been a part of the strong West Michigan Conference and has been at or near the

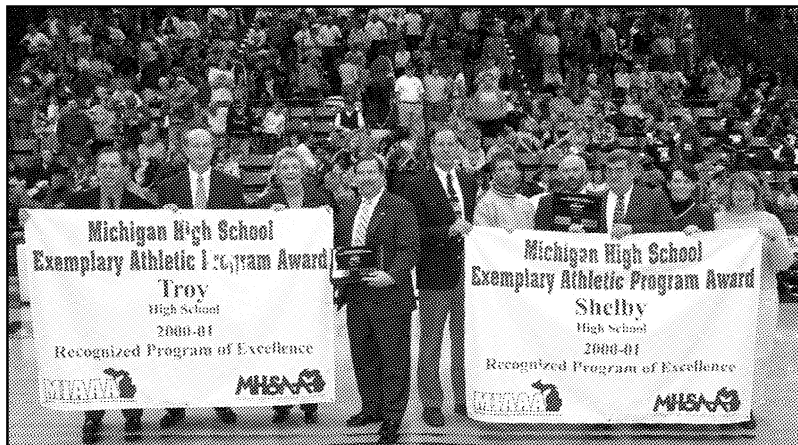
angle of good sportsmanship, school-wide involvement, and academic achievement which will provide a solid foundation for all students to build successful lives as the future leaders of tomorrow.

The athletic department at Troy High School, one of two major high schools in Troy, is based on the philosophy that athletic activities are an integral part of the educational program and should be a desirable learning experience. Emphasis is placed on maintaining a quality program where students will be taught appropriate skills, and participants will follow sound concepts of fair play, mutual respect, good sportsmanship and cooperation. A "win at all costs" attitude and the pressures which tend to subvert good sportsmanship and proper mental health are not condoned.

A member of the Oakland Activities Association, Troy offers 28 varsity sports, 15 for girls and 13 for boys, as well as complete junior varsity and freshman programs for a total of 54 athletic teams. Over the years Troy has captured 74 league titles, 36 district titles, 42 regional titles and 5 State Finals Championships including the 1994 Class "A" Football title. The coaching staff has received 46 "Coach of the Year" honors and is a frequent host for MHSAA tournament competition. A unique relationship with the Troy Parks and Recreation Department exists that makes school facilities available to the community in return for help with maintenance and improvements of school athletic facilities.

The Troy athletic program receives strong support from school administration and its school board, who believe the old adage of "A Sound Mind and Sound Body" still holds true. The community provides strong financial support to offer Troy's student athletes the finest equipment available, a full time trainer, and the vision to see the needs for additional playing fields for training purposes.

With total support of the community, administration, parents and school board, Troy is committed to maintain a quality athletic program and move into the 21st century as a leader and visionary in high school athletics.



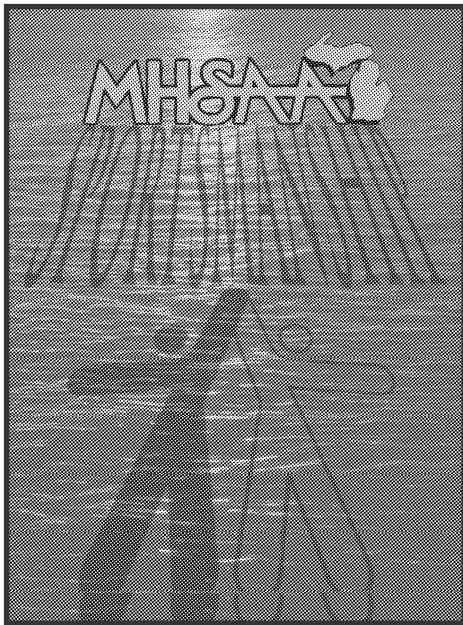
20-20 Photographic

Troy District Athletic Director Jim Feldkamp and school Athletic Director Jim Johnson (left) and Shelby Athletic Director Steve Guy (right) and their respective school delegations accept the MIAAA Exemplary Program Banners during halftime ceremonies at the MHSAA Girls Basketball Finals Dec. 1 at CMU's Rose Arena.

top of the all-sport standings year in and year out.

Coaches and administrators stress that athletes are students, first and foremost. The coaching staff has worked hard to establish a positive relationship with opponent's coaches and fans and to emphasize good sportsmanship in all competition. Shelby has also looked for ways to promote participation, to play as many athletes as possible and to encourage interest among students. At present, 43 percent of students participate in at least one sport and 19% are involved in two or more sports.

The philosophy of the Shelby High School athletic program is to create a tri-



DECADE OF SPORTSMANSHIP

Tracking behavior of athletes, coaches and others during athletic contests involving MHSAA member schools began in 1991-92. In the effort to measure behavior, the MHSAA is able to respond to critics who espoused perceptions and beliefs about the "decline" of civility in athletics.

Important to understanding the scope and dynamics of the measurement requires we clearly realize how many contests and how many participants are involved in sports sponsoring an MHSAA tournament. The sports participation data for 2000-01, which is included below, will be used as a baseline for this discussion.



MHSAA Sports Participation

Boys Sports			Girls Sports		
	No. of Schools*		No. of Schools*		
1. Basketball	723	1. Basketball	704		
2. Track	654	2. Volleyball	700		
3. Baseball	636	3. Track	649		
4. Football	619	4. Softball	634		
5. Cross Country	594	5. Cross Country	579		
6. Golf	572	6. Soccer	345		
7. Wrestling	460	7. Tennis	343		
8. Soccer	407	8. Golf	289		
9. Tennis	356	9. Swimming	236		
10. Swimming	223	10. Competitive Cheer	154		
11. Ice Hockey	147	11. Skiing	87		
12. Skiing	89	12. Gymnastics	70		

Total Number of Classified High Schools 743

*All schools involved in a cooperative program are counted in this table



2000-01 Athletics Participation Survey

Total Student Enrollment: Boys - 252,966 Girls - 245,710

SPORT	SCHOOLS#	PARTICIPANTS	SCHOOLS#	PARTICIPANTS
Baseball	625	19,351		
Basketball	716	24,036	692	20,379 /*1
Competitive Cheer	N/A	N/A	148	3,474
Cross Country	568	7,428	531	6,287 /*32
Football - 11 player	607	44,043		/*29
Golf	558	8,321	292	3,664 /*74
Gymnastics	N/A	N/A	90	1,163
Ice Hockey	168	3,159	9	142 /*12
Skiing-Alpine	89	1,174	83	806 /*6
Soccer	399	13,441	349	12,191 /*133
Softball-Fast Pitch	N/A	N/A	579	16,377
Swimming & Diving	227	4,149	245	6,428 /*24
Tennis	337	7,875	341	9,008 /*101
Track & Field - Outdoor	643	22,372	623	17,660 /*12
Volleyball	N/A	N/A	689	21,572
Wrestling	455	12,101		/*153
Totals		167,450@ (90,618)		119,728@ (58,927)

According to the raw data for 2000-01, 90,618 boys of the total 252,966 enrolled males (35.8%) were included on team rosters. In the case of girls 58,921 of the 245,710 enrolled females (24.6%) were listed as participants in MHSAA sports. This number includes 577 girls, which played on various boys teams.

By estimating the number of contests generally scheduled for each sport, the charts on the next page present summaries of events generally available to participants in each sport.

@Totals at left count an athlete once for each sport in which they participate. Research was conducted to reach the estimated number of individual participants, which appears in parentheses.

* Refers to girls participating on boys teams.

In cases involving cooperative schools, only the primary school is counted.

Estimated Number of Contests — 2000-01

Boys Sports	Schools	VAR	JV	FR	Girls Sports	Schools	VAR	JV	FR
1. Basketball	723	14,460	14,460	10,845	1. Basketball	704	14,080	14,080	5,620
2. Track	654	11,772	---	---	2. Volleyball	700	12,600	12,600	4,200
3. Baseball	636	19,080	19,080	3,800	3. Track	649	11,682	---	---
4. Football	619	5,571	5,571	3,714	4. Softball	634	19,020	19,020	5,072
5. Cross Country	594	8,910	---	---	5. Cross Country	579	8,685	---	---
6. Golf	572	9,152	2,288	---	6. Soccer	345	6,210	6,210	2,484
7. Wrestling	460	7,360	2,300	---	7. Tennis	343	5,488	---	---
8. Soccer	407	7,326	5,490	2,000	8. Golf	289	4,624	---	---
9. Tennis	356	5,696	---	---	9. Swimming	236	3,776	---	---
10. Swimming	223	3,568	---	---	10. Competitive Cheer	154	1,848	---	---
11. Ice Hockey	147	3,528	---	---	11. Skiing	87	1,044	---	---
12. Skiing	89	1,068	---	---	12. Gymnastics	70	1,050	---	---
TOTAL		97,491	49,189	20,359	TOTAL		90,107	48,910	17,376

Records have been kept during the decade which identify the sportsmanship effort as a matter deserving serious effort. From the data several trends can be reported.

Player ejections and negative reports exceeded 400 in 1991-1992 and spiked in 1994-1995. Both reports began steadily decreasing, reaching their lowest figures during 2000-2001 when player ejections fell below 300 and Concern reports dropped below 400 to about 360.

Coach's ejections and other ejections have stabilized at a plateau of 50 per year although 1999-2000 saw a slight increase. The chart below profiles the decade in six categories, which provides a perspective and demonstrates that following the MHSAA effort to raise the level of concern, improvement was evident.

Each sport differs in the degree of improvement and the year in which reports spiked upward. For boys sports the player ejection ledger assigns soccer (295) to the top of the list; football (160), basketball (116), ice hockey (108) baseball (63), and wrestling (63) follow.

In the sports for girls, basketball (72), soccer (43) and softball (17) posted the only double-digit entries for player ejections.

As an example, boys basketball was credited with 957 player ejections from 1991-1992 through 2000-2001, a period in which an estimated 397,650 boy's basketball games were played. Simple math indicates there was one ejection for each 415 games played. If it is assumed that approximately 22,000 boys were on rosters each year during the 10-year history we have captured and that each of the 957 ejections were of 957 individuals, the result is that 1 of each 2,298 (.004) athletes received an ejection.

The details for boy's soccer are less flattering. The total number of ejections was 2297. Compared to the number of soccer athletes, estimated 117,205, the ratio is one ejection for each 51 participants or (.02) percent of those playing the sport. Approximately 148,160 games were scheduled, resulting in one ejection for every 64 games scheduled.

The good news is that in the most recent three years ejections are as low or lower than ever recorded. There are exceptions. For instance, wrestling spiked in 1998-1999 and baseball spiked in 1997-1998.

Girls basketball coach ejections

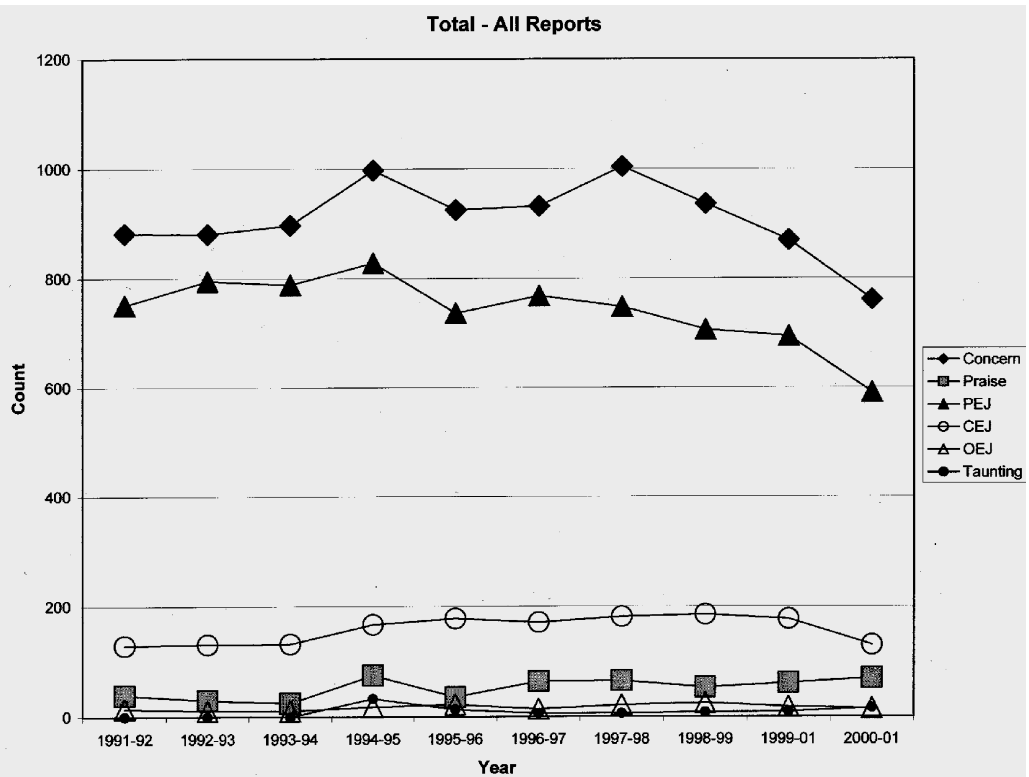
spiked first in 1999-2000 while softball player ejections peaked in 1992-1993 and again in 1998-1999. Girls soccer exceeded 40 ejections in 1992-1993 and again in 1998-1999.

Overall, since 1994-1995 the trend has been fewer reports in each category. Most ejections occur in contact or combative sports programs. Sports like golf, tennis and cross-country have never exceeded five ejections in any school year.

We can conclude that local expectation, league and conference cooperation and MHSAA promotional efforts have had impact on the improvement in overall sportsmanship. It is also reasonable to conclude that attention to the issues of sportsmanship is an ongoing task. It can never be assumed that the job is done, because each year 25% of the students are new to the programs.

Additionally, new parents, coaches and administrators annually arrive upon the high school scene. Each new participant is worthy and deserving of information, which will help make their high school athletic experience enjoyable.

Leaders should delight in the latest sportsmanship trend and commit to continue emphasizing the expectations that good sportsmanship is the norm.



MHSAA 2002 SPRING TOURNAMENTS

Baseball — June 11, 14-15
Girls Lower Peninsula Golf — May 31-June 1
Girls Upper Peninsula Golf — May 31
Boys Upper Peninsula Golf — May 31
Softball — June 11, 14-15
Girls Soccer — June 12, 15
Boys Lower Peninsula Tennis — May 31-June 1
Boys Upper Peninsula Tennis — May 31
LP & UP Boys & Girls Track & Field — June 1



Michigan Sports Hall of Fame • 48th Annual Induction Ceremony Wednesday April 17, 2002

Riverview Ballroom-Cobo Center, Detroit • 5:30 Reception and Silent Auction • 7:00 Dinner Followed by the Ceremony

**Honoring Inductees: Jane "Peaches" Bartkowicz, Gates Brown,
Jim Kaat, Lance Parrish, H.G. Salsinger and Brad Van Pelt**

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