

MENTOR



The Michigan High School Athletic Association Newsletter for Coaches and Officials

BUBBLE FREE



Online Officials Ratings, Registration to Take the Lead Out

Tired of searching for a No. 2 pencil to bubble in those circles on your new officials registration or ratings forms? Well, officials and coaches should be glad to hear about the upgrades which continue to be made to the MHSAA Web site.

Beginning with the current spring season, all schools will be able to submit officials ratings online at mhsaa.com, while online registration for officials *could* be in place prior to the annual July 1 deadline, but definitely will become a reality at some point during the 2005-06 school year.

"We will continue to provide our membership with streamlined methods for interaction and communication, and our staff is at the forefront of keeping in step with today's available technology," said MHSAA Executive Director John E. "Jack" Roberts. "Coaches and officials still will have the option to submit ratings and registration materials the 'old-fashioned' way, but we certainly are thrilled to provide the online option."

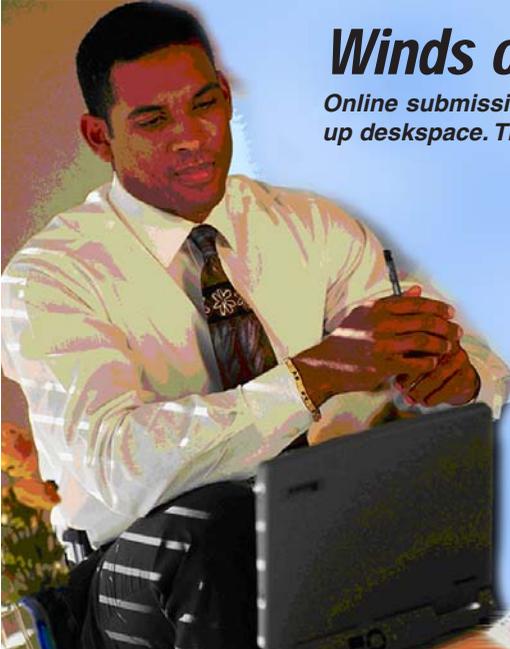
The officials rating system was tested on a sample group following the recently completed Winter 2005 tournament season, and was met with positive results.

Schools from the O-K Conference and the Detroit Catholic League were invited to submit ratings online in March, an option that helped increase the number of ratings received by the MHSAA over last winter.

While just 39 of the 75 selected schools participated online, the response from those schools spurred a 4.66 percent hike in the number of ratings received from *all* schools statewide vs. last year's winter totals. Within that group of 39 schools, the number of ratings submitted by the exact same schools in 2003-04 spiked 12 percent. Basketball showed the most significant boost over last year, as the 39 schools turned in 460 more ratings in that sport due to the online availability, a 33.8 percent increase.

Plans for a similar test group are being devised for online officials registration. The bubble-dot forms and registration via mail will remain an option for several years, but the online method will provide instantaneous registration and should decrease the number of late fees incurred by officials.

Consult the MHSAA Web site frequently for updated information concerning officials ratings and registration.



Winds of Change

Online submission of forms continues to blow existing paperwork out the window and clear up deskpace. The most recent evidence comes in the form of the following data:

WINTER RATINGS SUBMITTED			
All Schools	2003-04	2004-05	%Change
Boys Basketball Ratings	33,367	36,233	+8.59%
Total Ratings	61,138	63,987	+4.66%
Online Test Group*			
Boys Basketball Ratings	1,361	1,821	+33.80
Total Ratings	3,002	3,358	+11.86

**39 schools participated, of 75 invited*

This Spring, all schools will be able to rate officials online.

The Next Step: Online Officials Registration

Inside: Supreme Court Sports Seasons Ruling

Preventing Overreaching & Overtraining in Athletics

A major problem in sports today lies in the training, competition, recovery, and rest cycle. The cycle consists of the amount and type of training stress, competition stress, recovery, and rest an athlete receives. An imbalance in the cycle combined with non-athletic stress can lead to overreaching and overtraining. **Overreaching** is an accumulation of athletic and non-athletic related stress that can develop into a short-term (days to weeks) decrease in performance. **Overtraining** is an accumulation of athletic and non-athletic related stress that causes a long-term (weeks to months) decrease in performance, and an increased risk of injury and/or illness. High performance athletes sometime suffer an imbalance in athletic and non-athletic related stress. The physical, psychological, and physiological stress associated with training can accumulate to the point that it degrades performance. In addition, physical, psychological, and physiological non-athletic related stress can be carried over into training and competition, and cause a decrease in athletic performance. In contrast, the stress accumulated from athletics can be carried over into work, school, and home life, thus decreasing those performances as well. Therefore, athletes must manage athletic and non-athletic related stress if they are to prevent overreaching and overtraining.

An imbalance develops in an athlete's homeostasis (the body's equilibrium of physical, psychological, and physiological states) when there is too much stress and not enough rest and recovery. Rest is the amount of time spent away from physical and mental exertion that accompanies athletic and non-athletic related activities. Recovery is the amount of time between sets of exercises such as a sprint or set of bench presses. Recovery allows the body to return back to its equilibrium or at least get close before exercise begins again.

Training

A way to combat an imbalance in the training cycle is to employ the use of **periodization** (visit the principles of strength and conditioning section at www.athleteproject.com to learn more about periodization). Periodization is a structured methodology of assigning the right exercises, intensities, loads to lift, frequency of training, duration of training, and more. The goal is to add power, strength, speed, and size to an athlete to maximize performance at a specific time during the year (i.e. championship play at the end of a season). This method of training constantly monitors and maps out the progress of an athlete as he/she trains. However, even with an experienced strength coach, athletes are still at risk for overreaching and overtraining syndrome, especially if non-athletic related stress is high. If periodization is not used, then athletes may not only develop an injury or illness but also they may develop burnout syndrome or staleness. Without periodization it is hard to

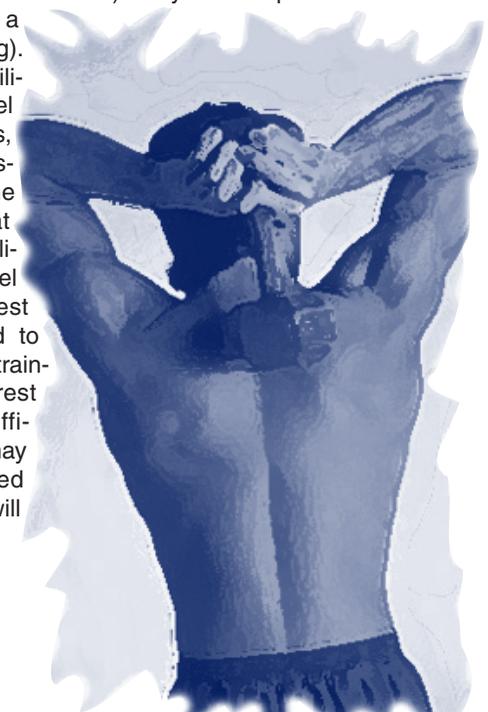
gauge how much activity or stimulus an athlete receives over a given period of time. This usually results in overreaching or under training. A balanced training stimulus will help maintain and maximize performance. Therefore, a solid periodization program will reduce the risk of overreaching and overtraining syndrome.

Competition

A common problem for today's athletes is multiple-game tournaments are held on a two-day weekend. In some cases this may produce too much stress on the body, preventing recuperation. For instance, in the 1996 NAIA National Women's Soccer Tournament the University of Mobile played four games in five days, playing in the national Final just 18 hours after its Semifinal game. The Final went on to be the longest recorded game in NAIA soccer history as the teams played over three hours of soccer, meaning Mobile had played nearly five hours of soccer in a 24-hour period. Luckily for the girls it was the last game of the season. The competition cycle must remain in balance. If an athlete competes in too many games with little rest in between, he/she can become overreached. If training and more competitions persist, then the athlete may develop overtraining syndrome.

Rest and Recovery

Rest and recovery allows certain body parameters to replenish, such as depleted stores of oxygen, ATP (i.e. the body's energy), certain blood and hormonal chemistries, and immune factors. It also reduces bone fatigue and other types of tissue fatigue that can lead to injury. Tissues can become injured by one high level force traumatic event (a kick to the shin) or by small repetitive low level forces applied over a period of time (running). Rest and recovery facilitates a break in low level forces and allows bones, muscles, and other tissues time to heal the micro-damage that occurs during the application of these low level forces. Inadequate rest and recovery can lead to overreaching and overtraining. Furthermore, if rest and recovery is insufficient, then athletes may develop a depressed immune system which will result in illness.



Other Influences

Other factors that affect overtraining and overreaching are non-athletic stressors such as academics, social stress, occupational stress, economical stress, improper nutrition, and travel. These factors must be balanced if an athlete is to avoid overreaching and overtraining. Any one or combination of these factors can cause an athlete to overreach or overtrain, even if an athlete has the proper training and competition cycles. Therefore, non-athletic related stressors must be monitored as well.

Athletes and coaches should track and manage all athletic related stressors and increase and decrease them accordingly. In addition, athletes must recognize non-athletic related stressors and manage or avoid those stressors as well. With careful planning

and management of each day, week, and month athletes can avoid overreaching and overtraining. In return they will avoid certain injuries, various illnesses, and maintain optimal performance. Sports require athletes to push themselves to their limits; coaches, parents and the athletes themselves need to be educated to understand what those limits are, thus avoid overreaching and overtraining.

— Craig Angle *ME.d, ME.d, ATC, CSCS*
CEO, athleteproject.com

*NOTE: The preceding article is an abridged version.
For the complete article, visit athleteproject.com*

SPORTS-RELATED CONCUSSIONS

Sports-related concussions have become an increasing health and safety issue across a wide range of sports at the professional, semi-professional and college levels, and high schools are no exception. While concussions are often an unintended result of participation, it is an injury that nevertheless requires careful identification and management to avoid unnecessary long-term consequences. Formal concussion management programs began with the NFL in 1995, expanded to the NHL in 1997 and have since been implemented across numerous professional, semi-professional and collegiate programs. This same level of care and management is now being applied, perhaps most importantly, at the high school level.



not return to play while they are symptomatic. Symptoms may include physical, cognitive or emotional issues and all symptoms should be resolved before an athlete is allowed to return to play.

Once symptoms have been determined by the treatment team to be resolved at rest, the athlete is allowed to begin the return to play process. Recommendations are that the athlete needs to remain symptom-free at each step of increasingly demanding physical activity, which culminates in game play. Each step usually occurs on a separate day and any return of symptoms halts further progression until the activity can be completed without symptoms.

- CDC estimates that there are approximately 300,000 sports concussions per year, most of which occur in high school athletics
- 85-90% of concussions do not involve loss of consciousness
- Concussions can occur without direct contact to the head
- Concussions are the second most reported injury in high school athletes behind only ankle injuries
- Only about half of high school football concussions are actually reported

In addition, recent research with high school athletes has demonstrated that:

- They are more symptomatic from mild concussion than previously believed
- Recovery times are prolonged compared to college athletes
- Second Impact Syndrome, an almost always fatal condition that results from unresolved injuries, has only been documented in teenaged athletes

When concussions occur there is a general consensus that athletes who exhibit signs and symptoms of a concussion should

RETURN TO PLAY GUIDELINES

1. No activity
2. Light aerobic activity (stationary cycling)
3. Sport-specific training (running in soccer, skating in hockey)
4. Non-contact practice
5. Full contact practice
6. Game play

The goal of any concussion treatment protocol should be to return athletes to play as quickly and as safely as possible. The truly disruptive situations typically arise when a player is allowed to return to play too soon and their injury is compounded by further collisions and impacts. It is the cumulative effects of unresolved concussions that need to be avoided to provide the safest and best athletic experience for the student-athlete.

— Michael Czarnota, *Ph.D.*
Farmington Hills

Czarnota is the Official Neuropsychology Consultant for the Ontario Hockey League. For more information, he may be contacted at (248) 253-8208 or via e-mail at: drczarnota@hotmail.com

From the Editor

It's been more than a couple decades, but I can remember the feeling each May as another year of school wound down. The fun and the freedom that awaited was so overwhelming teachers would lower the classroom blinds to keep us (and them, I suspect) from staring out the window.

Ah, summer vacation, the most carefree times of our youth. Just think of our students about to embark on weeks of . . .

- Camping (*in the clinging humidity of stagnant dorm rooms on an array of college campuses where you can choose activities such as . . . well, you can't choose. One sport only please*).
- Swimming (*four miles a day, timed and critiqued; after all, the Olympics are coming*).
- Biking (*stationary, of course, to meet offseason training requirements*).
- Family vacations (*to various AAU paradise resorts around the country. Think how much fun your siblings will have watching you play countless games that don't mean anything with teammates you don't know*).
- No alarm clocks (*for the first weekend, before "voluntary" two-a-day basketball camp kicks in on Monday*).
- The beach (*volleyball tournaments*).
- Endless hours at the park (*or courts, or fields, all under the watchful eyes of school coaches scrutinizing every move*).
- Ice Cream (*but only on 4th of July, per the hired dietician*).
- Choosing up teams (*actually, you are chosen, based on talent level or family financial status*).
- Making up games (*if inclement weather washes out the regularly scheduled contest of the day*).
- Reading a couple books (*one playbook for each sport*).
- Hanging out with friends (*or at least someone who looks familiar from one of the other summer activities*).

Ah, to be a kid again each Spring and anticipate . . . *going back to school in the Fall.*

Years from now, will today's students yearn to *relive* the summers of their youth, or *re-do* them?



Greetings, from camp . . .

Turning Defeat Into Victory

In the Semifinals of the Michigan High School Athletic Association Team Wrestling Tournament in Battle Creek, one of our member schools lost a close meet when it looked like it had it won.

In the next to last match, its wrestler had a large lead when he lifted his opponent off the mat and put him down a bit too hard. The officials penalized the wrestler. His opponent couldn't continue, so the wrestler lost this match and his team lost the last match, thus losing the Semifinal Meet by a single point.

The school's head coach was the same throughout, whether ahead or behind; and he was the same at the end of this unfortunate loss.

Quite accidentally, I was positioned where I could overhear most of what he said to his team

when he gathered it after the loss. Every word was perfect. A transcript would have been great for every coach in America to read.

When the team had its cheer and broke, the media hustled up to the coach and tried to make the call an issue, but the coach wouldn't let them. He cited the rule: "We lift the kid even one inch off the mat, it's our job to put the opponent down safely. We know it. It's the rule. There could be no other call."

It is so often the case that we learn much more in sports from defeat than victory. As is so often the case, we learn a lot more about class and character, the kind that turns heartbreaking defeat into character-building victory.

— John E. "Jack" Roberts
MHSAA Executive Director

Questions?

The most efficient method of communication with the MHSAA on eligibility questions is through your athletic director or principal.

Athletic Directors should gather all information necessary on a question and then call or write the MHSAA. Coaches or parents calling the MHSAA on eligibility matters can create confusion and delay. ADs or principals are encouraged to contact the MHSAA Office directly.

Please follow this efficient path of communication.

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Honors and Achievements

A Magical March

Along with the crowning of several sport champions, part of what makes March so Magic is the recognition of leaders past, present and future. The Winter sports season culminated on March 19 with various ceremonies to honor this year's Scholar-Athlete Award winners, the MHSAA Legends program, the Forsythe Award Winner, and a special gathering of participants from the 1944 Class A Boys Basketball Final.



Gary Shook, Otsego



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Clockwise, from above: 2005 Scholar-Athlete Recipients:

Front Row: Christina Ashley Maertens, Birmingham Seaholm; Jason Victor Hawley, Temperance Bedford; Kelly Nicole Sampson, Detroit Renaissance; Steve Short, Kingsford; Ross Osgood, Delton Kellogg; Mark Weber, Grand Rapids Catholic Central; Emily Weslosky, Troy Athens; Jenny Armstrong, Harbor Springs; Nikolas Burkhart, Pellston. Second Row: Philip J. McDonald, Saginaw Heritage; Amanda Louise Winn, Grand Rapids Forest Hills Northern; Calie E. Thompson, Trenton; Kris Young, Ann Arbor Pioneer; Brady Donnelly, Harbor Springs; Sarah Conkle, Bellaire; Charles Joshua Holmes, Alma; Stephanie Booms, Marysville. Third Row: Ben Wales, Otsego; Jason Allan Sosnowski, White Lake Lakeland; Megan Elizabeth Carter, Bloomfield Hills Lahser; David W. Dindoffer, Grosse Pointe South; Lauren Gaer, Birmingham Marian; Kimberly Oberski, Port Huron; Emily Blair, Harper Woods Regina; William Robert Lloyd, White Lake Lakeland; Jameson F. Lamie, Hart; Lauren Bennett, Birmingham Marian. Not Pictured: Grace H. Williams, Sandusky.



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Forsythe Award: Jim Feldkamp of Troy (left) receives the 2005 Forsythe Award from MHSAA Representative Council President Paul Ellinger. **Legends of the Games:** Players and coaches from the 1967 and 1970 Detroit Pershing championship teams receive the MHSAA Legends of the Games honors. Coach Will Robinson – the mastermind behind those teams and one of the legendary coaches in Michigan prep basketball history – stands behind the 1967 trophy. **1945 Reunion:** A group of participants from the Class A title tilt of 60 years ago between Lansing Sexton High School and Benton Harbor High School gathered in East Lansing on March 19. In attendance were (left to right): Eugene Case (Sexton), Howard Crossman (Benton Harbor), Bruce Miller (Sexton), Ed Klum (Benton Harbor), Gene Cornelius (Sexton) and Walt Piggott (Benton Harbor). Sexton won the game, 31-30, when Jim Green made a free throw with 20 seconds to go. Klum scored 12 points in the game for the previously unbeaten Tigers.



John Johnson, Okemos

Maximizing the Coach-Parent Relationship

With the highly publicized shooting of a high school football coach in Texas, youth sports parents again are receiving much notoriety. While conflicts seldom escalate to that extreme, an increasing number of coaches are reporting difficulty working with some parents. These parents often live through their child's performance, base their worth as a parent on their child's success, and push their child to such a degree that the player becomes uptight and less motivated. At the same time, experienced coaches have learned that behind every great player is a devoted parent who sacrificed much to help their child achieve their athletic dreams. In particular, these parents provide considerable logistical and financial support. They also provide unconditional love and support, and instill critical values in their child, such as respect for others and the discipline needed for competitive success.

So, given the paradoxical role parents play in the school sports experience, what is a coach to do? Some coaches constantly complain about parents and avoid interaction with them while others let things slide in an effort not to 'rock the boat.' However, the most effective coaches have been successful in facilitating a positive parent-coach partnership.

This article offers aims to help coaches improve relationships with athletes' parents. First, we present the latest research about how parental actions influence athletic development. Second, we discuss some methods coaches can use to maximize the parent-coach partnership.

Parents' Role in Student-Athlete Development and Success

The first step in effectively working with your players' parents is to understand opti-

mal parenting practices and their effects on student-athlete development. Thanks to a grant from the United States Tennis Association Sport Science Committee, we conducted a three-phase study over the past several years for the purposes of identifying the role parents play in tennis success, problems that arise, and the ways to facilitate the player-parent-coach partnership. In Phase 1, focus group interviews were conducted with 24 experienced junior tennis coaches. Phase 2 involved a national survey of 300 junior tennis coaches. Finally, Phase 3 involved in-depth interviews with professional players, and a coach and parent most involved with those players.

Due to the length of the study, only the major findings are presented (details of this study can be found at the USTA High Performance website at www.highperformance.usta.com). Some of our most noteworthy findings revealed that coaches perceived the majority of junior tennis parents as positive and doing a good job with their children. These parents generally were very supportive, made sacrifices so their child could develop, provided love and support that was not based on winning or rankings, and emphasized values such as hard work, taking responsibility for one's actions, and good sportsmanship. However, a significant minority (upwards to 35%) adopt an inappropriate perspective that overemphasizes winning and rankings at the expense of long-term tennis and child development. Such behavior often leads to unrealistic expectations, a lack of emotional control, and harsh criticism of their child.

While most parents have good intentions and make extensive financial, time and emotional commitments for their child to play sport, it is very easy for them to fall into the trap of expecting a return on this investment. And all too often this return is defined as winning and rankings versus long-term physical, psychological, social, technical and tactical development.

Another major finding came from studying the development of professional players from their initial involvement to elite status. Prior to the study, we were told by many in the



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tennis community that behind all great players was a pushy, forceful parent. In our interviews with professional players, their parents and coaches, we did find some over-involved, 'pushy' parents, and while their behavior certainly helped their child make it to a very high level, it was often associated with a cost in terms of a poor player-parent relationship, psychological issues (e.g., considerable stress and burnout) or early retirement from the game. More importantly, we identified players who made it to the same elite level or higher with parents who were highly involved, but exhibited few negative or pushy behaviors and much more positive and encouraging traits. Thus, elite players can be developed in a more positive manner. And, these players exhibited far fewer psychological problems and issues.

Finally, in our national survey of junior coaches, the following strategies were rated as most useful for working with junior tennis parents.

- Be honest and open;
- work to build trust;
- work hard at listening to them;
- define parent roles and responsibilities; and,
- educate parents on positive tennis parenting behaviors.



The knowledge coming from our study is all well and good, but what we learned about the role of parents does little good if it sits on a bookshelf. As a high school coach, you need to use this knowledge to better inform parents. These results also have implications for helping you work more effectively with your athletes' parents.

Coaches' Role in Maximizing the Parent-Coach Partnership

There are a number of things that can be done to maximize the parent-coach partnership. Some of these are described as follows.

Face the Facts: You Must Help Educate and Inform Your Athletes' Parents

You might not like the fact that coaching involves working with parents, but in today's sports world it is a fact. Parents

child's development. Finally, take a proactive approach to working with parents. Starting parents of beginning players off on the right foot and shepherding them through the high school sport experience is more effective than leaving them on their own and then trying to fix their problematic behaviors years later.

Educate Parents from Day 1

Our research shows that most parents of junior tennis players did not encourage their child to begin tennis with the intent of having them be an elite player. In contrast, the focus was on being active, having fun and learning a lifetime sport. The same can probably be said of parents in other sports. However, as the player shows promise and becomes more involved, parents are often uninformed of the means and methods to help develop their child's athletic talent and no one instructs them as to how to do so. Thus, it is no wonder that 3 out of 10 parents frequently exhibit inappropriate behaviors. A better approach is for you to educate parents about how to positively help their child develop in and through the sport.

Set Expectations and Hold Parents Accountable

As a coach, working with parents can be tricky business. First and foremost they want

partnership. Hence, parents can provide a wealth of information to help you be more successful. It is imperative, then, that you develop excellent lines of communication with parents and work to keep those lines open. The importance of listening to parents, even when their emotions might get the best of them, is essential. Finally, while maintaining open lines of communication, talk to parents about the best times to communicate with you (certainly not while coaching).

Catch Parents Doing Things Right

The old saying, "the squeaky wheel gets the grease," holds true when working with sport parents. The high maintenance parent often requires much of your time and energy. However, it is essential not to forget about those parents doing things right. Recognize their efforts and essentially catch them 'doing things right.' Reinforcing desirable parent behaviors works much better than trying to correct problem ones later. For example, consider giving a Parent of the Year award. Recognizing parents who exhibit good behaviors has the added advantage of providing a model for other parents on your team.

Have a 'Problem Parent' Strategy

At times, despite your best efforts, you will have a 'problem' parent. Be prepared to effectively deal with them before problems occur. Take some time to determine what parental actions you will not tolerate and how you might deal with potential problems. With forethought of these situations you will be more effective when problems arise.

It is imperative that you set and convey standards and expectations relative to team rules, your coaching philosophy, and what parental actions will not be tolerated.



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have a legal and ethical responsibility to protect the safety of their child and this includes selecting a good coach and monitoring his or her actions. Moreover, they know their child much better than you and can provide a wealth of information that will increase your success as a coach.

Even the best parents are going to make mistakes. Knowing how to handle daily decisions in parenting a child is not simple. So try to be empathetic and see things from the parent's perspective. Don't become sour on all sport parents because of the actions of a few bad ones. Remember, our research shows most parents have a positive influence on their

the best for *their* child. On the other hand, your responsibility is to develop *all* members of your team into a cohesive unit. This often creates conflict between coaches and parents, especially about playing time. Therefore, it is imperative that you set and convey standards and expectations relative to team rules, your coaching philosophy, and what parental actions will not be tolerated.

Communicate-Communicate-Communicate

As a high school coach, you are an expert on educational athletics. Parents, however, also bring an intimate knowledge of their child to the athlete-coach-athlete

Remember These Facts

In summary, parent support is critical for player success. Moreover, high school sports can produce a special parent-athlete relationship and you as a coach can help make this relationship even more special. So educate and inform your athletes' parents. Doing so will make your coaching life easier, and your athletes more successful.

Adapted from Gould, D., & Lauer, L. (2005). Maximizing your relationship with players' parents. USTA High Performance Coaching Newsletter, 7 (1), 1, 4, 9.

Return Serve: Sports Seasons Case

Typically, Mondays in early May are not the busiest of days on the high school sports scene. But, May 2, 2005, was anything but typical. Just how significant the date turns out in the history of Michigan interscholastic athletics remains to be seen, but the decision of the United States Supreme Court to remand the sports seasons case back to the Sixth Circuit Court of Appeals was certainly a boost to school administrators who for months had to plan for two different sets of athletic seasons in 2005-06.

At the very least (as of this printing), the decision seems to ensure that there will be no change of seasons for the coming school year. At the most, the decision could prove as the impetus for a reversal in the lower court's order to change seasons, and bring a close to a case that began in 1998 without change.

Break out any of the old sports clichés available, but perhaps Yogi Berra's, "It ain't over 'til it's over," is the most appropriate in this instance.

Even as MHSAA schools were planning for a change of seasons based on contingency calendars, the MHSAA continued the support the wishes of its membership until all possible avenues and options were exhausted. In reality, the Association was down to its last strike until the Supreme Court's decision breathed life back into the case.

As the case proceeded throughout the years, the MHSAA's dedication to defending the school's wishes never wavered.

The MHSAA Representative Council wants the following points to be well known to the many constituencies served by the MHSAA:

1. **Schools set the seasons**, not the MHSAA. Schools determined what sports to sponsor and when to sponsor them; and only when enough schools sponsored a sport did the MHSAA provide a postseason tournament, obviously placing that tournament at the end of the regular season previously chosen by schools. **The MHSAA has not discriminated.**
2. **The rationale for the current seasons** is to maximize participation, which for girls in Michigan has hit record highs in each of the last two school years, with 124,978 taking part in 2003-04. Nationally, Michigan ranks third in participation in girls basketball, fourth in volleyball and fourth in overall female participation for the 2003-04 school year. In the latest U.S. Census, Michigan ranks eighth in female population, ages 14 to 17.
3. The decisions of the courts in this matter have been based on the relationship of the high school program to non-school and college athletics, rather than the benefits of participation to girls and boys within the interscholastic program. The courts have

worried more about the prospects for one percent to receive college scholarships than about the other 99 percent who play. No statistical proof of recruiting harm was produced at trial. The District Court refused to admit into evidence the only statistics available; they show Michigan females rank sixth in both basketball and volleyball for Division I college scholarships.

4. **Remember all that has been won in this case so far.** Plaintiffs sued in 1998 to have all boys and girls seasons at the same time, and to move girls volleyball to the fall. This would have meant that girls basketball, girls golf, girls tennis, girls swimming & diving and girls soccer all would have changed to coincide with the boys seasons. As late as 2003, plaintiffs were still



angling for this result in the Compliance

Plan.

However, the District Court ultimately ruled that only girls basketball must be at the same time as boys. Moreover, soccer and swimming & diving have escaped **any** change in the Lower Peninsula; and golf, tennis and swimming & diving have escaped **any** change in the Upper Peninsula. **Our work has paid off for kids and schools so far, but the work is not done.**

5. **The rationale for continuing the litigation** includes, of course, that this is what the membership desires and expects. In addition, there are legal issues to attempt to resolve (e.g., conflict between state and federal courts, participation as a privilege or a right, etc.); and there are business reasons to continue (the only way to assure defendants avoid paying plaintiffs' attorney fees and expenses is to appeal and prevail). **There has been no cost to schools for the litigation to date**

With the Supreme Court's decision regarding the sports seasons case, a shadow of doubt concerning schedules for 2005-06 has been lifted.



Bounced Back to Sixth Circuit Court

and none is anticipated in the future (schools pay nothing to join or participate in the MHSAA, whose own litigation expenses have been reimbursed by insurance).

- When the MHSAA is involved in litigation, whether the issue is the transfer rule, the age rule or any other policy, the MHSAA is not so much defending the particular policy as it is defending

the authority for schools to make such policy. Fundamentally, that's what the MHSAA has been doing in the sports seasons litigation: **defending the decision-making authority of schools, as well as the expressed desires of most student-athletes to maintain the seasons by which they have benefited.**

U.S. SUPREME COURT SUMMARY DISPOSITIONS 5-3-05

(As appeared on the Web site of the U.S. Supreme Court)

Case 04-1021

MI HIGH SCHOOL ATHLETIC ASS'N. V. COMMUNITIES FOR EQUITY, ET AL. The motion of Michigan Interscholastic Athletic Administrators Association for leave to file a brief as *amicus curiae* is granted. The motion of Michigan Association of School Boards for leave to file a brief as *amicus curiae* is granted. The motion of Basketball Coaches Association of Michigan for leave to file a brief as *amicus curiae* is granted. The motion of National Federation of State High School Associations for leave to file a brief as *amicus curiae* is granted. The petition for a writ of certiorari is granted. The judgment is vacated and the case is remanded to the United States Court of Appeals for the Sixth Circuit for further consideration in light of *Rancho Palos Verdes v. Abrams*, 544 U.S. ____ (2005).

STATEMENT FROM THE EXECUTIVE DIRECTOR

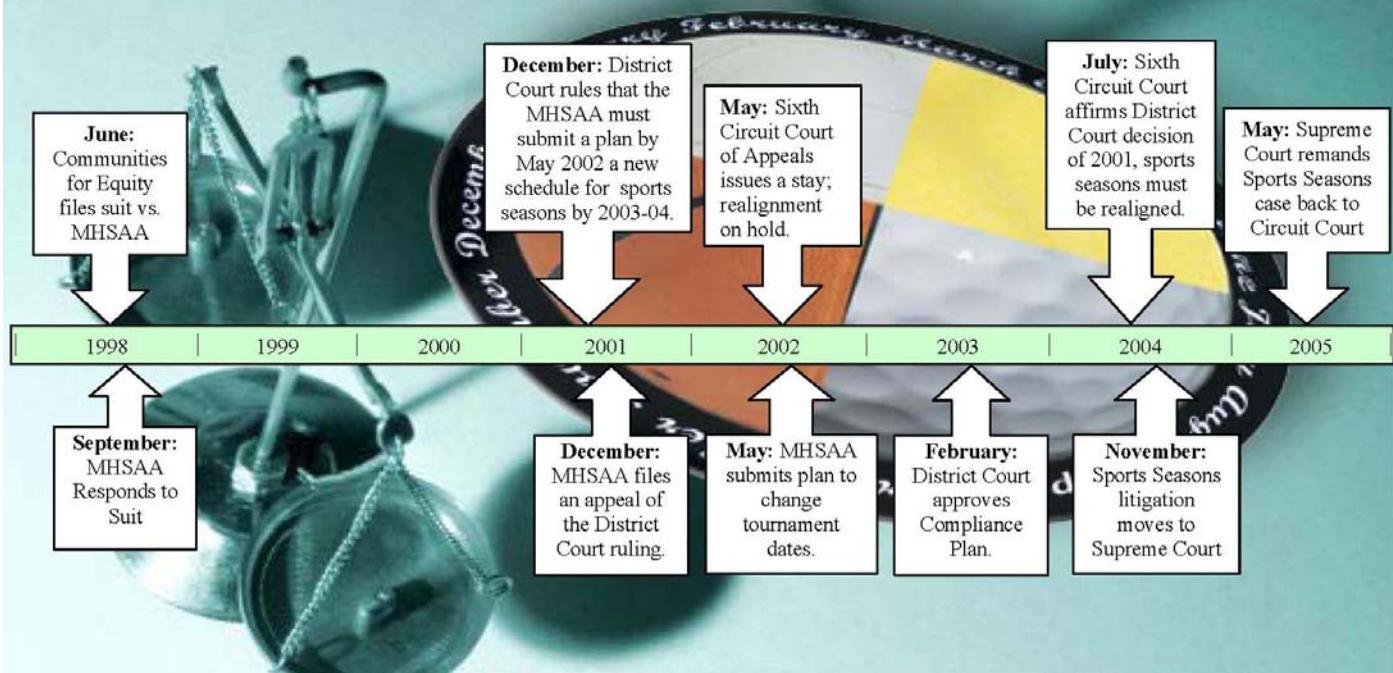
May 2, 2005

The Michigan High School Athletic Association issued the following statement today from Executive Director John E. "Jack" Roberts after the U.S. Supreme Court granted the Association's request to review the sports season litigation:

"Thousands of student-athletes, parents, coaches, administrators, officials, board of education members, sports media and fans of high school sports are breathing a sigh of relief that they will have another day in court."

The previous judgment of the Sixth Circuit Court of Appeals has been vacated by the Supreme Court, which has remanded the case to the Sixth Circuit for further proceedings. Therefore, it is believed that the stay issued by the Sixth Circuit on May 9, 2002 continues to be in effect, and there will be no change of MHSAA tournaments for the 2005-06 school year.

The Sports Seasons Case



2005 Officials Banquet

Alma's Moss Receives Norris Award

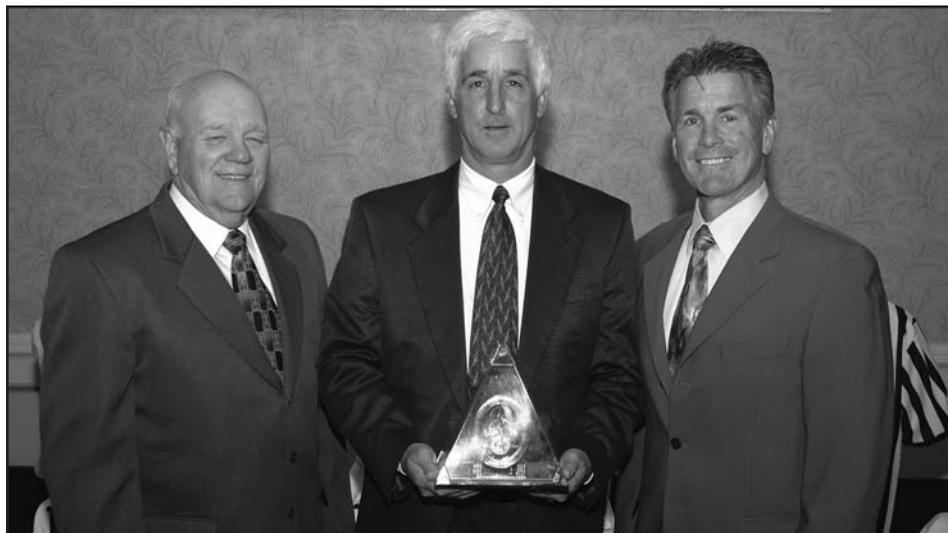
A multiple-sport official who has also served his avocation well by his contributions as a local association leader, league assignor, and educator, Alma's Bruce Moss is the recipient of the Michigan High School Athletic Association's Vern L. Norris Award for 2005.

The Norris Award is presented annually to a veteran official who has been active in a local officials association, has mentored other officials, and has been involved in official's education. It is named for Vern L. Norris, who was executive director of the MHSAA from 1978-86, and well-respected by officials on the state and national levels.

In his 27th year as a registered MHSAA official, Moss works contests in baseball, girls and boys basketball, football and girls volleyball. His talents have earned him assignments at all levels of MHSAA tournaments in all of those sports, including Final assignments in each. He was recognized in 1999 by the National Federation's Interscholastic Officials Association as an Official of the Year in girls basketball.

Moss has also contributed on the local level as a leader of the Heart of Michigan Officials Association, a group he is currently the secretary of. He has also been assigning officials in several sports for the Mid-Michigan Conference and the Central States Activities Association.

The lessons learned on the playing surface are something Moss has freely shared with the officiating community as a speaker and a writer. He has contributed articles for



John Johnson, Okemos

Bruce Moss (center) receives the 2005 Norris Award at the 26th Annual Officials Alumni and Awards Banquet in Lansing on April 23. He is flanked by former MHSAA Executive Director Vern Norris (left), for whom the award is named, and current MHSAA Executive Director John E. "Jack" Roberts.

MHSAA and other publications, and made numerous presentations to parents, officials, coaches and athletic administrators at camps, clinics and meet the team nights throughout his career.

"No one touches so many lives as one who can communicate, and that is a key attribute of our Norris Award winners," said MHSAA Executive Director John E. "Jack" Roberts. "Many officials contribute with

their work between the lines, but the outreach Bruce Moss has accomplished in his career has assisted schools and mentored other officials in a manner few can match. Bruce is highly regarded as a professional, personable individual when working games. That same touch has made him an effective administrator and educator in servicing his peers and our schools."

40-year award recipient Geraldine Jackson of Detroit (below) addresses peers.



MHSAA Assistant Director Mark Uyl (above left) introduces Legacy official Dan LeVeque (far right) with father and mentor Dan LeVeque of St. Johns.

20-year honoree Joe Paglino of Detroit (below right) shares a story and an umpiring memento with MHSAA Executive Director John E. "Jack" Roberts.



Larner's Journey Serves as Lesson

The handshaking and celebration portion of Holt's Class A state championship season was drawing to an exhausting end Saturday night when coach Bruce Larner finally sat down.

With assistant coach Ben Bakken and their wives surrounding him, and with a piece of pizza in hand, Larner gave out a great sigh – so great that Bakken asked whether it was the heaviest of Larner's life.

"Twenty years of finally," Bakken called it.

Had Larner started his coaching tenure two years ago instead of 20, "finally" may never have come to Holt's boys basketball program.

These days – and it's getting worse – parents mistake their kids' high school teams for Duke and their children for Michael Jordan or Mia Hamm. Teenagers question their coaches regardless of the team's undefeated record or the banner hanging from the rafters celebrating last year's state title.

More and more, mom and dad go after coaches when their delusions don't come

to fruition.

Larner should be a lesson to those people.

He entered the weekend's playoffs with more years coaching his varsity team than any of the 16 coaches at Breslin Center. He won his 200th game in Friday's semifinal, then added another with a 65-62 win over Romulus on Saturday.

Equally unique but much more surprising: Larner also has 239 losses.

He was the only coach at the finals with a losing career record.

"But look at the people who played for him, have been successful and gone beyond. Ask them what they think of Bruce Larner," said Bakken, who played for two coaches at Kent and another at Wayne State after graduating from Holt in 1995. "I'll tell you, Coach Larner knows as much about the game of basketball, winning and developing kids the right way, as any coach I've played for."

There are some coaches who simply don't know how, or don't do so well. You hope they are weeded out over time.

But others, such as Larner, take over programs where they must start from scratch. Doing things the right way isn't made easier playing in one of the toughest leagues in the state.

As he approached the trophy stand Saturday, Larner's mind could have drifted to any of a number of examples of how tough it's been.

- To the administrator who told him early on he'd never have the talent to win at Holt.

- To the season a decade ago, when the 6-10 Bakken broke a hip, and a 9-2 start turned into a 12-10 finish.

- To the people in the community who had had enough after only two winning seasons in his first 13.

Holt basketball always had a reputation for hustling teams. But when it came to winning league titles or advancing in the state tournament, hard work couldn't balance out the talent of Everett or Sexton or Waverly or many of Holt's opponents.

The Rams' Capital Area Activities Conference Division 1 championship this winter was their second league title under

Larner. They made five District finals in his first 18 years and lost all five, but finally won their first last season.

But Larner's kids were winning in other ways. They improved. They behaved. They became adults.

This season, Larner began assigning themes to every week. The first week of practice it was thankfulness – it was Thanksgiving week and the first after roster cuts.

"It's amazing what you can accomplish when no one cares who gets credit." – Holt basketball coach Bruce Larner

"He has a lot of energy. And he always makes sure we're doing the right things," senior Mikhail Eiseler said. "That's our thing. Doing the right thing, making

the right decisions."

Larner's philosophy always has centered on team play. Doing the right thing on the court meant playing within that system instead of going for personal accolades.

Sophomore center Paul Crosby surely will be a star the next two years, but this Holt team didn't have the sure-thing Division I standout champions often lean on. The Rams weren't blessed with a ton of height, and their speed was nullified by other athletic teams.

Larner deftly rotated eight players with differing skills. And he showed his knowledge with the Xs and Os, emphasizing a 1-3-1 zone defense that has been nearly extinct, and then tweaking it so his best defender could run free while his teammates maintained their responsibilities.

It took the right group of kids, and it took Larner having the opportunity to wait for them to arrive. And in a few years he'll get to leave – on his terms and with a legacy.

"Hopefully now people understand what I mean by unselfish player," Larner said. "Not just in basketball, but it helps in life. You have to learn to give, to sacrifice. It's amazing what you can accomplish when no one cares who gets credit."

— Geoff Kimmerly

Kimmerly is the prep sports editor at the Lansing State Journal

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Gary Shook, Otsego

Sportsmanship

Winter Good Sports Are Winners! Award Recipients Tabbed

With the generous support of corporate partner, MEEMIC Insurance, the Michigan High School Athletic Association's Good Sports Are Winners! Program continues in 2004-05.

Winter recipients of the award for exemplary displays of sportsmanship at the Finals level are: **Bellaire** in boys basketball; **Remus Chippewa Hills** in girls competitive cheer; **Davison** in ice hockey, **Leland** in girls volleyball; **Caro** in team wrestling. Each school will receive a commemorative banner and crystal trophy in on-site ceremonies later this winter.

The Good Sports Are Winners! Program is a year-round, comprehensive approach to sportsmanship, providing MHSAA member schools with educational materials which can be tailored locally to suit their promotion efforts; an alternating annual schedule of statewide Sportsmanship Summits and a mini-grant program to assist schools and leagues and conferences in conducting local education programs; and a recognition program where over 1,400 teams will be recognized annually for displaying outstanding sportsmanship at selected MHSAA postseason tournaments.

In 2004-05, the education efforts will include the availability of the annual Good Sports Are Winners! Sportsmanship Kit on

the MHSAA Web site and a brochure on sportsmanship which will be made available in quantity to schools to distribute at parent's meetings and home sporting events.

"Sportsmanship is a learned response, an educated choice," said Lynn Kalinowski, president of MEEMIC Insurance. "It makes sense that Meemic Insurance, a company which has worked with educators for over 50 years, provide a program on sportsmanship and its lifelong character elements – integrity, ethics and respect – to MHSAA member schools."

In selected tournaments at the District and Regional levels, all schools which are considered by the local tournament management to have displayed a high level of sportsmanlike behavior will be recognized in different MHSAA publications and on the MHSAA Web site. MHSAA postseason tournaments in which teams will be recognized are: girls basketball, football and boys soccer in the fall; girls competitive cheer, team dual wrestling, ice hockey, girls volleyball and boys basketball in the winter; and baseball, girls soccer and softball in the spring.

There are also standards built into the

program which automatically disqualify a school from consideration for the award, which include: Ejections of athletes, coaches and spectators for unsportsmanlike actions; antics on the part of spectators designed more to attract attention to themselves than to support their team; the use of game-ending derogatory cheers, chants or songs; and any other unsportsmanlike behavior related to their team's tournament involvement at the event venue and beyond. Any team which is disqualified from consideration for the Good Sports Are

Winners! Award at the District and Regional level of a tournament becomes ineligible for the honor at higher levels of that same tournament.

"Sports at the high school level are different than all other forms of sports. Sportsmanship is a key ingredient of that difference," said John E. "Jack" Roberts, executive director of the MHSAA. "Sportsmanship is an element of our games that will always be emphasized, and we're pleased that an organization which is well recognized in the educational community, MEEMIC Insurance, has joined us in our ongoing efforts to educate and recognize good sports across the state."



Complete lists of the Good Sports Are Winners! Award recipients can be found on the Recognition page of the MHSAA Web site

Lansing Christian (above) and Portland St. Patrick (right), co-winners of the 2004 GSAW Award for Girls Basketball, met in the Class D Final last December. They met again on the court at Lansing Christian to receive their awards during a boys basketball game between the two schools in February.



2005 MHSAA OFFICIALS SUMMER MEETINGS

Friday-Saturday, Aug. 5-6 • DeWitt High School

Includes MHSAA Fall Rules Meetings

Aug. 5, 3 pm & Aug. 6, 7:30 am

Approved Association Meeting – Friday, Aug. 5 (Reservations Required)

Required for all Approved Associations
(5-9 pm, Dinner included)

Registered Assignor Meeting – Friday, Aug. 5 (Reservations Required)

Required for all NEW and RENEWING Assignors
(5-9 pm, Dinner included)

First-Time Trainer Meetings (Trainer Nominations Required) - Saturday, Aug. 6 (Sport Specific)

Required FIRST-TIME Train the Trainer Session
8:45 a.m. Registration - Continental Breakfast
9:15 a.m. - 1 p.m.
1 p.m. - Lunch
1:30 p.m. - 5 p.m. (Continued)

Renewal Trainer Meeting (Trainer Nominations Required) - Saturday, Aug. 6 (Sport Specific)

Required RENEWAL Train the Trainer Session for those
who attended in 2003; Optional for 2004 attendees
8:45 a.m. Registration - Continental Breakfast
9:15 a.m. - 1 p.m.
1 p.m. - Lunch (Adjourn)

*Association personnel have received correspondence by
mail. Please make plans to attend these important meetings.*



FINAL IMPRESSION



Natalie Fisher, Lansing

The Capital Area Officials Association was well represented in MHSAA Football and Basketball Finals during the 2004-05 school year. The members above were honored at the first CAO A Officials Banquet in March. Front row: Matt Wilcox, Football; Victor Cena, Football; Nichole Tilma, Girls Basketball; Jay Marcotullio, Boys and Girls Basketball. Back row: Kalifa Bofaris, Football; Dick Kalahar, Girls Basketball; Rex Forsyth, Football; Dave Riley, Boys Basketball. Not pictured: Mark Coscarella, Football.

**Don't forget to register for 2005-06
Avoid late fees . . . Register by
JULY 1, 2005**

SUMMER OFFICIALS CAMPS AND CLINICS

Following are various officials camps and clinics forwarded to *MENTOR* for the upcoming summer months.

Note: Per MHSAA Standards for Assignors, "Assignors shall not require an official to pay a fee to participate in a specific camp, clinic or training activity in order to be evaluated and considered for assignments under the control of any assignor. Involvements in *free* events, for the same reason, are permitted." All published camp opportunities below comply with this standard.

Capital Area Basketball Officials Camp - June 17-18 - Michigan State University

Contact: Mike Conlin, www.greatlakesreferee.com/highschool/index.htm

Kalamazoo Officials Association Football Clinic - July 23 - Western Michigan University

Contact: Kevin Sullivan, 269-273-2030 or 269-760-6088

Michigan HS Basketball Officiating Camp - June 17-19 & June 24-26 - Central Michigan University

Contact: John Kirk, www.vspn.com/gliac/CMUCampApplication.htm

Mike Smith's Basketball Officiating Camp - June 24-26 - Oakland University - Contact: Mike Smith, 248-543-4452

Northern Michigan HS Football Officials Camp - August 12-13 - Grayling HS

Contact: Cal TerHaar, 810-742-8643 or 810-814-0844 or Tom Rau, 810-603-1021 or 810-444-0676

Volleyball Officials Training Camp - July 15-17 - Ferris State University

Contact: Jeanne Skinner, 616-677-1721 or Jill Baker-Coolley 231-876-2208

West Michigan Officials Association Football Clinic - July 23 - Grand Valley State University

Contact: Dave VanSurksum, 616-6548191 or www.wmoa.com

Sunshine on a Cloudy Day

This fall, at the 2004 Boys Golf Regional 29-4 and at the Division 4 Final, I was fortunate and pleased to witness several acts of good sportsmanship by members of the Saginaw Michigan Lutheran Seminary team.

As athletic director at Mt. Pleasant Sacred Heart Academy, I was observing competition on both days so my coach could be with our team. At the Regional, I was following three boys I had never met from different schools. A boy from MLS was in my group, and he immediately impressed me as a nice, polite kid. Throughout the day, his actions proved this to me repeatedly. He was positive and pleasant, even when he had a bad hole. He was supportive of the kids from other schools whom he had never met. When one of his opponents was discouraged and displaying a bad attitude, he offered motivating and encouraging comments to the player. He helped the others look for lost balls repeatedly.

The next week, I again volunteered as an observer at the Finals, which were played in less than ideal weather conditions. This week I didn't get a cart! I walked around in the cold, wind and rain with four kids whom I was sure would not be very positive due to the conditions. How could they be? It was impossible to be comfortable. Once again, my group included a student from MLS, but not the same one I met at the Regional. His attitude was consistent with that of his teammate from the week before – he was one of the nicest high school kids I have come across as an adult. He helped others look for balls, and stayed positive and encouraging all day. I could barely move I was so cold and miserable, but he seemed just fine.

Compared to some poor displays of sportsmanship I witness being around young adults on a regular basis in school and at sporting events, it was refreshing to be around these two boys. It made my first experiences observing golf very memorable and worthwhile. They deserve recognition for their exemplary sportsmanship, and I hope I continue to witness such uplifting displays throughout the rest of my career in educational athletics.

— Megan Thayer
Athletic Director
Mt. Pleasant Sacred Heart Academy

Steroids in School Sports Bigger Problems, Better Solutions

To no one's surprise, the highly publicized problems that Major League Baseball is having with many allegations and some admissions of steroid use has created a little buzz in the interscholastic athletic community.

The Michigan Legislature has a bill that would require all public schools to include in their local rules that use of performance-enhancing substances would affect student eligibility for interscholastic athletics. It would be left to local school districts to determine the length of ineligibility, and it would be the responsibility of the Department of Community Health to keep a list of banned substances current (it would be based on the NCAA's list).

The proposed legislation does not require school districts to conduct drug testing for performance-enhancing substances, which cannot be mandated without funding which the State of Michigan cannot afford in good times, much less in these times of nation-high unemployment and huge government deficits.

It has been suggested that the MHSAA add a surcharge to at least some of the approximately one million postseason tournament tickets sold to the public for the purpose of implementing a testing program that is as comprehensive in sophistication and scope as that money would buy. However, to buy into that initiative, one must accept the following two premises:

1. The problem of performance-enhancing drugs is the most serious problem we have now or have ever had in school sports and therefore requires for the first time in history that the public pay a surcharge to attend MHSAA postseason tournaments; and
2. The problem of performance-enhancing drugs in school sports can be solved by testing a portion of high school athletes for a portion of the performance-enhancing substances that now exist or will be created in the future.

We accept neither premise.

Depending on the survey referenced, performance-enhancing substances are used by two to five percent of high school students, many of whom are **not** involved in interscholastic athletics. Some of the student-athletes who use what would be banned substances do so as a result of a prescription to treat a medical condition. Most of the student-athletes who use what would be banned substances obtained

these legal substances over the counter at grocery stores and/or health centers. Regardless, we're talking about a "five percent issue," a minor issue among the range of concerns before high school athletics.

If we were to raise funds through a ticket charge, it should be for a much more widespread and threatening issue for high school student-athletes. Perhaps to fight tobacco and/or alcohol abuse which is far more common and life-threatening to our school-age population.

And if we were to raise and spend funds on something, we should be more certain of positive results. Take one look at international sports . . . in spite of millions of dollars spent, the testing cannot keep ahead of the athletes who constantly find ways to beat the tests or discover enhancements not yet banned by any sport organization. At the high school level, we will not have the resources to match the Olympic testing program, and the Olympic testing program is no match for the athletes' appetite of drug-enhanced achievements.

If there is a way to remove this relatively small problem from school sports, it is through **education** more than testing. And it is through **example** . . . like that of Mark McGwire . . . who won't say if he did or did not use steroids enroute to his home run record . . . who is an embarrassment to himself and his family and his team and his game . . . who is in prison as surely as if he were locked up in a cell. It's a prison of public ridicule, absent any personal pride.

No, if we put a surcharge on MHSAA postseason tournament tickets – make every grandparent, parent, student and child pay more to watch the cheapest and cleanest entertainment in our communities today – we will put that money to much better use than drug testing . . . to a much bigger problem and for which we have a much better solution.

Personally, I would use the money to provide continuing education for every junior high/middle school and high school coach in Michigan. They're the delivery system of all that is good about high school sports. And if anybody in school sports is going to stop drug use – drug use of **any** kind by our student-athletes – it is this person: the coach.

— John E. "Jack" Roberts
MHSAA Executive Director

2005-06 NATIONAL TESTING DATES

ADMINISTRATION - COUNSELORS - COACHES

Please advise students of the 2005-06 test date schedule. Your students should be aware of athletic tournament dates and should attempt to schedule their respective test date away from tournament dates of the sport or sports in which they are interested and participate. Following are test dates for 2006 and dates where tournaments would create conflict.

ACT ASSESSMENT DATES

October 22, 2005
December 10, 2005
February 11, 2006
April 8, 2006
June 10, 2006

CONFLICTS

Fall Tournaments None
None
None
Spring Tournaments

SAT TESTING DATES

October 8, 2005
November 5, 2005
December 3, 2005
January 28, 2006
April 1, 2006
May 6, 2006
June 3, 2006

CONFLICTS

Fall Tournaments
Fall Tournaments
Fall Tournaments None
Spring Tournaments None
Spring Tournaments

AP EXAM DATES

May 1-5, 8-12, 2006

CONFLICTS

None



Coaches Advancement Program to Launch in 2005-06

In an effort to maintain continuing excellence in coaches education, the MHSAA and the Michigan State University Institute for the Study of Youth Sports has joined forces to retool and improve the program formerly known as PACE.



The Coaches Advancement Program will debut with the 2005-06 school year, available throughout the state to all levels of coaches at various dates and locations. Please consult the MHSAA Web site this summer to schedule your coursework in this important educational pursuit.

Course topics include such items as Legal Responsibilities, Effective Instruction, Effective Communication, Working with Parents, Teaching Technical & Tactical Skills and Managing your Time and Stress Level.

The MHSAA and ISYS look forward to helping coaches provide their student-athletes with the best that interscholastic athletics has to offer.



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MENTOR PLANNER

Spring Sport Dates

SPORT	First Practice Date	First Contest Date	Days or Contests	Opt-Out Due Date	Ratings Due Date	MHSAA TOURNAMENT DATES				
						Districts	Regionals	Quarters	Semis	Finals
Baseball	Mar 14	Mar 14	56 G+D	May 11	May 27	May 31, Jun 3 or 4	Jun 11	Jun 14	Jun 17	Jun 18
Golf - LP Girls	Mar 14	Mar 17	16D	May 11			May 19 or 20 or 21 or 23			Jun 3-4
Golf - UP Boys/Girls	Mar 14	Mar 14	16D	May 20						Jun 3
Lacrosse - Boys & Girls	Mar 14	Mar 25	18C	May 11	May 27	May 31 - Jun 7	Jun 7		Jun 9	Jun 11
Soccer - Girls	Mar 14	Mar 25	18C	May 11	May 27	May 31-Jun 4	Jun 7-11		Jun 15	Jun 18
Softball	Mar 14	Mar 14	56 G+D	May 11	May 27	May 31, Jun 3 or 4	Jun 11	Jun 14	Jun 17	Jun 18
Tennis - LP Boys	Mar 14	Mar 14	16C	May 11			May 19 or 20			Jun 3-4
Tennis - UP Boys	Mar 14	Mar 14	16C	May 16		Jun 3				
Track & Field	Mar 14	Mar 14	18D	May 16			May 20-21			Jun 4

Visit mhsaa.com for Pairings and Ticket Information

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