

# THE WASHINGTON GOACH

OFFICIAL PUBLICATION OF THE WASHINGTON STATE COACHES ASSOCIATION

Congratulations to all of the Winter  
Sports Champions!



# WASHINGTON STATE COACHES ASSOCIATION



## 2005-2006 Membership Application

See our website at  
[www.washcoach.org](http://www.washcoach.org)

Please **PRINT** All  
 information **LEGIBLY**

Mark Sports Coached with a 1, 2 or 3 for  
 Preference and check the H or A column for  
 Head or Assistant Coach

Date \_\_\_\_\_

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Home Phone \_\_\_\_\_

School Where Coaching \_\_\_\_\_

Name of the School District \_\_\_\_\_

School Phone \_\_\_\_\_

Preferred Email address(es) \_\_\_\_\_  
 (Please help us communicate more effectively by including this)

Preference	H	A	Years Coached
<input type="checkbox"/> Baseball			_____
<input type="checkbox"/> Basketball (B) (G)			_____
<input type="checkbox"/> Bowling			_____
<input type="checkbox"/> Certified Trainer			_____
<input type="checkbox"/> Cheer			_____
<input type="checkbox"/> Cross Country (B) (G) (Both)			_____
<input type="checkbox"/> Dance			_____
<input type="checkbox"/> Drill			_____
<input type="checkbox"/> Football			_____
<input type="checkbox"/> Golf (B) (G) (Both)			_____
<input type="checkbox"/> Gymnastics			_____
<input type="checkbox"/> Soccer (B) (G)			_____
<input type="checkbox"/> Softball (FP) (SP)			_____
<input type="checkbox"/> Swim & Dive (B) (G) (Both)			_____
<input type="checkbox"/> Tennis (B) (G) (Both)			_____
<input type="checkbox"/> Track & Field (B) (G) (Both)			_____
<input type="checkbox"/> Volleyball			_____
<input type="checkbox"/> Wrestling			_____
<input type="checkbox"/> Other Sport-Please Specify			_____

Which Sport Group should receive credit \_\_\_\_\_

**Benefits Include:**

- \*State Tournament Pass for All WIAA Tournaments.
- \*Liability Insurance Coverage of \$1,000,000 to cover members while working a scheduled, sanctioned and supervised WIAA sport or event. Contact 1-800-853-5899.
- \*Your senior sons or daughters are eligible to receive WSCA scholarships.
- \*Hall of Fame eligibility.
- \*Eligibility for Coach of the Year awards.
- \*Eligibility to coach in WSCA All Star games.
- \*Enhanced professional growth to continue in the coaching field.
- \*Window decal upon request.
- \*Eligibility for publication in your magazine THE WASHINGTON COACH.
- \*Coaching Clinics.

Send completed form with \$35.00 to:

Jerry Parrish, Executive Secretary 18468 8th Avenue NE Poulsbo, Wa 98370	1-800-441-7776 <a href="mailto:jparrish21@comcast.net">jparrish21@comcast.net</a>
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Benefits effective upon receipt of application and \$35.00.  
 Membership is from 8/1/05 through 7/31/06.

- \_\_\_\_\_ Non Teacher
- \_\_\_\_\_ Retired from teaching but still coaching
- \_\_\_\_\_ Retired from coaching but still teaching
- \_\_\_\_\_ Totally Retired from both

**We want to know more about our coaches.**

Could you please tell us:

1. High School and College attended;
2. Other sports coached at this school;
3. Other schools where you have coached;
4. Sports you coached while there;
5. How long you coached each sport;
6. The school years you were there;
7. Notable W/L or playoff records, awards received;
8. Total years in coaching.

**USE BACK OR EXTRA IF NECESSARY**



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<b>Football - Bob Bourgette</b> .....	Kennedy
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<b>Soccer -</b> .....	open
<b>Fastpitch - Tom Harmon</b> .....	Nooksack Valley
<b>Swimming-Jeff Lowell</b> .....	Mercer Island
<b>Tennis-Andrew Buchan</b> .....	Thomas Jefferson
<b>Track &amp; Field - Jeff Page</b> .....	Lake Stevens
<b>Volleyball - Tony Batinovich</b> .....	Puyallup
<b>Wrestling -Craig Hanson</b>	East Valley (Spokane)

For more information contact the below:

**Secretary-Treasurer**  
Jerry Parrish  
18468 8th Ave NE, Poulsbo, WA 98370  
800-441-7776 (H-WSCA) 360-779-4326 (FAX),  
jparrish21@comcast.net

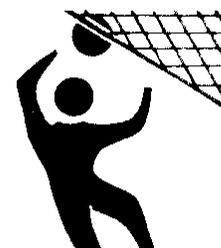
**Magazine Editor**  
Terry Ennis  
1415 Madrona Avenue, Everett, WA 98203  
425-259-6028, terry\_ennis@msn.com

The WSCA falls under the WIAA umbrella. For information contact:

WIAA, Mike Colbrese, Executive Director  
435 Main Ave. S.  
Renton, WA 98055  
425-687-8585

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Check out our website at [www.washcoach.org](http://www.washcoach.org)

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# From The President

March 2006

Dear WSCA Members:

I recently entered into a conversation with Mike Cashman. Mike was the boys' basketball coach at Lake Washington High School in the mid 80's when I came to Redmond High School from Idaho. Mike got out of coaching and spent a year attending various practices in Washington and Oregon. He strongly considered writing a book about his experiences and even had a title picked out "Overcoaching or Underteaching". He firmly believed after watching so many practices that the best coaches were doing the best job of teaching. Most of us would probably agree with him but haven't given it serious thought or really attempted to understand the real meaning of that concept. His conversation with me triggered some thoughts that I was exposed to early in my career.

My principal in 1976-77 at Pocatello High School came in my classroom one day and gave me a professional journal he had been reading. He said "I thought you might enjoy reading about a basketball coach." The summary of the article was that two professors of education in California had published their works on what was good teaching. They had observed elementary, secondary, and college level teachers. In the article they stated that the best teacher they had observed was John Wooden who had just retired as the basketball coach at UCLA. I am not saying he was the greatest coach ever, however, his accomplishments present a strong case for that, but he has been recognized by peers, professionals, and former players as being a great teacher.

I am in the process of re-reading a book by Steve Bisheff, *John Wooden an American Treasure*. There is a chapter in the book that is entitled "Woodens Real Secret" and it is an analysis of former players and other coaches as to why he was so successful. Everyone agreed that it wasn't his system or players but how he taught the system to the players. He was a master of teaching the fundamentals and was insistent on the fundamentals being executed properly. He constantly used the principles of teaching; demonstration, explanation, correction and repetition daily in his practices. Players recalled very little emphasis on the opponent. He wanted them focused on their own team and how they executed properly. Coach Wooden wanted players to feel they were in better condition than anyone they played and to be confident that if they played as a team and executed the fundamentals they would be successful.

When Jim Harrick was coaching at UCLA, I went down to watch practice for a few days and the highlight of my visit was when Coach Harrick took his staff and me to have breakfast with Coach Wooden. Later, Coach Wooden, Coach Harrick, and I went to Wooden's house and talked for almost two hours. He shared so much of his philosophy about teaching and interpersonal relationships over the years of his career. As you can guess this was a very special time for me.

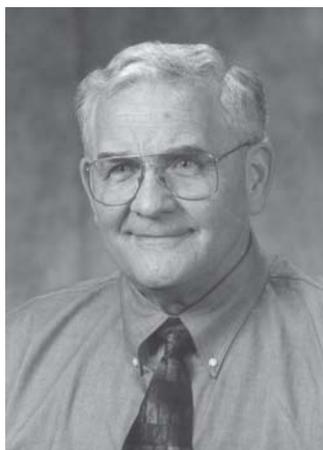
John Wooden is a classic example of good coaches being good teachers; success in one generally leads to success in the other.

Sincerely,  
Jerry Koester



## FROM THE SIDELINES

by Jerry Parrish



# From The Sidelines

1. Secretary Parrish has been working on achieving additional association benefits. The proposal is to provide current Washington State Coaches Association membership card holders with entry to all state and WIAA District level events. The cooperation with certain athletic administrators has been excellent. As soon as the wording and agreement can be worked out, an announcement will be made to our membership.
2. Insurance benefits: With the cooperation of Somerton Student Insurance Services WSCA has added to our insurance protection. Abuse/Molestation will be added to the General Liability Policy as an Endorsement. Coverage for this Endorsement will begin 1/17/06 and will expire 08/01/06.  
Limits:  
\$1,000,000 Per Occurrence  
\$2,000,000 General Aggregate

The Abuse/Molestation Endorsement provides coverage for: Personal Injury to any person arising from sexual abuse, sexual molestation, sexual exploitation or sexual injury while such person is in the care, custody, or control of the insured. Personal Injury (as respects to this coverage) means bodily injury, mental injury, mental anguish, shock, sickness, disease, disability, or sexual dysfunction.

The WSCA Executive Board believes that this additional insurance coverage is well worth the premium.

### ORCHIDS AND ONIONS

#### ONIONS

1. Bouncing around school districts—is it fair to have public school athletes bounce around a school district instead of attending school in their boundary areas? In the public school this “smacks” of recruiting.

2. To the individual sport reps who have not been nominating coaches for National Federation honors.
3. To the coaches who fail to register for WSCA membership and then expect their membership cards to be sent less than one day to state tournament time. The secretary cannot get cards to you on such short notice. PLAN AHEAD!

#### ORCHIDS

1. To all the Fall Sport Champions—Congratulations on a job well done.
2. Congratulations to the Volleyball Site Selection Committee—Volleyball state tournament will take on the “Classic” look in fall 2006. Jan Kirk and her committee did a great job and the presentation was accepted by the WIAA Executive Board.
3. Thank you Seahawks—the Seahawk organization has helped many schools and their programs with some financial assistance. We would like to thank the Seahawks for helping with a hospitality area at the Tacoma Dome during football finals.
4. To the cooperation of several athletic administrators in the WIAA Districts for helping WSCA to improve membership benefits.

*Continued on page 4*

Continued from page 3

5. Check WSCA web page and WASHINGTON COACH for nomination materials for individual sport Hall of Fame nomination forms.
6. To the coaches who received National Federation recognition through the various sport reps. Jim Meyerhoff at the WIAA office has been very helpful in getting our individual sport reps on task.

**State Coach of the Year:**

Sid Otton (Tumwater)—Football  
Pat Mullen (Bethel)—Boys Basketball

**Section 8 Coach of the Year:**

Al Aldridge (Prairie)—Girls Basketball  
Steve Escame (Decatur)—Girls Tennis  
Rick Bowers (Warden)—Wrestling  
Patrick Tyson (Mead)—Cross Country  
John Matzen (Oak Harbor)—Boys Golf

**NFHS National Distinguished Coach Contributor:**

Pat Fitterer (Eisenhower)

**NOTE the WSCA email address  
Jparrish21@comcast.net Drop us a line!**

The WSCA web page address is:

[www.washcoach.org](http://www.washcoach.org)

Our web site has been expanded to include a membership roster to be used as our membership grows and get more information.

Help us keep this site current and also let us know of job openings and open dates and we will post them.

**When you have filled a job or open date, let us know and we will remove it from the site.**

**RENEW YOUR MEMBERSHIP  
TAKE ADVANTANTAGE OF BENEFITS  
AVAILABLE**

**1 BRAND**

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**1 SOURCE**

# BURNETT-ENNIS SCHOLARSHIP

**Deadline: April 20<sup>th</sup>**

By completing the information required in this application, you will enable us to determine your eligibility to receive funds provided specifically to help students whose parent(s) are members of WSCA. This application becomes valid only when the following has been submitted. This scholarship is open to any member's son or daughter planning on attending an institution of higher learning.

To be eligible for the scholarship:

- Your mother or father must be a member of the Washington State Coaches Association.
- Submit the below application.
- Submit one letter of recommendation from your principal, counselor, or teacher.
- Submit your High School Transcripts.
- Submit a resume of your high school activities (including community, school, or church activities)

## **Personal Information** (please print clearly)

Name \_\_\_\_\_  
Last First M.I.

High School Attended \_\_\_\_\_ Date of Birth \_\_\_\_\_

Permanent Address \_\_\_\_\_  
Street City Zip Code

Permanent Home Telephone number \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Years Member of WSCA \_\_\_\_\_

Address of Parent/Guardian if different from applicant:

\_\_\_\_\_  
Street City Zip Code

**Academic Information** GPA \_\_\_\_\_

Briefly describe any scholastic distinctions or honors you have won since the 9<sup>th</sup> grade

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## **Athletic or Extracurricular Participation**

<u>Sport</u>	<u>Years</u>	<u>Letters</u>	<u>Honors</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*Please continue with application on reverse side.*

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## BURNETT-ENNIS SCHOLARSHIP

**Deadline: April 20<sup>th</sup>**

**College Goals** College planning to attend \_\_\_\_\_

In order to formulate a better concept of who and what you are; we would like you to respond as you feel appropriate to the following questions. Please keep it brief and to the point.

1) Describe your contribution to "athletics or activities" in your school.

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2) Describe how athletics and coaches (or a coach) have affected your high school life and your future plans.

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**Check list:**

Application   Letter of Recommendation   Transcript   Resume

*Your application must be received before April 20<sup>th</sup>.*  
Mail To: WSCA Scholarship, 708 S. Lake, Colfax, Wa 99111

**Selected winners must submit a picture of themselves with their member parent to the WSCA by June 30<sup>th</sup>.**

**JOIN YOUR  
ASSOCIATION  
TODAY**

# Coaching Boys Into Men<sup>SM</sup> Playbook Program Announced

Kevin Miller, President, Men's Network Against Domestic Violence

The Washington based non-profit, Men's Network Against Domestic Violence, is launching a statewide violence prevention effort called The Coaching Boys Into Men Playbook Program. The program is based on a coach's Playbook developed by the nationally recognized Family Violence Prevention Fund and Boston Celtic legend M.L. Carr's WARM2Kids organization. Developed in consultation with the National High School Athletic Coaches Association and coaches across the country, the Playbook provides concise, accessible guidance and exercises for coaches on how to effectively integrate discussion about dating and sexual violence into an athletic season.

While athletes look to coaches for direction on the field, many coaches also provide direction and set expectations concerning an athlete's life off the field. This often includes expectations about academics and the use of drugs and alcohol. Dating and sexual violence is a serious social issue, yet athletes and students do not hear about the issue from their role models. Working to counter this silence, a coach's direction can make a dramatic impression. The Playbook, formatted with respect for coach's time, provides background information and ideas for presenting proactive information, discussion, and setting expectations with athletes.

Taking a proactive approach offers the possibility to reinforce healthy attitudes and behaviors many boys already hold, but may never hear affirmed by the role models in their life. Knowing that they are not alone, boys are more likely to confront their peers when they hear about or witness demeaning and

violent behavior toward girls. For athletes who may have experienced violence in the home, coaches hold the potential to be a 'protective factor', a person whose influence sets a healthier expectation for affected kids.

The Playbook offers flexible ideas suitable to the style of any coach and it is framed around familiar sport metaphors such as "defining the playing field", "designing your offense", and "making a defensive play." Tools in-

clude "teachable moments" that help coaches identify opportunities that provide valuable feedback on behavior and relationship skills and a pledge the athletes and their coach may sign to demonstrate their commitment to those goals.

## Dating and Domestic Violence Facts

- 1 in 5 teenage girls say they have experienced dating violence.
- Forty percent of girls age 14 to 17 report knowing someone their age that has been hit or beaten by a boyfriend.
- 3 to 10 million U.S. children witness domestic violence every year.

clude "teachable moments" that help coaches identify opportunities that provide valuable feedback on behavior and relationship skills and a pledge the athletes and their coach may sign to demonstrate their commitment to those goals.

Thanks to generous community support from Verizon Wireless, individuals, and the Horizons Foundation, the Playbook and training is available at no cost. The Men's Network is available to provide workshops at coaching clinics and onsite training for coaches at the school or district level. The Men's Network will provide email, phone, and on-site support for questions and feedback for coaches using the program. The Playbook program will enhance the

character building goals of athletic programs. This fall, the Men's Network is starting a speaker's series featuring former professional athletes who provide leadership in working with athletes on violence prevention. Speakers include former NFL quarterback Don McPherson. Don, who serves as the executive director of the Sports Leadership Institute at Adelphi University, was part of the team that developed the Playbook and he is nationally recognized for his violence prevention efforts.

Coaching associations in Colorado, Nebraska, North Dakota, and Oklahoma have launched the use of the Playbook in their states. New York Yankees Coach Joe Torre and Boston Red Sox player Gabe Kapler, have also joined the growing movement to leverage their influence to prevent dating and sexual violence.

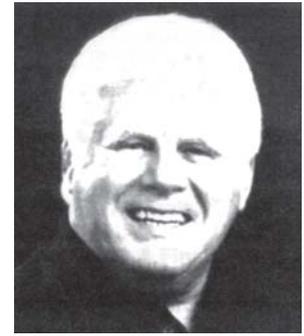
The Playbook is available for review online. The Playbook's introduction by Joe Torre, M.L. Carr, and Pete Carroll highlights the positive role of sports in dealing with critical social issues affecting student athletes. To conclude as they do, "...you help lay a solid foundation for your players' lives that will be remembered far longer than any win column."

Call 425-891-9596 or visit [www.menagainstdv.org](http://www.menagainstdv.org) for more information and to request materials. Please consider joining the starting lineup for the 2006 fall season.

*\*Coaching Boys Into Men<sup>SM</sup> is a service mark of the Family Violence Prevention Fund*

# HAWKES SQUAWKS

By Dee Hawkes  
Retired



After weeks of sipping coffee with my local breakfast cronies, it is time to put out another Squawks column. It is a good thing that my passion for the preps keeps me going even when the grass needs mowing. Best of all, I like it even better when you send emails to voice opinions.

## CALL THIS A SPECIAL DAY

One thing is for certain, former Bellevue School District coaches Bob Haynes and Al Strand really enjoyed a rare varsity football game, which was played at high noon on an October Wednesday. While the Lopez Lobos caught a ferry and motored south down I-5, the Terriers from the School of the Deaf in Vancouver drove north. They met to play 8-man football at French Field in Kent. Two teams had the times of their life in the big stadium playing in front of parents, cheerleaders, and students. While Lopez suited up 14 players, their opponent had 19 in uniform.

Head coach Larry Burns from the School of the Deaf called the game and gave instructions to his players in sign language. When the QB pressured the center, he snapped the ball, and all offensive linemen watched for the movement of the ball to time their takeoff. Except for an occasional burst of screaming, their fans remained quiet. Game banners and pep signs were made for each school by the sign language classes from the four Kent School District high schools. They are now discussing whether to make this an annual event.

The fans in attendance placed a small donation into either the Lopez or Deaf school bucket as they entered the stadium. What made it even more special was the presence of the five-man officiating crew. One of the best ways to make a difference in a teenager's life is to play football during a school day in the middle of the week. Without question, the big time can happen anywhere you are. On one fall afternoon it happened a mighty long way from home for both the Lobos and the Terriers.

## DO THE RIGHT THING -

■ It must be said. Even if you don't agree. A high school coach has the obligation post season to do all they can

to expose their players whether academically for scholarship or athletically at the next level.

- We need to straighten out club sports and stop them from interfering with seasonal school sports.
- Principals need to establish a policy that specialization is wrong for their athletic teams and should insist that all coaches support this philosophy. No coach should have permission to tell kids not to play other sports.
- Newspapers should publish a list of all who coach each sport during a given school year. The public has a right to know who is involved with their kids. This should include assistant coaches.
- The good news is that the Coaches' Hospitality Room has surfaced again. Now, current coaches can mingle with the old timers who blazed the trail before them. The Texas Coaching Association relishes having their past connect with the present and future.
- It doesn't seem fair that a booster club with deep pockets supplement a coach's school stipend with big bucks. My take on booster club involvement is that the dollars generated should go in some way to either help the athletes and coaches elevate the sport they share. It should not go for personal expenses. This is flat out wrong, and the practice should be stopped. A relentless pursuit to win fueled by money doesn't belong in school sports. Dare we wonder if there's any connection with winning and a coach's bank account.
- The Chief Sealth High School girls' basketball scandal reported by the *Seattle Times* is really about "cops and robbers." Especially galling to this squawker was the fact that adults (coaches and parents) knowingly stepped out of bounds to flout WIAA rules in order to win games. The coaches were "robbers" because they used the girls to gain an advantage. The "cops" were the building principal and athletic director. They must have been wearing blindfolds to not understand what was happening. Even more shocking is that the administration heard rumors, but didn't investigate them.

It's a bit strange that after the story leaked the district finally got involved. This cop and robber fiasco caused the other athletes who wanted to play basketball to become victims.

## **WITHOUT EXCEPTION, THEY CHANGED LIVES**

It is understandable that each year coaches die and go to heaven. When their day of reckoning finally comes, most of us take a moment to reflect back on their careers and the players they coached. During this past season, three coaches who really impacted their communities were called away. Tom Paski, Jack Swarouth, Forrey Keyes, Mel Waite and Don Harney were all coaches that I knew and respected. Tom was crafty, Jack was innovative, Forrey was resourceful, Mel was a storyteller and Don was tough. All understood the importance of fundamentals. Coach Jim Ennis along with Pinky Erickson were surely there to greet them at the Pearly Gate.

I'm personally rooting for Frank Foster, former coach and athletic director, whose idea to create a Snohomish County Hall of Fame might become a reality. The lineup card of outstanding sport personalities from Snohomish could include outstanding athletes such as: Earl Averill, Chris Chandler, Earl Torgeson, Curt Marsh, Rosalynn Sumners, and Jack Nichols. There are so many others who must be considered. This plan is still in its infancy stage, but the project gains more support each day.

One way or another, high school leagues are going to change with the new WIAA classification requirements. It is widely believed that these changes will level the playing field and make the competition fair. The hardest area to change is in central Washington where the Big Nine and Mid-Valley teams have a big puzzle to solve. Coaches throughout the state should be ready and willing to accept the changes. Read *Who Moved My Cheese* if you don't agree.

## **YOU'VE GOT TO LOVE A GOOD STORY**

There may be no better football fever story than the one written by clever Rick Alvord, sports editor of the *Longview Daily News*. Well, it seems he was invited to the river town of Cathlamet, home of Wahkiakum High School, to spend a Homecoming Friday night watching the Mule Train play football. Rick showed his dedication by traveling 20 miles from Longview on a curvy road in the rain. At speeds barely over 50 miles per hour, he listened to Bee Gees disco songs on the only AM radio station around those parts.

Mossyrock fell victim to Coach Eric Hansen's mighty Wing-T offense that night. While wearing a rain soaked sweatshirt, Rick roamed the sideline keeping statistics. Fans approached him on the sideline offering a jacket to stay dry and thanks for coming. After the game Rick met Barbara Hansen, Eric's mom, who invited him to the post game function at the Hansen home. However, the tired and wet Rick had to return home to file his story.

Obviously, Rick's witnessed what many small school programs can provide for their community in a positive way. Just ask all the future Mules who look forward to wearing the black jersey.

## **SHORT SQUAWKS**

The journey, the quest, laying a foundation, putting in roots, and taking care of business were the trademarks of Rob Smith, WWU football coach. Rob caught everyone off guard when he retired at the ripe old age of 47. Coach Smith, along with UW coach Randy Hart, was honored at the Vancouver Chapter of the National Football Foundation Banquet. . . . Not much has changed in Seattle when games are played at Memorial Stadium in the afternoon; the fan base might just be enough to fill up a city bus. However, it is a positive note that the cheerleaders go through their routines even when there are no fans around to cheer. . . . What's interesting is the Seattle District Website, which speaks about the desire to provide world class athletic programs. Kudos go to Ballard's Athletic Director Doug Brueketta for posting a very informative parent/coach communication brochure on [www.ballardathletics.com](http://www.ballardathletics.com). If you are interested, this brochure can be down loaded.

To stump your friends with trivia, ask them to name what state plays six-man football (3 linemen, 3 backs) all in the name of their small rural town. The answer is Texas, where 113 teams compete. . . . How often can you call your own shot? In the 3A State Championship Game, Ferndale halfback Adam Wilgus told his teammates that he would take it to the house on the first play of the game. He rambled 67 yards on 34 Counter Trap for the touchdown. . . . Select programs have different objectives: many directly feed local school programs, some desire to win-at-any-cost, and others strictly teach the fundamentals of the sport. . . . This is the gospel truth. You change your body, you change your game. The bigger, stronger, faster kid is now dominating the prep scene. Young athletes are stimulated by mass motivational techniques to change their body image. Now, they all look like Charles Atlas did in the past. When you change your body so many good things

*Continued on page 10*

Continued from page 9

happen. My how times have changed since Bart Starr sold his exercise-genie, which we just attached to a wall!

### **ENOUGH IS ENOUGH**

With too many pro athletes talking trash and misbehaving, youth coaches have to work extra hard to teach their athletes not to use them as role models. If you have a player who is imitating the angry pro athletes he watches on television, this is correctable. Adult role models are the first place athletes look to find clues about behavior. This fall, I witnessed several coaches who ignored misbehavior and did nothing. In my book, this is shoulder shrugging, and it has no place in coaching. My position on bad behavior is simple, do something at the moment and make sure the athlete understands. The athlete in question must not be rewarded by others while he is being reprimanded. Let them know from the get-go what you expect from them. From conversations with athletes, I know they will follow your lead. It is most crucial that all other coaches do the same.

By no means do I believe that the "Squawks" will change the prep scene, but I hope to rattle a few cages. The chance to have coaches who quietly challenge young people to succeed read what I write answers my calling. If you have something to say, please send an email to [hawkes32@comcast.net](mailto:hawkes32@comcast.net). That will be cheaper than the new 39 cent stamp.

See you around, I hope.

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Next Issue - Summer: May 14

Fall Issue: August 14, Winter Issue: December 1

Spring Issue: February 14, Summer Issue: May 14

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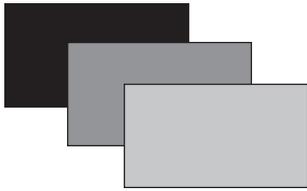
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# "CREATING YOUR FUTURE"

Rick Stubrud, High School Programs, Renton School District

The opportunity to speak at the recent Washington State Football Coaches Association Mid-Winter Clinic allowed me the chance to reconnect with Mr. Dan Heltsley, Athletic Director for the Bethel Public Schools, and Mr. Mark Venn, the Superintendent of the Sedro-Woolley School District. As a team of former football coaches now holding administrative positions, we were afforded the opportunity to describe the selection of the football coach from different perspectives: Athletic Director, Principal, and Superintendent.

This article will provide some thoughts and suggestions for a football coaching candidate from researching the position, preparing for the interview, and - upon being selected as a Head Football Coach - the application of leadership principles inherent in all successful football coaches.

Superintendent Venn presented the following points important in "researching" the right job for you. Fundamental to any successful candidacy is the time and effort spent by the candidate in deciding if the position is, indeed, the "right fit." Mark stated that your research should include:

- A decision about the fit from a personal standpoint including honest reflection about your readiness, your level of experience and background, and the passion and enthusiasm you can provide (what is your personal commitment and passion and is the position "the best fit" for you?)
- Is the teaching position a good fit and, if there is no available teaching position, are you willing and prepared to be an out-of-building coach?
- Collecting information about the school and district through personal contacts, the school website, fellow coaches and colleagues who have knowledge of the position, a review of the facilities, and perhaps a site visit and/or phone call to gain an insider's perspective.

Once the decision is made to **apply and interview** (don't just apply for the experience - be a serious candidate) it is important that you create an application that includes a cover letter, a resume that is accurate and con-

cise and speaks to your qualifications for the job, and at least three references from people who know of your work and personal character. Mark shared that many people do not survive a pre-interview screening because their applications are incomplete or appear insincere: the application is the most important component in getting to the interview! Last, leave no doubt that you possess the leadership, classroom skills, and educational expertise to be a success.

The interview itself also requires preparation and thought. Dan Heltsley stated that while the questions may be somewhat different every interview will probably ask you to cover the following criteria:

- Prepare for an *opening statement* that includes your background, experience, training, and why you are interested in the position. BE BRIEF and do not talk yourself out of the job - "less is usually more" in a good opening statement
- Know your *philosophy* of education, coaching, athlete relationships, and team building. This is your chance to sell yourself as the coach who can articulate a command of all facets of the job including player and program development, motivation, and relationships with parents, teachers, and administrators. (Expect a few questions around this).
- Be prepared to show you are *knowledgeable of rules and regulations*. This would include ASB budgets, inventory, practice regulations, WIAA regulations, legal compliance, and safety.
- Last, know your "*X and O's*" and have appropriate manuals, copies of practice plans, sample drills, and a written philosophy. This would include any and all information that you could, perhaps, leave with the interview team to review. (Be careful to not overwhelm the selection team with too much material).

Dan and Mark paired very pertinent and important guidelines for all coaches to review while researching and interviewing for a head coaching position. Both gentlemen also directed focused remarks on the component of leadership that they expect from their coaches.

In my closing remarks I challenged the football coach to accept the role of “teacher-leader” and to establish a systemic approach to leading a football team in conjunction with the academic day. Over time, a supportive building Principal will evaluate you upon your contributions to the overall school program; and, a successful coach will build support by “being more than a football coach.” Principals expect the football coach to be a visible and contributing leader to the building plan of making school (athletics) meaningful and valuable to everyone. Done well, a solid football team under the guidance and leadership of a “teacher-coach” is invaluable to creating a strong school climate. In today’s reform-driven school day it is easy for Principals and teachers to lose sight of the very vital, critical role that football – and all athletic and activity programs - plays in personalizing the school experience: once you have the job accept and understand your responsibility to “make your school better.”

I believe that coaching is teaching and that the most effective way for you to establish yourself as a leader is to model instruction – the instruction of fundamentals, drill development, strategy, and physical conditioning – just as one would expect systemic learning in the classroom. From my Principal’s perspective it would be my expectation that each athlete be better in some fashion because of your teaching –coaching. Leadership is expecting that of yourself and your coaches and developing a philosophy of coaching that mirrors the educational mission of the school (check with your Principal on that one!).

Last, be a student of the coaching game by attending clinics and knowing that there is always something to be gained by learning from others. Create your future through professional growth and membership in your Coaches Association.

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## Baseball Coaches 2005 Hall of Fame Inductees



### **Dave Chambers-Lake Washington H.S.**

Dave was born in Vancouver, BC and moved to Seattle at the age of two. Playing both Little League and Babe Ruth baseball in Seattle, he developed a deep love for the game at an early age. Dave attended Roosevelt High School where he played both football and baseball for Coach Don Harney. During the summer he played baseball for the Washington Asphalt Connie Mack team—a team that played for the National Championship in Farmington, New Mexico in 1966.

After graduating from Roosevelt he attended the University of Puget Sound, where he played four years of baseball for Coach Jack MaGee. His junior year the UPS team played for the NAIA National Championship in Springfield, Missouri.

Dave graduated from college in 1970, and in October of that year married Loanne Erickson. The two just celebrated their 35th wedding anniversary last month. In the spring of 1971 Dave started his coaching career working with a Babe Ruth baseball team. From this experience Dave realized he wanted to coach at the high school level and headed back to school at Seattle University to pick up his teaching certificate.

In 1975, Dave started teaching back at his alma mater, Roosevelt High School in Seattle. At Roosevelt Dave coached football and baseball with Art Wiper. In 1976 Dave took over the head baseball coaching position, where he remained for four years until his move to the Lake Washington School District.

Dave spent his first year with the Lake Washington School District teaching at Kirkland Junior High School. The next year he moved to Lake Washington High School and took the head baseball coaching position in the spring of 1982. He continued in that position until his retirement from coaching in 2004. During his 22 years at the school Dave's teams won 3 Kingco baseball titles, went to the post-season playoffs 19 times, and went to the state tournament 10 times. Of the 10 state tournament appearances, his teams placed third 4 times—in 1985, 1992, 1994,

and 2004. Dave continues to teach health and physical education at Lake Washington High School.

Dave and Loanne have one son, Reece, who is a married fire fighter living in Gig Harbor. Dave and Loanne are eagerly awaiting the January birth of their first grandson.

Dave's coaching accomplishments over the years include:

- Overall coaching record(26 years at Roosevelt and LW) 312 wins—203 losses
- LW record(22 seasons) 252 wins—141 losses(65%)
- 3 Kingco titles, 19 post-season appearances, 10 state tournament
- Place 3rd in state 4 times—1985, 1992, 1994, 2004.
- Worked summer baseball camps at TBI in Ephrata and the University of Washington
- Coached summer baseball—Helly Hansen Connie Mack and Kirkland Pepsi Red Junior Legion—the 1989 Junior Legion team won the State Championship in Mt. Vernon.
- Approximately 65 of his players have gone on to play baseball in college—4 have played professionally. Nick Hundley, a former Washington State 4A Player of the Year, is now playing in the San Diego Padres organization.

Congratulations, Dave!

### **Larry Heinz-Rochester H.S.**

Larry graduated from North Central High School in Spokane in 1965 where he played football, basketball, and baseball—earning All-City honors in both basketball and baseball. After high school Larry attended Spokane Community College playing both basketball and baseball for two years before transferring to Whitworth College where he played basketball. Before he was able to earn a degree from Whitworth Larry was drafted into military service. The next seven years of Larry's life were spent serving the US Air Force—four years of which were

served in SE Asia and included two tours of duty in Vietnam. Upon his discharge in 1975 he worked for the Federal Government and continued his college at Eastern Washington University where he received his bachelors degree in 1980. Later Larry earned his masters degree from the University of Portland. Larry's first teaching job was at St. Patrick's Catholic School in Spokane.

Larry started teaching social studies and coaching baseball at Rochester High School in the fall of 1985. In 2002, Larry resigned from his coaching duties. During his 17 year period his teams won 11 league titles, 4 district titles, and placed in the top four in state 5 times. Larry has been selected for local coach-of-the-year awards four different years, and in 1994 was selected as the Washington State Baseball Coaches Association Coach-of-the-Year.

Larry's coaching accomplishments include:

- Overall record 317 wins, 82 losses
- 11 league titles, 5 second place finishes—17 district appearances, 4 titles
- 12 state tournament appearances—placing 2nd in 1991, 1st in 1993, 4th in 1994, 1st in 1995, and 2nd in 2000.
- State academic champions 6 times (1989, 1992, 1993, 1999, 2001, 2002)
- League/conference coach-of-the-year awards 1993, 1995, 1996, 2000
- Twin City/Area Coach-of-the-Year 1993, 1995, 1996, 2000
- Washington State Baseball Coaches Association Coach-of-the-Year 1994

Larry does not see himself as being "retired" from high school coaching—just taking a break. He still coaches American Legion baseball in the summers. Larry and his wife Laurie have one son, Erik, who just started teaching at Arlington High School.

Welcome to the Hall of Fame, Larry!

### **Dan Hollod-Meridian H.S.(Bellingham)**

Dan grew up in Longview, Washington playing his high school baseball at R.A. Long. After graduation from high school he went to Lower Columbia Community College where he played baseball for the Red Devils. Following his time at LCC he went into the service, and then on to Western Washington University. After graduating from WWU in 1970 he was hired to teach social studies and coach baseball at Meridian High School, where he has been ever since.

At Meridian he has been a very successful coach—34

years—in one of the strongest leagues in the state for their classification. In one stretch, from 1994 to 2000, his teams won 7 consecutive league titles. His teams have advanced to the state tournament 8 times, placing 2nd in 1984 and 3rd in 2000.

Dan's coaching accomplishments include:

- Overall record of 230 wins—182 losses
- 7 consecutive league titles
- 1 District title
- 8 state appearances—2nd place finish in 1984, 3rd place finish in 2000
- 2001 Washington State Coach-of-the-Year for 2A schools

Dan and his wife Claudia have two children—Katie, a sophomore at Central Washington University, and Josh, a senior at Western Washington University. Dan retired from coaching last year, but is still teaching social studies at Meridian High School.

Dan, congratulations for receiving this well-deserved award!

### **John Thacker-Ferris H.S.(Spokane)**

John attended Central Valley High School in Spokane where he played baseball and basketball. After graduating from Central Valley in 1965 he attended Yakima Valley Junior College where he played two years of baseball for Coach Bill Fowler. In 1967 John helped the team to a conference title and was selected 1st team All-Conference. Following his years at YVC he went to the University of Idaho where he played two years under Vandal

*Continued on page 16*

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Continued from page 15

coach John Smith, graduating in 1971.

From 1972 to 1975 John taught for the US Department of Defense Overseas School System in Madrid, Spain. Besides teaching he coached football and basketball at the school. While he was in Spain he played one summer of semi-pro baseball for the Las Piratas team in Madrid.

John returned to Spokane to earn a Masters degree in Guidance and Counseling at Whitworth College, which he received in 1975. In that year he was hired to teach social studies at Ferris High School. John took over the head baseball coaching position in 1981.

John's baseball accomplishments include:

- Overall Greater Spokane League record 267 wins—147 losses
- 8 GSL first-place finishes, 4 second-place finishes, 23 District playoff appearances
- 1 Division title, 11 State appearances—3rd in State(1987), 2nd in State (1992)
- 4 times selected GSL Coach-of-the Year
- 3 players drafted—many players continuing to play baseball in college

A highly respected individual and baseball man, John is a credit to coaching, baseball, and education.

Congratulations, John!

The coaches listed above were inducted at the WSBCA Hall of Fame Luncheon held November 12, 2005 at the SeaTac Doubletree Hotel.

Also honored were Ben Jacobs, Richland High School as the 4A/3A Coach-of-the Year and Larry Delaney, Lakewood High School as the 2A, 1A, and B Coach-of-

the Year. Ben's Richland Bombers were the 4A State Champions for 2005. Larry's Lakewood Cougars finished 2nd in the 2A classification. Well done!

Other awards presented at the Luncheon included long-time Juanita coach Gary Groenen with the Don Freeman Award for his commitment to high school baseball. Ray Moody, Bothell High School was awarded the Dan White Award as assistant coach-of-the year. The Baseball Service Award was presented to Gary Sinclair, Eastmont for his years of volunteer service to high school baseball.

The first annual Jim Reding Award(Media Award for Commitment to High School Baseball) was presented to Bill O'Mara, Anacortes. In his 80's Bill is a fixture in the high school athlete scene in northwest Washington.

The Umpire of the Year Awards were presented to Terry Baughman, Spokane and Dewey Yoke, Centralia.

The Pro-Line Cap Co. Player-of-the Year Award was presented to Tyler Cheney,

Richland High School. Tyler helped lead the Bombers to the 4A State Championship pitching 2 shutouts, one in the regional final and the state semi-final. He led the Bombers on the mound and at the plate.

State Championship plaques were presented to Ben Jacobs, Richland High School, Bob Blair, O'Dea, Lance Lincoln, Pullman, Shane Bird, Brewster, and Kim Cox, DeSales.

The Hall of Fame Luncheon was sponsored by Jim Harryman, Mark Zender-Osborne Innovative Products/SwingAway, Athletic Supply, Eric Ericsson-ProStock Athletic, and Bruce Domeris Bashor Athletic Supply.

The Award Plaques were sponsored by Ken Holden and David Wright of Varsity Gold.





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## Congratulations Baseball Hall of Fame Inductees

**Dave Chambers - Lake Washington H.S.**

**Larry Heinz - Rochester H.S.**

**Dan Hollod - Meridian H.S. (Bellingham)**

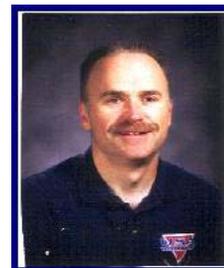
**John Thacker - Ferris H.S. (Spokane)**

# Motivating and Teaching Athletes the Overlooked Skills

Bryan E. Huddle-Head Coach-2004 US Paralympic Track and Field Team-Athens

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I've been blessed to be around some great athletes and world-renowned coaches the past 25 years. It's apparent to me that there are certain areas that these great coaches have focused on to help the athlete maximize academic and athletic potential. Their simple ideas and attention to detail are often overlooked due to the focus on the X's and O's, workout plans and a wide variety of drills at practice. In reality, failure to address the overlooked skills will only set up the athlete for inconsistent success. Great coaches take nothing for granted when coaching and teaching. Wasn't it a few years ago when some great college coach in Westwood decided to teach his athletes how to put on their socks and tie their shoes correctly? He took nothing for granted and his results are legendary!

## Communication

The first area is communication. 7% of your communication will be with words, 38% by your tone of voice and 55% will be non-verbal. Communication is not only sending but also receiving. How do coaches maximize their communication with the athlete? Do coaches today spend time teaching the communication skills needed for athletic success and use later for life's successes? I see four areas to teach and model:

1. Be attentive. Eye contact-easier said than done with the overwhelming number of distractions we face in coaching today.
2. Avoid interrupting or putting words in their mouth. We are great at sending messages, but what about receiving messages?
3. Show empathy and understanding. Do we really know what they are facing into today's fast paced world?
4. Ask questions. Take nothing for granted if in doubt. Is there a story behind the story? Sometimes you may have to ask questions to get the real story. The athlete may perceive your instructions one-way and you perceive them another. Telling a kid to go run around a pole is a great example. Do you want them to run around it and around it and around it or did you mean, run around it and come back? Perception can be everything.
5. Teach the athlete the importance of focusing. Focusing goes hand in hand with listening. It's a learned skill just like listening and has to be taught.

Some kids today can be really cruel to their teammates. Do you teach

your athletes "their tongue is the dipstick to their heart?" When communicating use the sandwich effect. Tell them something positive, tell them what you need to say and close with something positive. They'll model your actions when dealing with their teammates in the area of communication.

Don't use psychobabble language when communicating at practice. Think back to an in-service meeting when all you heard was the latest educational psychobabble. That probably wasn't a real productive in-service, not to mention the frustration you experienced from this weeks education ease. SIS...Say it simple!

## Teaching Listening Skills

The next area is teaching listening skills.

We've truly gone from a 6 second sound bite society to a 3 second sound bite society. We've gone from three TV Channels to over 100, at least one computer in most households, hourly news and video games galore. Information is flowing at warp speeds into the minds of our athletes.

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In order to teach the athlete anything, you are first going to have to illustrate to them. Most athletes are visual learners. We teach auditory when they are visual. They need a mental picture. Second, you must appeal to their emotions. What is it that will hook them in and get their attention? When your athletes come to you at the end of the day, they have been bombarded with information the entire day. They've heard enough negative information to sink anyone's positive outlook. Now you must help them transfer their focus from daily happenings onto practice so they can listen and focus to your instructions.

We spend umpteen billion hours today teaching kids to pass high stakes tests. Do we first teach them how to listen to learn the material to pass the high stakes test? Failure to teach listening skills first is a recipe for failure. It's hard to learn how to write a 5 paragraph essay if no one has ever spent time teaching you the art of listening to learn. Listening is an ongoing skill just like many athletic skills and must be taught. Listening requires more than just 3 seconds of their attention.

### **Fear of Failure and Fear of Success**

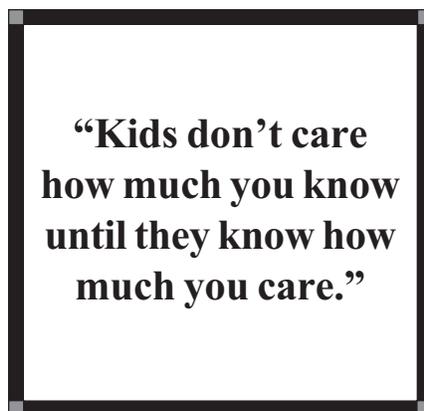
Next comes the area of Fear of failure and Fear of Success. 80% of life is difficult, the other 20% is miserable. Life is not always fair. There will be set backs in any endeavor. For years I believed more kids feared failure. I do not believe that's the case anymore. With the pressures of some coaches, peers, parents and the media, many kids today fear success. Times have indeed changed. Today, high school events are appearing on TV and getting unprecedented print media coverage. The stakes are much higher.

Many athletes don't understand the word FEAR. Fear is False-Evidence-Appearing-Real. A little fear is OK, as long as it's kept in check. Face your fears and stare them down.

### **Facts about worrying**

- 40% never happen
- 30% concerns the past
- 12% needless health concerns.
- 10% insignificant or petty issues
- 8% legitimate concerns

The thing kids most fear has always been the ride home after the game or meet with mom and dad. The post-game analysis from the front seat can be overwhelming to say the least. Everyone has a role in the athletic



success of the kids. When parent, coach, and athlete roles get mixed up, things will go haywire!

With the fear of success comes another phenomenon, the art of self-sabotage. As the stakes get higher, the possibility of self-sabotage increases. Those athletes who self-sabotage:

1. Believe it takes pressure off them.
2. They don't have to believe they are any good.
3. It reduces expectations on the athlete, in their minds.

4. It forces the people around the athlete to accept whatever level of performance the athlete dishes out.
5. It allows the athlete to rely on luck.

Self-Sabotagers also code their behavior with words. Here are some of the most common phrases to look for:

1. "We just want to have FUN or don't forget about the FUN coach."
2. "Don't put so much pressure on us coach." (Wait until they get into the real world... talk about pressure!)
3. "Nobody at our school does it so why should I."
4. "Why should I try or care. It really doesn't matter that much." Tell your boss that!

You may have athletes who don't even realize they are sabotaging themselves. They are so caught up in the moment; they don't even recognize what is going on around them. Teach them to write outcome goals and stick to them regardless of outside influences. Let them know their self-worth is not tied to their athletic success. Help them visualize success. If you dream it, you can achieve it. Don't allow them to beat themselves up mentally over things they can't control. I highly recommend Coach Ralph Vernacchia's book, Coaching Mental Excellence. Coach V addresses many techniques to help our athletes in the fear of success area. It's a great resource for any coach.

### **Commitment**

One overlooked area we often talk about but seldom teach is Commit-

ment. Coach Vince Lombardi taught two things which helped his Packers on the field and later in life. He taught them to work hard and to be committed to one another no matter what. It's no mystery why 12 of Coach Lombardi's Super Bowl 1 and 2 players went on to become millionaires in the business world. Commitment can't be turned on and off like a faucet.

"Kids don't care how much you know until they know how much you care." They want to see commitment from you first. Do your kids really understand what commitment is? Can they define commitment? It's easier when you are winning, but what about the tough times?

Athletes need to be taught:

1. To serve one another.
2. To accept one another.
3. To forgive one another.
4. To be devoted to one another.
5. To honor one another.
6. To encourage one another.

Commitment is an off the field and on the field concept. You probably have kids who show up early, work hard at practice, give you 100%, then leave the field and the commitment goes by the wayside. Commitment is being turned on then off. You must teach off the field commitment. Being a Champion is a Lifestyle-24-7-365!

What about:

1. Consistent sleep.
2. Proper nutrition.
3. Hydration.
4. Commitment to family, church-synagogue, friends, teachers.
5. Commitment to ones own well-being. Performance enhancers can kill!

**Commitment is an  
off the field and on  
the field concept.**

### **Testing and Identifying Strengths and Weaknesses**

The final area is testing and identifying strengths and weaknesses of the athlete. Just imagine being sick and you go to the doctor looking for your weakness and how to solve it so you can improve. The doctor doesn't test, instead, the doctor simply hands you a bottle of pills with no label and says have a nice day. So you go in with a bad cough and come out 2 minutes later with a bottle of pills pulled out of the bag. No doctor would ever do that. That's a recipe for failure. If a doctor wouldn't do that to you, don't do that to your athletes. You must do performance tests on your athletes first. You can't help an athlete unless you know where they need help and what workouts they need to engage in to improve. Testing will help the athlete set up their performance goals. Athletes who focus on performance goals over outcome goals will be happier and less frustrated if something goes wrong. Performance goals are those daily things the athlete has control over. Whether it be testing their power levels, speed, joint range of motion, trunk strength, bio-motor abilities, foot strength, listening skills, or psychological motivation, it's essen-

tial you know what their strengths and weaknesses are. It's also critical to inform the athlete of their strengths and weaknesses to get their buy in. (communication) Without their buy in, it will be difficult to engage them in their training with the type of commitment needed for success. Today's athlete don't want to know what, they want to know why. Simply said, they want to know why they are doing what you are having them do. Numbers don't lie and testing will provide you with data to show the athlete. Show them proof of their strengths and weaknesses and you are on your way to helping them achieve. Grab bag coaching never works!

Let the athlete know that some skills will take more persistence than others. Use this illustration with them. Have them write their name with their dominant hand in cursive. Then have them write it with their non-dominant hand. Imagine the frustration you'd feel doing this. Like any new skill, initial frustration can be overwhelming. Writing you name with your non-dominant hand can really be frustrating like other new skills. A persistent, I can do it attitude has to be taught. Teach them the skill and let them know you are there to support their efforts for the long haul. Be aware of and inform the athlete that some kids have different learning curves.

Whether athletics is 50% or 90% physical, are you spending time teaching the other parts for success, those overlooked skills. We can quibble about percentages, but we really need to focus on a plan. Look at your training plan, break out your percentages and be sure and spend the time needed to develop the total athlete. Today take nothing for granted when teaching and coaching!



# Limiting Factors to Optimizing Strength

by Danny M. O'Dell, MA. CSCS\*D  
co-owner of 'The WeightRoom' gym and Explosivelyfit.com  
located in Nine Mile Falls, WA

The stronger one is mentally and physically, the greater the chances of success on the playing field. Strength production, the goal of many of our athletes, is dependant upon the following ingredients. Engaging in maximal effort to increase, or decrease as the case may be, any one of them will result in greater displays of useable strength in the sport.

1. Trainability
2. The efficiency of the neuromuscular systems
3. The efficiency of the biomechanical systems
4. The psychological make up of the athlete
5. The mental and physical toleration of pain and the fear of such pain
6. The management of injury and the fear of injury stress
7. Mental and physical fatigue

As coaches trainability is the most sought after attribute we are looking for in our student athletes. This is the potential to develop and excel in sports as a result of genetics and pre training conditioning.

Genetics will determine the limits of hypertrophy, leverages in the skel-

etal and muscular makeup of the joints, how many fast twitch or slow twitch fibers are in the muscles, and the metabolic rate of the individual. Pretraining, on the other hand, is the condition of the athlete before any formal activity begins to take place

Loading encountered prior to strength training such as play, work or participation in other sports will have a decided effect on the ability to gain strength. The greatest increases will be noted in those who are untrained when compared to the trained athlete. Genetics play a role in this as well because the predisposition for increased hypertrophy, strength and power acquisition is largely determined by ones heredity. The old saying of pick your parents wisely is certainly true in the sports world.

Long term training on the serum levels of active unbound testosterone may be an added source of adaptability to strength training. Most females will not have large amounts of this growth hormone in their body so will not develop the strength and power of their male counterparts. However they can increase their strength by following a program of resistance training.

The effectiveness of the neuromuscular system is the skill with which a movement is executed. Combined with the efficiency and intensity of muscle fiber recruitment these patterns produce accurate and powerful body and limb actions. It is well known

that all motor activity is controlled by synergistic nervous and neuromuscular system interactions, which should also contribute a great deal to the functional strength production of the athlete.

The biomechanical system is made up of the lever arrangements or characteristics of the individuals' particular body type, the strength of the relevant muscle groups that control movement of each limb and the neuromuscular efficiency with which this all occurs. Efficiency of movement both with and without sports apparel is equally important to the outcome of the contest. The classic example is the powerlifter with the squat suit compared to a lifter without the suit. The one without is at a distinct disadvantage due to the loss of support around the joints and muscles.

Neuromuscular and biomechanical efficiency are both highly influenced by training and each in its separate fashion offers a means increasing great strength outputs. Neither can be left by the wayside while planning out an individual's strength program.

As mentioned at the beginning there are approximately seven different factors that limit strength production. The remainder will be considered part of the mental aspect of the strength equation. These are the psychological factors.

Motivation to excel, achieve worth while goals and to be aggressive when

aggression is called for are just a small part of this portion of strength production. Others include the ability to concentrate on the task at hand, to tolerate pain or keep on without quitting.

An athlete who is mentally tough and prepared to do battle will win in most cases over a physically similar opponent of equal abilities.

**Efficiency of movement both with and without sports apparel is equally important to the outcome of the contest.**

Training your student competitors to confidently handle the anxiety and stresses encountered in their events and lives by arranging game style practices with referee, judges and contest conditions will make them mentally superior athletes. Adding in the ability to learn from their mistakes, their attitudes, and the altering of their alertness and vigilance while under pressure will be a lasting testimonial to your coaching effectiveness. Each person must be able to survive the distractions of the moment, and relax when the time comes to relax. Teach them how to be their best at all times.

Consider this: Their perception of what they are doing in practice and

of what they have endured with the training loads, their daily performance, strong or weak areas, their opponent's strength and weaknesses, the venue they will play at, and their overall state of fitness will have a huge bearing on how well they are mentally prepared.

Thus far we have only had a broad brush look at the psychological limitations of increasing strength output.

Now let's take a closer look at pain and the fear of pain as restraining factors in our athletes.

Pain limits strength production. That is a simple fact of life.

But there are two types of pain to consider: pain of injury and pain of effort or fatigue. Distinguishing between the two is an important part of coaching these athletes.

Pain of injury is the body's reaction or signal of damage to one or more vital structural systems in the organism. This must be heeded immediately and preventative care taken to eliminate or abate the causal factors leading to the insult.

Pain of effort is not necessarily an outcome of injury; it is the result of the perception of effort one is experiencing either during a cardiovascular

type of event or relating to muscle endurance or maximal strength displays. The quickest snapshot of perceived effort is by use of a scale from one to ten. One is the easiest and ten is the maximum, almost unattainable top end. By carefully watching your athletes you will soon develop the ability to rate them on your own. Generally, this will be very close to their perception. This is especially helpful in determining load intensities as the most effective range is at and above the 80% 1 RM levels.

The management of injury and the fear of injury stress

Injuries, acute and chronic, make it impossible to generate maximum strength. Reflexes of the body inhibit the contraction of muscle fibers when a joint is damaged. After the occurrence, rehabilitation is necessary to recondition the joints and muscles to once again develop and produce the strength to continue in the sport at the competitive level.

The fear of injury can limit the ability to compete. Even if the medical team has released the individual, that person must believe in their ability to continue, i.e. they have to feel the rehabilitation is complete. If not, their ability to produce maximal strength under contest conditions will be insufficient.

Next issue we will examine the effects of fatigue on strength output.

**CHECK OUT THE WASHINGTON STATE  
COACHES ASSOCIATION WEBSITE  
AT [WWW.WASHCOACH.ORG](http://WWW.WASHCOACH.ORG)**



# WSCA brings the National Athletic Testing System (NATS) to our state

How often have we heard these questions from players or their parents?

- Do you think I'm good enough to play football in college?
- How can I get colleges interested in me?
- Why isn't my son playing more?
- Do I have the grades to get into college?

To help you answer those, and many more questions about the recruiting process, the WSCA has elected to bring the National Athletic Testing System (NATS) to our state.

NATS is a program partnership between the American Football Coaches Association (AFCA) and the WSCA as well as other state football coaches associations from across the country.

The NATS program is in many respects an athletic version of the Scholastic Aptitude Test for high school football players. It is a nationwide standardized athletic performance test that produces results that can be used to track and compare the players' athletic ability and development. NATS is also an efficient means of providing players, parents, coaches and guidance counselors important information and services pertaining to college recruiting, NCAA academic requirements, financial aid and athletic performance analysis and preparation. These services are available to NATS participants 24 hours a day, 365 days a year on the NATS web site.

"The National Athletic Testing System has the potential to be the most useful informational resource for high school and college coaches, players and their parents, ever developed" said AFCA Executive Director Grant Teaff. He added "The research and effort to create the best will continue. The AFCA's ultimate goal is for NATS to provide, for all stakeholders, standardized, consistent athletic test and accurate academic information, for the benefit of high school players and the institutions that seek that information."

One of the most valuable lessons a high school athlete can learn is the importance of preparation. Quality preparation in both academics and athletics helps students realize their dream of playing football at the college level. Quality preparation also helps students perform to their greatest

abilities during their high school football playing careers.

Lack of preparation causes far too many great high school players to miss out on the opportunity to play college football, or may even limit their high school playing opportunities, because they fail to meet the necessary academic and athletic requirements. Preparation is what the National Athletic Testing System (NATS) is all about. The NATS Tests and website help players prepare for the athletic and academic challenges ahead. Step-by-step, NATS assists parents and players in meeting college initial eligibility requirements and college football athletic standards. In other words, NATS assists in eliminating another response we unfortunately hear to often from our students and their parents, "I didn't know" or "no one told me."

By participating in NATS, all high school football players, beginning as early as their freshman year, can track their athletic progress year by year during their high school career. A player's NATS Test results during his freshman and sophomore years will help him realistically evaluate his athletic skills and target those areas he would like to improve. The NATS Test scores for *all* participants, along with their academic and high school football accomplishments, are made available for every college football program in the country.

"Of the 1435 of the kids NATS tested last year, 1349 players had their NATS on-line player profiles viewed by college coaches from 290 colleges in 49 different states" said WSCA Executive Secretary and NATS Washington State Test Director Jerry Parrish. "That's an incredible number when you consider that of those kids, 25% were freshman or sophomores at the time of their testing. There is no telling the service NATS can provide the 21,000 high school football players in our state. It is important for our coaches to embrace the NATS program and have their students attend a NATS test" coach Parrish added.

All NATS participants have access to unique interactive tools, such as the Core Course Calculator to help them stay on track academically. Presently, the NCAA does not allow for student athletes to register for the Clearinghouse until *after* their junior year. By then some of our student athletes are so far behind in satisfying their 14 core course requirements (16 core courses are required starting with the class of 2008!), that they have no chance of gaining academic eligibility for college. The Core Course Calculator also pro-

vides students with their corresponding minimum SAT or ACT score the NCAA requires to gain collegiate eligibility.

“NATS fosters student-athlete academic awareness through its unique interactive educational tools such as the Core Course Calculator. I believe your states’ school counselors will find NATS to be a valuable and useful addition to their counseling resources when advising student athletes” said American School Counselors Association (ASCA) Executive Director Richard Wong. “The Core Course Calculator is one of the many reasons why ASCA is the academic partner for NATS” Mr. Wong added.

The NATS Player Profile Updater allows students athletes to input their football achievements, academic progress, and contact information for online distribution to all college football programs. With a mere click of the button, college recruiters have access to not only a students NATS test results, but his address, phone number, e-mail, academic and athletics achievements, as well as his coaches and guidance counselors contact information.

NATS is about helping high school players prepare academically and athletically for college football, so if and when the opportunity comes along - they will be ready to realize their dream.

So what does it cost? Players attending an NATS Test pay a player processing and services fee of \$55 for each Test they attend. Student-athletes who choose to participate in only one NATS test retain all other services including the Core-Course Calculator, Profile Updater, and presence in the Online Player database *for the complete duration of their High School career.*

NATS tests will be conducted in at least 11 states this spring: New Jersey, Maryland, Nevada, Illinois, Colorado, Oklahoma, Indiana, and right here in Washington. The WACA’s NATS tests will to be held in Seattle at the Seahawks practice facility. For more information or to register for an NATS test, please have your players visit [www.nats.us](http://www.nats.us).

The National Athletic Testing System...providing answers, to athletic and scholastic questions.

## WAY TO GO COACHES

### Coaches Impact

*I was having a less than great day on January 10, 2006. I went to check my mailbox and discovered an essay written by a former student, Dillon Hawes. I coached him in 8<sup>th</sup> grade football, and 7<sup>th</sup> and 8<sup>th</sup> grade wrestling. He is now a 10<sup>th</sup> grade student at Centralia HS.*

*Dillon is one of those athletes that “GOT IT”. Dillon is the type of kid that will receive numerous scholarship opportunities and offers from colleges (none of them athletic). Needless to say it made my day. The best part of this is that he wrote the essay in a high school English class and did not know I would even see it.*

*I wanted to share this with you and WSCA members, not to toot my horn but to re-emphasize again the positive impact coaches can and do have over the student athletes they coach.*

*Boyd Calder, Teacher/Coach, Centralia School District*

Coach is a powerful word for me because it brings back so many memories of all those coaches I once had! A coach is that one person you can trust. The one male/female that believes in all the things you do. Coach Calder is the one coach that cared more about his players than he did about himself. He showed his devotion in many ways. One way was how every Friday when he went and checked grades for all his football players. He went to all his players’ worst classes and then discussed with the student afterward on how they could improve. Coach Boyd Calder was the most passionate coach I have ever had! He proved this everyday in practice when he nearly lost his voice, also in his immaculate before game speeches, which brought tears to his eyes. As a player, I gave coach everything I had because I knew that he would never let me down. He was the perfect teacher/coach because he cared just as much about his students as he did his players. Coach Calder is the role model all teenagers need!

Dillon Hawes, sophomore, Centralia High School



### **Frank Mattson Eisenhower High School**

“Frank Mattson is the best rebounding coach I have ever met.” Those words come from another basketball coach who has had great success, Pat Fitterer. Frank is currently a varsity assistant at “IKE”. Frank has been on

the hardwood for 38 years coaching at Wilson Jr. High, Highland HS, Naches Valley HS, and Eisenhower. When he was not on the court, Frank also coached track at Wilson and coached track and cross country at Highland. His family includes his wife Patricia and their tree sons, Kelly, Kjell, and Joshua. One of Frank’s proudest moments in coaching was working with Fitterer at Highland and winning the state A title in 1988. In their second year at Eisenhower, they won league, district and regional titles finishing 4th at state. Frank loves working with the kids, the challenge, and the thrill of victory. “Win the war on the boards and you win the game.”

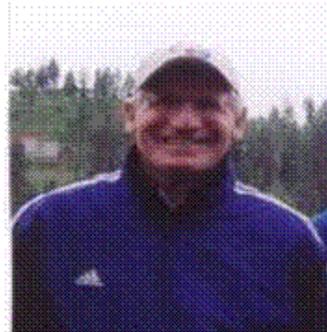


### **Al Aldridge Prairie High School**

Al is the girls’ basketball coach at Prairie and has been on the basketball courts for 31 years and recently retired from a 31 year softball coaching career. A graduate of Central Washington University (’72), Al was selected as the national

co-coach of the year in 2000. He has also been named coach of the year several times in the Greater Saint Helens league. Al shares that coaching allows him to enjoy the kids, the competition and the challenge from year to year. Two of his proudest coaching moments came from winning back to back state titles, twice and winning the national All America game on national television played

on the University of Connecticut campus in Hartford, Connecticut. “If you learn from failure, you grow. If you become determined through failure, you succeed. If you’re angered by failure, become motivated. If you rise from failure, you go on to greater things”.



### **Bill Evans Anacortes High School**

A graduate of WWU (’79), Bill is willing to coach kids in any sport. Here’s proof. He has been a head and assistant coach in: football, 25 years; wrestling, 12 years; track, 12 years; golf, 5 years; a basketball assistant coach, 3 years; a soccer head coach, 1 year and an assistant baseball coach, 1 year. Bill was named Cascade A league coach of the year in ‘90 and co-coach of the year in ‘88, Northwest 3A league assistant coach of the year in ‘04 for football and he was selected as the assistant wrestling coach of the year for the Northwest 3A league in 1999. Bill’s family includes his wife Vicki and their daughter Jenny (21) at WSU and their son Dave (17) a senior at AHS. Bill really enjoys the athletes, the coaches and the competition and as a dad, he was thrilled to watch his son win his District 1 championship wrestling match last year. “Your actions are speaking so loudly that I can not hear what you are saying.” Bill has been in the WSCA for 25 years.



### **Bob Bourgette Kennedy High School**

Bob is the head football coach at JFK and is a big reason for the very successful program. He has been coaching football for 33 years. In the 12 years he has been the head coach, his teams have 11 league cham-

pionships, a league record of 81 wins and 2 losses, and have made the state playoffs every year. Kennedy finished 3rd in the state in 2003 and 2005. Bob's family includes his wife Margaret, their kids Bridget, Angie, Bob Jr. and two grandkids, Diondra (10) and Lorenzo (1). Bob believes he couldn't find another job other than coaching football that he would love to go to every day. Working with the kids is rewarding and enjoyable. One of his proudest moments in coaching was being able to coach his son as a player and then having him along side now as the QB coach at Kennedy. "Perhaps the best football team to coach in America today is one at an orphanage..." Bob has been a member of the WSCA for 15 years and currently is a member of the Executive Board as the athletic director liaison for the West side of the state.



**Heather Renner  
Rogers High School  
(Puyallup)**

Heather is the head gymnastics coach for the Rams of Rogers High. A graduate of Western ('93), City U. ('95) and the U of W at Tacoma ('05), Heather has been coaching for 16 years.

Her family includes her husband Tim and their son Ripken (5 months). The RHS gymnastics team has had great success at state placing 4th in 2002, 2nd in '04 and won the state title in 2005. Heather was selected as the SPSL coach of the year, WCD coach of the year and the 4A State coach of the year in 2005. Heather credits her father, Ted Hostikka, a junior high teacher and coach for over 25 years, with teaching her that she can positively impact students both inside and outside of the classroom. Heather truly enjoys working with high school athletes, building strong relationships, and teaching the importance of hard work, good sportsmanship, and team unity. "Pain is temporary but pride is forever." Heather has been a member of the WSCA for 10 years.



**Tonie Ann Rieboldt  
Southridge High  
School**

Tonie Ann has been coaching gymnastics for 15 years working at both Ferris and University high schools before becoming the head coach at Southridge where she has been for the past 9 years. She has also coached track and field for 10 years currently coaching at Horse Heaven Hills middle school. Her family includes her husband Spencer, a teacher and football coach at Southridge, and their children Kody (3) and Kyle ( 5 months). Tonie Ann was named state coach of the year in 2004 and she was the Big 9 coach of the year in 2000 and 2002. Southridge was league champions in 2001, '03 and '04 and Big 9 champs in 2000 and '04. Tonie Ann enjoys watching athletes learn new skills and the excitement they show when they achieve a big skill for the first time. "What you put into it, is what you will get out of it." Tonie Ann has been a member of the WSGCA for 14 years and an executive board member for 8 years.

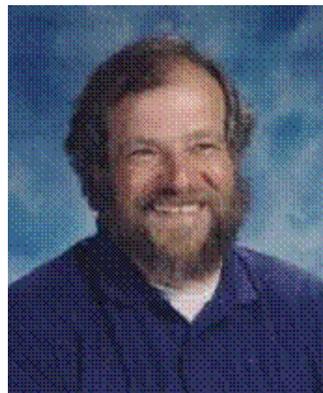
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**Ben Jacobs  
Richland High School**

Ben has been coaching baseball for 31 years, working as the head coach at RHS the past 18 years. He also has 28 years working as an assistant football coach. A graduate of WSU ('73), Ben's family includes his wife Chris and their kids Brett (14) and Madeline

(13). Ben's baseball teams have made the playoffs every year since he became the head coach, they have nine state appearances, a 2nd place state finish in '96, and were the 4A state champions in '99 and 2005. Ben was named state coach of the year in 2001 and 2005 and his baseball team was named the state academic champions in '05. He takes pride in watching the kids improve as athletes and citizens and being able to establish lifetime relationships. One of his proudest moments in coaching has come from watching a great group of kids play together as a team and win state championships in '99 and '05. "Work hard and good things will happen." Ben has been in the WSCA for 11 years.



**Jim Henrie  
Raymond Jr./Sr.  
High School**

Jim has been coaching for close to 35 years. In that period of time, Jim has coached football, boys' and girls' basketball, boys' and girls' track and field, "little league" baseball, and senior Babe Ruth baseball.

Jim's family includes his wife Dawn and their sons Mike and Dan and daughter Rebecca. Coach Henrie has seen track and field sub district championships in 1994 and '95 and sub district league championships in 1998, '99, 2000, and 2001. Jim has many enjoyable moments in coaching especially watching the growth of his student athletes year in and year out. One of his favorite quotes comes from Robert Kennedy as, "Some people dream dreams and ask why? I dream dreams and ask why not?" Jim has been a member of the WSCA for 15 years.

**ON THE SIDELINE NOMINATION FORM**

The WSCA needs your help! If you know a current member of the WSCA who deserves recognition for his/her contributions to coaching, please fill out this form and send it to Mike Schick. Your nominee will then be contacted to obtain additional information.

Nominee's Name \_\_\_\_\_

Home/School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Current teaching/coaching location \_\_\_\_\_

Send this form to Mike Schick,  
Edgemont Junior High, 2300 110th AVE E, Edgewood, WA 98372

*Thank you for your efforts*

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# WASHINGTON STATE FOOTBALL COACHES 2005 HALL OF FAME INDUCTEES



## **Steve Gervais**

My first coach and my continuous inspiration for coaching is my father, Leo Gervais. He coached me at Edgemont Junior High before I attended Puyallup High School and played for Jerry Redmond. I graduated in 1972 and went on to play four years of foot-

ball at Oregon State under the direction of Dee Andros. Over the past 30 years, I coached 17 years at Eatonville, 2 years at Gig Harbor, 3 years at John Rogers in Puyallup, and now I have coached at Skyline High School in Sammamish for the past 8 years. I married my high school girlfriend, Nancy Moody of Puyallup, and together we have 6 children: Brooke, 25; Kelley 23; Molly, 22; Griffin, 20; Jake, 19; and Riley, 16.



## **John Giannandrea**

John coached at Medical Lake for 24 years, and also coached in Pennsylvania, Ohio, Idaho and Nevada. In all, he coached football 44 years, 39 of which were

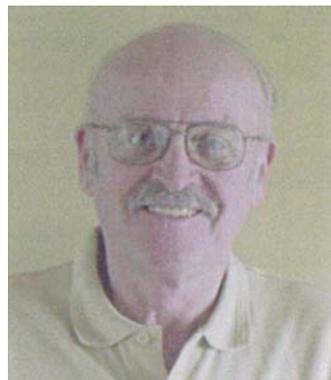
head coach. In addition, he has coached track for 20 years and basketball for 12. John graduated from McKeesport HS in Pennsylvania and the University of Cincinnati. John and his wife, Pat, have six children, four boys and two girls. They have fourteen grandchildren and one great grandchild.



## **Bill Heglar**

Bill attended St. John High School where he played football and baseball. He graduated from Eastern Washington State College in 1967. While at Eastern he took part in football, baseball and the swim team. Bill has a total

of 38 years of coaching experience, 37 years as a head coach. He also coached baseball and basketball. Bill has coached at Lacrosse, Rosalia, Newport, (East) Sumner, Interlake, Bellevue, Seattle Prep, and Decatur High School. He has been married for 38 years to his wife Connie and they have two sons Jeff and Jay (wife Kim).



## **Bob Nielsen**

Bob was born and raised in Anaconda, Montana attending Anaconda High School. He then attended Western Montana where he played football for four years and ran track for two years. Bob spent 39 years coaching, including

35 of those years at Royal City. Bob also was the head wrestling and track coach for many years and his 1996 football team brought home the state championship. Bob and his wife, Maggie, have one son (deceased), one daughter, and four grandchildren.



## WASHINGTON STATE FB COACHES ALL-STAR GAME EAST-WEST EARL BARDEN CLASSIC

**WHEN: SATURDAY, JUNE 24, 1PM**  
**WHERE: ZAEPFEL STADIUM, YAKIMA, WASHINGTON**

The 2006 Earl Barden All-Star Classic will be held for the 12<sup>th</sup> straight year on June 24<sup>th</sup> at 1pm at Zaepfel Stadium in Yakima. The teams are selected from the nominations of the coaches from each league in our state. The selection process took place in early January and the players that have accepted their nomination and elected to play are included on these rosters.

The game was started in 1995 with the financial and organizational leadership of Earl Barden. Earl was a successful businessman in the Yakima area and was highly influential in the support given by the Yakima community to start this game. Earl passed away in the winter of 1999 and the community of Yakima has embraced the game and continued in its tremendous support of the Classic.

We have always embraced any football coaches who would wish to become part of this game. If you are interested in becoming a "gopher" for the Classic please contact me and I will get you "on the team!"

### **The Coaches for this year's game are:**

#### ***West***

Head Coach Jeff "Turtle" Nelson, LaCrosse-Washtucna  
Asst. Dustin Lamb, Grandview  
Asst. Erik Nikkola, Reardan

#### ***East:***

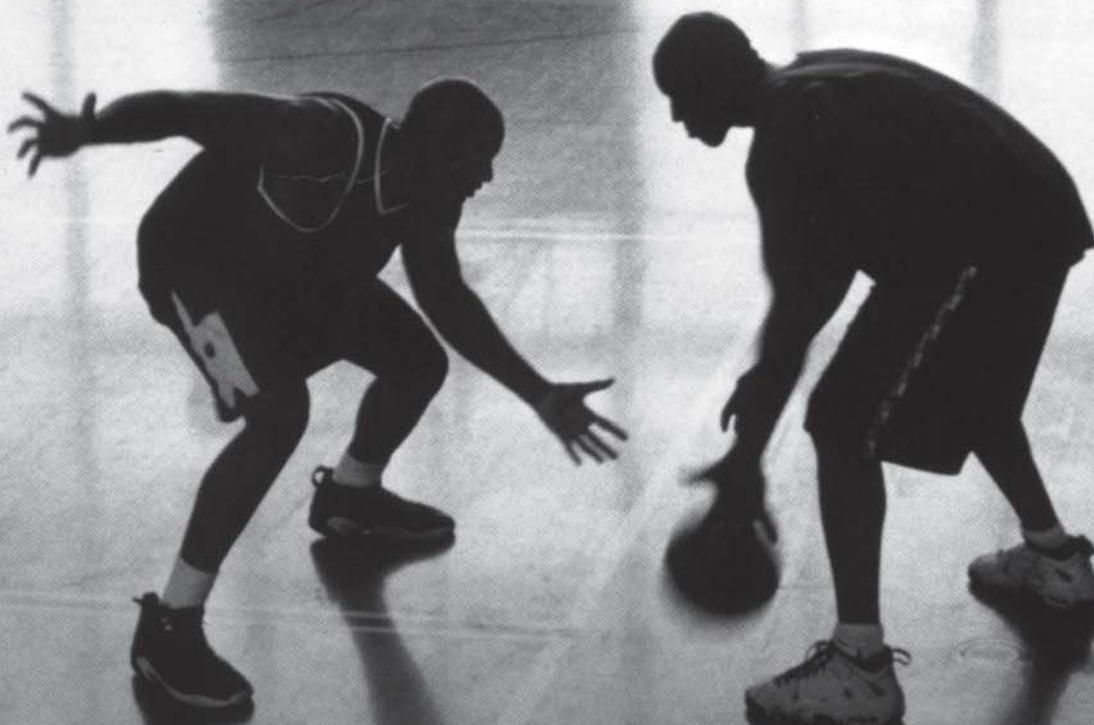
Head Coach : Ron Lepper, Mt. Baker  
Asst. Tom Horsmon, Mt. Baker  
Asst. Kevin Goodrich, Ocosta  
Asst. Dan Oppelt, North Beach

LET'S ALL MEET IN YAKIMA ON JUNE 24<sup>TH</sup> FOR SUMMER FOOTBALL

Earl Barden Classic Chairman: Bill "Alex" Alexander, Quincy HS  
East Game Coordinator Selection Chair: Mike Lynch  
West Game Co-Chairs: Rob Friese, Tom Bate

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