

# Rhode Island Interscholastic League

May 2008  
Bulletin



*RIIL Wellness for  
Winners Conference*



*2008 NFHS National  
Student Leadership  
Conference*



*Spring  
Tournament  
Time*



Visit us on  
the Web at  
[www.riil.org](http://www.riil.org)

# Rhode Island Interscholastic League

Thomas A. Mezzanotte  
*Executive Director*

Richard R. Magarian  
*Assistant Executive Director*

Jane C. Hale  
*Treasurer*

Susana Borges  
*Secretary*

Gail Lepore  
*Secretary*

Julie Mancini  
*Secretary*

## Rhode Island Interscholastic League

Bldg. #6 R.I. College Campus

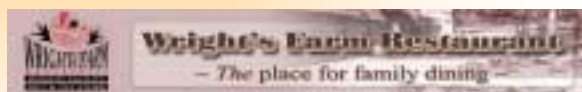
600 Mt. Pleasant Avenue

Providence, RI 02908-1991

Tel: (401) 272-9844 ♦ Fax: (401) 272-9838

website: [www.riil.org](http://www.riil.org) ♦ email: [info@riil.org](mailto:info@riil.org)

The RIIL would like to recognize and thank our Sponsors and Affiliates for their support of our sports programs and our student-athletes.



# CONGRATULATIONS!

**K  
U  
D  
E  
S**



The LaSalle Academy freshman who is the first girl to win the RILL Individual State High School Golf Championship.

## Congratulations! Winners of the 2008 Buckle Up Teens! TV/Commercial Challenge

Sponsored by the Rhode Island Interscholastic League, Rhode Island State Police, RI Department of Highway Safety, AAA of Southern New England and WBRU Radio.

|  |  |   |
|--|--|---|
|  | <p><b>1st Place Spanish Audio</b><br/>Cranston High School West</p> <p>Macie Marchetti<br/>Lauren Pannone<br/>Brianna Reinsant<br/>Kim Tamuleviz<br/>Lauren King—Teacher</p> | <p><b>2nd Place Spanish Audio</b><br/>Cranston High School West</p> <p>Adam Akctchian<br/>Matt Chianesi<br/>Thomas Dunigan<br/>AJ Favicchio<br/>Marcus Garceau<br/>Austin Milan<br/>Lauren King—Teacher</p> |
| <p><b>1st Place English Video</b><br/>Woonsocket High School</p>                 | <p><b>2nd Place English Video</b><br/>Woonsocket High School</p>   | <p><b>3rd Place English Video</b><br/>Westerly High School</p>  |
| <p>Jason Allard<br/>Ryan Laferte<br/>Suthi Seneth<br/>Wilfred Dubois—Teacher</p> | <p>Jason Allard<br/>Ryan Laferte<br/>Suthi Seneth<br/>Wilfred Dubois—Teacher</p>   | <p>Elizabeth Francese<br/>Desmond Moran<br/>Cameron Nigrelli<br/>Andrew Bonner—Teacher</p>  |



# RIIL Rules Update

## Article 16 - Competitive Cheerleading

REVISED 5-19-08

### Section 5: Outside Competitions

5. Tournaments that have been sanctioned by RIIL and hosted by Rhode Island schools including Rhode Island based cheerleading organizations must use the current score sheet, penalty sheet, and corresponding skill requirement sheets as approved by RIIL. The hosting school or organization shall have the appropriate number of judges including penalty judges and timers as required by RIIL.

### Section 6: Cheerleading Championship

- A. 2. A Co-Ed varsity team is any team with one or more males on the team. If there is only one Co-Ed varsity team, the team will compete in its respective division (based on female enrollment at the school.).

### Section 7: Individual Competition

- A. RIIL shall schedule and administer one Individual State Cheerleading Championship which will be held each year at a time and place to be determined by the RIIL.
- B. The RIIL Individual Cheerleading Championship shall be open only to individual cheerleaders whose schools are members of the RIIL Competition Cheerleading League and whose names appear on the schools eligibility list and whose application has been approved by the member school cheerleading coach. The RIIL reserves the right to limit the number of individuals that may compete from each member school.
- C. The order of appearance of each competing cheerleader will be random, based upon receipt of their registration form at the RIIL Office (i.e.: Last registration form received at the RIIL office will perform first at the competition). The RIIL reserves the right to align the order of competition.
- D. Each cheerleader will be required to bring their own music and are responsible to prepare their own competition routine.
- E. Each cheerleader must wear their respective school cheerleading uniform.
- F. Cheerleaders will have a maximum of two (2) minutes to perform their routine. The competition routine MUST have the following components:
  1. One cheer sequence;
  2. One dance sequence (which consists of 4-8 eight counts of dance);
  3. One jump sequence consisting of a double jump;
  4. One standing tumble skill;
  5. One running tumble skill.
- G. Each cheerleader shall be scored according to the system set forth in the score sheet recommended by the committee and adopted by the RIIL. The RIIL Competition Cheerleading Committee will assign and determine the number of certified judges.
  1. To break a tie score, the following formula will be used: A comparison of the cheerleaders' individual routine skills will be made starting from "1" down to "5" in order to locate a difference in their individual skills score.
  2. The top twenty (20) cheerleaders according to the final scores will be designated "RIIL All-State Individual Champions."
  3. RIIL shall present awards and medals as determined by the RIIL.





## RHODE ISLAND INTERSCHOLASTIC LEAGUE

### THE PERFORMANCE EDGE: WELLNESS FOR WINNERS CONFERENCE

**The Rhode Island Interscholastic League**, in conjunction with **Blue Cross Blue Shield of Rhode Island** and hosted by **Johnson & Wales University**, will sponsor a conference, *The Performance Edge – Wellness for Winners*, for Rhode Island high school student-athletes and adult leaders on Tuesday, June 3, 2008 at Johnson & Wales University – Harborside Campus. The RIIL Wellness Program is chaired by Elizabeth Roberts, Lt. Governor, State of Rhode Island. The mission of the program is to enhance the health and wellness of Rhode Island high school student-athletes through education. The conference will focus on nutrition, conditioning and recovery training, mental and emotional training and the myths about drugs, alcohol and clinical health.

The conference and on-going training of school leaders will be an annual event.

## Defining Success in Interscholastic Athletics— Why Winning isn't Everything

By Darren Treasure, Ph.D., and author of the *NFHS Fundamentals of Coaching Course*

COACHES' QUARTERLY / FALL 2006



The most widely held justification for organized sport in our nation's schools emphasizes the educational and character building benefits of participation. While lessons learned in math, science and English are important, the teachable moments and lessons learned on the playing fields, swimming pools, tracks, and gymnasias of our schools in terms of discipline, delayed gratification, perseverance and teamwork are also vital to the overall development of each participating student. Clearly, athletics are part of the educational process and are a vehicle to promote learning.

I am sure that many of you will vehemently agree with the opening paragraph to this article. Namely that participation in interscholastic athletics promotes learning, builds character, teaches teamwork, discipline, and a myriad of other values our society professes to hold dear. But does it? Unfortunately, research that has examined the impact of sport participation does not support what has become almost a common sense acceptance of the belief that sport builds character or leads to other important educational outcomes.

For example, University of Idaho researchers Sharon Stoll and Jennifer Beller recently concluded, "Forty years of research, conducted by more than 20 researchers studying tens of thousands of athletes and non-athletes from youth, high school, collegiate and Olympic levels, simply does not support the notion of sport as a character-building activity, particularly as it applies to sportsmanship behaviors and moral-reasoning ability." The weight of evidence seems to confirm the opinion of some researchers who have stated that sport is simply a context that reveals character and that if you want to build character, you should try something else.

Perhaps most interesting is research from Brenda Bredemeier and her colleagues that suggests that adults and athletes alike tend to suspend their normal level of moral reasoning when they enter the sporting arena. Specifically, individuals adopt a form of game reasoning whereby they are more willing to accept unethical behavior simply because "it's sport and not real life."

Many of you will no doubt find the research findings inconsistent with your own perception and beliefs about the sport experience. I would ask you to take a minute, and a very large step back, and reflect critically on your own coaching experiences and that of your students. For example, think about the quiet, upstanding member of society who becomes the out-of-control sideline parent berating an official at her son's Friday night high school football game or the junior varsity coach who in his best "Mike Ditka" impersonation chastises and berates his freshman soccer team in an effort to "motivate" them. Consider the coach who glows when his team wins but is verbally abusive when they lose. Or worse, is simply quiet...letting her lack of words demonstrate how the team has let her

down. These are tough questions as they strike at the heart of some of the core beliefs of American society and question the value and place of athletics in our nation's schools. It is important, however, that we take the opportunity to consider these questions.

I am not suggesting that all students are learning negative lessons from their participation in interscholastic athletics. I have no doubt that many students are learning positive lessons that will enable them to be successful later in life. They are learning to strive for excellence, to commit to an activity that does not offer instant gratification at a time when this is the norm for American youth, to persist in the face of challenge and adversity, and to embrace the journey rather than the destination. But what is it about the experience that can determine such a divergent set of outcomes? Research my colleagues and I have conducted both in the United States and Europe has shown that coaches exert a significant influence on the sport experience and may be the deciding factor in determining the values and behaviors a student comes to internalize.

Our findings have shown that coaches who emphasize winning as the sole source of success contribute to the creation of an athletic culture that promotes dishonesty and selfishness. In such an environment where winning is everything, young people quickly internalize the value that it is acceptable to do anything to win. In contrast, a culture that emphasizes striving for personal improvement and mastery can make interscholastic athletics an effective vehicle to assist in the development of positive values and morals. Consistent with the meaning of the Latin word *competere*, students in this environment view their opponents as co-creators of an experience, and competition as a process of striving with, not against, others.

Greek author and philosopher Plato once said "You can discover more about a person in an hour of play than in a year of conversation." The results of the research examining sport and character development would suggest that we may be able to learn more about a coach by observing an hour of practice or a few moments of a post-game team talk after a lose than in a year of conversation!

The 20th Century American architect Frank Lloyd Wright said that "No source rises higher than its source." To a great extent you as the coach are the source. You are the leader of the program and determine the athletic program's culture. As we get ready to commence the new academic year, take a moment to reflect on the mission and purpose of interscholastic athletics and the way that success is defined in your program. Your efforts should ensure that every student-athlete develop a "Game Plan for Life" through the lessons they learn participating in interscholastic athletics. ■

"You can discover more about a person in an hour of play than in a year of conversation"



**Take Part.  
Get Set For Life.**

## 2008 NFHS National

# Student Leadership Conference

Incredible attention is being paid to high school athletics and activities today; high school activity participants are looked upon as leaders because of their position on the team or club. Their impact on the climate and culture of their schools and other students is enormous. In fact, studies show that more than one-half of high school students participate in some sort of school activity or athletic program. Their involvement in the success of a high school is paramount and critical. The National Federation of State High School Associations (NFHS), which serves more than 11 million students nationwide each year, wants to be the leader in training talented, committed young people to become better citizens and who will be positive, contributing adults. We are pleased to announce that the NFHS is hosting the fourth annual National Student Leadership Conference, with the theme "Take Part. Get Set For Life."

The 2008 NFHS National Student Leadership

Conference is a four-day leadership conference for 300 student and adult leaders from across the United States who participate in interscholastic athletics and fine arts activity programs through their state high school athletic/activities associations. The conference will be held July 17-20, at the downtown Hilton in Indianapolis, Indiana, national headquarters of the NFHS.

The NSLC will include large-and small-group discussion about contemporary issues that impact a young person being a leader and role model. In addition to group discussion, there will be guest speakers sharing their stories of overcoming challenges, perseverance and celebrating their talents. Field trips are planned to local areas of interest to participate in a city-wide community service project. The curriculum for the conference focuses on Respect, Positive Values, Perspective, Sportsmanship, Teamwork, Healthy Lifestyles, Community Service and Self-Evaluation.

The following student-athletes will represent the State of Rhode Island and the Rhode Island Interscholastic League at the 2008 National Federation of High School Sports Student Leadership Conference:

**Emily Cotter**  
Warwick Veterans Memorial High School

**Bethany Douglas**  
St. Mary Academy-Bay View

**Patricia Hendrickson**  
Barrington High School

**Stephanie Jeffries**  
Hope High School

**John Lewis**  
Moses Brown School

**Alyssa Marciniak**  
Mt. St. Charles Academy

## Cheating Your Health - Steroids

### ABOUT STEROIDS

There is no question that steroids work to increase lean muscle mass. But at what cost? What potential problems await those who take anabolic steroids?

There is a saying that, "the dose makes the poison." Translation: The more of a drug you take, and the longer you take it, the greater the risk of negative side effects. This is the case with anabolic steroids.

### PSYCHOLOGICAL CHANGES

Anabolic steroids are also associated with mental changes, with the potential for:

- Increased aggression and in some cases "roid rage."
- Psychological and physical dependence, similar to the properties associated with addictive drugs.
- Feelings of euphoria and invincibility in some individuals; and in others delusions and paranoia.

Anabolic steroid withdrawal can be associated with depression, and in some cases, suicide.

There is a disease, muscle dysmorphia (also known as "reverse anorexia nervosa"), that drives young people to be obsessed with body appearance and composition. These individuals exhibit obsessive eating and exercise behaviors. This disease is associated with increased anabolic steroid abuse.

### IN THE LIVER AND CARDIOVASCULAR SYSTEM...

Anabolic steroids like testosterone, if taken by mouth, are destroyed

by the liver before they ever get into your blood. Therefore, they must be injected to be effective. Injections of any substance have risks associated with them, including:

- Contracting AIDS or hepatitis B or C, or
- An infection in the injection site which can result in an abscess or cellulitis requiring medical treatment.

Chemists are able to modify the steroid structure in order to allow the steroid to pass through the liver unchanged. Most of these steroids are called 17-alkylated steroids. The following points are important for consideration:

- The "price" for an orally available steroid was damage to the liver cells that results in elevated markers of liver damage (enzymes, bilirubin) in the blood. Fortunately, this damage is usually reversible when you stop taking the anabolic steroid.
- In some people, a rare condition called Peliosis hepaticus (blood-filled cysts in the liver) develops. The condition is usually reversible if the use of steroids ceases and medical treatment is sought.
- In an unlucky few, liver tumors and cancer can be the result of taking anabolic steroids. And liver cancer is almost always fatal.

Along with the effects on the liver, the use of anabolic steroids results in changes in the blood lipids to a pattern associated with increased risk of cardiovascular disease. No long-term controlled studies have been done to document whether the increased risk results in shortened lifespan. The lipid pattern usually returns to normal if anabolic steroid use is stopped.

.....continued

# Steroids

Continued from page 7

## THE ENDOCRINE SYSTEM...

Since they are related to testosterone, anabolic steroids interfere with the body's endocrine system. Anabolic steroids can impact the endocrine system in several ways:

- The body's normal production of testosterone can stop.
- The testes generally shrink and sperm production is diminished. In some individuals, total lack of sperm results in infertility, and in a few individuals, this infertility is permanent.
- Some anabolic steroids are converted into estrogens in the body, which can result in the permanent development of breast tissue in men.
- There is concern that abuse of anabolic steroids could result in prostate disease, but no well-controlled studies have been conducted to prove or disprove this.

## PHYSICAL CHANGES IN WOMEN AND CHILDREN

Since anabolic steroids are responsible for the appearance associated with maleness, steroid use in females can result in embarrassing physical changes that can be irreversible, including:

- Lowering of the voice
- Cessation of breast development
- Growth of hair on the stomach and upper back
- Baldness at the temples and crown of the head
- Growth of the clitoris
- Serious disruption or cessation of the menstrual cycle

In children that have not reached maturity, steroid use can disrupt or prematurely initiate puberty. Anabolic steroids can also stunt growth by prematurely causing the long bones to stop growing.

So, are the bigger muscles worth playing Russian roulette with your health?

- U.S. Anti-Doping Agency  
[usantidoping.org](http://usantidoping.org)

### Article Found In:

"MENTOR" MHSAA Newsletter for Coaches and Officials—Spring 2006



# ATTENTION:



920AM WHJJ Radio would like to update you on our plans for extensive coverage of high school sports starting in the fall as part of our commitment to the community.

After meeting with the RIIL to discuss our ideas, we are very excited about moving forward together to help tell Rhode Islanders about the great achievements of our high school student-athletes. We plan to broadcast a "Game of the Week" on each Friday night throughout the football and basketball seasons. We will attempt to put together a schedule that will feature many different schools from all over the state.

We at WHJJ, in coordination with the RIIL, are also planning on airing a weekly one hour radio show featuring the academic and athletic achievements of high school students in Rhode Island. While the show is still in the planning stages, we envision interviewing players and coaches and doing features on some of the great stories that unflinchingly immerse from every season of high school sports.

If you have any suggestions on how best to maximize the effectiveness of our extended commitment to high school sports and the community, we would love to hear from you.

If you have ideas for content in the weekly update show or suggestions about the show or the broadcasts, please email either one of us and we will try to incorporate your suggestions into our programming.

As the school year starts to wind down, we at WHJJ would like to thank you for all you do for the students across the state. We look forward to playing a positive role in highlighting some of those students' successes next year.

We will be starting to contact schools shortly to begin to put a schedule of games together for the Fall season. We look forward to talking with you.

Sincerely,

Ernie Caldemone  
WHJJ Sales Manager  
1-401-519-1248

[ErnestCaldemone@clearchannel.com](mailto:ErnestCaldemone@clearchannel.com)

Steve McDonald  
WHJJ Sports Director  
1-401-996-3688  
[stevemcdonald@whjj.com](mailto:stevemcdonald@whjj.com)

# Fair ball

In a new book, Dan Doyle draws up a game plan for sports parenting



How many well-adjusted adults do you know who were raised by micro-managing parents?," says Dan Doyle (at his Institute for International Sport). (MATTHEW J. LEE/GLOBE STAFF)

By Irene Sege  
Globe Staff / May 6, 2008

**"KINGSTON, R.I. -** After many years of playing basketball and coaching college basketball and hosting tournaments for scholar-athletes from around the world and raising six children, Dan Doyle has some advice for parents of young athletes.

"On matters of playing time and strategy, stay out of it," he says. "On matters of ethics, jump in."

Actually, Doyle has considerably more than that to say on the subject. He has just published "The Encyclopedia of Sports Parenting," a 446-page first of two volumes that covers everything from no-cut youth leagues to college recruiting. A third volume will address coaches.

Woven with the pointers on travel teams and sports camps and athletic scholarships are nuggets about parenting itself, be it of athletes or artists, and motivational verses Doyle penned with such titles as "Willpower's Reward" and "The Value of Team." To so-called helicopter parents Doyle says: "How many well-adjusted adults do you know who were raised by micromanaging parents?" Invoking Aristotle, he counsels "finding that balance or 'golden mean' between deficiency and excess."

Doyle, at 59 a scant 10 pounds above his weight as co-captain of the Bates College basketball team in 1972, has the bearing of a lifelong athlete and the idealism of a believer in the power of sport to address everything from child rearing to world peace.

The encyclopedia joins a list of ventures he founded, including the 22-year-old Institute for International Sport, a non-profit organization located at the University of Rhode Island, which brings 2,000 young athletes from more than 150 countries to URI to compete on multinational teams. President Clinton delivered the keynote address at the 2006 World Scholar-Athlete Games. Former Secretary of State Colin Powell is slated to address this summer's US Scholar-Athlete Games.

In 1991, Doyle launched National Sportsmanship Day, and in 2003 he inaugurated the Center for Sports Parenting, which offers online advice from experts and will soon add a parent-to-parent network. A decade ago Doyle opened the graceful, sunlit Scholar-Athlete Hall of Fame that houses his operations.

"Some people jog through life. Others run. He sprints," says former University of Connecticut basketball coach Dee Rowe, who met Doyle when he was a grade schooler attending Rowe's camp and later hired him as a teenage counselor. "He's a visionary. He's brought together people from every race, creed, and color and ethnic origin in hopes of creating peace and understanding. That's his mission. His forum is sport."

Rick Wolff, author of "Coaching Kids for Dummies," cofounded the Center for Sports Parenting. "Dan is sort of a visionary when it comes to sports and sports parenting," Wolff says. "People are surprised these days by how many issues are involved in sports parenting. It's not as simple as it was a generation or two ago."

# Fair ball

*Continued from page 9*

## TRAIN THE MIND

Doyle traces his interest in sports parenting to challenges to sportsmanship observed over a lifetime.

"When I was a kid, it was very common to see fighting in games. It was very uncommon to hear trash talking," he says. That flip-flopped in the 1970s, when colleges and officials began instituting stricter penalties for fisticuffs after the widely publicized brawl at a 1972 Minnesota-Ohio State basketball game. Over time, other problems surfaced, too.

"Trash talk continued, but it was displaced by very bad fan behavior, particularly very bad parent behavior," Doyle says. "Because of their intrusive behavior, parents were robbing kids of the journey to self-reliance." The neighborhood basketball court of his youth, he adds, "was a place of social justice where you would negotiate and compromise. That was taken away by micromanaging parents."

The antidote, according to Doyle, comes in a consistent approach to parenting backed by information. "Most questions," he contends, "could be handled if the parents had a philosophy." What he advocates is simple: aspiration anchored by character development and training the mind.

"In sports, acclaim often precedes maturity," Doyle writes, "and this is why if your child decides to pursue excellence in an extracurricular activity, it is important for you to monitor your child's development of the two anchor traits."

To the parent convinced that a coach is unfairly denying his daughter playing time, Doyle goes beyond his "stay out of it" advice. If the child is also upset, Doyle advises, encourage her to speak to the coach and, instead of complaining, ask what she can do to improve enough to earn more game time. He counsels against allowing young athletes to compete on two teams in a single season. Had talk-show host and Little League coach Larry King followed Doyle's advice, he would have taken a walk instead of, as the New York Observer reported last month, confronting the umpire and making a scene at his son's game.

"I never once talked to one of my children's coaches. Not that I wasn't tempted. It was good for my kids to deal with their coaches. I said, 'I'll be there for you to give advice,'" Doyle says. "I knew there was a lot of value to the disappointing aspect of sport. I did not want my children to go undefeated in their sports careers. I wanted them to have a wide span of experience."

If a coach behaves unethically, whether by gossiping about players or displaying poor sportsmanship or condoning the use of performance-enhancing drugs, parents, Doyle says, must intervene. "It is your obligation to do so," he writes. "At any level, you may feel more comfortable going over the coach's head."

## ACT OF FORGIVENESS

Doyle served as assistant men's basketball coach at Brown University from 1976 to 1978, then as head basketball coach at Trinity College from 1978 to 1981. He gave up coaching because his oldest child, Danny, now 36, is severely autistic and, at the time, Doyle and his wife needed to find an appropriate program for him.

Contemplating his next step, Doyle recalled trips to Europe and Cuba he had taken as a player or coach. He earned a master's degree from Tufts University's Fletcher School of Law and Diplomacy and founded the Institute for International Sport.

In 2005, when Doyle was finishing the chapter on his philosophy of sports parenting, four teenagers, in a random act of violence, beat Doyle's son Matt unconscious as he left a gym in Chicago. Matt Doyle, now 34, was hospitalized for almost three months and still suffers from seizures. At the youths' sentencing, the Doyles, in an act of forgiveness, challenged the attackers to change their lives. They also learned that several, including one who expressed an interest in playing college football, had been involved in sports.

"Had one strong, firm and fair coach entered the lives of these four boys," Doyle writes, "and spread the unambiguous message of fair play, self-restraint, respect for others and commitment to non-violence, they might have spared Matt, our family and society from their act of savagery." ■





## Our Roles as Coaches in Today's Society



By Mike Lowry

COACHES' QUARTERLY / SUMMER 2007

For many years, I have pondered the issue of what our roles, as coaches, are in society. At the high school level, we don't make much money coaching, even though we have a tremendous amount of responsibility influencing and guiding the youth of America. We are expected to be role models for the young students we teach and mentor. Many times, we are the only positive adult influence a student encounters in his everyday life. Again, that is why we must hold ourselves to a higher standard and we must remain strong so that we will not fail or disappoint so many who look to us for strength and guidance.

Once this fundamental concept is accepted, we can look beyond the everyday life in the classroom, in the weight room, on the field, and in the gym. We can expand our horizons and reflect on what our overall role is in today's society.

What is our impact? What is our influence? In essence, and to answer that age-old human question, what are we here for? What is my purpose? When I am through with my career and I am old and retired, what was my role? What did I do during my career?

We may state many things when it comes to describing our roles as teachers and coaches that may include some of the following facts:

### Roles as Teachers and Coaches in Today's Society

1. To teach and coach today's young students.
2. To do my best every day when I go to work.
3. To guide and help mold young people as they progress toward adulthood.
4. To be humble, professional and positive every day.
5. To work to improve my knowledge of the sport I coach.
6. To teach and emphasize hard work and sportsmanship.
7. To be fair at all times with the athletes who play under me.
8. To treat others as I would want to be treated.
9. To continue to work at my profession and better myself.
10. To work with others successfully.

These are just some examples that might describe what our roles are as teachers and coaches in today's society. This is something that I have put a lot of thought into as the years have passed. Whether I was coaching, working in insurance or running my own business, I constantly thought about what I was doing and what kind of an impact I was having on and in today's society. For years, I have continued to ask myself the following questions:

1. Am I doing the right thing?
2. Am I happy with the job I am currently working?
3. Am I satisfied with my daily life and am I productive in what I am doing?
4. What kind of an impact am I having on the people with whom I work?
5. What kind of an influence am I having on the young people who play for me?
6. Am I making the right choices regarding my career?
7. Am I living in the place where I want to spend the rest of my life?
8. Is this where I want to be and do I want more out of life?
9. Am I being strong for the other members of my family?
10. Am I consistently making a good effort or do I let myself slip and become weak?

These are just some of the questions that periodically I think about and reflect upon. After all of this pondering, thinking and reflecting, I have developed my own personal philosophy of what our roles as teachers and coaches should be in today's society. This simple philosophy may seem basic, but when I add up all the things I think about, it all comes back to one simple thought and core belief that I have. The role that I have adapted for myself and the thing that I try and live every day of my

life by, is this simple question:

*Are we adding value to other people's lives by what we do?*

Again, it's a simple thought and it's a basic idea. I can talk about teaching in the classroom, coaching on the field, interacting with students, working with peers, and socializing with friends, and the basic idea I always come back to is asking myself:

- Am I adding value to the lives of the people I know?
- Am I adding value to the lives of the students I teach?
- Am I adding value to the lives of the students I coach?
- Am I adding value to the lives of my relatives and family?
- Am I adding value to the lives of the people with whom I work?
- Am I adding value to the lives of the friends with whom I socialize?

To me, this is the fundamental question that every teacher and coach in America needs to sit down and ask. Am I adding value to other people's lives by what I do? If the honest question is "no," then you need to re-evaluate what you are doing and why you are in the teaching and coaching profession. Adding value to other people's lives has become the No. 1 belief that I live my life by every day.

Adding value to other people's lives can be accomplished by so many methods:

1. How you influence a student who looks up to you.
2. How you talk with a friend who is going through a tough time.
3. How you answer someone when things aren't going well for you that day.
4. How you react when your team is defeated and how you learn from your mistakes.
5. How you treat your kids when they need to be disciplined.
6. How you talk with your spouse when you are tired and impatient.
7. How you do your work when you are tired and fatigued.
8. How do you treat the people with whom you work?
9. Am I friendly to the people I meet on the street?
10. Do I say hello with a smile, or do I put my head down and walk on by?
11. Do I let the little things during the day bother me, or am I stronger than this?
12. Do I yell at kids when they probably don't deserve it?
13. Am I humble in victory?
14. Do I run up the score on opponents?
15. Do I congratulate those who beat me and work harder for next time?
16. Am I petty in my dealings with people?
17. Am I willing to share with others, or am I selfish?
18. Do I listen, or do I just wait for my turn to talk?
19. Do I take a genuine interest in the people I know, or do I just act like it?
20. Am I phony with people or up front and honest?
21. Am I arrogant toward other people?
22. Do I think I am better than other people?
23. Do I talk down to other people when I feel they are weaker?
24. Do I take advantage of people I can intimidate?
25. Do I go out of my way to make controversy and cause problems?

These are just some of many questions you can ask yourself when deciding if what you do adds value to other people's lives. Whether I coach, work in the corporate world, or run my own business, I always ask myself if what I am doing is adding value to other people's lives. ■

# Speak Out

## **Mount Saint Charles Academy** **Honorable Competition Stories** **WINTER & SPRING SEASONS** **2008**



I wish to describe a story of honorable competition that has had a deep effect upon me as a student leader. Our team was involved in a very close game that ended with several overtimes played. One of our best offensive players was not much of a defender. Therefore, down the stretch of that particular game, he ended up being taken out when the opposing team had possession of the ball. Instead of pouting, this player cheered the rest of the team when he was on the bench and then stood up and was so positive when the player who had replaced him scored the winning basket. This incident helped me better understand what teamwork is all about.

### **Josh Lancellotti**

*- captain of the boys' varsity basketball team*

Hockey can be a very emotional game, especially when someone is playing it to the best of his ability. The best players find a way to harness their emotion and use it to raise their game to another level. However, the same emotion can also get the better of one, especially when a player is giving everything he has in the heat of the game. This is why there are so many scuffles in front of the net. In one particular game, one of our younger team members became involved in a scuffle in front of the net with a large opposing defenseman. At this point, one of our teammates stepped in the way and broke up the fight before it really began. In the outcome of the game, this sort of action is often not reflected, but in the spirit of honorable competition, it is very important. As we are reminded before every game played in Thayer Arena, "A win lasts for a day, but sportsmanship lasts a lifetime and without sportsmanship, what do we really have that matters?"

### **Robert Van Winter**

*- senior member of the boys' varsity ice hockey team*

When I was deciding to write an honorable competition story, a few ideas came to mind. I knew that I could write about how we never run up the score on our opponents because we understand that is always all about respect. But I decided to write a story about our team and how much respect we have for each other.

One practice one of the younger players passed out on the pool deck. She was unconscious for a few seconds and when she was revived, she was bleeding from the mouth and nose. The captains showed their leadership, assisting the coach in calling for help and getting first aid while waiting for the ambulance to arrive. The incident stopped the team in its tracks. When they were asked to stop activity and sit in the bleachers, they all complied and assembled quietly while first aid was administered. I was very impressed with how respectful they all were.

My teammate was diagnosed with a broken jaw and was out of commission for a number of weeks. During that time, the players sent her cards, gave her gifts and visited when they were allowed.

All of this proved that in a time of crisis, all 60 members of the swim team showed great respect and concern for one of their teammates. I was proud to be the captain of such a team.

### **Giana Prata**

*- captain of the girls' varsity swim team*

Before every match our coach tells us that golf is the last honorable sport left. In an intense match against our arch rival, one of our players grounded his putter behind the ball which caused the ball to move. The rule is that if you ground your club and the ball moves, it is a stroke penalty and the player has to replace the ball. The player in question was the only one who noticed that the ball had moved, yet he called the penalty on himself and finished the hole.

### **Patrick Nosal**

*- captain of the golf team*

For the past two years our backup goalie never really got to play. But through it all he attended all the practices and never allowed his position on the team to effect his enthusiastic attitude. There was a concern going into this season that he did not have the skills to take over the position that was now vacant because the previous year's goalie had graduated. But he was great and actually earned all division honors. This is the story of a player who never got down when things were not going well, who always put the team before himself, and who never stopped believing in himself.

### **Mike Ethier**

*- captain of the boys' lacrosse team*

During the spring season, I decided to compete in track as well as volleyball. At my first meet I was not feeling very confident. My only event was the javelin throw. While warming up I could not seem to find the proper mechanics to throw a sizeable distance. My teammates as well as the javelin throwers from the opposing schools all helped me to correct my form and achieve a greater distance. I was surprised because here I was struggling and my opponents were unselfishly offering advice so that I could get better.

What a great experience my first meet was. Not only did I feel like a part of my own team, which operates more like a family than any team I have ever been a part of, but I was also helped with the same kind of concern from competitors from opposing schools. I was impressed and encouraged by this experience.

### **Tim Fitzpatrick**

*- captain of the boys' volleyball team and member of the outdoor track team*

In tennis we call our own lines. In a match with one of our key rivals, one of the players (playing doubles) was running back for a shot and called it out. It would have ended the game; however, his partner looked at him and said, "No, the ball was in. It's their point." That was a very tough thing for one of our players to do. But I do know that it was the honorable thing to do.

### **Rob Van Winter**

*- captain of the boys' tennis team*

**The Mount St. Charles Athletic Department is committed to promoting The Five Principals of Honorable Competition as listed in THE ENCYCLOPEDIA OF SPORTS PARENTING by Dan Doyle. To this end I meet with the team captains of each varsity sport and engage them in a discussion on what it means to honorably compete and give each of them a mission to promote such behavior among their teammates. Each captain is asked to briefly describe in writing - examples that occur during the season. This is our collection of winter sports stories.**

### **Richard Lawrence CMAA**

**Director of Athletics**

**Mount Saint Charles Academy**

## 2008 United States Scholar-Athlete Games

Present:

### Senator George Mitchell A Historic Speech!

- Senator Mitchell will deliver the “launch address” for the 2008 Games, to be held June 28- July 5<sup>th</sup> at The University of Rhode Island.

The schedule for the program is as follows:

**5:00-6:00 PM:** Private reception for Senator Mitchell and other honorees in the PPAC foyer.

- ◇ **Tickets to the private reception**, which will include a ticket to the speech, are \$100.00 per person. Contact Michael Payton at 401-874-2168 or [mpayton@internationalsport.com](mailto:mpayton@internationalsport.com) for information on the special reception.

**6:00-6:45 PM:** Senator Mitchell delivers the United States Scholar-Athlete Games Launch Address.

- ◇ **For tickets please call 1-401-421-2787.**

**6:45-7:00 PM:** Attorney General Lynch will formally announce and congratulate the other honorees.

**7:00-8:15 PM:** The Scholar-Athlete Games “Carnival” in various sections of PPAC. Attendees will have the chance to:

- ◇ Shoot baskets against Rhode Island Attorney General Patrick Lynch.
- ◇ Receive parenting advice from Institute founder and Executive Director Dan Doyle, author of “The Encyclopedia of Sports Parenting.”
- ◇ Converse with other experts in the fields of sports psychology and sports medicine.
- ◇ Honorees will be available to meet and greet.



### June 11<sup>th</sup>, 2008 Honorees

#### The “Power of Good Award” winners include:

-Tom Mezzanotte and the Rhode Island Interscholastic League

#### Rhode Island Scholar-Athlete Hall of Fame inductees include:

-Paul DePace  
-Karen Emma Walsh  
-Mark McAndrew  
-Ryan Mulhern  
-Christina Batastini

#### The Hassenfeld-Hogg Center for Sports Leadership “Great Leader Award” winner:

-Robert Weygand

#### Author of the Year Award:

-Mary-Ann Tirone Smith

#### High School Scholar-Athlete of the Year Award:

-Ryan Westmoreland  
-Victoria Flowers

#### College Scholar-Athlete of the Year Award:

-Mark J. McAndrew  
-Caitlin Hansen

#### Educator of the Year Award:

-Mr. Jim Young

#### A Distinguished Services Presentation for:

-Rhode Island Speaker of the House William Murphy  
-Senator Jack Revens

**Wednesday, June 11, 2008**

**6:00pm – 8:15pm**

**Providence Performing Arts Center**

**220 Weybosset Street  
Providence, R.I. 02903  
For Tickets Please Call:  
Phone (401) 421-2787**

**Ticket Prices: \$20.00 per Adult, \$15.00 for students under 18 years old**

## 2008 National Coaching Educators' Conference



**Take Part.  
Get Set For Life.**

### **ELEVATING COACHING EDUCATION TO NEW HEIGHTS**

RESTON, VA, May 28, 2008 – From using technology to enhance a team's performance to training diverse groups of athletes, the eighth annual National Coaching Educators' Conference which runs June 5-7 at The Canyons Resort in Park City, Utah, will examine the issues, trends and innovative techniques for training sport coaches and preparing athletes in youth, school-based, college and university, and elite sport programs. Topics include:

- Assessing Coaches Compliance with the National Standards for Sport Coaches
- Addressing Homophobia in Sports
- Substance Abuse Prevention
- Successful Sport Parenting
- Preview of National Coaching Report

Presented by the USA Coaching Coalition, comprised of the National Association for Sport and Physical Education (NASPE), National Collegiate Athletic Association (NCAA), National Federation of State High School Associations (NFHS), United States Olympic Committee (USOC), and the National Council for Accreditation of Coaching Education (NCACE), the purpose of the conference is to provide coach educators with information about best practices and innovations for their coaching education and coaching certification programs. Sponsors include Polar Electro and the USOC.

This year's event is also being hosted by the USOC and the United States Ski and Snowboard Association (USSA). According to David McCann, USSA Director Educational Services and NCACE President, "We are honored to host the National Coaching Educators' Conference in Park City. The USSA is committed to being a leader in coaching education, and we hope that this conference further contributes to raising the bar in providing quality coaching education."

Five-time Olympic gold medalist Dr. Eric Heiden, an orthopedic surgeon and team physician for U.S. Speedskating and Director of Sports Medicine for USA Cycling, will be the luncheon keynote speaker on Thursday, June 5, about the "Impact Coaches have had on his Life as an Elite Athlete." Dr. Heiden remains the only athlete to ever win five individual gold medals in one Olympic Games, accomplishing the feat in 1980 in Lake Placid, NY.

"The purpose of the USA Coaching Coalition is to provide a unified voice for quality coaching and coaching education," said Charlene Burgeson, NASPE Executive Director. "Our mission is to develop and establish coaching as a recognized profession in the United States. Our goal is to properly prepare coaches to provide positive sport experiences for millions of athletes. This annual conference provides an opportunity for coaching editors to share best practices."

Exhibitors, including American Red Cross of Greater Indianapolis, Bigger Faster Stronger, California University of Pennsylvania, Dartfish, IntegraCore, and Special Olympics North America, will provide attendees with information about programs, products, and services to assist in program delivery and quality education.

Visit [www.NCACEinfo.org](http://www.NCACEinfo.org) and "National Coaching Educators' Conference" for conference program as well as registration and housing details. For more information, contact Christine Bolger ([cbolger@aahperd.org](mailto:cbolger@aahperd.org) or 800-213-7193 ext. 417). To order a copy of *Quality Coaches, Quality Sports: National Standards for Sport Coaches*, order online at [www.aahperd.org](http://www.aahperd.org) or call 1-800-321-0789. The cost is \$21.

The preeminent national authority on physical education and a recognized leader in sport and physical activity, the National Association for Sport and Physical Education (NASPE) is a non-profit professional membership association that sets the standard for practice in physical education and sport. NASPE's 16,000 members include: K-12 physical education teachers, coaches, athletic directors, athletic trainers, sport management professionals, researchers, and college/university faculty who prepare physical activity professionals. NASPE seeks to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport and physical activity programs through research, development of standards, and dissemination of information. It is the largest of the five national associations that make the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD). For more information, visit [www.naspeinfo.org](http://www.naspeinfo.org). ■

Bldg. #6 RI College Campus  
600 Mt. Pleasant Avenue  
Providence, RI 02908

Phone: 401-272-9844  
Fax: 401-272-9838  
Email: [info@riil.org](mailto:info@riil.org)  
Website: [www.riil.org](http://www.riil.org)

# Mission Statement

The Mission of the Rhode Island Interscholastic League is to provide its member schools governance, leadership, and support for interscholastic athletics which give student-athletes opportunities to compete in an environment that stresses education, sportsmanship, integrity and safety.

## National Affiliation



The Rhode Island Interscholastic League is a member of the National Federation of State High School Associations, which consists of the state high school associations of all 50 states and the District of Columbia. Guam, the Philippines, Puerto Rico, the Virgin Islands and all provinces of Canada are affiliate members.

The objectives of the National Federation of State High School Associations are to:

- serve, protect, and enhance the interstate activity interests of the high schools belonging to the state associations;
- assist in those activities of the state associations which can best be operated on a nationwide scale;
- sponsor meetings, publications, and activities which will permit each state association to profit by the experience of all other member associations;
- coordinate the work so duplication will be minimized;
- formulate, copyright, and publish rules of play or event conduct pertaining to interscholastic activities;
- preserve interscholastic athletic records, and the tradition and heritage of interscholastic sports;
- provide programs, services, material and assistance to state associations, high schools and individual professionals involved in the conduct and administration of interscholastic activities;
- study in general all phases of interscholastic activities and serve as a national resource for information pertaining thereto;
- identify needs and problems related to interscholastic activities and where practical provide solutions thereto; and
- promote the educational values of interscholastic activities to the nation's public.