

S T R A T E G I E S *Fairplay*

Champions: What Really Counts

R. Scott Kretchmar
Penn State University

"McQuaid Turns Down No. 1"

(The following article, by sportswriter Dick Patrick, appeared in the Rochester Times-Union on November 12, 1981.)

Bob Bradley is giving up the trophy it took him 20 years to win.

His McQuaid Jesuit High School cross country team was declared state champion Saturday through a disqualification in the annual intersectional meet at Malone. But Bradley turned over the trophy to Corcoran High of Syracuse, a team his runners defeated twice during the season.

Bradley said the team didn't think the trophy would have looked right in the McQuaid trophy case.

The official score of the meet was McQuaid 96. Corcoran, Kingston, Clarkstown South and Hauppague all tied for second with 97. The low score wins. But McQuaid didn't like the way it won the title.

The Knights were declared winners after Corcoran's Steve Loretz, the apparent individual winner, was disqualified. Loretz and Grant Whitney of Penfield were disqualified for making a wrong turn on a poorly marked section of the snow-covered course.

The two leaders cut the course by 15-30 yards but had a greater margin of victory over the rest of the field. Bradley and his runners didn't feel Loretz and Whitney should have been penalized. Bradley called the home of Corcoran Coach John Hohm Sunday night, but Hohm wasn't in. Bradley left a message that the McQuaid team felt Corcoran had run the best race of the day and deserved to be champions.

"That call meant more to me than anything in the world," said Hohm. "I couldn't sleep that night."

Hohm was more overwhelmed when he learned yesterday that McQuaid was mailing the trophy.

"It's something you don't see in sports," he said. "It's a very noble gesture. I can't say enough about Bradley. It forces other coaches to ask themselves, 'In the same situation, could I do something so noble?'"

Bradley chose to downplay the matter. "We don't want to make a big deal over this," he said. "It just seemed like the thing to do."

Today, Bob Bradley continues to coach and teach at McQuaid High School. Strategies interviewed Bradley about that 1981 state championship race and the trophy that he and his team could not accept.

Strategies: When the championship meet was held, you had already defeated Corcoran High School earlier in the season on two different occasions. Wouldn't it have been easy for you to accept the trophy under the belief that you really had the better team?

Bradley: No. Our two victories over Corcoran made our "cheap win" all the harder to accept because they made us realize just how good a race they had run and how much they deserved to be the champions that day. I guess my pride as a coach and the team's pride as winners were involved too. It would be accurate to say that we were too proud to accept an award we hadn't won. That's one great thing about the sport of running—when someone beats you fair and square, you feel compelled to acknowledge that fact.

Strategies: Did the fact that the disqualified Corcoran runner had won by such a wide margin affect your feeling about the DQ ruling?

Bradley: Definitely. The principle of "no advantage gained" that is often applied to potential DQ situations wasn't used by the officials here, and it should have been. Another factor was that the other DQ'd runner, who finished sec-

R. Scott Kretchmar, Penn State University, is Department Editor for the Fair Play column.

ond, was a Penfield senior, Grant Whitney, who was a tremendous kid and universally well-liked, and we were reacting to his DQ as well as Loretz's. The two of them were so far in front of the field (75 to 100 yards) that the only question was which one would win. Their running off course had no bearing on the runners who finished 3 through 10. And the fact that Loretz had, in our eyes, upset Whitney who was the favorite, only served to magnify Corcoran's cause. Teamwise, the fact that Corcoran's score would have beaten us by 20 points also made their victory that much more deserved.

Strategies: Were the poor running conditions an important factor in your decision?

Bradley: Yes, even more so than the margin of victory. If the course had been poorly marked and the race run in ideal conditions, I doubt that the officials would have ruled a DQ, because the fault would have rested with them for not having caught that deficiency in their marking. As it was, the course was well marked, but the weather—a snow-covered course, snow blowing into the runners' faces—made the marking at that point not clear at all. As the leaders came to the top of a bluff, there were two flags they could have gone to, and with no line on the ground to help them, they chose the wrong one. It wasn't a case of their carelessly missing a flag. The snow really made the rulebook irrelevant.

Strategies: In a complex situation like this, there are always multiple interests and rights at stake. Were you aware that your decision to send the trophy to Corcoran might embarrass the meet officials or impugn their authority?

Bradley: Yes, but to me that was not a compelling factor. Given the conditions of the violation, there was plenty of room for the officials to have ruled other than a DQ. Officially, there was nothing we could do to reverse a "bad call," but I think our action was an unofficial statement about it. The State Chairman for cross-country called our action "bush" when he saw me the

following week. I assured him that we had no intent to make him look bad. Our sole focus was on doing what we could for Corcoran.

Strategies: To win a state championship is the stuff dreams are made of and a goal that many coaches encourage their boys and girls to adopt. Your own players must have been on something of an emotional rollercoaster—first to have apparently won the crown and then, only a few days later, to send it away. How was the decision made to

"Our two victories over Corcoran made our 'cheap win' all the harder to accept because they made us realize just how good a race they had run and how much they deserved to be the champions that day. I guess my pride as a coach and the team's pride as winners were involved too. It would be accurate to say that we were too proud to accept an award we hadn't won."

—Coach Bob Bradley

give up the championship?

Bradley: Nothing happened until the Monday after the meet. I saw one of the co-captains first thing that morning and told him that I had bad vibes about our "victory," and he concurred. So we spent about half of our practice time that afternoon hashing it out as a team. The consensus (if we had taken a vote I'd say it would have been 6-2 in favor) was that we should send our state plaque to Corcoran with some indication that we acknowledged them as the true state champs. So the next day I had a plate added to the plaque, saying "Corcoran 81, McQuaid 101. Congratulations on

a great race." and sent it to Corcoran on Wednesday. There was no arm-twisting involved, and it was not a unanimous thing. I was the advocate for what we did, but I had a strong sense of the team's support; it (the sending of the plaque) wouldn't have happened otherwise.

Strategies: Your action is not the sort of thing one reads about in the papers on a daily basis. Yet, you were quoted as saying that you did not want to make any "big deal" out of the situation. Why is that?

Bradley: To some extent, I guess, because we didn't want to make anyone look bad. And we didn't want to seem to be making a grandstand play. But most of all I guess because I felt that it was a perfectly natural thing to do, and we didn't think it merited any great publicity. The publicity came about when a Syracuse reporter called me at home that Monday night and asked me how I felt about the DQ. In the course of our conversation I mentioned that the team and I felt strongly enough about it to send the plaque to Corcoran. Then late on Wednesday night I had a call from the Rochester paper asking for some follow-up information on this story that had appear in the Syracuse paper. That's how the Thursday front page story in the Times-Union came about. I was really surprised that they played it as large as that. "Must have been a slow news day" was what I told the folks at school.

Strategies: The newspaper story indicated that you turned in a trophy it took you 20 years to win. Have you won the state championship since then?

Bradley: Yes, the story has a happy ending. The runners who were freshmen at McQuaid when we gave up the plaque in '81 won one for us very convincingly, by 35 points or so, at Saratoga in '84. We were also runners-up in '85. (Officially, by the way, the list of state cross-country champs still shows McQuaid for 1981.) We also

Continued on page 23

KNOWLEDGE TESTING

Continued from page 7

- Make sure that the questions are clear and specific, and require only a short answer.
- Use tests in both acquisition and practice stages of learning.
- Try to include an element of fun in the testing process. Students enjoy being timed!
- Have students assess their own progress.
- Evaluate effectiveness of procedures by examining the results.
- Consider posting test scores in the gym or locker room as a feedback and motivation technique.
- Keep records.

Variations of the basic one minute test might include:

- changing the duration of the test (i.e., 30, 60, 90 seconds);
- implementing the same concept using verbal responses; and/or

- including the test as one station in a training circuit.

Let's take a final look at the one minute test strategy in action in a basketball unit. The instructional focus for the day has been rules of the game, specifically the difference between a violation and a foul. At the close of the lesson, students get ready for a one minute knowledge test. The teacher says, "On the signal, name three basketball violations and three fouls. When you hear "Stop!" hold your paper over your head. Ready, go!"

If you've "got a minute" you can effectively implement a test that provides feedback, motivates learning, and evaluates teaching strategies. So take that minute — for student learning!

Resources

Heward, W.L. (1990). *Student guided notes for applying behavioral approaches in the classroom*. Unpublished manuscript. Columbus, OH: The Ohio State University.

Van Houten, R. (1980). *Learning through feedback*. New York: Human Science Press.

FAIRPLAY

Continued from page 10

received a very nice plaque in 1981 reading, "To Coach Bob Bradley and the McQuaid team—You are champions in what really counts. Corcoran High School cross-country team." That meant a lot to us.

Editor's Comments

I find it difficult to write much in response to a story like this one. The account and coach Bradley's words speak eloquently for themselves. He dismissed his and his team's actions as "a perfectly natural thing to do." Even so, Corcoran coach Hohm's reaction is telling. "It's something you don't see in sports. That call meant more to me than

anything in the world. I couldn't sleep that night."

Didn't Bradley and his squad have good reasons for keeping the championship trophy? Of course they did, just like you and I do when a "bad call" gives us an unearned advantage, a crucial game, or even a coveted title. Bradley and his team members could have reasoned, "The bad calls will even out. This just happened to be our year." "We were running under the same snowy conditions they were, and we didn't leave the course." "We had beaten them before. Justice was served." "Officials' decisions are just part of the meet. The officials could have made a bad call again us." "We trained hard for this meet and made sacrifices all season. We deserved the win." "McQuaid hasn't had a championship trophy in cross-country for over 20 years. We owe it to

the school to keep this trophy." Yes, they could have so reasoned, but they didn't!

Being a good sport comes easier in cross-country than football or hockey, you say. The structure of the game or activity makes it easier in cross-country than in basketball to do what Bradley did, you say. There is a respectful coaching fraternity in cross-country that does not exist in some other sports, you say. A coach of a minor sport like cross-country can get away with turning in a championship, but this is certainly not possible in a sport that attracts a great deal of fan and media interest, you say. Perhaps. But then again, Bradley and his runners had so many good reasons for keeping the trophy. It forces us all to ask what Corcoran coach Hohm asked himself, "Could we do the same thing if faced with similar circumstances?"

COLLABORATION

Continued from page 17

would be sustained over time, and asking themselves if the teachers would continue to refine and implement the projects they had formulated. These questions would be answered the following Fall.

Each year in November, Second Wind conducts a one day conference for physical education teachers in Massachusetts, in which workshops are presented by teachers from across the state. The consultants were pleasantly surprised to hear that School B wanted to present a workshop on their Second Wind project. This seemed a courageous thing to do, as the teachers would

be very vulnerable to criticism of their strategies and approach to the project by their peers.

Fifty teachers attended their presentation. The staff discussed:

- how they devised their dressing out policy;
- the problems they encountered;
- their refined plans for the Fall; and
- their positive interaction with Second Wind staff.

Initially, the teachers were very nervous. At the end of the presentation, however, they handled questions and comments from the audience with confidence and thoughtfulness. Needless to say, the consultants felt proud that the staff volunteered to discuss their experiences, continued to implement and refine their work, and felt positive about working with people from a university based inservice program.

Summary

Participating in inservice projects can be burdensome to teachers' already hectic schedules. Compensating teachers for their time and effort was an important concern for the Second Wind Staff. The two days release time that was negotiated for the all day meetings proved to be essential in shaping and closing the projects. Letters were sent to building principals commending each teacher's participation in the project. In addition, teachers were offered three graduate credits from the University's Division of Continuing Education.


Positive and meaningful experiences for teachers in an inservice project such as Second Wind can help to foster continued implementation in the school, long after the ten week program is over. Critical factors in establishing a climate for success include:

- encouraging participation by the majority of the physical education staff;
- compensating teachers for their time;
- acknowledging that teachers are the experts in their own environments;
- facilitating teacher ownership of the project;
- recognizing that project success is achieved in small steps toward clear goals; and
- soliciting the principal's support.

The Pull-Up Trainer

SIMPLE • PRACTICAL • INEXPENSIVE

Finally there is a simple, practical, and inexpensive way to develop & improve upper body strength. The incline will adjust to 11 different settings, through changing a person's wgt. from 40 to 230% of his real wgt. while doing pull-ups, chin-ups, bar dips, lat's pulls, abdominals, & leg lifts.



For more information and FREE exercise brochure, call or write:
The Mini-Gym Co. • 354 Halle Drive • Cleveland, OH 44132 or Call (216) 261-7562

Circle 4 on Reader Service Card