



# ***THE HARD COURT HERALD***

**THE OFFICIAL NEWSLETTER OF THE MISSOURI BASKETBALL  
COACHES ASSOCIATION**

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## **THE HARD COURT HERALD**

*The official Newsletter of the Missouri Basketball Coaches Association*

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## Letter From the Editor

Well, it's been an interesting season to say the least...

Never in the history of our sport, have high school basketball coaches had to manage so many things. As I've written before, our world (including our world of sports) has been forever changed by the effects of Covid-19, and coaches are faced with greater challenges. You might have played in a game on a Friday, and found out your team is quarantined by Monday for a large period of time. Virtual practices? Yeah, that sounds about right...

There are so many new obstacles for our coaches, who are juggling a number of new responsibilities to try and ensure that his or her players have the best experience they can have playing high school basketball. The same can be said for our officials, as they travel from town to town, possibly risking their own exposure to the virus. And for school administrators, who are tasked with trying to give their student athletes the best experience, but also have to look out for the safety of their students and community constituents.

The fact that we've had games and have had a season, it's a win. It's a win for all parties involved, and I want to personally thank everyone for their efforts, big or small, to ensure our players get an opportunity to compete. You all are the reason. Thank you for all you do.

*Chris Miller - Hard Court Herald Editor*



## The Arc of the Driver: Time to Draw the Line

By: Chris Miller

Coaches and officials have always had a differing view on how a game is being called. It's the nature of the game of basketball, or any other officiated game for that matter. An official makes a call based on the explanation of the rule in the rulebook.

- *An offensive player picked up his established pivot foot. Call: Traveling violation.*
- *A defender swings her hand at the ball, and strikes an offensive player's arm as she is shooting the ball. Call: Illegal use of hands.*
- *Two opposing players have legal possession of the ball at the same time. Call: Jump ball.*

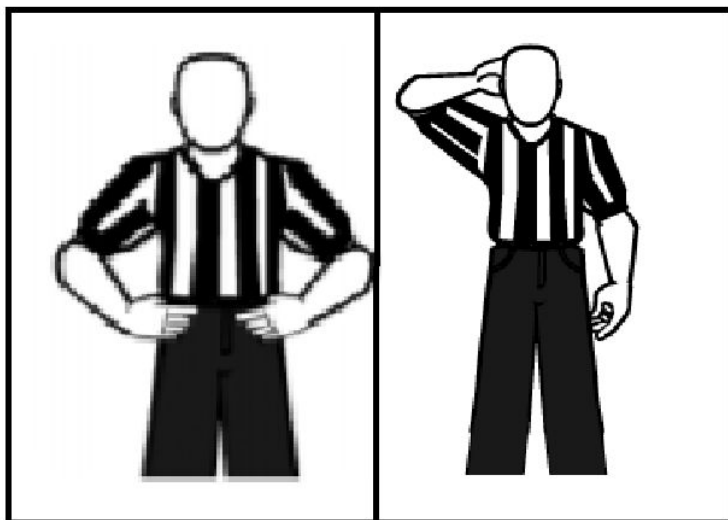
Seems simple enough, right? These are easy calls because the rulebook clearly states why they are violations, fouls, or calls to be made, and also what determines them.

However, despite this, there is one call that has helped more coaches understand what an invisible seatbelt actually feels like:

### The Block/Charge Call

No other call made by an official is more subjective and less understood by not only officials, but also coaches. It's a safe bet that most coaches reading this article have been popped with a "T" for disputing or reacting to this call being made, by either an official calling a "Block" or being called a "Charge". When you ask officials or coaches, I've heard them say the same thing of the other:

*"They don't know what a Block/Charge is!"*



The game is tough enough to officiate as it is, and high school basketball does not do its coaches and officials justice for having this foul to call. Let me explain why:

After a recent game I was coaching, I watched **four** charges get called, each one was different in nature, and all three officials made a charge call, with one getting my player twice. Funny thing was that all four were called on just **one** of my players. *Dummy me: why did I have the kid out there for his 4th charge to be called? Anyways...*

Now, you can believe this or not for those that know me, but given the nature of this season, I made it a point of emphasis *for myself* to be more polite and respectful to our officials, even when emotions are running high. I've done this by always asking for an explanation so I can see the call through their eyes and through their perspective. Let's face it: their perspective is the one that matters when enforcing the rules of the game, and because of that, I want to know what *they* are seeing.



Each charge call on my player was met with a calm and polite question of what my player did so I can help him correct it. When I've done this, whether I agree with the call or not, I tell the official "Thank you, I appreciate it." and that they made a good call. The most interesting part of this was that on four different instances, involving the same player, who received the same foul four different times, where the nature and action of the foul were all completely different, I received the **exact** same explanation:

***"Coach, he was out of control and the defender was there first and was set."***

Herein lies the greatest problem: that is a terrible explanation because it contains two explanations that weren't both relevant to each of the calls.

Now let's break this down even further, shall we? I hope you have some time...

Let's start with the first part of that: *"He was out of control..."*



This is not something that **only** officials will say, but coaches wanting a charge call will be whining for the same thing. But why does it matter if the offensive player is out of control? By the letter of the NFHS rulebook: it does not matter. In fact, it does not mention the offensive player's control anywhere. So if offensive player A is dribbling full speed to the basket with his head down and has similar body control to the kid who couldn't stop in one of those Mighty Ducks movies, and defender B cuts in his path and gets railroaded like an old-fashioned play at the plate while leaning and moving, then how can that be ruled a charge or argued by a coach that it should be a charge because the offensive player was "out of control"? It's **way too subjective** for an official to make that call.

This is why I miss the old days of rules interpretation meetings. Remember those, old guys? Where the MSHSAA Official Rules Interpreter would make all coaches attend a regional meeting for their sport in the pre-season, and after giving you a presentation on the NFHS Points of Emphasis for this season, coaches got to ask questions.

Yes, before Zoom meetings, Covid, and those awesome slideshow presentations on MSHSAA that you all let play (and have your lowest level coach take first and give the entire coaching staff the answers to... don't lie; we all know), we actually got clarification on these sorts of things. But because we do not have that, being "out of control" is a seemingly viable explanation or argument... when in fact, it's not at all! A rules interpreter would be able to tell you about a charge being a **player control foul**. This is the most logical explanation for why being "out of control" is even a thing, assuming that a 'player control foul' is a foul for not being in control, when in reality it's a foul against a player who doesn't have the ball displacing a defender in a legal guarding position. This usually happens after the infracting player passes a ball and runs through the defender. The foul is called because the defender was displaced after being in a legal guarding position, not primarily because the player was "out of control", which means that aspect should not be part of the justification or the argument of/for a charge call.



The second part of this universal explanation was somewhat perplexing after the conversation on the first whistle: *"...the defender was there first and was set..."*

So, naturally, the sarcastic part of my brain wanted to inquire, *"Where is there? And why does that mean my player fouled the other player?"*

In this particular situation, the **"where"** was an important part of the equation, and will undoubtedly be the basis of this whole argument.

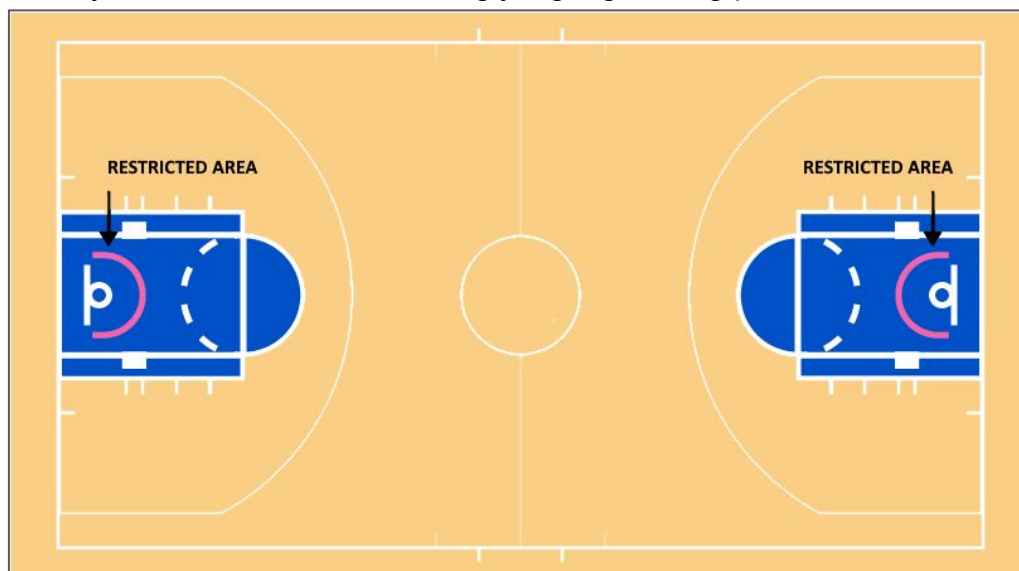


So let me clarify with the situation: the play occurred within two feet of the goal after the offensive player of mine left his feet to attempt a lay-up. The defender quickly moved into a guarding position, and when contact was made, the defender fell straight backwards to the floor. The official turned, and signaled the charge after the whistle. The biggest discrepancy is the ability of a defender to properly and legally obtain position in this area of the floor before the offensive player makes a jumping attempt for a shot. Since we do not have replay to get the call absolutely correct, this becomes an extremely subjective call in a place where a lot of action happens. I have lost count how many players I have witnessed being 'undercut' by a defender while helpless in the air around the basket. Obviously, the safety issue goes both ways, not just for the offensive player. The charge-attempting player is also at risk for injury, which is something I've witnessed as well.



Realistically, there is rare air for more elite players who play a little higher in the air than others, and the college and pro levels of basketball have addressed the need for change. But the discrepancy in high school sports shows that we can have players that defy gravity, as well as players who can barely clear a Dr. Suess book laying flat on the floor, both playing in the same game at times. Because of this, universal regulation of high school basketball in America needs to be created.

In 1997, the NBA finally drew a line... no they literally did: in the shape of a semicircle, approximately four feet from the basket, to the edge of the backboard but no further. This new area, the 'restricted area arc', was created to prevent a defender from attempting to take a charge under the basket on an airborne offensive player. If your foot touched the line as a defender, you would still be whistled for a blocking foul, even if you had obtained a seemingly legal guarding position.



Most importantly, the restricted area reduced injuries from this type of collision because of fewer attempts. However, it also made the call less subjective on its officials (not that the NBA worries about the game being called the right way, but that's another rant...). The block/charge call became a little more clearer, to the point that the NCAA adopted it in 2010, and lower collegiate levels followed afterwards. While some may not like the restricted area, it has made the block/charge much easier to determine on similar plays, no matter how "out of control" an offensive player seems to be or how set a defensive player is.

So what's the holdup? Why hasn't the NFHS adopted this rule? It seems to be a no-brainer, win-win for everyone for multiple reasons: consistency, fair play, safety, etc.

Yes, it does cost money to paint your gym floor, but that argument is invalid when the three-point line was adopted and schools added it to their gymnasium floors because your teams could score more points. Let some yokel explain that one and hit him with points being a greater emphasis than player safety: argument over.

As a coach, it's extremely difficult to try and teach taking a charge, when you can do it 100% correctly, by the book and an official sees it differently, when it could be just as easy as knowing the call when an offensive player steps on the baseline, especially with a three-man officiating crew. Not only does it help the officials, but it would greatly benefit a coach who can teach the skill a little clearer to their players. And yes, it makes the game safer to play, which is the most important part.

Now rewind again to the third whistle: my player decides that he can take his man baseline after a tiptoe shot fake caused his own defender to jump. So after he makes the move and one dribble in, another defender makes an attempt to "get set" for a charge... but inside the lane...and again close to the basket. After two called charges, this senior is a little more aware that he is in danger for number 3. So as my player is making an attempt for a layup, the defender (who beat the offensive player to the spot) prematurely feels the contact and begins to fall to the floor a little too soon.



The whistle is blown. The ball goes through the hoop. A kid on our bench yells, "And One!"

The made basket is waved off, and the official signals for a charge, as both players attempt to stand up after crashing into a heap.

Again, same explanation, from the third official, with the emphasis on being there first.

Of course, I'm pretty peeved. I disagreed with the first two, only to have my player handed another bogus call. Since the defender was halfway to the ground, he wouldn't have obtained (maintained) his legal guarding position at the point of contact by my player. And once again, a restricted area would have eliminated any discussion or confusion, either by the officiating crew or from myself.



Now the last charge called was a pretty standard “coach and official saw it differently” call.

My player was on a fast break with another player, two on one. The ball was passed to my player who had already been popped for a charge three times, and the defender, standing at the edge of the lane, commits to a spot on the floor, stops, gets their feet set, with their hands up high, seconds before my player would potentially make contact with them. They were legally set. So, my player pulls off a very very slow methodical Euro-step to avoid contact. However, in the process of making this extremely slow, YMCA Senior League move, clips the shoulder of the defender, who loses his balance and falls sideways.

Whistle blown. Charge number four. The explanation stayed the same. Four for four. I obviously disagree, but at the point, why argue to no avail?

While a restricted area arc wouldn't have helped the last charge in this story, it would definitely help high school basketball. Our officials are tasked with an impossible task of calling this game.

It would be a major step into cleaning up the most controversial call an official can make, and could go a long way with making the game safer for our players. As coaches, we want our players safe and we want to teach them safe ways to play this game, whether it is taking or avoiding a charge, and when they do everything correctly and subjectivity takes over, it can be devastating. All parties involved want correctly called, safe games.

It's time to draw the line... ***literally***.

*(P.S. Kudos to anyone who understood the reference in this article's title and have a great taste in music)*



## **Creating a Culture: It Start with Relationships**

**By: Jordan Bidewell**

When Chris [Miller] asked me to write something for *the Hard Court Herald*, I struggled with a topic. I do not have many accolades in my head coaching career compared to others in our area. As a player I hit one shot that I have talked about for the last 15 years (that's a story for a different time). My dad, brother, and brother-in-law, are all better coaches than me in my mind. But I do believe that every coach contributes to the lives of their students no matter the record. I know, that sounds like something a loser would say. But it's true.

People at times have asked me about my coaching philosophy. Through the years it has changed based on which aspects I believe we should focus on. I grew up in a household that coached defense from the time I could walk. I try to base everything around defense. It is hard to ignore how the game has changed. The emphasis on scoring and the three point shot has changed how we as coaches prepare. One thing that hasn't changed in my lifetime is the relationships we build with our athletes. I believe that is the foundation of every great team. Below are a few things I do to try and create culture by first building a relationship with each athlete. My hope is that the relationships I build will carry over to an overall team effort that will affect the culture long term.

### **Start with the “Why”**

I have been asked by three different administrators in my tenure here to create an athletic handbook. Every time they have asked I have reasoned with them **not** to create one. Team rules, to me, should be on a case by case basis. I am in a high poverty school and not every kids situation is the same. There are some who have both parents. Many have one or are being raised by a grandparent. There are some who have gone days without electricity or slept in a car. There are some that don't have running water or had a full meal except what is provided at school.

Because of this I always try to understand the why before I make any judgment on how to handle certain situations. If I tie my hands to an athletic handbook, I set myself up for not allowing a kid to use basketball as an outlet if their situation causes them to miss a practice or not turn in an assignment.

Handle each situation with grace and use your own judgement. My kids have a running joke about “*Dr. Phil Days with Coach Bidewell*.” Many times throughout the years I have pulled one, or even groups of kids into the office just to talk about life. There hasn't been one athlete that has come through our program where we did not dig a little deeper into their lives outside of basketball. I use these times as a session to get things off their chest. Sometimes it starts with a simple, “*tell me how your week was last week.*”





I have always had a passion for coaching and helping kids, but I was hit with a wake up call one day.

I had a teacher friend send me a screenshot of one of my kids' status and it read: *"Athletes, they only care about you when you can offer them something."*

I had realized that since basketball had been over I didn't check up on him as much. I didn't ask him about his grades or how his home life had been. As much as I didn't want to admit it, he was absolutely right. Now, I try to make a point to keep that line of communication going. Whether they graduate, quit, or out of season, I make sure that they know that I care about them.

## **Discipline**

If I have heard it once, I have heard it a thousand times:

*"Kids just aren't just as respectful as they used to be. This generation doesn't care about anything."*

Who is at fault here?  
The kids? Parents?

We could argue for hours about this topic, but the truth is that most kids *want* discipline. Most of your athletes will respect you more for it. If you allow them to slack once, the next time they will a little more.



If sleeping in instead of coming to school on time is brushed off, then the next time, they will miss the whole day. These are still 16 and 17 year old kids.

They have not failed us. They aren't mature enough to even know how to yet.

We have failed them in allowing them to be content with lowered expectations.

In my years of coaching, I have noticed that the more you push a group, the bigger the response will be. You will have the occasional head case. You can't save them all. But you also shouldn't allow one athlete to ruin a group as a whole. This goes back to the main topic: ***The greater relationship I have with my kids, the harder I can be on them.*** They know a coach who cares and expects more out of them. Those that just yell to yell, slowly lose their kids as the year drags on.



## **How to “Handle” the Refs**

I know, this is not like the rest, but hear me out. Our kids watch us in everything we do. If we preach: “No excuses”, then why do we, as coaches, automatically go to “that one call” that could have changed the game?



My dad taught me early in my coaching career that I need to change how I treat officials. I am still not perfect in this. I have never been the ‘over-the-top’ kind of coach. But what I did do is blame refs for certain parts of the game. In doing that, I took away what I, as a coach, could be doing better. I focused on the calls instead of why my team was not put in the best possible position to win. When I changed my attitude towards refs, I noticed that my athletes didn't worry about the calls either.

We have a tradition in practice that when you don't get a call you like, you don't pout or get mad, you just holler out “*next play*”. We actually practice putting that situation behind us and moving on to the next play. I try to preach to them that if I feel like I need to take up for them, I will, but we can't control every call.

What we **can** control is how hard we play, how well we prepare, and how well we execute. If we do those things and still lose, we look at it that we were just over matched that game. I am thankful for the job that our officials do and treating them with respect during a game just teaches our kids how to handle things in the real world.

## **Trust**

When I first got to Clarkton, I had inherited a team who had had 5 different coaches in as many years. Needless to say, I had to earn their trust. Like many others in my profession, instead of coming in trying to earn their trust, I wanted to show them who was boss. This backfired on me immediately. I wanted 16-17 year old kids to give me everything they had, when I had only known them a week or so. I wanted kids, who had men in and out of their lives, to put full faith in me.

Again, see the title. The **only** way I could get the results I wanted was to put in work **myself**. I had to work to gain their trust.

This is the first step. Once I gained their trust, I could start to work on them being trustworthy students, and teammates.

Trust needs to happen on the court but is important off the court as well.

## **Community**

Lastly, the biggest part of building a culture for a team is to also become a part of the community and get them involved. Basketball in this part of the country has always had a strong following. Getting people to come to games isn't hard. The hard part is getting the support even when you don't deserve it.

One thing we do as a team is go around town during the off season and doing yard work or anything they may need. It is by far our biggest fundraiser. We do donations only. There are some big yards we may only get \$5. There are also small yards where we may get \$100. Our kids love it. It puts a face to the game. It gives the community a personal connection to the athletes.

We have had people come to games just to watch the kid who raked leaves in their yard. This shows the athletes that sometimes it takes a little bit of work, but they will have a fan for life. The community really loves to see the kids succeed. As a coach, I need to do everything I can to represent the community in the way I treat the kids. Basketball, as well as most sports, teaches kids how to be team players. It teaches kids how to handle adversity and that hard work pays off. These are the things that will help them when they enter the community themselves.

The main reason I state that community is the biggest part of building a culture is that one day those students become the community. I have former players who come to games and have stayed in the area and have become positive members of society. To me, that is the greatest win we as coaches can ever have.

## **It's about Us... But Not Really**

If you notice, most of the things that I've typed out is what us as coaches can do to help build the culture. I have seen coaches get that twisted. They try to change the culture by changing the way kids are. At the core, kids are still and always will be kids. They need to see someone lead by example. Culture doesn't start by kids doing things typed up on a sheet of paper. Culture is changed by a ***gradual*** process. It happens by adults being consistent in the implementation of how they want the program to be run. It is about us coaches in the sense that, most of the time, how our culture is as a team usually falls back on us... but it isn't *about* us.

The sport of high school basketball should always be about the ***kids***. Coaches should want to create a culture that gives athletes the best possible chance to become successful when they no longer play sports. Building a culture is not about building a state championship team: it is about building young men and women to go and change the world for the better!



## **Preparation**

**By: Justin Ford**

Coaches,

I truly appreciate and want to thank you for the opportunity to add to another edition of *The Hard Court Herald* Newsletter. As always, the challenge is to bring to value to the newsletter to either help other coaches, parents or players.

Recently, I was talking to one of my former high school coaches, Rob Harlow. We were about coaching hoops, and when he dropped the simple cliché:

*“The most prepared team wins.”*

Later, I began to think to myself, *“How do I know if my team is truly prepared?”*

Coaches can spend hours and days (depending on their schedule) preparing for a team or a number of teams. Preparation can look different for every team and/or coach. I feel a need to share this reflection, since it's one of the things I've struggled with as a new coach and knowing if I gave my players too much or too little preparation for a game.

We never truly know until game day arrives, and the plan is either executed or not. I condensed my thoughts into a few points. I would love coaches feedback preparation or tips to help them be as prepared as possible. As my good friend and mentor, Lee Richardson, told me to focus on 1 or 2 points pre-game don't give them too much.





## **Preparation Points**

- If it is counted and tracked, it becomes important
  - Stats
- Keep it Simple!
  - Only so much your players will understand
  - Don't overload them!
- Drill it, rep it, teach it, drill it, rep it, teach it
  - Over and over
- Watch game film
  - Streaming services everywhere
  - Give players at least 1 thing to watch for in film

I like to test my players basketball IQ. Sometimes, I'll ask what the advantages and disadvantages are for an opponent. I want to see if they truly understand some of the ways ***our team*** could be exploited in the upcoming game.

This gives me (and the players) instant feedback *before the game even starts*. Then, we work on our strengths and what we do well as a team. But we also want to keep in mind our own disadvantages against our opponent. Too much focus on those will typically lead to unwanted turnovers and frustration for coaches and players.

We repeat the process and continue to monitor and control the areas of the game that we can control. Usually, the team doing the right things within their own system improves their chances to win the game.



**Have an Article or Story you want to share?**

**Send it in to us so we can help you share it!**

**Chris Miller - Hard Court Herald Editor**

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## **Develop Your Coaching Superpowers: Cueing**

**By: Randy Sherman** (*originally published by FastModel Sports, December 24, 2020*)

*Superpowers such as delivering effective cues to players will help you level up in the coaching game. Develop your powers for big results.*

In the video game world, an adept player earns “superpowers” which help them advance to higher levels in the game. Through skillful play and experience, the character in the game earns x-ray vision or some form of advanced weaponry.

Those are the superpowers that give the character an advantage over their foes and help them reach deeper levels of the game. Play the game well and the character earns enough superpowers to be near invincible.

In the coaching world there are superpowers – earned skills a coach needs to become a master level player in the coaching game. This series will be about those superpowers. The key word here is earned, and earning involves making mistakes, correcting and learning until the superpowers become yours.

### **Cueing**

There is a coaching tool more powerful than any drill you can devise, any diagram you can download or any defense you can dissect and that tool is language. More specifically, using language to create “sticky” coaching cues.

In his book *The Language of Coaching*, Nick Winkelman Head of Athletic Performance & Science for Irish Rugby, spells out the power of cueing and using language that best impacts learning and performance when coaching athletes. The book is extensive, detailed and research-based. Here are some highlights that you can add to begin developing superpower level cueing.

### **Internal Cues vs. External Cues and Analogies**

Too often coaches teach players using internal cues. Research shows that external cues are more powerful. What is the difference?

When using internal cues, the coach is cueing the athlete by referring to body parts. They often uses directions pertaining to the limbs or joints active in the movement.

*“Tuck in your right elbow more.”*

*“Bend your knees a little deeper.”*

*“Your left hip needs to open more.”*

The instruction is rich with body parts (knee, elbow, hips, head, leg) and directions (right, left, up, down, under). The focus of the cues is internal or “within” the athlete’s body.



Research shows these are the least effective cues, although they do have a time and place. They are hard for athletes to tune into. Yet, if you were to record a practice session these are likely what the majority of your cues sound like.

External cues are stronger and more effective, but less rich with technical detail. A cue is given without focusing so much on the “how.” The focus is instead on the desired outcome.

*“Press off the floor.”*

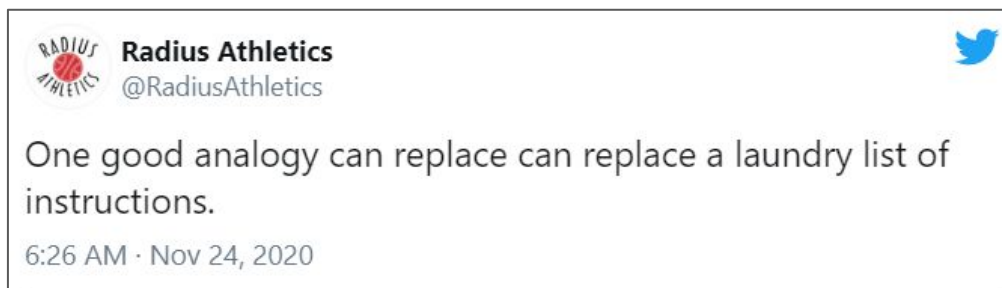
*“Throw your hands to the sky.”*

*“Push off the floor as hard and fast as you can.”*

While coaches may find it hard to believe that these cues without all the technical detail are superior, research suggests they are. You provide the external cue and the athlete selects a motor pattern that feels like it is accomplishing the task demanded in the cue. According to Winkelman, the last idea we put in our athlete’s head before they move should be an external cue.

## ***The king of cues is analogy.***

An analogy is nothing more than a comparison between something we are familiar with and something we are not. A coach uses an analogy that perhaps even taps into something outside the sport to compare a movement or idea the athlete is learning to something they are already familiar with.



You could drone on about “right hip” and “left elbow” while the athlete struggles, or come up with a helpful analogy and turn a lightbulb on immediately. Listen for usage of words such as “like” or “as.”

*“Your first step is like a base runner stealing second base.”*

*“Come through the space skinny as if you are sliding through elevator doors as they are closing.”*

*“Show me a stance like a boxer.”*

Winkelman goes on to explain different types of analogies — scenario-based, constraint-based and object-based.

## **Develop your superpowers**

The book is full of additional helpful information on the language of coaching. There are details showing the anatomy of a cue, tips on when to cue, cue length (hint: short!) and the role of attention in learning.

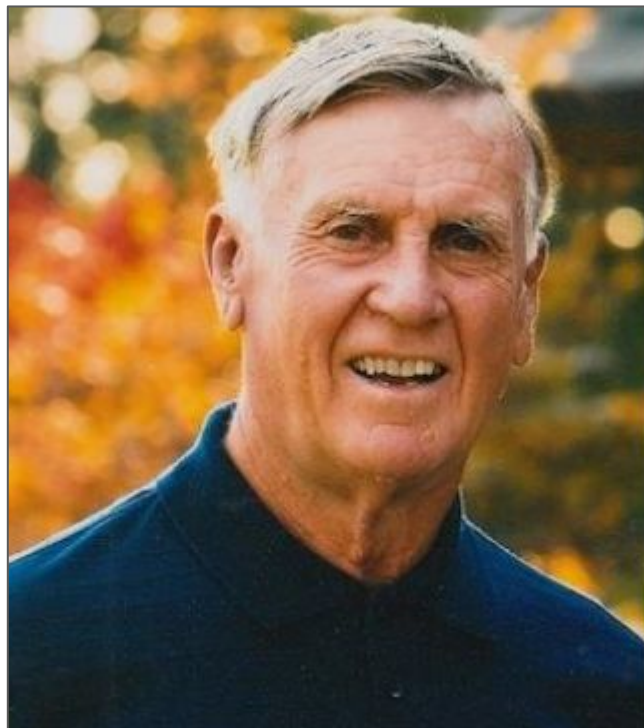
The bottom line is that effective teaching matters and effective teaching begins with effective cueing. In this sense, effective cueing is a coaching superpower.



## **Remembering MBCA Hall of Fame Member, Bob Brown**

Springfield - Bobby L. Brown passed away on December 25, 2020. He was born July 20, 1934 in Stoutland, MO. He is preceded in death by his parents, Bob and Nora Brown, wife Barbara A. Brown and his son, Bobby S. Brown. He is survived by his children, Pamela Brown of Jenks OK, and Bill Brown of Stoutland MO; grandchildren, Carson Brown and Jake Brown of Springfield MO; son-in-law, Roy Payton and his brother, Charles Brown of Richland MO.

Bobby graduated from Stoutland High School, Stoutland, MO. He also attended Southwest Missouri State University on a basketball scholarship and earned a Bachelor's degree in Education. He earned a Masters at Drury University. He met his wife Barbara Brown, while going to high school in Stoutland, MO. They later married on August 28th, 1954 at the First Baptist Church of Sedalia, MO.



Bobby Brown excelled at everything he did. He was an outstanding husband and provider for his family. His children grew up with passion and drive. He was strong and caring while he taught his children to be strong and independent. He had a great love for his grandchildren and always made sure they had everything they needed.

Bobby Brown received numerous coaching awards over his career. He was first inducted into the Missouri Basketball Coaches Association Hall of Fame as a charter member. He then was inducted into the Missouri Sports Hall of Fame and finally the Springfield Sports Hall of Fame.

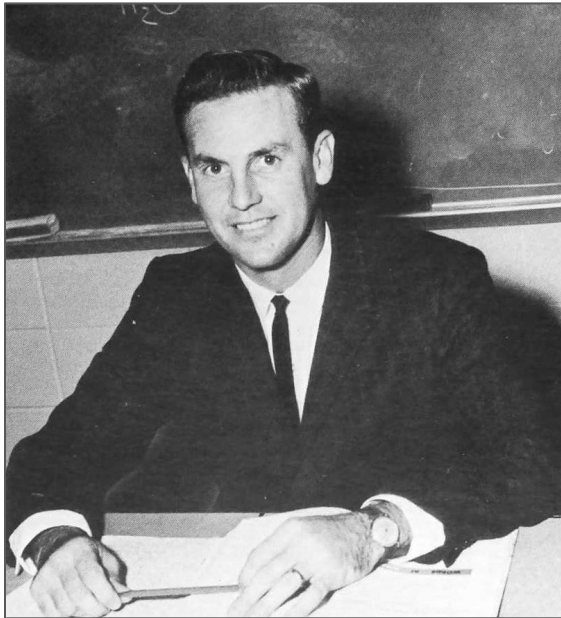
Bobby Brown, a native of Stoutland, MO, began his coaching career at Richland High School in 1956, where he coached for three years and compiled an 80-17 record while finishing 3rd in the State tournament in 1957 before moving on to Bolivar High School. Coach Brown then spent four years at Bolivar and compiled a record of 93-35, highlighted by a 30-4 record and state Class M Championship in 1960. Coach Brown moved to Ruskin High School in KC in 1962 and compiled a record of 40-11. Coach Brown became the head basketball coach for the Parkview High School Vikings of Springfield in 1966 and coached the Jolly Green Giants to a 27-1 record. The team finished 2nd in State and still remains the only Springfield Public School to complete a regular season undefeated. Coach Brown made another trip to the State tournament in 1981 where his team finished 3rd with a 26-4 record. In 1986 he retired from teaching and had a record of 581-242. A 19 per season win average for his first 30 years. Upon retirement Coach Brown made the trip to the University of Tulsa with his son Billy to continue his coaching career. Coach Brown remained on staff with TU for two seasons and made a trip to the NCAA tournament before moving on to Western Kentucky University for three seasons. He made a brief stop at Ponca City High School before returning to Springfield Catholic in 1993 and served there for his final six years of coaching. Over his coaching career, he took teams to the state tournaments a dozen times and won numerous conference championships and compiled a record of 691 wins and 353 losses. He was always there to mentor his son's coaching career with enthusiasm and dedication. He loved defense, and he loved basketball.

# ***THE HARD COURT HERALD***

*The official Newsletter of the Missouri Basketball Coaches Association*



Bobby Brown enlisted in the Missouri National Guard in 1958. The military was just as important to him as the profession of coaching. He saw his rank rise over the years until he reached the rank of Colonel. His assignments included Chief of Plans and Operations at Headquarters Stark, Commandant of the Missouri Military Academy and Commander of Medical Battalion. He was very proud of his service. In 1988 Colonel Bobby Brown retired from one of his lifelong passions.



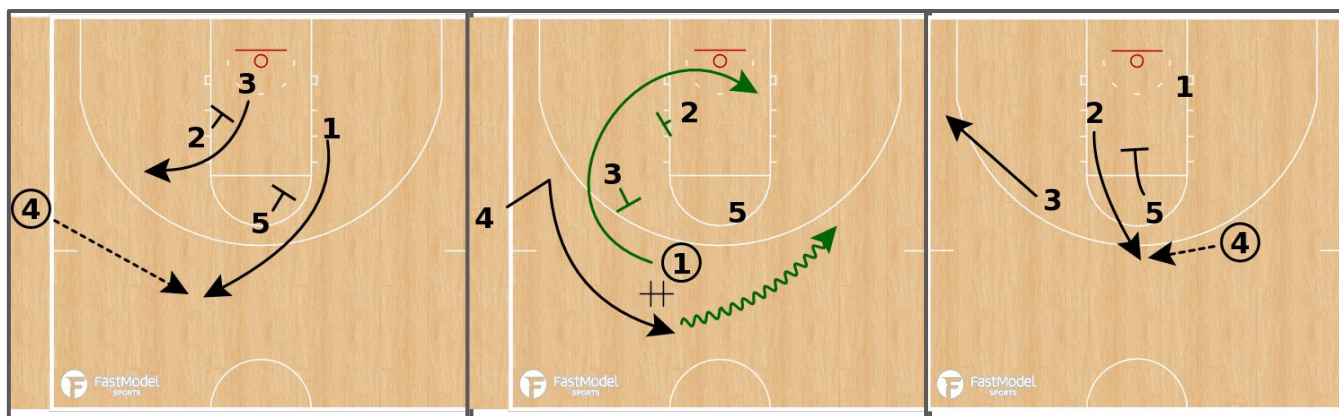
Bobby Brown had a dream to keep and maintain the property that he was raised on. The family farm was homesteaded in 1861. He worked very hard to purchase the property from his siblings when his father passed away. Upon his purchase of the property Bobby and Barbara started a registered herd of Charolais. To this day the herd has direct bloodlines to the 3 cows they purchased. He has seen his herd grow and property expand over the past 40 years. He also, had a love for wildlife and conservation. He would spend many of hours with Bobby Scott hunting quail on a cold afternoon. He enjoyed the sight of a well-trained dog locating a covey in the brush.

His love for his wife Barbara was so very strong and was there for all to see as they spent many hours sitting together and just holding hands. People would always say they admired their love and support for each other. Bobby's eyes would light up when Barbara walked into the room. He would always refer to Barbara as Sugar.



## **Our Featured Play**

### **Milwaukee Bucks - Power SLOB**



2 screens for 3,  
5 screens for 1;  
4 enters the ball to 1

1 dribble handoff to 4,  
3 and 2 back screen for 1

5 down screens for 2;  
4 passes to 2 or 1

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## **MBCA Milestones Submission**

The Missouri Basketball Coaches Association celebrates the accomplishments of some of the finest coaches in the nation.

We would like to recognize those coaches who have achieved success through longevity and victory in the sport of high school basketball. Although we coaches realize that “wins” alone do not measure success, it is a quantitative way that the association can give recognition to those coaches who have established “winning” traditions at the high school’s at which they have coached.

If you have a milestone to submit, email [william.gunn@kirkwoodschoools.org](mailto:william.gunn@kirkwoodschoools.org).





## **2020 MBCA Hall of Fame Induction Set**

We put this same piece in the last newsletter, but wanted to remind everyone of the upcoming event.

The Missouri Basketball Coaches Association is proud to release their 2020 Hall of Fame class to be inducted at a ceremony on Saturday, May 15, 2021 at 1:00 pm.

**WE ARE STILL CALLING THIS THE 2020 CLASS,**

**WE WILL HONOR THE 2021 CLASS THE NEXT DAY.**

The Missouri Basketball Coaches Association is proud to release their 2021 Hall of Fame class to be inducted at a ceremony on Sunday, May 16, 2021 at 1:00 pm.

The induction ceremony will take place at the Double Tree Hotel in Springfield, Missouri. Tickets for the event may be purchased from the Missouri Basketball Coaches Association for \$25 at the door or through a board member. Tables may also be purchased at a discounted cost. The Hall of Fame banquet will open at 12:00 pm and lunch will be served at 1:00 with the ceremony to follow.

Those interested in attending and purchasing meal tickets, please contact MBCA Directory Denny Hunt: [dennyhunt@mobca.org](mailto:dennyhunt@mobca.org)

### **The MBCA Class of 2020 Hall of Fame Inductees are:**

Jeff Bowland  
Greg Buescher  
Steve Combs  
Nancy Fahey  
Duane Hiler  
Gary Koch  
Gerry Marlin  
Pete McBride  
Todd Shannon  
Steve Shepherd

Gary Filbert Lifetime Achievement Award Winner: Cheryl Burnett

## ***MBCA Membership - What It Means To You***

**You'll be a part of a group larger than yourself, your program, your school, your conference or your district**

- A vast wealth of knowledge, experience and ideas just waiting to be tapped.
- A chance to share ideas and be a mentor to other coaches. In addition to learning from others.
- The opportunity each fall to be a part of one of the nation's largest and fastest-growing clinics.
- Choice of submitting dues by P.O., mail or online for membership, clinic or our traditional, money-saving membership/clinic combo.

### **Sponsorship of great events for our state**

- MBCA Clinic, one of the largest in the nation
- Norm Stewart Classic @ Columbia College
- MBCA Academic All-State Mr & Miss Show-Me
- Recruiting Showcase for D-1 players (six state event)
- Recruiting Showcase for non D-1 players (Missouri players only event)
- Basketball Banquet

### **The many opportunities to honor our players**

- Mr & Miss Show-Me Basketball
- Players-of-the-Year in each class
- All-State squads
- Academic All-State squads
- Curtis Kerr Student-Assistant of the Year
- All-District team selection

### **The many opportunities to honor our peers**

- MBCA Coaches Hall of Fame
- Century Club (honoring coaches each year who attain career win 100, 200, 300, etc)
- Class level Coach of the Year
- Cub Martin Assistant Coach of the Year
- District level Coach of the Year & Eligibility for the NHSBCA Coach of the Year Award



### **Special Bonuses**

- Automatic membership in the NHSBCA (National High School Basketball Coaches Association @ [www.nhsbca.org](http://www.nhsbca.org))
- Your voice via MBCA member seated on the MSHSAA Basketball Advisory Committee
- Liability insurance, specifically related to coaching, provided for all members of the association. Click Here for information about your insurance.
- "The Hard Court Herald" The country's most comprehensive coaching association-sponsored newsletter
- 15% member discount when ordering products from Collegiate Awards

### **NHSBCA PLAYBOOK APP**

- Receive your own license to NHSBCA Playbook app making it fast and easy to create and keep an animated breakdown of all your strategy concepts in one secure place.
- This app is purchased by the MBCA through the NHSBCA, so it is free of charge to all MBCA members.

**Most of all...it's about PROMOTING BASKETBALL IN THE STATE OF MISSOURI**

**To register for membership online,**

**Visit: <https://mo.nhsbca.org/mbca-membership>**

## ***MBCA Membership - What It Means To You***

To register for membership offline:



### **2020-2021 MBCA MEMBERSHIP APPLICATION FORM SCHOOL:**

SCHOOL: \_\_\_\_\_ CLASSIFICATION: \_\_\_\_\_

MEMBERSHIP:

\_\_\_\_\_ Individual Membership (\$40, \$45 after February 1st, 2020)

\_\_\_\_\_ Two Coach Membership (\$80, \$90 after February 1st, 2020)\*

\_\_\_\_\_ Staff Membership (\$100 Three or more coaches, \$110 after February 1st, 2020)\*

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

Coach: \_\_\_\_\_ Coach's Email: \_\_\_\_\_

\*You may register online ([www.mobca.org](http://www.mobca.org)) or send Check, Money Order or Purchase Order to:

c/o Shawn Erickson  
14860 State Road DD  
Festus, MO 63028  
[info@mobca.org](mailto:info@mobca.org)

Everyone who completes an OFFLINE membership form will receive an invoice via email.  
If you have questions, please visit the membership page on [mobca.org](http://mobca.org) or e-mail [info@mobca.org](mailto:info@mobca.org)



## **Nomination Form**

### ***Missouri Basketball Hall of Fame***

**Sponsored by the Missouri Basketball Coaches Association**

Coach's Name: \_\_\_\_\_

School(s) coached at and record at each school:

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Nominated Coach's

Phone: \_\_\_\_\_  
                                    School                                      Home                                      Cell

Nominating Coach's Name: \_\_\_\_\_

Nominating Coach's Phone: \_\_\_\_\_  
                                    School                                      Home                                      Cell

Career Honors

Received: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nominating Coach's

comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nominating Coach's Signature: \_\_\_\_\_

Coaches with 500 or more wins in Missouri are automatic qualifiers. Please mail form or seek more information by contacting Brad Conway, Hall of Fame Coordinator, at the following address:

Brad Conway  
Jefferson City High School  
609 Union Street  
Jefferson City, MO 65101

**Return this form by December 1. YOU MUST BE A MEMBER TO SUBMIT A NOMINATION.**

## **Nomination Form**

### ***Richard Fairchild Coach of the Year***

**Sponsored by the Missouri Basketball Coaches Association**

Nominated Coach's Name: \_\_\_\_\_

School: \_\_\_\_\_

School Classification (circle one): 1 2 3 4 5 6

(circle one): Boys    Girls

Nominating Coach's Name: \_\_\_\_\_

**You must coach in the SAME classification as the individual you are nominating!**

Nominating Coach's School: \_\_\_\_\_

Reason for Nomination: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mail all nominations by March 15, 2016 to:

Shawn Erickson, MBCA Office

14860 State Road DD

Festus, MO 63028

**You MUST be an MBCA member to nominate!!!**

## **Nomination Form** ***Academic All-State***

**Sponsored by the Missouri Basketball Coaches Association**

Player Name: \_\_\_\_\_ Select:      Boy    Girl

School: \_\_\_\_\_

Player's Home Phone: \_\_\_\_\_

Coach's Name: \_\_\_\_\_

Coach's Phone: \_\_\_\_\_

School

Home

Cell

Coach's email: \_\_\_\_\_

The individual being nominated for Academic All-State must meet the following qualifications:

1. Senior standing
2. Started 90% of his or her team's games or played in 75% of the total team quarters played.
3. Possesses outstanding moral character.
4. Has ONE OR MORE of the following verified minimum scores:
  - a. ACT score of 27 composite or above
  - b. SAT score of 1920 composite or above
  - c. PSAT score of 185 selection index or more
5. Grade-Point Average of 3.25 out of possible 4.0 (or equivalent on alternate grade scale)

Please List Senior Season Basketball Statistics: PPG\_\_\_\_ RPG\_\_\_\_ APG\_\_\_\_ SPG\_\_\_\_ FT%\_\_\_\_  
FG%\_\_\_\_ Other\_\_\_\_\_

**---SCHOOL PRINCIPAL MUST VERIFY ALL OF THE APPLICABLE ITEMS---**

Coach's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

**---AN OFFICIAL TRANSCRIPT MUST ACCOMPANY THIS NOMINATION---**

All student-athletes who meet ALL of the required criteria will be honored as members of the Missouri Academic All-State team. Please send additional information to your district representative. **YOU MUST BE AN MBCA MEMBER TO NOMINATE FOR THE ACADEMIC ALL-STATE TEAM.** Mail all nominations to the following address by March 15, 2016:

Shawn Erickson, MBCA Office  
14860 State Road DD  
Festus, MO 63028

**COACHES.....THERE IS A LATE FEE OF \$10 EXTRA TO BE ADDED TO YOUR MEMBERSHIP IF YOU JOIN AFTER FEBRUARY 1!**



**Nomination Form*****Kevin "Cub" Martin Memorial******Missouri Assistant Basketball Coach Of The Year*****Sponsored by the Missouri Basketball Coaches Association**

This award is being awarded in honor of the late Kevin "Cub" Martin, the long-time assistant basketball coach at Nixa High School. A lifetime resident of Nixa, Kevin's committed loyalty to his students, players, family and friends was always proudly displayed and never questioned. He was a source of inspiration to all he came in contact with. His legacy is one that will now live on in honoring those who give of their time to basketball in our state in a manner befitting Kevin's life and career.

**CRITERIA**

Outstanding Character

Loyalty

Commitment to Program and Community

Sportsmanship

Ethics

Selflessness

Leadership

Longevity at a School/Program

**NOMINATION REQUIREMENTS/PROCESS**

Nominating coach must be a member of the MBCA

Applicants will be sorted and honorees selected by the MBCA board

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Fill out the space below with appropriate information and return by March 15, 2016 to:

Shawn Erickson, MBCA Office

14860 State Road DD

Festus, MO 63028

Assistant Coach Nominated: \_\_\_\_\_

School Affiliation: \_\_\_\_\_

Years at School: \_\_\_\_\_

MBCA Member Nominating: \_\_\_\_\_

**\*\*\*\*In addition to this form, please submit a letter of recommendation including:****1) career overview of nominee****2) reason for nomination**

## **Nomination Form**

### ***Curtis Kerr Memorial***

## ***Missouri High School Basketball Student-Assistant Coach Of The Year***

**Sponsored by the Missouri Basketball Coaches Association**

This award is being presented in honor of the late Curtis Kerr, a four-year basketball manager during his time at Elsberry High School. Though Curtis lost his life at a very early age soon after graduating from EHS, his dedication and devotion to the Indian basketball program will and should never be forgotten. This award will not only carry on Curtis' legacy but give just due to those hard-working young men and women who do all the previously-unsung work that makes a high school basketball program go.

The winner of this award will be honored at the annual MBCA Academic All-State Banquet in April and all nominees will be listed in the May Edition of the MBCA newsletter ("*The Hard Court Herald*").

### **CRITERIA**

- 1) Outstanding Character\*
- 2) Devotion to Academics
- 3) Loyalty
- 4) Commitment to Program (must have served as a manager for your program for at least three seasons)
- 5) Outstanding Work-Ethic

### **NOMINATION REQUIREMENTS/PROCESS**

Nominating coach must be a member of the MBCA

Applicants will be sorted and honorees selected by the MBCA board

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Fill out the space below with appropriate information and return by March 15, 2016 to:

Shawn Erickson, MBCA Office  
14860 State Road DD  
Festus, MO 63028

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

High School: \_\_\_\_\_

Years as Student Assistant: \_\_\_\_\_

MBCA Member Nominating: \_\_\_\_\_

MBCA Member Contact Info: \_\_\_\_\_

Phone

Email

\*\*\*\*In addition to this form, please submit a letter of recommendation from nominating coach.

**PLEASE SUBMIT THIS FORM AND LETTER BY MARCH 15, 2016!**