

NISCA Journal

Official Publication of the
National Interscholastic Swimming Coaches Association of America, Inc.



In this Issue:

Eddie Reese Stroke Tips

Flexibility

Swimming in College

The Ted Mullin Story

Goal-Setting: Process Goals

Obstacles to Success

The Birth of Texas Water Polo

Combating Getting Older

Life After Coaching
the GoSwim Pullout...

...and much more!

November-December 2021



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THE NISCA JOURNAL

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November-December 2021



Table of Contents

President’s Letter.....	3
Letterhead and Zone Information.....	4
From the Editor.....	6
Thoughts to Ponder and Notable Quotes.....	7
Eddie Reese: Tips For the FIVE Competitive Strokes, by Chuck Warner (adapted).....	8
Commentary: Life After Coaching.....	10
Making a Difference: The Ted Mullin Story and the Hour of Power Relay.....	12
Flexibility, by Karl Hamouche, MD.....	15
Athlete Journals and Logs: Your Brain Is Listening, by Aimee Schmitt.....	20
Goal-Setting: Process Goals (adapted).....	21
Members Spotlight Part I, by Annette Thies.....	22
GoSwim Pullout: “Today Matters” and “Freestyle-Reach Full Extension”, by Glenn Mills.....	Centerfold 1-4
Members Spotlight Part II, by Annette Thies.....	25
Commentary: Combating Getting Older.....	28
Water Polo: The Birth of Texas High School Water Polo, by S.R. “Mac” MacDonald.....	29
Swimming in College, by Adam Schmitt.....	30
Notes From All Over: Obstacles to Success.....	31
The Daily Coach, Part I.....	32
The Daily Coach, Part II.....	33
2022 NISCA Conference Registration Forms.....	35, 37
2021-2022 All America SCY and SCM Time Standards.....	39-40
Reading Recommendations from The Daily Coach.....	41
From the Vault, Part I, Courtesy Swimming World Magazine.....	42
From the Vault, Part II, Courtesy Swimming World Magazine.....	43
Team Spotlights: Bay City (TX) and St. John XXIII College Preparatory (Katy, TX).....	IBC



Front cover image and back cover photo: Photographer, writer, painter, swimmer, and travel guide Heather Perry joins the NISCA Journal crew as a contributor and resource. She has many passions, but water has been her route to each of them. She was always interested in photography, but as her life evolved and her career came into focus, photography and water became equal partners. Already an experienced marine naturalist and diver, she started her photo journey with a class on underwater photography at Brooks Institute of Photography, exploring the best of both worlds. She began making photos in the ocean long before anywhere else. Heather is a former competitive swimmer and lives in Bath, Maine.

Hasty Awards, previous b/w ad from Mar-Apr issue



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Dear NISCA Membership,

I hope this edition of the NISCA Journal finds you and your team doing very well. Back in September a NISCA leadership team met in Orlando at the ASCA World Clinic to lay the groundwork for the coming year. We were fortunate to be able to attend the presentations made by NISCA coaches Ron Blanc (California) and Josh Runkle (Illinois) and had the opportunity to informally meet with Ron and Josh and hear about the great things they bring to their athletes and their coaching communities. We are very thankful for the work that has been done by Kyle Bedalov (Wisconsin) and Kevin Pierce (Pennsylvania) on an outstanding line-up of podcasts focused on high school swimming and coaching. These are great examples of NISCA coaches going the extra mile to help other coaches.

I'd like to share a short story about Emma, who is a freshman on my high school team. Emma came to us with very little competitive experience, but she has made great progress and I see a bright future for her in our sport. She asks a lot of questions about improvement, listens well, and works hard to make the suggested changes. A couple of weeks ago, Emma approached me and asked if she could sing the national anthem before our next meet. Emma auditioned for our coaches and did a great job. On meet day, with the expected nerves, she did a nice job but also hit a few clunkers in an otherwise fine performance. Emma was very upset with herself, and I wondered how she would respond. As I had hoped, Emma approached me and said "Coach, can I have another chance? I promise I'll fix it". She nailed her next performance and I'm confident she'll be a valued contributor to our team, both in the pool and on the microphone, in the coming years.

I believe that the coaches who are picking up this Journal and reading the great content that Dana Abbott has put together for us, have a lot in common with Emma. We ask a lot of questions, we want to improve, and we aren't afraid of taking risks. We seek opportunities to learn. We know that if we try something and it doesn't work, we'll figure out how to fix it. The NISCA Annual Conference is a great place for coaches to ask a lot of questions and grow in our profession. I hope you can join us in Atlanta from March 23 – 26, both to help you grow as a coach, and to help strengthen NISCA as an organization.

There is a lot of work to be done to move NISCA forward to expand and strengthen the foundation that supports high school coaches around the country. Much of that work takes place at our conference. Just as Emma used her non-swimming skills to help her high school program, I'm asking you to attend our conference and share your talents with NISCA so we can help coaches of all experience levels improve their coaching. In addition to the business meetings, we have plans for a range of speakers as well as networking opportunities.

I'm going to steal a line from Ron Blanc's talk at the ASCA Clinic. Ron was making a point about getting swimmers to buy into the coaching they are receiving and said something like "If they see A causes B, they'll want to do more A because they want more B". The same can be said for our involvement with NISCA. I look forward to the NISCA Annual Conference every year because it has always helped me grow as a coach. I hope you make plans to join us in Atlanta.

I wish you continued success in your coaching!

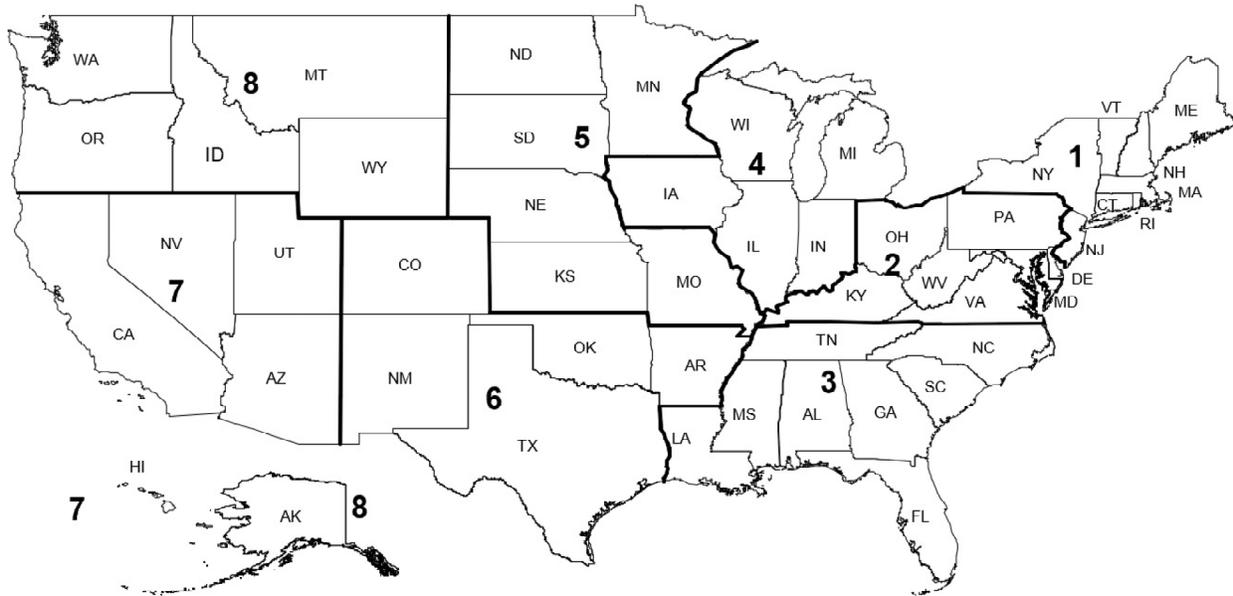
Tim



Editor's Note: NISCA's Kyle Bedalov interviews Ron Blanc in the NISCA podcast
HERE: <https://tinyurl.com/vwph6v78>

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FROM THE EDITOR, Dana Abbott

The holidays and their meals are just around the corner, and I don't mean the buckets of leftover candy corn and M&Ms (hah! like there ARE any left over!), but direct your attention to Thanksgiving and Christmas and Hanukkah and all other holiday feasting. If we're not careful, we may tack back on the pounds we worked so hard to lose over the summer when we were allowed to go outside and play with others again.

There are two Facebook pages I happily have stumbled across that celebrate and share "swim art": "Swimming Art" and "Art For Swimmers". I like wandering over there occasionally for a different look at how other people look at swimming, either as a sport or a recreational activity. Are you or any of your athletes budding or accomplished artists? Send us your results. If selected for inclusion in the Journal, you'll get full credit; if your art is for sale, we'll mention that, too! Send to journal@niscaonline.org with ART in the subject line!

During the big shutdowns and lockdowns last year, Katie Le-decky was forced to swim by herself in her own lane (my favorite way to swim at the local YMCA!). She joked, "actually it has helped me improve my straight swimming at meets. I used to circle swim." She was joking, of course (was she?), but isn't that a big deal with so many of our swimmers, swimming in a big ellipse when racing, keeping the right shoulder up against the lane line (or left shoulder, if you're swimming backstroke)? One veteran coach I know used to regularly have his swimmers reverse direction and take a day going in a clockwise path (like the Aussies). "I hate it when they hug the lane line until the last 5 yards and then make a hard cut to the middle for the turn, coming into the wall at an angle, and then pushing off at an angle to get to the other side. It's more pronounced in the younger kids, but you see it in the veterans, too." If you have proven methods to help swimmers avoid the circle and swim straight, drop us a line and share your wisdom!

Can a sitcom help you "Lasso" your inner Eddie Reese? Utah Jazz coach Quin Snyder took advice from "Ted Lasso" (Apple TV+) in dealing with a stressful situation during the NBA playoffs, and drawing on a "Ted Lasso" team pep talk, told his players they needed to be like a goldfish, which reportedly has a memory of 10 seconds, in dealing with it. Get past it, get over it, forget it, move on and play like the team they could be.

One of the show's creators and writers, Brendan Hunt (he also plays Lasso assistant Coach Beard) said, "I think it used to be an accepted leadership tactic to essentially abuse people, [but now we] see better ways to get the best out of people." Tyranny is out, empathy is in, writes WSJ's Ben Cohen about the new paradigm: "Coaches are getting the most out of their players by relating to them, not dictating to them, while keeping them accountable without coddling them. They are behaving like Ted Lasso." Joe

Wituschek, who writes for iMore.com, a website that helps people get more out of their Apple devices, says, "It's not surprising to see a real coach recommend the series so adamantly. The lessons taught from the fictional character like patience, respect, and kindness certainly apply in the real world." Cohen adds: "The best coaches are the best managers of people."

We think the coaches following this "new" paradigm are behaving like Eddie Reese has behaved for more than four decades. Chuck Warner and I were fortunate enough to work alongside Coach Reese and observed this "new style" of coaching over 40 years ago. We wrote a book about him that chronicles his life's journey and the amazing way he treats not just his athletes, but everyone he meets. UNC's Mack Brown knew Eddie when Brown coached the Longhorn football team (1998-2013). He says simply, "The lessons recounted in this book are invaluable for anyone interested in becoming a better leader... He represents the best of what it means to be a coach and mentor."

Golden State Warriors coach Steve Kerr is also a fan of Lasso. "The guy [Lasso] ...has created a great atmosphere with the club that leads to winning." Cohen reaffirms: "The coaches who are secure enough to empower people around them tend to be the ones who understand that a good idea might come from anyone or anywhere."

Have you read *EDDIE REESE: Coaching Swimming, Teaching Life* (available in the NISCA Store)? Have you watched *Ted Lasso*? We recommend both. Let us know what you think!



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Thoughts to Ponder

Excerpted and adapted from the article “God’s Jigsaw Puzzle Needs Every Piece” in the Wall Street Journal, July 15, 2021, by Mike Kerrigan, a lawyer in Charlotte, NC:

Jigsaw puzzles require patience, but patience for what? For recreating a picture that consists of far more nonessential than essential pieces. More parts of Mona Lisa’s background, for instance, than her enigmatic smile. Are there people in your life without the mark of anything interesting about them? How’s this for an epiphany: **LIFE IS A JIGSAW PUZZLE AND WE ARE LOOKING AT ITS PIECES ENTIRELY WRONG.** There are no indispensable persons in the creator’s world. A background piece is no less essential than one completing Mona Lisa’s smile, for a gap anywhere destroys integrity everywhere. That I cannot see everyone’s essential nature makes it no less so. This is my challenge: to look for unique beauty in others, to trust it’s there when hardest to discern, and to accept humbly how others won’t always see it in me. Mere pieces, we lack perspective to see that we’re all essential to the whole.

Editor’s comment: This short article hit me like a sledgehammer. How many times do we have kids on our teams (or in our classrooms) that lack “the mark of anything interesting about them”? They are often ignored, dismissed as unimportant or unable to contribute, or even cast aside. Mr. Kerrigan suggests that they are -all- essential. I think he is right. And I’m privileged to know a lot of swim coaches who already function at that level of awareness and understanding.



NOTABLE QUOTES

“The data we collect from each failure helps us to get one step closer to success”

- Elon Musk

“Genius without education is like silver in the mine”

- Benjamin Franklin (I think there should be a related corollary about talent without coaching/guidance)

“Drills are useless unless they are done correctly and with focused purpose”

- Anonymous (Don't tell your swimmers to do drills if you are not going to ensure they are being executed properly.)

“I think the people we associate with define our happiness”

- Fay Vincent, MLB Commissioner, 1989-92

“Sometimes magic is just someone spending more time on something than anyone else might reasonably expect”

- Raymond Joseph Teller (of Penn and Teller fame)

“The water is where I feel most myself. It strips away inhibitions and cradles the body and mind like nothing else I have experienced. It simultaneously connects me to my true nature and the natural world”

- Heather Perry, photography expert for National Geographic, accomplished artist and contributor to the NISCA Journal

DRILLS:

Eddie Reese: Tips For The FIVE Competitive Strokes

Adapted from "EDDIE REESE: Coaching Swimming, Teaching Life", by Chuck Warner

"Stroke work is like yardwork or housework. If you do not keep up with it, it just gets so bad." - Eddie Reese

It is widely acknowledged that The University of Texas' Eddie Reese is the GOAT. He knows how to train people and get them to go fast, but what he focuses on most is arguably technique.

"There are no little mistakes."

His teams concentrate on refining the little things - *the details*. Often he will have the swimmers partner up and watch each other, telling each other what they see and what can or should be changed in their technique.

But the strongest "muscle" in the swimmer's body is probably the brain. All the teaching and instruction in the world is not a guarantee that changes and improvements will take place.

"Coaches can't make stroke changes; the swimmer has to decide to make them."

Following are Eddie Reese tips for the five competitive strokes. "Five?" Yes, FIVE.

I. FREESTYLE

- Recover your arm with a high elbow.
- Water level is in the middle of the crown of the head.
- Enter as though you're finishing your last stroke.
- Pull with the fingers pointed toward the bottom, as much as possible.
- Keep the elbow higher than the hand.
- Put the head directly back in body line after a breath.

"The best entry anybody on your team makes is when they reach [their hand] for the wall, as they finish. So we teach "reach for the wall." (*see GoSwim inner centerfold topic!)

II. BACKSTROKE

- While the eyes focus on the ceiling (straight up) the shoulders rotate like they're 'on a barbecue skewer' running longitudinally through the center of the body.
- The hands enter at 11 and 1 o'clock relative to the center line of the body.
- The pinky finger cuts into the water like you're cutting through butter with no mess.
- The hands start slow, accelerate through the pull, and finish fast, recovering quickly.

"The strongest and fastest backstrokers have the hand [pulling] further out from the body."

III. BREASTSTROKE

- Start and finish each stroke looking at the bottom of the pool in a full streamline.
- Watch what the hands do. They can get in the way (unless you circle them forward).
- Wait for your feet to touch prior to pressing the hands outward to begin each stroke.
- The glide time depends upon how strong the kick is.
- When your head is out of the water for a breath, look at the end of the pool.

"When your arms can't move in breaststroke, your legs are going to go soon."

IV. BUTTERFLY

- Hands enter at shoulder width.
- The breath is taken on alternate strokes, with the chin on the surface.
- The most important thing for the coach to look for is what the hips are doing.
- The hips rise as the feet go down.
- The hands snap through.

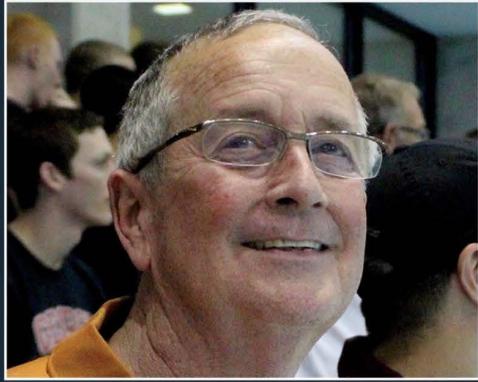
"If you can't kick fly, you can't swim fly."

V. UNDERWATER DOLPHIN KICK

In the late 1980s and early 1990s when underwater dolphin kicking was beginning to explode as a means of achieving speed, UT's Eddie Reese quickly named it "the fifth stroke." When FINA (Federation International de Natation) changed the rules to allow a dolphin kick on the start and turn in breaststroke, the 'fifth stroke' became a weapon in *every* stroke.

"The best way for younger kids to learn fly kick is on their backs with the hands at the side."

"If you feel your feet kick on [the top of] the water, you're kicking too big."



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[Excerpt from book, on **Leadership**]

The word "leadership", especially in coaching, can bring to mind a commanding figure pushing the group forward. Eddie Reese is not that type of leader. His combination of kindness, high moral character, and striving for excellence signals team members and staff alike to find similar qualities in themselves. He models a standard and then constantly and selflessly coaches everyone around him, nurturing them to likewise develop those qualities, embrace them, and let them shine.

Eddie Reese's enthusiasm for engaging those around him in the process of swimming faster motivates nearly all his athletes. Athletes who lose their passion for improving and can't rekindle it, even with the help of a coach, are probably not suitable for an Eddie Reese team. If a swimmer is all-in, Eddie's all-in. And whether you are an athlete or a staff member of an Eddie Reese-coached team, his desire to support you knows no limit.

Coach Reese's leadership qualities include an internal persistence of striving for excellence. And he has the confidence that over time, by doing the right thing, his athletes and teams will be successful in reaching it.

***No printed word, nor spoken plea can teach young minds what they should be.
Not all the books on all the shelves - but what the teachers are themselves.***

-Rudyard Kipling

Life After Coaching: When Retirement Comes, What Then?

Compiled by Editorial Staff

"The Enigma of Arrival" is the title and theme of a novel by the Nobel laureate V. S. Naipaul. What is it about arrival that is mysterious? Simply that one's imagination of a destination, even a place for which one has prepared and striven, will never quite be one's eventual experience of the place.

So begins a wide-ranging discourse* on the study and actual experience of retiring, from David Ekerdt, a former professor of sociology and gerontology at the University of Kansas in Lawrence. Even for someone who spent much of his professional life for over 40 years studying the topic, and much more so for those of us who haven't devoted that much time, the actual act of and experiences resulting from retirement were ... "mysterious."

Through surveys and interviews, I have explored how men and women prepare for, enter and adapt to retirement. I have kept current with everything written about the transition. As I reached retirement myself, it should have held no surprises for me. It was all planned and orderly. Enter the enigma of arrival.

Ekerdt shared many of the same thoughts and observations encountered by those of us who have retired or are about to retire, and may have had the same questions many pre-retirees have considered: *I am going to have all this free time, what will I do? Will an increased amount of togetherness be good for my spouse/partner and me? We won't be tied here because of employment, should we move?*

Your colleagues have been your at-work and sometimes away-from-work support system and resources, can you function well without them? What are you going to do with all the books and magazines and other "stuff" that has accumulated in your school office (if you were fortunate enough to have one) during your career? Are you going to bequeath it to your successor? Take it home? Donate it to a deserving up-and-comer in our profession? Sell it on Market Place or have a garage sale?

Have your daily school/pool routines become something you still enjoy, or have they morphed into drudgery? What will you replace them with? Will a new routine retain its newness and spark, or do you even *-need-* a routine? Some retirees are viewed by others as prime candidates for volunteer work of some type, will you be one of those? Or will the requisite "routine" of a regular volunteer commitment cause you to think of the infringement on your free time and prevent you from stepping forward to take part?

Ekerdt keenly noted, *"Retirees overwhelmingly report that the great prize of retirement is freedom from daily obligations. 'No more schedules, my time is my own.'"*

And it *will* be your own. No bell schedules, class counts, staff meetings, in-service marathons, twisting and turning your way down crowded hallways like an NFL running back. There's no urgency, no never-ending stream of meaningless, irrelevant memos from administration, no more adjusting and fine-tuning the timeline on practices or classroom activity on the fly to make sure they end in time for the unforgiving terminus of the class period or practice that has to get the current bodies out to make room for the incoming group that follows. And no more bad coffee from the lounge or workroom!

Are you going to read more? Work in the garden? Harvest sugar maple sap? In our swim-coach life we are used to going to bed early (or as early as we can) after we get home, and getting up long before "dark-thirty" to head back, and that may be hard to change. We are used to everything being on a schedule, we don't like to waste time or wait, we want purpose and focus in everything we and our athletes do. But then when we retire? Ekerdt feels he has *"two angels perched on my opposite shoulders. One whispers in my ear, "Relax!" The other asks, "Shouldn't you be doing something?"*

Many of you reading this are still employed full-time, some are fully retired and enjoying the freedoms you always dreamed you would have, and some of you may be undecided, retiring and then "unretiring", not quite able to step away from the pool deck fully. For NISCA Past Presidents Arvel McElroy and Dana Abbott, the "call of the chlorine" keeps them engaged with young swimmers who have hopes and dreams of (and hopefully, the work ethic required) for future successes. For NISCA treasurer Tom Wojlawowicz, the business of NISCA he has handled for many years is still his business.

Arvel McElroy started coaching and teaching full-time in Wichita, Kansas in 1979. Over the course of the next 30 years until his "first retirement" he changed schools as he moved and as new schools opened, from Wichita to Olathe to Overland Park near Kansas City. Each time his goal remained the same, to help every swimmer reach their potential in the pool, in the classroom, in life. *"I took a break and fully retired in 2009, intending to stay retired", he laughed in a recent phone conversation, "...but I felt something was missing. I wanted to continue to contribute, to make a difference. So I started working as a volunteer docent at the National World War I Museum and Memorial in Kansas City. But I missed the kids and swimming, and when an opportunity developed that allowed me to get back into high school coaching, I grabbed it."*

He combined some part-time and long-term substitute teaching with an open coaching position at Blue Valley Southwest for the next five years, then returned to full-time teaching and coaching there in 2014-17 before taking *another* break from 2017-2019. But the Sirens kept singing, and he returned to Blue Valley Southwest yet again in 2019 for one year, then back to Olathe South where he's been until now, facing the same struggles during the pandemic that have beleaguered teachers and coaches everywhere, and now feels things are back on track. But he's been able to scratch that itch to stay involved and continue to make a difference.

Dana Abbott retired in 2005 after 25 years at Katy High School in Texas. After a year of retirement where he admittedly *"played and had fun"*, visiting family and friends he hadn't been able to visit for many years, he says he got bored. *"We spend so much of our time working hard to try and make a difference in young people's lives and helping prepare them for the future, for some of us there is just a big hole when we step back from that, even if we feel in the back of our minds that we have worked for it, even deserved [retirement]."*

A year later, an opportunity to get involved again arose when a new local private high school contacted him, seeking advice and guidance on starting a swim team. He told them he wasn't looking for a job and didn't want a job, but *"something in me told me this might be the right thing to do."* So he told them yes, he would help them form and coach their fledgling team *"for a couple of years, just to get them started."*

The school only had 107 students, and there were only 7 who were asking for a swim team. But those "couple of years" turned into 12, smashing state records, and garnered three girls state championships and multiple boys and girls regional championships. *"There were some lean building years, but then things just sort of took off. They were great kids and great parents."* But in 2017 Hurricane Harvey flooded and destroyed most of his house and belongings, and a broken ankle mid-year resisted successful rehab, so he made the painful decision to retire again in 2018 to rebuild his house and take care of the ankle.

After the house restoration was completed and the ankle was improving, Abbott worked part-time with a local club team, helping them on a limited basis as a developmental group coach and on-staff mentor-coach, which helped him satisfy the desire to again make a difference. In the late summer of this past year, the swim job at his old private school, Katy's St. John XXIII College Preparatory, became available, and he made the decision to return after a three-year hiatus. *"The team size had declined quite a bit in the last year or so, so we are again in a rebuilding phase, but that's what makes it fun, doesn't it?"* Some have laughingly referred to him as a "lifer". *"They might be right. Maybe the chlorine is addictive!"*

Tom Wojslawowicz was the coach at Bayonne High School in New Jersey from 1965 until his retirement in 2006, but at the request of the principal, stayed on to just coach the team for two more years. When his wife also retired in 2008, they moved to Charleston, South Carolina to spend their retirement years in that beautiful coastal area. But Tom has not retired from NISCA volunteerism which began for him pre-1990. *"I was a NISCA state rep for New Jersey and also worked on Special Projects. Then-President Rich Hood asked me to take over as Treasurer in about 1993, a job I have done and enjoy to the present day."* Tom took over as NISCA Conference Coordinator about 10 years ago and has done a marvelous job arranging meals, lodging, meeting rooms, activities, and goody-bags and apparel for Conference attendees. *"[The treasurer's jobs] are something I deal with almost every single day, from payments for memberships, printing, all Conference logistics and contracts, maintaining the required records and books for our multiple bank accounts as well as tax filings, and every other financial task you can imagine."* He may have retired from day-to-day coaching, but he has not retired from his considerable NISCA involvement. In our book, that makes him a "lifer", too. And he still "coaches" a lot of us letterhead folks, with a perspective and wisdom honed by years of dedicated professionalism both on and off the pool deck!

For a fortunate few (more than a few?), coaching has been successfully blended with family and recreational or hobby interests. When retirement comes, the coaching portion shrinks to zero and the other areas can expand to fill the newly available space, or one can simply kick back a little more and smell the roses, the coffee, the unchlorinated air. The problem for some, as one coach's wife was heard to remark, is that *"there's too much month left at the end of the money!"* And that brings up another issue that many younger coaches fail to recognize or plan for: Income after retirement. Social Security? A joke. Teacher pensions? Fantastic in some states or districts, dismal in others. The topic is ripe for a full treatment in a future article, but suffice it to say that it's a good idea to plan for and invest in something for the future. It could be the stock market or bonds, or real estate, or starting a part-time side business using a special talent that can expand later, but it's not a prudent financial planning approach to think you might win the lottery or discover you had a long-lost rich uncle who left you a bundle. More on this in the future.

In the meantime, if you'd like to comment on or share your experience about current or future retirement, send us a note or an essay. Our address: journal@niscaonline.org

*in The Wall Street Journal ENCORE Report, October 25, 2021



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TEAM ACTIVITIES: THE TED MULLIN FUND HOUR OF POWER RELAY

Making a Difference *...and Remembering a Young Man Who Did*

Ted Mullin loved his family and friends, Carleton College and its History Department, swimming and soccer, many forms of rock and alternative music, the Chicago White Sox and the Chicago Fire.

Edward H. "Ted" Mullin was 22 years old in September 2006 when he died of sarcoma.

A hard-working athlete who swam competitively beginning in middle school, Ted competed on his high school's varsity swim team for three years and was elected captain his senior year. An honor roll student, he was an Illinois State Scholar and was named an academic All-American swimmer his senior year. Ted also played trumpet in his high school's jazz and concert bands.

At Carleton College in Northfield, MN, Ted thrived in the study of history and was awarded the Patricia V. Damon Merit Scholarship for his exceptional academic and extracurricular achievements. He was a member of the men's swimming and diving team and was twice elected captain. As a junior, he was featured in a "Profile of Excellence" in College Sporting News. In the article, Carleton swim team coach Andy Clark calls him "courageous, dedicated, team-minded and ultimately passionate about his daily endeavors and this is especially true of his swimming."

At Carleton Ted co-hosted a weekly radio program. He co-captained two "Relay for Life" events to raise funds for cancer research. While at home in the summers, Ted served as a volunteer swim coach at Old Willow Swim Club and also coached at other local swim clubs, even while he was being treated for cancer.

Ted learned he had sarcoma in May of his sophomore year of college. Ted and his family turned to The University of Chicago Medicine Comer Children's Hospital for treatment of this rare and difficult disease. Between June and November 2004, he underwent many chemotherapy and radiation treatments as well as surgery to remove the primary tumor behind his right knee. He returned to Carleton with the sarcoma in remission until the end of his junior year when scans showed the disease had spread to his lungs. He underwent more chemotherapy and a series of lung surgeries beginning in May of 2005. Even with the cancer progressing, he was able to rejoin his classmates for the spring term of his senior year. He died at home on September 3, 2006. Throughout his treatments Ted was sustained by the love of his family and friends, his unfailing sense of humor and his faith.

Other memorials to Ted include the Carleton College Thorpe Pool scoreboard named for him, the Carleton College History Department's Edward H. "Ted" Mullin '06 Memorial Fellowship Prize in History, awarded to a Junior History Major for travel and/or research opportunities to enhance the student's broader learning journey, and a bench in Ted's memory overlooking lower Lyman Lake on campus.

The Mullin family and friends began investing in pediatric cancer research in the fall of 2006 when Ted's parents, Mary Henry and Rick Mullin, established the Ted Mullin Fund for Pediatric Sarcoma Research at the University of Chicago Medicine (UCM) Comer Children's Hospital where Ted was treated. Over the past 14 years the Fund contributed \$1.4 million for research efforts in science and medicine, making it the most successful third-party fundraising group at UCM.

What began as a memorial fund quickly gained momentum when the 2006 Carleton College Swimming and Diving teams created the Ted Mullin "Hour of Power Relay" for Sarcoma Research. Inspired to honor their teammate Ted and take action against the disease that took his life, the Carleton athletes invited other collegiate swimming and diving teams in Minnesota and New England to take part in the Hour of Power event. Now in its 14th year, involving thousands of athletes annually, the Hour of Power has raised over \$1.5M for the Ted Mullin Fund.

The Carleton College Men's and Women's Swimming and Diving teams originated the Hour of Power on November 7, 2006, in memory of their teammate Ted Mullin who died earlier that fall from sarcoma. After Ted's death the Carleton College swimmers and divers wanted to do something significant to remember their teammate as well as raise awareness about sarcoma and funds for sarcoma research. The teams created the Hour of Power event and invited other collegiate swimming and diving teams from Minnesota and New England to take part. In the end 12 colleges, one high school and two club teams participated.

Held annually since 2006, the Hour of Power has grown from the original 15 teams to 165 teams on average. Tens of thousands of athletes have participated over the years in the United States and abroad. In 2012 the Hour of Power expanded to include "dryland" teams in multiple sports.

The swimming event—held in each team's home pool—is a one-hour, all-out, leave-it-in-the-pool practice consisting of continuous relays, using any stroke. The relay fosters teamwork through its objective of keeping all lanes on the same lap. The Carleton teams selected this workout as the Hour of Power relay's format because it was one of Ted's favorite practice sets.

Hour of Power Relay

Supported and Promoted by the
National Interscholastic Swimming Coaches Association of America, Inc.



Ted Mullin Hour of Power Relay

For more information: www.tedmullinfund.org

Thousands of athletes across the country and the world unite in the water, on the court, and on the field in support of the battle against sarcoma.

Money raised through the "Hour of Power" provides seed funding for the University of Chicago Medicine's (UCM) pediatric cancer research program. The Ted Mullin Fund has supported many research projects over the years including developing earlier prognostic tests for pediatric cancers, Big Data based projects through the Pediatric Cancer Data Commons, the Adolescent and Young Adult Oncology Program and studying inherited dispositions to developing pediatric cancers. With each research project funded, the Ted Mullin Fund is involved in advancing pediatric cancer research and that impact has been evident over time with the development of UCM programs. UCM also hosts Ted Mullin Fund Scholars in pediatric cancer laboratories each summer, giving collegiate Ted Mullin "Hour of Power" participants an opportunity to explore their interest in science and cancer biology.



The "Hour of Power" swim practice is a dynamic 60-minute relay training session that requires all-out efforts from all participating team members. It is a challenging workout that fuels both team spirit and team energy.

The set up for the "Hour of Power" is as follows: team members are equally divided among the number of lanes to be used. For 6 or 8 lane facilities it is ideal to use every lane. It is also a good idea to have a minimum of 5-6 team members per lane for each relay. All relay swims are completed in 50-yard segments.

There are three primary objectives that must be met throughout the entire "Hour of Power" workout:

Each swim must be done with an all-out effort - "leave it in the pool".

At any given time, all the relays need to be on the same length or at least on the same 50 segment. Any stroke may be used and team members may need to shift from one relay lane to another to help maintain the same length/50 segment objective. This objective requires constant communication and teamwork.

Perhaps most important objective - for high levels of performance to occur throughout this hour, equally high levels of enthusiastic encouragement must be evident at every possible moment. In other words, having significant amounts of cheering and expressive levels of excitement from all team members and coaches is inherently required.

Afterwards, the team can celebrate with a long, easy warm down to flush out fatigue and to have the opportunity to reflect upon on how much collective energy and effort was given to an inspiring and truly exhausting workout. Enjoy!

LEAVE IT IN THE POOL!



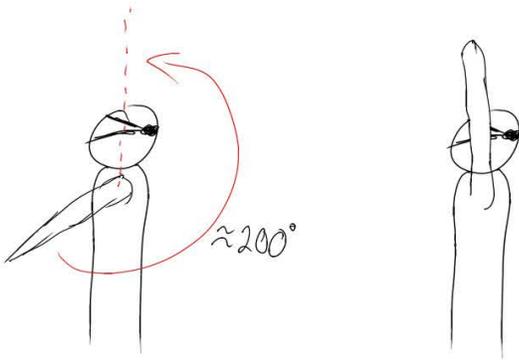
Flexibility

By Karl Hamouche, M.D., NISCA Journal Medical Consultant

Flexibility: Increasing Power and Decreasing Drag

Stretching is easy and straightforward, but it is probably the most neglected aspect of your training. For new swimmers, gains in flexibility can potentially be much more beneficial than swim training. And for experienced swimmers, flexibility might mean the difference between winning gold or just being a memory. So, let's talk, and maybe in a few minutes you will be convinced that flexibility training (yes, training) should be part of your weekly routine.

Shoulder Flexibility (ROM)



First off, what is Flexibility? **Flexibility is a term to describe the range of motion (ROM) of a joint**, or how many degrees that joint can pass through from full relaxation to full contraction of the muscles crossing that joint.

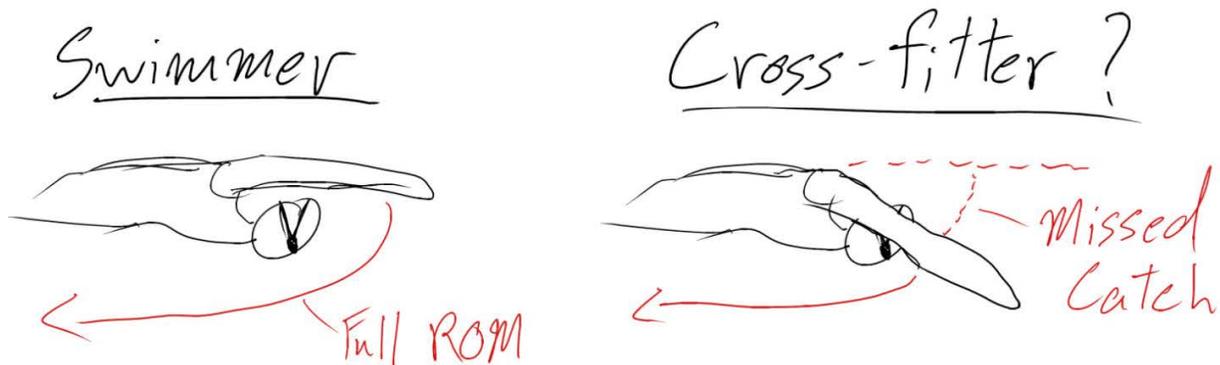
Of course, that's too simple for us. There are actually two types of flexibility: static and dynamic. **Static flexibility** is the maximum ROM of that joint, or what we would normally think of as flexibility. But **dynamic flexibility** describes how much effort it takes to attain that range of motion. This is potentially much more important to a swimmer than maximum ROM. Think of dynamic flexibility as "stiffness."

Tangent: Dynamic and static flexibility are not the same as dynamic and static stretching.

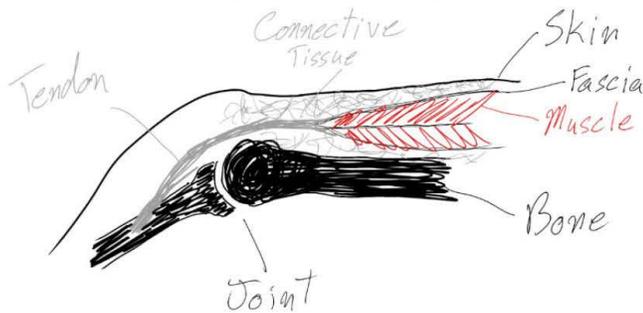
Stretching exercises Are what you do to attain flexibility.

We have all seen this in underwater footage of Olympic swimmers. Their **bodies seem to be made out of rubber** and can bend and move with much greater ease than other athletes, that's dynamic flexibility!

Flexible shoulders for instance allow swimmers to reach for the water at a better angle (especially in butterfly) and allows you to start your catch earlier, which means increasing the power of stroke, which means faster swimming! Flexible shoulders also make it easier to get in a good streamline and maintain that position while you are swimming your full stroke, which means less drag, which also means faster swimming!

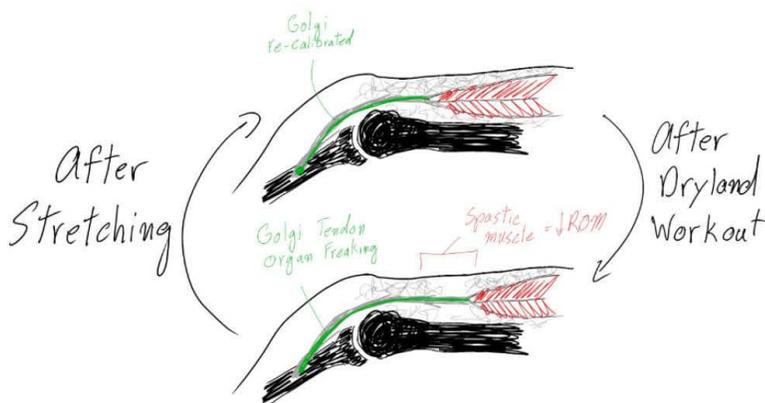


Natural Habitat



The next question then is how is your body adapting to make you more flexible when you do stretch? Let's start with taking a look at a muscle in its natural habitat.

Here we see muscle fibers (individual muscle cells) grouped together and held together by connective tissue which acts as scaffolding and support for the muscles. This is the "fascia." These muscles connect over a joint by their tendon. Between the muscle and skin is a layer of connective tissue, and the outer most layer is of course the skin. **Flexibility is affected by** muscle length, muscle spasticity (or how relaxed it is) and connective tissue structure between individual muscle fibers and between the entire muscle and the skin. Regular stretching and rolling alters these to make muscles more flexible.

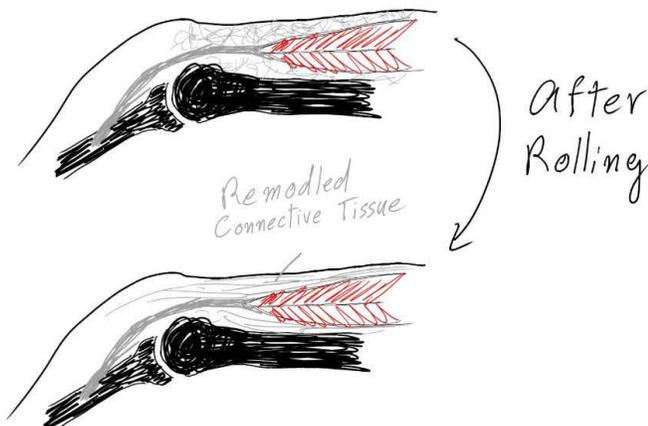


Muscles naturally have a "tone" to them. That means they are never truly "off" and are always just a little contracted even when relaxed. This helps keep your limbs from flopping around and it protects joints from abnormal movements and from sudden changes in body position. When we work out (**especially Dryland**), **this muscle tone increases** to help protect the body against further injury. This spasticity will decrease flexibility since the muscle cells themselves are now fighting against the full ROM of a joint.

Stretching, especially after Dryland, can help fix this problem and keep muscles loose. The way this works is that inside muscle tendons is a stretch sensor called a Golgi tendon organ. This specialized cell's job is to sense and report how stretched out the muscle is. The Golgi is carefully calibrated to maintain the muscle at a certain stretch and will reflexively contract the muscle if the stretch is suddenly changed (like when the doctor hammers on your knee to check reflexes). During Dryland, the **Golgi becomes hypersensitive and increases the tone** of the muscles cells to keep them from suddenly moving. Stretching forces the Golgi tendon organ to recalibrate itself and let go of its insane drive to keep the muscle spasming out. This changes the tone of the muscle, loosening up its grip on itself and helps return normal ROM to the joint. Yay!

The Golgi tendon takes about 10 seconds of stretching to get it to relax, that's why coach always makes you hold stretches for 20-30 seconds at a time. Just going through the motions and feeling a little stretch won't do.

Connective tissue makes up about 30% of the mass of a muscle. That's a lot to improve, and a shame to ignore. **The theory behind stretching and rolling out is that it restructures connective tissue over time** to enhance the ease with which muscles slide around as they move underneath the skin. Remodeling connective tissue can also help direct the forces of the muscle more accurately, helping lay down more power in the right direction.



It is funny to think of a bundle of ropes (connective tissue) as something that is alive. It is important to know that everything in the body is alive and is constantly being broken down and replaced by something new, even bone. It might take a few years, but these **connective tissue proteins can be shaped like Playdough** to improve its function, and our swimming.

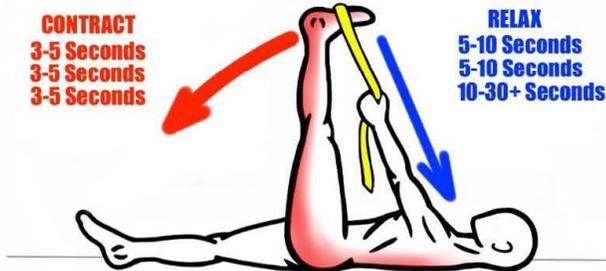
The last and most important question on our list today is: **What's the best way to stretch?** I'm sure you have done the typical stretch and hold for 30s seconds at least two times for the billion muscles in your body... boring! Here are a couple ways to amp up your stretch routine.

First off, don't do every muscle group every day. **The goal should be to do every muscle group twice a week.** Two days of upper body, two days of lower body. If you really don't have the time or the discipline, stretch your ankles and roll out your shin muscles in the front of your legs. This is the most important joint to be flexible with.

Instead of doing the typical stretch and hold, try adding **proprioceptive neuromuscular facilitation... or PNF.** Start your stretch like normal. After about 10 seconds, manually contract that muscle against resistance for a couple seconds and then stretch further and hold. Repeat two to three times. The way this would look in real life is if you were stretching your hamstrings (back of your leg muscles) by placing your heel on a chair, and then leaning over your leg. After the 10 second hold, press your heel hard into the chair for a few seconds and then relax and stretch it out further. **PNF is a relaxation reflex that occurs during the process of contracting and relaxing.** The Golgi organs in your muscle tendons are really toned down and you can get a much farther ROM stretch.



PNF Autogenic Inhibition



Be careful! PNF stretching will force your body to go above and beyond what it is capable of. Use it only if you need to jump start your flexibility training in season. If you are going to do it, be consistent. The damaged muscles will adapt and recover well, but if you are not consistent, you will just keep getting sore every time you do PNF stretching. **During taper, ditch the PNF and avoid the damage completely.**

What about rolling out muscles? The technical term is self-myofascial release. The connective tissue encasing muscle is called the fascia and is extremely tough stuff. The name self-myofascial release explains everything: self = you do it, myo = muscle, fascial = connective tissue, release = separate. That means rolling out separates and loosens the connective tissue and fascia surrounding muscles (at least... that's what we think happens). This helps the muscle move more easily inside its tough case and do its job with less friction. **Try to roll a couple times a week on top of the stretching.** And like PNF, ditch the roller during taper. If you are sore from races, squishing muscles and damaging them further won't help. Remember, we are training flexibility and once we get it, we don't need to keep beating it to death during championship racing season. **Taper your flexibility training just as you would taper your swim training.**

Having said all that, there is something to worry about with Flexibility training. The stability of a joint is inversely related with its flexibility. That means **a joint that is more flexible is less stable.** Unstable joints are at higher risk of both traumatic and overuse injuries. The reason many swimmers have shoulder pain is because their shoulders are so flexible and so unstable the bones start sliding in places they shouldn't, squishing muscles and tendons they shouldn't, **resulting in inflammation and pain.** We go through this in more detail in the Injuries chapter in our book, *The Biology of Swimming.*

What this means for you is that Flexibility training should be tailored to the individual based on risks and benefits. Here are some guidelines based on the swimmer, their training and their baseline flexibility:

Year-round swimmer without shoulder pain: PNF stretching all muscles at least 2x a week and rolling muscles out 2x a week. Extra stretching of ankles every day!

Year-round swimmer with shoulder pain: Same as above but NO shoulder stretching ever. Can replace shoulder stretches with TheraBand stability exercises (Google or ask a local physical therapist which the swimmer should already have seen). Extra stretching of ankles every day!

Seasonal (high school) swimmer with poor flexibility: PNF stretching every muscle every day. Take the time to do it. If you can't streamline, you can't swim period. Extra stretching of ankles every day!

In addition, some shoulder stretches may be more harmful because they target the stretching of the joint capsule rather than the muscles around the joint. George Edelman provides great replacements in his article *Shoulder Stretching for Competitive Swimmers: Helpful or Harmful?*

Here are a few examples to use. Enjoy!



Edelman's article (with many more illustrations) can be found HERE: <https://tinyurl.com/4y8yw347>

Dr. Karl Hamouche is the founder of **Swim Smart** and **Fog-X**, author of *The Biology of Swimming* and *Swim Coach's Starter Guide*. Karl studied biology and exercise science at Iowa State University, received his medical degree at the University of Iowa and is currently a radiology resident in Wichita, Kansas. He was an assistant and satellite head coach with ACAC-Ames Cyclone Aquatic Club, a USA-Swimming Silver Medal club in central Iowa.



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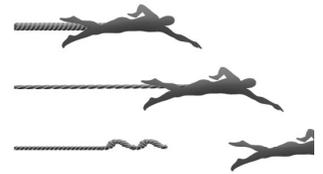


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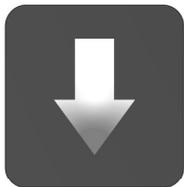
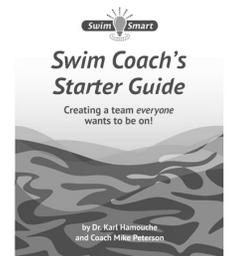


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Your Brain is Listening—how written images can be a key to improvement.

by Aimee Schmitt

Have you noticed how an old photo or letter can instantly take you back to vivid memories and feelings from that time? An old college friend sent me a photo from the past and after more than two decades, I can tell you where I was, and what was going on in my life based off of the memories associated with that image. If you were to just ask me what I was doing on any given date, I would not be able to recall anything. It is the image that anchors the memories and the recall. The brain has an amazing capacity to deep-store impressions. It is quite a scientific fact. Not only does your brain do this with memory in looking back, but it can also play it forward with visualization.

How does this apply to swimming faster? It does because your brain is listening to what you are saying and doing, and if the visual and physical cues are strong enough, your brain will embed the experience. Conclusion: There is power in the visual. Writing things down and organizing a goal can embed an image of future success. The effort of recording and planning is something the brain listens to and uses to aid future performances. For that reason, The *Ultimate Swim Log and Goal Planner* has been a lifelong project of mine to help empower swimmers take ownership of their swimming and have a tangible record of that ownership. Our world is increasingly more focused on the digital and ephemeral. Chats disappear. Data is stored away. Information is "out there" but invisible, and the connection of an experience is not as impactful to the brain as physically putting something on paper where you see it, and physically hold on to it every day. Our brain wants information it can use that is the whole sensory package --an image that ties to a physical and emotional response like excitement, happiness, and pride.

As an age-group swimmer, I discovered this connection when a coach took the time to teach some elements of goal planning and goal visualization as a part of our age-group training. At his suggestion, I began to write down goals and log practices. By college I had determined to visualize a perfect 100 freestyle race every day, the whole season, before the competition. I even handmade a paper scoreboard with the time I wanted to see on the actual scoreboard when I finished the race. I taped my artful rendition on the wall to see it every day and visualized how that race would feel each night.

An amazing thing happened at my championship race. I went the exact time, to the 10th of a second, that I had drawn up on my own paper scoreboard. Apparently, my brain was listening to my visualization, recognized the plan, was familiar with the desired result, and steered towards that same result in real time.

Ways you can help coach brain-connected visuals to help your swimmers succeed:

- Encourage swimmers to write down your practices, or best sets each day to help their brains remember the work they have put in. **Message: *The brain will know the body is prepared.***
- Encourage recording total yardage as a visual cue to show how they spent the hours, days, and years striving to be better. **Message: *the brain is confident it has done the work.***
- Write down best times to show a pattern of improvement which develops a confidence in the future. **Message: *the brain knows it has hit important milestones.***
- Write down goals to give the brain a chance to figure out how to get there. **Message: *the brain will steer towards that visual.***
- Write down the strategy of small steps for a successful season. **Message: *the brain has a road map that it can follow.***
Important--Avoid negative remarks like - "this is too hard", or "I can't do this"---because the brain is listening it will reinforce an effort to prove these statements true.

When a swimmer writes down goals, they make the *invisible visible*, the *intangible tangible*, and the brain will process these things as a reality. Writing things down becomes a relationship of success between the swimmer's brain and their personal journey. Draw out goals...visualize them in super high definition--the brain is listening and recording all of it. Celebrate the victories small and large...the brain will love it and their future selves will love the great memories.

Aimee Schmitt, author of The Ultimate Swim Log and Goal Planner, is a former USA Swimming National Team member, Stanford Swimming NCAA Team champion, and avid believer in logging and goal setting.



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GOAL SETTING:

Process Goals

by Dr. Colleen Batchelder, Executive Coach

adapted from "What Are Process Goals", on the Lifehack.com website, September 16, 2021

There is usually a three-step mindset when it came to goals: Reach for the moon and hope to land among the stars without feeling the pain of the fall. This approach is all or nothing, and as a result, most people experience loads of burnout and almost zero productivity. In short, the task list is filled with high-level intentions, but people haven't taken the time to create a map to reach the destinations. They get lost in the planning stages because they don't understand process goals or have any examples to follow.

To counter that, they must learn how to embrace the journey and break their outcome goals into smaller and more manageable process goals (*also known as "chunking"*). This approach will improve focus and reduce frustration because now they are working towards a strategy that will take them where they want to go, because they are creating a plan of action with achievable daily targets (a process goal).

What Is a Process Goal?

A process goal is not a destination, it's the path you plan on taking to get there. For example, if you want to become better at writing, your process goal would be to post one blog article per week and learn from the feedback you receive. The destination is a monthly goal of 12 articles.

This distinction is important because it's easy to lose sight of the fact that these types of goals are not all or nothing. Think about it. You've heard it said: it's not about working hard but working smart.

A process goal is an actionable target with what is called **SMART** criteria:

Specific – The more detailed your goal, the better. For example, instead of *"I want to be fit,"* you would say, *"I want to lose five pounds."* Make sure your goal is crystal clear.

Measurable – You need a way to measure progress and success, so it needs to be quantifiable. This is where you decide what *"fit"* actually means for you.

Achievable – If your goal isn't challenging, then it's not going to be motivating. On the other hand, there must be a steeper mountain to climb if you want substantial results.

Realistic – *"I want to run a marathon"* is not practical for most people. Ensure you have the time, energy, and resources (e.g., training program) required to achieve your goal.

Time-Bound – Your goal needs an assigned deadline or it's just a pipe dream. There's nothing wrong with dreaming, but what happens when the fantasy ends?

To summarize, these are the essential components of any process goal: specific, measurable, achievable within a certain time frame, and realistic.

Process goals encourage you to reach your ultimate goals. When you feel like you can accomplish smaller goals along the way, you gain sustainability and confidence to move forward.

In many ways, process goals are a lot like faith. Each accomplishment brings you closer to seeing the fullness of the life that you desire—it breaks through the fog and makes things clearer.

Questions That Help Find Your Process Goals

Ask yourself the following questions:

What am I doing right now?

How can I get better at this?

Is this process goal leading me closer to my ultimate goals?

The choices you make from the answers to these questions became your process goals. They will be the driving force that keeps you motivated and moving forward when you might otherwise want to give up and throw in the towel.

Process goals don't have to be complicated. If anything, you want to break down your plans to the point of them feeling easy or at least doable without needing a week's vacation. By breaking your goals down into smaller pieces, you can accomplish a lot more in a shorter period. You'll also feel more confident that you're able to accomplish something within the moment.

It isn't easy to continue towards your goal if achievement feels too far away. You need to celebrate the small things and embrace the process.

To find your process goals, you may have to face some difficult emotions or situations bravely and confront them head-on. You might need to forgo the new clothes or the latest e-gadget to meet your overall objectives. Just remember: *Process goals not only protect you from feeling overwhelmed, but they also keep you from being distracted.*

Final Thoughts

You may feel overwhelmed at first when trying to set a process goal. Sometimes, just thinking about change triggers stress hormones, which only leads to more worries and anxious feelings. However, if you keep yourself focused and take small steps in the right direction, you'll soon realize that goals don't have to be complicated.

You can achieve your process goals one day at a time, and you can start today by breaking down your larger goal into smaller steps. It doesn't matter if the process takes a week or six months, what matters most is that you're moving forward and doing something to make yourself better.

Lessons Coaches Learned During the Pandemic

By Annette Thies, Membership Chair

Beginning in August many high school teams were back in the water for the first time. Other teams finished an abbreviated season in 2020-2021. All came to the 2021-22 season with a new viewpoint learned over the previous 16 months. Coaches stepped up to find pool space, develop on-line dryland programs, create safety protocols for locker room use, practices and competition, and found ways to keep their teams connected when they weren't able to get in the pool. None of these coaches or athletes (and few of us) have gone through anything of this magnitude before. They have and are navigating an unknown for their teams as well as in their personal lives. Now that pandemic restrictions have started to ease, but with much uncertainty still looming, coaches have planned their seasons with a new perspective.

The NISCA Journal asked three coaches the following questions:

How did your season change, and what did you learn during the pandemic that you will implement in your new season?

John Butcher, Head Coach Albuquerque Academy, Albuquerque, NM. *John will begin his first season as Head Coach at the Academy after two years as Assistant Coach with the team. He is also Head Coach of Charger Aquatics USA swim team, where he was assistant coach since 2012. John's coaching career began in Alaska in 2006 where he coached both club and high school swimmers. He has coached state record holders, National Top 10-ranked swimmers, and qualifiers for Junior Nationals, Sectionals, and state championships. John is an American Swimming Coaches Association (ASCA) Level 3 coach.*

NJ: How did your season change?

Academy's swim season is usually from November thru February. Our season ended up being a short six-week season from April until May. My club swimmers were on a six-week speed phase leading to a drop taper. There wasn't enough time to create an aerobic base for the high school only swimmers, so we centered swim practice around speed development. Practices were about sprinting, quality speed, and detail work. For the swimmers that weren't state qualifiers we focused on developing a good foundation to have in place for 2021-22 season.

There were fewer kids coming out because three season sports were sandwiched into the three months at the end of the school year. We went from quad meets to dual meets and noticed a very different vibe as the meets became more competitive. The team coalesced so it became less about getting an individual qualifying time and more about the team, focusing on relay wins and representing the school together rather than as individuals.

There was an urgency on the part of the athletes to make the most of the time available. The number of athletes that could attend the state meet was limited to the Top 16 swimmers so those that would normally squeak out a cut weren't pulled into the meet. This presented a challenge for kids who had worked hard, especially if finally qualifying their senior year and then not getting the opportunity to swim at the championship meet.

NJ: What did you learn that you'll use going into your new season?

Our season ended in May and we'll benefit with only six months between seasons when we begin 2021 practice this November. For our high school-only athletes I'll start the year with a lot of technique and aerobic work, laying a foundation. I will approach speed differently than I might have before COVID, with a dedicated speed phase, probably the last six weeks of the season. I'm fortunate to coach both high school and club and I'll put the same emphasis on club practices.

The swimmers were eager to get back to practice and make the most of the time available. We learned with the dual meets that matching teams competitively both challenged and energized the swimmers. I want to build on that mentality going forward and channel that energy into our quad meets by adjusting line-ups to meet the competitive ability of all the swimmers.

I've always been attuned to the mental approach and visualization, but the power and the importance of the mind becomes exponentially more important coming out of COVID. Their emotional/mental make will be different going forward and we need to pay attention to how we deliver and put more effort into developing those mental skills as the swimmers go through the season. We are getting a new scoreboard so we can run ten lanes of competition. We could potentially run a five team meet so there are a lot of possibilities.

Brock Harr, Head Coach Desert Ridge High School, Mesa, AZ. *Brock was a state champion high school swimmer as well as holding junior national titles in breaststroke and IM, all which garnered him a full ride swim scholarship to college. After college he put swimming on the back burner. During his daughter's freshman year of swimming he noticed a lack of structure in her swim program. When the coach retired in 2017 Brock expressed interest in taking over the team. As the Head Coach Brock has worked hard to implement a team philosophy that carries from practice to meets. Brock is passionate about motivating his swimmers to swim their best and develop good practice habits.*

NJ: How did your season change?

The City of Mesa restricted the number of people on the deck to 100 and we were sharing pool space. With a roster of 45 people we had swimmers starting at both ends of the pool. This made practices more productive.

There was not a mask-wearing mandate at school. Then Kerry Crosswhite, coach at Chandler High School and a good friend, died of COVID. Not long after, Tony and Lisa Vazquez, a couple who funded our annual Saturday Night Fever Invite, also died of COVID. I used these examples to end the debate of whether the kids should wear masks at practice.

Our meets were more productive. We had to have a meet plan and there was more control over where swimmers were on deck. The swimmers had to enter the pool deck from a designated spot, then

wait for the previous race to finish before walking to blocks to their race. Meets that took 2 to 2 ½ hours in the past were done in 1 ½ hours.

Our team pasta parties, which were typically held at the home of a senior, were cancelled. The team captains came up with the idea of a pasta party at the park and brought their own food. It was not a school function but a way for the kids to get together. We had to cancel all of the team-building activities that we would have usually done.

NJ: What did you learn that you'll use going into your new season?

I'll limit the team roster to 45 athletes who already know how to swim and are serious about the program. During workouts I'll continue having swimmers start from both ends of the pool. I'll continue the same focus in workouts with distance on Monday, stroke Tuesday, sprint Wednesday, meets Thursday and recovery and endurance on Friday.

I'd like to continue with the meet plan that we used, so we are more efficient. And we will continue with the COVID rules for meets and look to the Arizona Interscholastic Association (AIA) for guidance regarding masks. Based on guidance from AIA we'll hopefully resume team-building and social activities for the new season.



Kathleen Prindle, Head Coach Grandview Preparatory School, Boca Raton, FL. *Kathleen has more than 40 years aquatic experience as both coach and athlete. She has launched 2 USA Swimming club teams, 2 U.S. Masters teams and created nine Learn-to-Swim programs throughout the U.S. She is in her 19th year as Grandview's Head Varsity Coach and Aquatics Administrator. She has coached multiple athletes to USA Olympic Trials, FINA World Championships, and the Olympic Games. Kathleen advocates for athlete safety, clean sport and professionalizing the role of swim coaches. She is an ASCA Level 5 coach.*

NJ: How did your season change? Our varsity season normally starts in the fall, and we didn't have a season in fall 2020. Schools were still struggling to see if there was enough space for outdoor learning, adding more hand sanitizing stations, fans, and focusing on educating the students. After two months of indecision, the Florida State Athletic Association said each school could decide whether they wanted to participate or not. The NCAA had come up with a risk level for different sports and swimming was ranked relatively low on that scale, which I tried to sell to our school. The school decided to cancel the season. My biggest challenge was keeping a community of swimmers together and their parents interested. We couldn't do the usual team t-shirt, uniform, or senior send-off but we did have Zoom, dryland via Zoom and parents' meetings via Zoom.

Prevention has always been on my mind; when growing up it was drowning prevention, as a team owner injury prevention and with COVID it became closure prevention. I started thinking what I could do to keep the programs I started open. The school was focused on keeping the students and faculty safe and continuing to educate the students while not on campus. I realized I could be helpful in a health and safety role. This was easy because Grandview Prep is a small school. I created a safe reopening proposal tailored to aquatics but hinted other sports could use it. It took months to approve the proposal, but it was well received, and I was asked to be part of the COVID task force.

With everything shut down and no club or school swimming, we started a fitness program through my club for whoever wanted to go. This wasn't a school program, and it was only two days a week and included high school-only and club swimmers. By September

the kids hadn't exercised since the previous September and the parents were crazy to get their kids busy. This was another learning opportunity – to marry club swimming with school swimming to maximize for the club, for the school and most importantly for the kids. In Florida there is a big distinction between club swimming, high school swimming and recreational swimming. All those lines went out the window, they all trained together, and the kids got to swim in a safe, controlled environment. There was one kid per lane, we ran a million practice options with 6 lane 25-yard pool. The coaches were tired, but at end of day school kids got to swim, recreational kids got to swim and USA swimming club kids got to swim. This is something I think we will continue. I've already gotten emails from parents asking about doing it again.

Our middle school (junior varsity) season is typically in the spring, so it was the first to practice after the COVID lockdown. We were in Phase 3 of our safety plan and 30 people signed up on Day 1, which was triple what it normally is, and there was a wide variety of skill levels. We started with practice twice a week for 45 minutes and eventually added more practice times and longer sessions. My biggest focus was getting kids in the water and preventing injuries and disease transmission. Every day our practice was have fun, learn a skill, have fun. We did intrasquad meets, time trials, Friday night lights. There were no spectators, so the kids learned to swim fast, not for mom, or an aunt, but because they wanted to, because it was fun.

NJ: What did you learn that you'll use going into your new season?

The biggest thing I learned for any team going back to school is, you need to celebrate every day that you are in the water, that your team survived. Our kids that weren't year-round swimmers were missing physical conditioning and their aquatics skills suffered so our focus will be have fun, learn a skill, have fun. This is the advice I got from my colleagues who had already gotten back into the pool. I will build momentum from the new aquatics' role at the school and push for increased aquatics programming which helps everyone in the long run.

On a program level there are several changes during COVID that were a necessity, and these will continue in the future:

- all parent meetings will be via Zoom and recorded. If the parents miss the initial meeting, they can watch the Zoom recording.
- We always do a swim-a-thon event as a fundraiser. We did this with the middle school kids to introduce them to the concept. We used a virtual sign-up with the swimmers. Swimmers swam only an hour. This got the parents and kids used to the idea and they learned to be more self-sufficient with set-up, decorating and planning. Many of the online platforms for fundraising have decreased their minimums so you don't have to sell 200 pizzas to bring in money now.
- Our volunteerism went way up because that was the only way parents could get on the deck. I'm working on ways to foster this going into the upcoming fall varsity season, finding ways to make these coveted positions.
- Many of the teams we compete against don't have timing systems, so the meets are scored after the meet. In the past this meant teams waiting around after the meet for the scores. During COVID the post meet scoring was done at home and the results emailed. This will continue going forward.
- Meet formats and requirements for running meets were simplified and this will continue, making meets more fun, easier and providing more chances for swimmers to race.

- Now we know that we can do dryland on Zoom and we know we can still do dryland if a practice is cancelled because of weather.
- We've all gotten very nimble switching back and forth between remote and in-person and we'll continue doing that.

The success of the health and safety proposal helped to expand the aquatics role at the school and there is an opportunity to redefine our services to the school. We've learned that consistency of programming is important, whether you are a club kid or high school swimmer, or even a student that just wants to be fit. There are cur-

rently some states with bills on the house floor requiring swimming as part of any physical education for all kids in the country through 4th grade. If these bills pass our aquatics community will need to be ready for an influx of younger people ready for varsity programs.

These coaches are looking forward to having their teams back in the water, relying on traditions that have always been in place and establishing new routines to build back better than pre-COVID. As John Butcher said "It's a new season, with a new scoreboard and a new approach from the lessons we learned from the pandemic."



John Butcher

Albuquerque Academy



Brock Harr

Desert Ridge High School



Kathleen Prindle

Grandview Preparatory



Observations and Experiences on Coaching and Marriage

By Annette Thies, Membership Chair

Coaching isn't a 9 to 5 job. It isn't just early morning and afternoon practices or weekly home meets and away meets. There are team dinners and activities away from the pool deck: writing practices, planning meets, staffing meets, equipment management, school politics, and meeting with parents. On top of this many coaches also teach full-time and/or manage the pool, coach a club team, or have a full-time job away from the pool. Add a wife and kids and the coach's life becomes a delicate balancing act between love of the sport and love of family. Not all coaches weather the challenge, some near the edge during the swim season only to regain energy, put the stress in the rear-view mirror, and look forward to next year's season. The coaches here have found the balance and are happily married, some getting close to the 50-year mark. The Journal talked with these coaches about how they've been able to maintain a solid marriage while coaching the sport they love.

Greg McMullen, Head Coach Batesville High School, Batesville, Indiana

Greg has coached nine years with the last four as head coach at Batesville High School. He has grown the team from 17 athletes when he took over to 32 for the season that will start in a few weeks. He coaches both girls and boys (they start two weeks apart) and holds 90-minute practices at the local YMCA five days a week with three days of dryland training. His team typically has two away meets a week since he has no home pool. Greg has one assistant. When he isn't coaching Greg works at home as full-time senior web developer at Xavier University, does occasional work with HighEdWeb and is actively pursuing the building of a new pool in the Batesville area. Greg and his wife Sarah, who is a family practice physician, have been married nine years. They have three girls under the age of eight.

NJ: How do you and your wife share childcare and household activities?

GM: I'm lucky that I work at home in my job with Xavier. I have more flexibility if one of the girls needs to come home from daycare. I handle drop-off and pick-up from daycare out-of-season. In-season I still do most drop-offs and only pick-up on non-meet days or Fridays when our practices run later. My wife has Mondays off, so we schedule most of the girls' appointments during that time. We use Kroger Click-List for groceries to save time. We share everything and communicate constantly. Our shared calendar is on our phones, and everything goes on this calendar except my practices because those times are a given. The meets go on the calendar, so Sarah knows when to pick the girls up from daycare. We try to leave our weekends flexible and focus on doing activities that add value to our girls lives.

NJ: Does your wife participate or help with any team activities?

GM: Her job precludes her from helping on a routine basis. She helped organize the fall pumpkin-carving contest but typically uses her free time to focus on our girls.

NJ: How do you make time for just the two of you?

With three young girls it's hard. My parents live 45 minutes away so it isn't a quick trip but occasionally they will take the girls over

a weekend. We were able to plan a trip for just the two of us this past July which was nice. It's also important for each of us to have our individual alone time and we squeeze this in, an hour or two, here and there as we can. I anticipate this will be harder to do as our girls get older and involved in a lot of activities.

NJ: What if any conflicts have you had because of your coaching schedule?

Luckily our girls aren't at an age where they are super involved, but it is rapidly approaching. Now I miss bedtime routines on meet nights and for team events. It is hard for me to be present when I have a 3- to 4-hour swim meet once or twice a week. After the meet the kids want to go out to dinner, then I have an hour's drive home. There are times when it is hard for my wife because she has also worked a long day and doesn't understand why I'm not home when expected. This can be frustrating, but we keep communicating and by the end of the season we both understand more why I put in the hours.

NJ: Do the hours you spend at your full-time job and your other interests contribute any stress?

No, my full-time job gives me the flexibility that I wouldn't have if I had to be in an office all day. There is a huge need for another pool in this area and I'm involved in trying to make it happen. This is an additional drain on my time, but my wife understands how important this is to me and the community. I have a dream that we will get a new pool and our alumni swimmers can inaugurate it at an alumni meet. There has never been a home meet in twenty years of Batesville High School swimming, and I look forward to this happening.

Mark Rauterkus, Head Coach Ellis School, Pittsburgh, PA

Mark is in his fifth year at this private girl's school where he coaches both the high school and middle school teams. Mark has coached high school, club, and summer swim teams since 1976, in addition to also coaching water polo. He currently has 45 athletes who practice six days a week and compete in up to two meets a week. 20 of these are away meets. Mark also coaches a student-led co-ed college team of 20 swimmers at Duquesne University, a master's water polo team, and is the webmaster for the International Swim Coaches Association (ISCA). Mark and his wife Catherine, who is Director of Audiology at University of Pittsburgh Medical Center and professor at the University of Pittsburgh have been married for 31 years and have two grown sons.

NJ: When your boys were at home how did you and your wife share childcare and household activities?

MR: Early in our marriage I owned a publishing business. When the boys were young, I made the decision to close the business and be a stay-at-home dad. I'm lucky that I fell in love with and married a woman who is ambitious, talented, and able to be the prime earner in our family. Coaching was my only job as I choose not to be a full-time teacher. It was too difficult to teach and also coach, especially with my wife's full-time schedule. My staying home made it easier on our family life. We were both super engaged, but she had a day job and I had flexibility. We traveled a lot as a family when she was an invited speaker. Currently we both have busy

schedules. My wife travels and teaches a lot and I have the flexibility to travel with her at times.

NJ: Does your wife participate or help with any team activities?

MR: When the boys were growing up, she didn't participate, other than going to our sons' meets. She was always super supportive and occasionally went on a team travel trip.

NJ: What if any conflicts have you had because of your coaching schedule?

MR: Few. Currently we are even down to one car.

NJ: How has your wife made it easier for you to coach?

MR: She has always earned the lion's share of the family income.

NJ: Currently how much time do you spend on work outside of coaching?

MR: I spend 30 hours a week as ISCA webmaster. I've been online for decades and helping ISCA for three years. I am also the pool manager at the Ellis School. I write workouts for the Duquesne college team and help the captains plan workouts. I also run lifeguarding classes. During the summer I coach two nights of master's water polo and am involved in promotion of SKWIM, a game that can be played at the pool.

NJ: With both you and your wife so busy how do you mesh your schedules and what do you do together?

MK: Swim practices often end at 8pm on weekdays and my wife gets home after 7 pm so we do have some evening time. Weekends are for walks together and working at home. Thankfully, I am not a club coach with weekend meet duties.

Mel Roberts, Retired Head Coach Tooele High School, Tooele, UT.

NISCA Past-President

Mel retired five years ago after 48 years as head coach at Tooele High School. He remains active as an official and a masters coach. During those 48 years Mel coached both boys and girls. He held practices ten months a year and during the school year there were two practices a day. Meets were once and sometimes twice a week. He had the same assistant for 30 years and another until he retired. He also taught for 34 years and managed the swimming pool. Mel and his wife Gwen have been married 35 years and raised 13 kids in their blended family.

NJ: When your kids were at home how did you and your wife share childcare and household activities?

MR: With this many kids we couldn't do it all. Each of the kids had an assignment on Saturday, like dusting the house, or cleaning their room. And the older kids would help baby sit the younger kids. When we got married the kids ranged in age from 7-26. One of the older children was married and gone and a few others were in college or on missions. At any one time we had 6-7 in the house. Gwen and I worked together raising the children. The first five years were difficult. There were adjustments to make blending the two families together. But we managed to work through it and the last 30 years have been great.

NJ: Did your wife participate or help with any team activities?

MR: Yes, she saw the benefits of the program and wanted to help. At first, she timed when she could and supported the kids. I enrolled her in a computer class at the local college and she was hooked. Then she ended up running the Hy-Tek program and set up all the meets. She began to understand why I was gone so much for practice. She still does this for three schools now.

NJ: Were there any conflicts because of your coaching?

MR: For the most part there were no conflicts. We communicated and helped each other all the time. 12 of my kids swam for me and didn't do any other sport. Being on the team was a family activity. When I became a grandparent, I was sorry to miss a lot of my grandkids activities because of my practices and meets.

NJ: What advice would you give a new coach about marriage and coaching?

MR: I would suggest trying to involve your spouse in team socials or timing, some way so he or she can understand what you are doing and the benefits of the program. When they are on the outside it's hard to understand why you are late after a meet or practice. Swimming isn't like other jobs with set hours. Also, allow time for you and your spouse to be alone. If you can let an assistant take practice early in the season so you can have time together away.

Mike Schuelke, Retired Head Coach Neenah High School, Neenah, WI

Former National Records/Archives Chair, NISCA

Mike retired last spring after 48 years of coaching, 27 of those at Neenah High School. He coached around 50 girls in the fall and 35 boys in the winter with practices six days a week and two-a-days on weeks when there were no meets. His team had 14 meets during the season with one or two a week. He coached diving for five years until he found a diving coach. Along with teaching Mike coached girls' basketball in the winter until the new boys' swim team started. He also coached softball in the spring. Mike's wife Sue was a teacher prior to their move to Wisconsin where she worked as an Administrative Assistant for Georgia Pacific. Mike and Sue have been married 48 years and raised two girls.

NJ: How did you and your wife share childcare and household activities?

MS: We had an understanding that I would take care of the outside of the house, and she would take care of the inside. Her job had a set schedule, so grandparents kept the kids during the day until the kids went to school. My wife took care of the kids when she got home from work and took them to their activities. She was and is a rock star and made it easier for me to coach and teach.

NJ: Did your wife participate or help with any team activities?

MS: She ran Meet Manager at the home meets. We set up the meets together and this was fun. She always understood what I was doing with the program and supported me.

NJ: Were there any conflicts because of your coaching?

MS: None between my wife and me. We always worked together. I missed many of my girls' activities when I was coaching. My wife videotaped almost everything so I could watch later. I was lucky that both my daughters swam for me, one started as a freshman and the other as a sophomore. Both ended up being team manager for the boys' season in the winter, so they were around for both my swim seasons. Eventually I quit coaching basketball but still had all seasons filled between swimming and softball.

NJ: Were you able to find time for just the two of you?

MS: Usually out of season we'd take a trip without the girls. We needed the time together without outside interference.

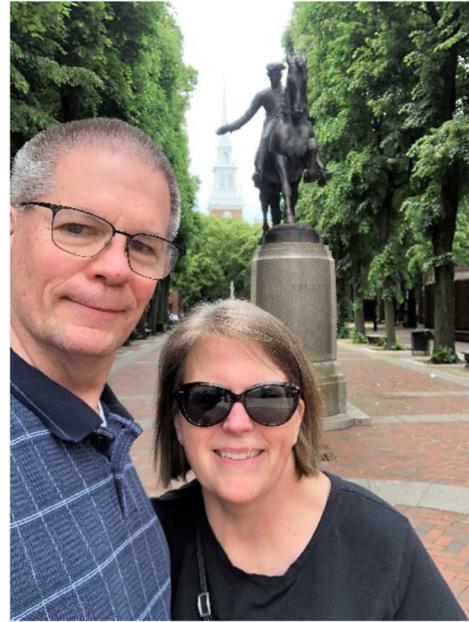
NJ: What advice would you give a new coach about marriage and coaching?

MS: I'm not sure because it has always been so natural for us. I married my best friend and we have remained friends all our lives. She always understood and was interested in both the sports I coached. It might be hard if the spouse isn't as interested. I never had to talk her into it, she was always there. We've always had the same interests so maybe having the same interests would help. And, making sure you support your spouse in what he or she does also. Family has always been important to us.

Each of these coaches have a unique situation. From Mark and Catherine who made the decision that Mark would be a stay-at-home dad to Greg and Sarah who are in their 30s and raising three young girls while both parents have full-time jobs. They've all developed diverse ways to meet the needs of their coaching job, additional job, various other projects, and still have a family life. Some spoke of the additional stress during the high school swim season. These coaches have found healthy ways to deal with the stress of the busy schedule during the swim season with the help of an understanding, interested and loving spouse.



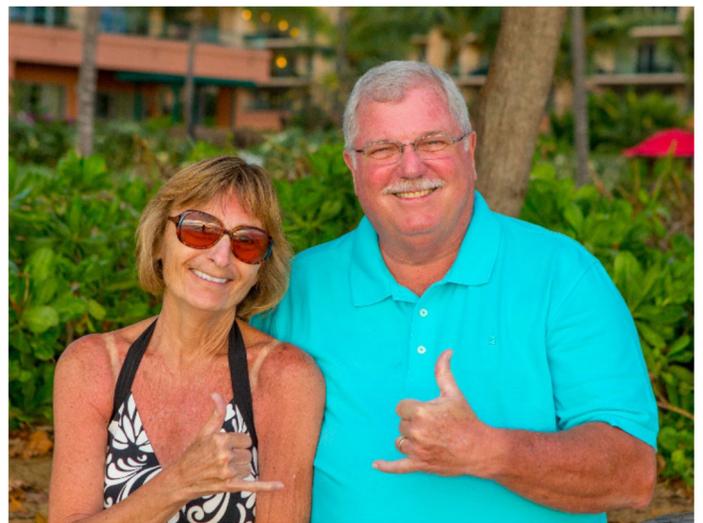
Sarah and Greg McMullen



Mark and Catherine Rauterkus



Gwen and Mel Roberts



Sue and Mike Schuelke

Combating the Combination of Getting Older ...and All That Other Stuff That's Happened Recently

By Dana Abbott, *Journal Editor*

A writer for the New York Times just recently shared her thoughts on getting older and how she deals with it, with the added perspective so many of us may wish we could have avoided: life in the times of a pandemic.

I had an experience this past week that made me feel we are on similar wavelengths, and probably many of you are tuned in with us, too.

My cell phone needed replacing. **"You've had it for over SIX YEARS, do you have any idea how ancient that makes it?"**, my friend asked. *Well, it was working fine until the power button fell off and I couldn't turn it on or off*, I replied. **"You might as well have a couple of tin cans and some string"**, it was opined. In all honesty, it didn't -seem- that long. Maybe three years? Four? Certainly not six-plus.

So I visited the phone store, and found out I was eligible for a free upgrade to the latest 5G gizmo with all of the attendant bells and whistles my iPhone friends have been playing with for several years, and making fun of my Pleistocene relic. Bonus: the monthly plan would be less than the current one, so I quickly said goodbye to the battery-powered paperweight and got the new phone. One of the issues with the old phone was a very poor selfie-mode for doing phone chats. Or selfies. *This new phone -has- to be better*, I thought, *won't my sister and other family members be surprised when I call them on Messenger and they can tell whose face they are seeing?*

Until I tried it. Boy, was it sharp, and clear, and... And I was wondering who that old man was, looking at me from the 40-megawatt screen. *Ye gods! That can't be me!*

Margaret Renkl*, an opinion writer for the NYT who just turned 60, wrote: *"The only trouble with being born in 1961 is that in 2021 you turn 60, something I did last week. It's very strange to persist in feeling 22, even as every mirror — and every storefront window and polished elevator door — reveals the truth. Sixty is the point at which people must admit they are no longer middle-aged."* (1)

She followed that with some gratitude: *"...I am glad to be 60 because it means I almost certainly won't live to witness the cataclysm that is coming if humanity cannot change its ways in time."*

But that's not the way I think on most days. On most days I am simply grateful for the 60 years I've had."

She even mentioned our grand sport, swimming, as the subject of a **"Now You're 60"** birthday card she received which joked, *"At your age, swimming can be dangerous. Lifeguards don't try as hard."*

All joking aside, she continued in the gratitude vein: *"I am now a person who looks exactly like her late mother, despite far more exercise and a far healthier diet... I loved my mother, and I love seeing her again in every store window I pass."* Or, as I suppose, on the screen of her cell phone during video chats.

When we get a touch of the blues owing to all the "stuff" going on around us, and slip into the Debby Downer or Sad Sammy trap, she says, think about what we have learned.

"I have lived long enough to be surrounded by the truest possible friends. Sixty years have given me time to learn that true friendship...is forged across time, through good fortune and tragedy alike, and true friends are those who keep on loving one another even when it isn't convenient and even when they don't always agree. [I] have learned, too, that what is beautiful and joyful is almost always fleeting and must never be squandered. That rejection rarely bears any relationship to worth. That whatever else might separate us, sharing a love for "Ted Lasso" is enough common ground to start the harder conversations. That life is too short to wear uncomfortable shoes. These are the same lessons the pandemic ought to have taught us, a life-and-death recognition of what truly matters."

Since this issue's date range includes the Thanksgiving and Christmas holidays and we all, each and every day, are getting older and will continue to face some negatives in our lives, ought we not try to check whatever sad feelings we encounter at the door, and be truly grateful for all of the positives? Like, how blessed we swimming and diving and water polo coaches are to have the opportunity to work with and make a difference in the lives of so many great kids, and know so many great families and colleagues in the GREATEST SPORT IN THE WORLD?

I am.

* <https://tinyurl.com/3khk9vha>



“WHEN I STARTED COUNTING
MY BLESSINGS, MY WHOLE
LIFE TURNED AROUND.”

WILLIE NELSON

WATER POLO NOTES:

Texas High School Water Polo: Birth, Growth and Adoption

By S. R. "Mac" MacDonald

Swimming Coordinator, Houston Independent School District

This issue: The BIRTH

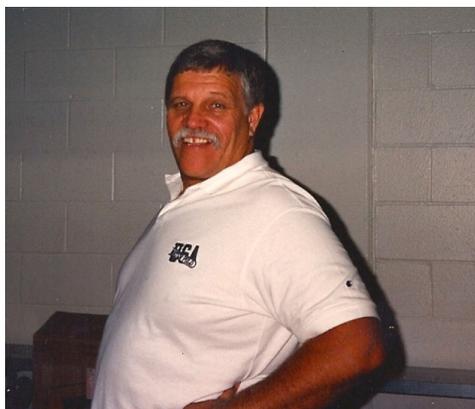
Water polo came to Texas high schools on the flip-flops of a California boy, Dennis Fosdick. "Fos" spent three years coaching swimming and water polo at the Amarillo Boys Club before arriving at Texas A&M University in 1970. Since Art Adamson is considered the "Father of Texas Water Polo", Fosdick's contributions earned him the tag "Godfather of Texas Water Polo". He coached men's swimming and water polo for 10 years and started the Aggies women's program in the mid-'70s. But his contribution to Texas high schools was a stroke-of-genius recruiting tool. In 1971, through Texas A&M, he launched the Texas State Water Polo Tournament for high school teams.

While the boys' tournament was restricted to high school teams, the girls' tournament included the Texas A&M women's team. Fosdick refereed and organized all of the championships through 1979, also promoting clinics at the A&M campus that helped high school water polo flourish in Texas.

The first two championships, not surprisingly, were won by the local College Station high school, A&M Consolidated. Led by future Aggie stars, brothers Bobby and Billy Leeland, the "Consol Tigers" captured the initial titles in 1972 and 1973. These teams were coached by A&M Assistant Coach, Dr. Steve Montgomery, and featured not only the Leeland brothers, but Girls' MVP Lynn German (playing against the A&M Women).

The 1973 tournament recognized yet another former Aggie (there is no such thing as an Ex-Aggie), when Donn Boyd (A&M Class of '70) coached the LaMarque Cougars to a runner-up finish. Coach Boyd's Cougars played in three straight title games from 1973-1975, winning the championship in 1974. Those teams featured future MVPs and Aggie teammates Dutch Kueteman and Bruce Lester. Coach Boyd was named Coach of the Year from 1973-1977 and served as NISCA All-America Water Polo Chair from 1981-1999.

While the boys' game featured speed, strength and power, for explosiveness I give you - *the girls!*



The "young Turk" coaches of TISCA decided to host a spring tournament in 1976. Needing a name for the upstart venture, they printed **TISCA** on the t-shirts and plaques. Then, tired of sharing their championship with college teams, the girls struck out on their own in 1977 with the first Texas Interscholastic Swimming Coaches Association (TISCA) High School Water Polo Championships for Girls. The TISCA name seemed to make sense, even though none of our swim coaching brethren had noticed us.

But notice us they did in 1978. Up until that time, High School Water Polo had been played under the NCAA Water Polo Rulebook. In 1978, the National Federation charged Rules Chair Susan Walters with publishing a Federation Rulebook for Water Polo. John Webb assigned Mac McDonald the task, and the first ever National Federation (NFHS) Water Polo Rules Book came out in the summer of 1978.

Up jumped the devil in Texas! Were we going to continue to play by the NCAA Rules Book or adopt the fledgling NFHS? The debate between high school water polo coaches in Texas was more fierce than a fourth quarter and more partisan than a seeding bracket. It raged on through the early weeks of the 1978 high school season and then "all hell broke loose" on the floor of the annual TISCA General Meeting in the ballroom of Austin's Villa Capri Hotel. While the decision was ultimately reached to adopt the NFHS rules book, the "Alamo moment" came when all of the longtime TISCA swimming coaches began looking at each other and asking the question, "Since when do we have a Water Polo program?" TISCA President Lanny Landtroop decided then and there that TISCA needed to name a Water Polo Committee. They appointed Donn Boyd as Chair and Mac McDonald as Secretary. (They have been trying to get a handle on us ever since!)

The 1970s of Texas High School Water Polo were truly colored A&M maroon. In 2002, the Texas Interscholastic Swimming Coaches Association named its water polo MVP awards the "Dennis Fosdick MVP Trophy" for the boys and the "Donn Boyd MVP Trophy" for the girls.

Next Journal: The GROWTH (1979-1998)

Dennis Fosdick

The Godfather of Texas HS Water Polo

Recommendations and Guidelines for High School Swimmers and Coaches

By Adam Schmitt, *Former Head Coach, Louisiana State University*

There are many academic resources for High School students as they plan and prepare for college admission, however, information on continuing to swim in college is not as available. To lay out the basics of how to prep high school swimmers for college opportunities we talked with Adam Schmitt. As a former Division I coach, Adam spent more than seventeen years recruiting high school athletes, and in his 10 years as a club coach he has helped his athletes navigate the path to continuing to swim in college.

What is the first thing you would recommend a high school swimmer do who wants to swim in college?

Encourage swimmers to start looking at schools early. Help the swimmers pinpoint colleges based on:

- *Field of study
- *Ability and level of the college, i.e. D1, D2, D3, NAIA, etc.
- *Family financial needs
- *Geography/Location
- *Scholarships available

How can a swimmer know if the school they are looking at would be interested in them?

- *Have the swimmers check out the rosters to compare times to current swimmers to see if they could possibly swim there.
- *See what freshman times are as they join the team.
- *Look at meet results for those schools.
- *Contact the coach directly.

What is the best way for an athlete to contact a school they are interested in?

- *It is important to have the athlete contact the college coaches directly in multiple ways.
- *Fill out the online questionnaire for the schools.
- *Contact the coaches with a direct email, phone call, or message.
- *Email should be short and include just facts about the swimmer and any additional athletic intangibles, like if you participated in any other sports (indicating if they are an all-around athlete, not just a swimmer), when you started, what current training routine is (average yardage), and best times.
- *Keep the message simple. College coaches don't have time to read lengthy bios...if possible, the title should catch their attention.
- *Be sure to copy all coaches on staff to make sure you connect with their recruiting coordinator.

Are scholarships always available?

- *Some schools have swim programs with no scholarships.
- *Some programs will have only a few available scholarships which are divided into small awards.

*For some programs being able to "walk-on" and be a part of the team is the reward. Some colleges rely on student's ability to also get academic aid.

*There are many different schools at all levels of college athletics that have different opportunities available. It takes time to research what is available and what fits each athlete's desired expectation.

When is the best time to start contacting/applying to schools?

- *Apply early to the schools you are really interested in because the earlier you do it, the more chances of academic aide will be available from schools if grades and test scores are really good.
- *Stay in contact over the season with updates on time improvements, etc.

What can I do as their High School coach to help?

- *By their Junior and Senior years, make sure the swimmer gets as many opportunities as possible at their best events so they can show improvement.
- *Reach out to colleges for your swimmer.
- *Don't be offended if you don't hear back. Most college coaches are consumed with a lot of things, and they already know most swimmers' times from online sources, so they may not respond quickly. Reach out with emails, or phone calls.
- *College coaches do prefer the swimmer showing initiative to reach out but contacting the high school and club coaches does help to add training and personality information.

Do you recommend using a recruiting service?

- *There are many services out there--and may be helpful if you are looking for smaller schools that may not have the resources to do big recruiting research.
- *Personal contact directly is ideal.

Should swimmers send videos of their stroke?

- *If a school is interested in your swimmer, sending a video if requested by the college coach can be helpful.

Bottomline, keep an open mind when looking at colleges. Dive into researching everything you can about all the options that are available for the schools you are interested in. As you narrow down your choices, continue to communicate, and the chances of finding the opportunity to be a part of a university team may be realized.

Adam Schmitt is a former NCAA Division I swimmer (LSU) where he was a 12-time All-American. He was a USA National Team member (Pan Am Games, Goodwill Games, World University Games), head coach at LSU and Long Beach City College, and assistant coach at Auburn, Arizona State, and the University of Houston. He currently coaches a USA club team in the West Houston area.

Obstacles to Success

From *Brain Food*

There is nothing that gets in the way of success more than avoidance. We avoid hard conversations. We avoid certain people. We avoid hard decisions. We avoid evidence that contradicts what we think. We avoid starting a project until we're certain of the outcome.

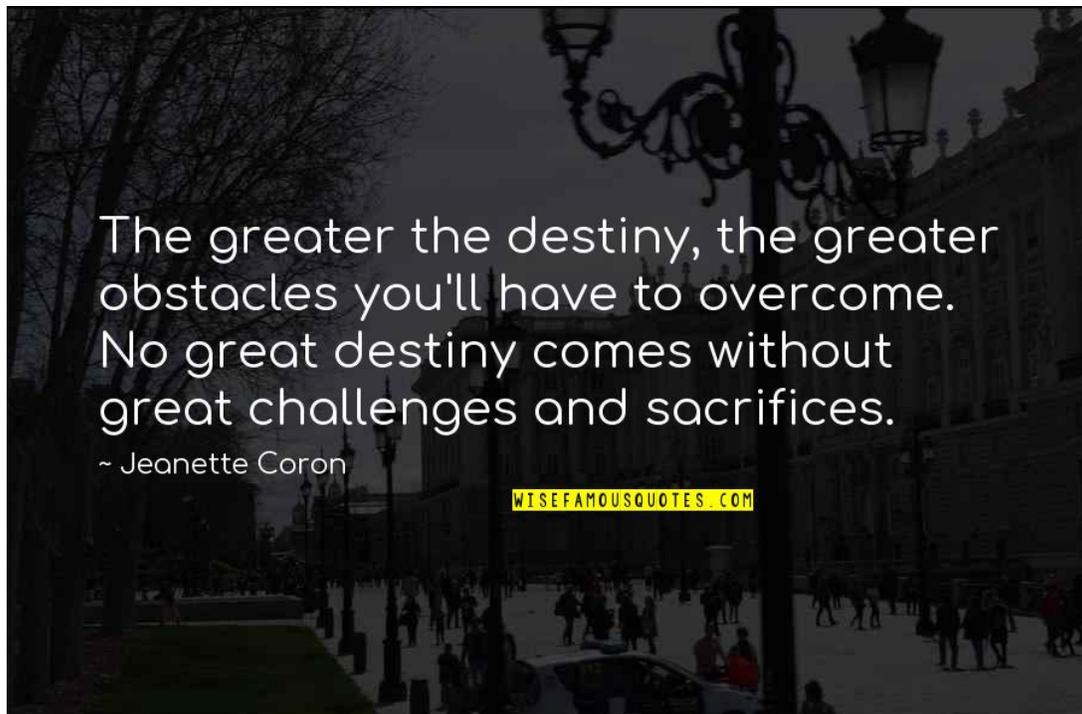
To justify our avoidance, we lie to ourselves. We tell ourselves that we're noble — we don't want to hurt someone's feelings. We tell ourselves we don't want to offend others. We tell ourselves that things will get better. We tell ourselves that things will get easier. We tell ourselves that we can avoid the real issue without any impact. We tell ourselves we'll start when the time is right.

Sometimes we muster up half the courage. We have half the conversation we wanted to have. We do half the hard thing. We acknowledge the evidence but convince ourselves this time is different. We see the person we're avoiding but don't really talk to them. We start but don't commit to the project.

And here's the interesting thing. Half-efforts tend to make things worse, not better. When things don't get better, it only reinforces that we shouldn't have said anything in the first place. Avoiding isn't better, it's just easier.

Not only does avoiding today make the future harder, but it also almost always makes the present harder. Avoiding puts you on a hair-trigger, anything will set you off. We all do this. Who hasn't entirely avoided a hard conversation with their partner about something only to find themselves in an insignificant argument over something trivial? Of course, the petty fight isn't about the trivial thing, it's about avoidance of the hard thing.

Everything becomes harder until we stop avoiding what's getting in the way. The longer you wait the higher the cost.



THE DAILY COACH, Part I: Things to Think About

Some quick-hit content that aims to provide a booster shot to your thought process

*Courtesy of **The Daily Coach**. You can subscribe **HERE**: <https://tinyurl.com/5jve47k2>*

THE DAILY COACH

I. Timeless Truths to Live By

Universal truths about life that will change the way we think and live:

- Purpose doesn't always look like purpose.
- Choose to put yourself out there, again and again.
- What you cannot find within, you will find in nature.
- Nobody is putting a magnifying glass to your mistakes — just you.
- Your inner life defines your outer life. Self-love is the greatest agent of change.

II. A Life Without Regrets

Living a purpose-driven life:

- Help others.
- Be courageous.
- Simplify your life.
- Pursue your passion.
- Encourage creativity.
- Silence your inner critic.
- Prioritize family and friends.
- Focus on one thing at a time.
- Define what's important for you.
- Have the courage to express yourself.
- Live your eulogy rather than your résumé.

III. Do What You Gotta Do

- Do what you gotta do to be happy.
- Do what you gotta do to stay present.
- Do what you gotta do to protect your peace.
- Do what you gotta do to get where you want to go.

“Breathe. Let go. And remind yourself that this very moment is the only one you know you have for sure.” — Oprah Winfrey

IV. Question

What if it **does** work out exactly how you imagined it or greater? Entertain that thought.

V. This Week I Will

- Prioritize sleep.
- Write my to-do list.
- Practice a new skill.
- Work without distractions.
- Take care of my body and mind.

*The goal of **The Daily Coach** is to provide a daily hands-on approach to becoming a better leader.*

THE DAILY COACH, Part II: More Things to Think About

I. The Art of Coaching

It's easy to be a critic or a cheerleader. It's harder to be a coach.

A critic sees your weaknesses and attacks your worst self.

A cheerleader sees your strengths and celebrates your best self.

A coach sees your potential and helps you become a better version of yourself.

Source: Adam Grant, Think Again: The Power of Knowing What You Don't Know

II. The Cost of Kindness

It costs absolutely nothing to be kind. Kindness...

Is healing

Can transform our life.

Is a choice we make.

Feels good.

Is a form of love.

Creates miracles.

When we intentionally listen to another person's story, we humanize our lived experiences while practicing the power of kindness.

III. The Gifts Of Gratitude

"Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend." — Melody Beattie

I am grateful for all that I am becoming.

I am grateful for the beating of my heart.

I am grateful for the sun that rises with each day.

I am grateful for all that I am, right here and right now.

I am grateful for all that I have been, leading up to this moment.

"I Am" are two of the most powerful words for what we put after them shapes our reality.

IV. Question

How long will you put off what you are capable of doing just to continue what you are comfortable doing?

V. This Week I Will

Breathe.

Center myself.

Live in gratitude.

Silence the mind.

Lend a helping hand.

THE DAILY COACH

The Daily Coach is a free daily email and *"is aimed at people of all ages and generations around the globe to fully comprehend the essential qualities that make being a leader a **daily** practice.*

"Leading first starts with leading yourself and these daily emails will aid the continuous internal battle of me vs. me, which then will allow the true inner leader to emerge."

You can subscribe HERE: <https://tinyurl.com/5jve47k2>

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*Artist rendition of possible new museum buildings

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NISCA Hotel Reservation Form

89th Annual NISCA Conference

Wednesday - Saturday, March 23-28, 2022

Cutoff Date for
Reservations is
Feb. 28, 2022

Room Rates: Single \$129.00 + 8.9% Sales Tax + 8.0% Occupancy Tax + \$5.00
Hotel Fee per night

(NISCA recommends SINGLE Occupancy)

Complimentary Wi-Fi (in the meeting space). Basic guest room internet access
included in the room rate.

No Smoking, no pets allowed

Hotel reservations must be made by Feb. 28, 2022. Reservations made after this
date will be taken on a space available basis only.

Parking - overnight is valet and charged at \$25.00 per day

Call the Hotel at 855-243-1342 and refer to the NISCA 2022
Conference

Or use the link below [NISCA](#) to go directly to the hotel's web page.

Rev. 1.1 09-24-2021

Date of Arrival: _____

Estimated Time of Arrival: _____

Date of Departure: _____

Please Reserve: _____ room(s) for _____ people

Name: _____ Phone: (____) _____

Address: _____

City: _____ State: _____ Zip: _____

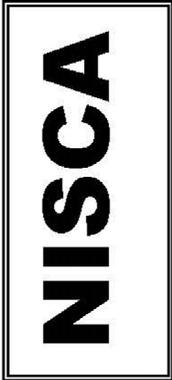
School: _____

AMEX _____ VISA _____ MASTERCARD _____ DISCOVER _____

Card Number _____ Exp. Date _____
CVC (Security) Code _____

Signature _____

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CONFERENCE REGISTRATION FORM
89th Annual NISCA Conference
Wednesday – Saturday, March 23-26, 2022
The American Hotel Atlanta, GA

Reservation Options:

Option 1...In Person. Cost \$265.00

This option covers the Conference registration.

Option 2...Virtual. Cost \$75.00

This option will be done through a Zoom call. Please provide your e-mail address below so that we can send you the necessary login information

Please note the following:

1. Conference materials will NOT be mailed in advance. All conference materials will be held for each registrant until they check in at the Conference.
2. If you are registering additional coaches, please make additional copies of this form.

Arrival Information:

Date and Time _____

Spouse's name, if attending the convention: _____

Shirt Size (available to NISCA Coaches Who Pre Register Only)

Sm. Med. LG XL XXL (Circle One)

PLEASE MAKE COPIES OF THIS FORM FOR ADDITIONAL REGISTRATIONS

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone () _____

e-mail address: _____

Reservation Options:

Option 1 – Please reserve _____ @ \$265.00 \$ _____

Option 2 – Please reserve _____ @ \$75.00 \$ _____

TOTAL \$ _____

Checks should be made payable to NISCA.

Send to:

Thomas Wojslawowicz

3015 Shiloh Ln.

Charleston, SC 29414-8025

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**National Interscholastic Swimming Coaches Association
2021 - 22 NISCA Swimming All-America**

Yard Time Standards

Top 100 Athletes as determined by submitted and accepted times will be recognized as All-America in individual and relay events.

<i>Boys</i>		<i>High School</i>	<i>Girls</i>	
<u>All-America</u>	<u>Consideration</u>	<u>Event in Yards</u>	<u>Consideration</u>	<u>All-America</u>
1:33.21	1:34.74	200 Medley Relay	1:46.21	1:44.21
1:38.40	1:40.13	200 Freestyle	1:50.57	1:48.74
1:49.57	1:51.57	200 Individual Medley	2:03.64	2:01.51
:20.54	:20.91	50 Freestyle	:23.54	:23.20
:48.92	:49.95	100 Butterfly	:55.49	:54.42
:44.95	:45.73	100 Freestyle	:51.05	:50.19
4:28.38	4:33.10	500 Freestyle	4:56.85	4:52.18
1:24.80	1:25.86	200 Freestyle Relay	1:36.94	1:35.36
:49.38	:50.37	100 Backstroke	:55.92	:54.80
:55.84	:56.98	100 Breaststroke	1:03.80	1:02.58
3:06.28	3:09.26	400 Freestyle Relay	3:31.02	3:27.65



**National Interscholastic Swimming Coaches Association
2021- 2022 NISCA Swimming All-America**

Meter Time Standards

*Meters are converted to Yards by the online entry database
Coaches enter Meter Times and check "Meters"*

*Top 100 Athletes as determined by submitted and accepted times
will be recognized as All-America in individual and relay events.*

<i>Boys</i>		<i>High School</i>	<i>Girls</i>	
<u>All-America</u>	<u>Consideration</u>	<u>Event in Meters</u>	<u>Consideration</u>	<u>All-America</u>
1:44.07	1:45.86	200 Medley Relay	1:58.53	1:56.29
1:49.16	1:51.05	200 Freestyle	2:03.61	2:00.48
2:01.91	2:04.18	200 Individual Medley	2:17.24	2:14.87
:23.05	:23.45	50 Freestyle	:26.24	:25.86
:54.49	:55.64	100 Butterfly	1:01.64	1:00.46
:49.98	:50.86	100 Freestyle	:56.76	:55.81
3:55.63	3:59.78	400 Freestyle	4:23.36	4:16.30
1:34.63	1:35.81	200 Freestyle Relay	1:48.28	1:46.51
:54.86	:55.96	100 Backstroke	1:02.12	1:00.88
1:01.98	1:02.91	100 Breaststroke	1:10.94	1:09.58
3:27.47	3:30.47	400 Freestyle Relay	3:55.07	3:51.32

READING RECOMMENDATIONS

The holidays often provide the luxury of some much-needed down time, so why waste it? In between the holiday break doubles you may be running, give yourself the benefit of the enjoyable and educational alternative of READING. The break in routine and transporting the mind and concentration to other arenas may be just the re-charge your brain and mental health need.

Following are some short descriptions of recommended reading from **The Daily Coach** website. You will probably recognize a few titles, but there are some others you may want to explore.

If you are in search of a book recommendation, the team at The Daily Coach highly recommends:

The Power of Now by Eckhart Tolle. The book takes readers on an inspiring spiritual journey to find their true and deepest self and reach the ultimate in personal growth and spirituality: the discovery of truth and light.

The Alchemist by Paulo Coelho. This international bestseller tells the mystical story of Santiago, a shepherd boy who yearns to travel in search of a worldly treasure. His quest will lead him to riches far different — and far more satisfying — than he ever imagined. Santiago’s journey teaches us about the essential wisdom of listening to our hearts, of recognizing opportunity and learning to read the omens strewn along life’s path, and, most importantly, to follow our dreams.

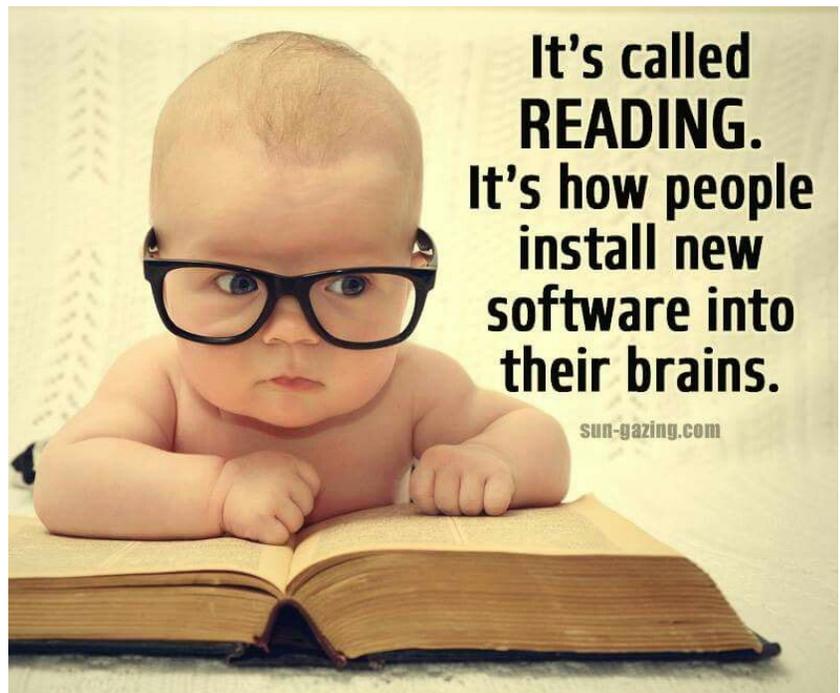
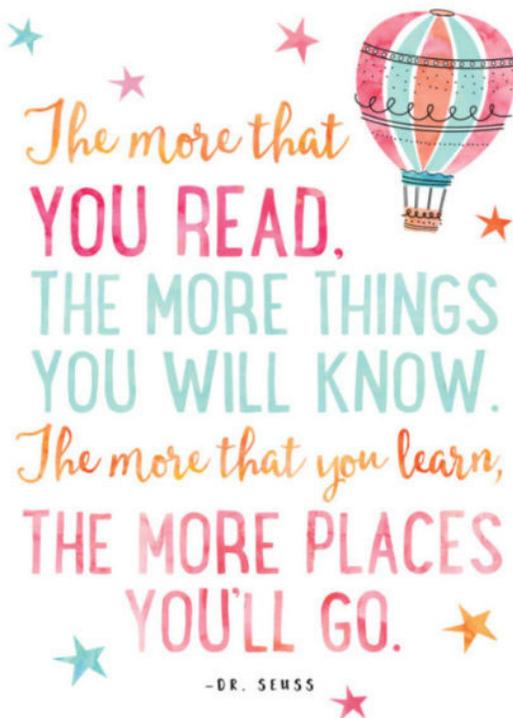
The Untethered Soul: The Journey Beyond Yourself by Michael A. Singer. Whether this is your first exploration of inner space, or you’ve devoted your life to the inward journey, this book will transform your relationship with yourself and the world around you. Michael A. Singer shows how the development of consciousness can enable us all to dwell in the present moment and let go of painful thoughts and memories that keep us from achieving happiness and self-realization.

The Life-Changing Magic of Tidying Up by Marie Kondo. With detailed guidance for determining which items in your house “spark joy” (and which don’t), this international bestseller will help you clear your clutter and enjoy the unique magic of a tidy home—and the calm, motivated mindset it can inspire.

The War of Art: Break Through the Blocks and Win Your Inner Creative Battles by Steven Pressfield. This book emphasizes the resolve needed to recognize and overcome the obstacles of ambition and then effectively shows how to reach the highest level of creative discipline.

Solve for Happy: Engineer Your Path to Joy by Mo Gawdat. In this, powerful personal story woven with a rich analysis of what we all seek Mo Gawdat, former Chief Business Officer at Google’s [X], applies his superior logic and problem-solving skills to understand how the brain processes joy and sadness—and then he solves for happy.

Leadership: In Turbulent Times by Doris Kearns Goodwin. In this culmination of five decades of acclaimed studies in presidential history, Pulitzer Prize-winning author Doris Kearns Goodwin offers an illuminating exploration of the early development, growth, and exercise of leadership. Clark, coauthor of the bestselling Buffettology series.



FROM THE VAULT, Part I...

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Vol. 2, No. 2

February, 1961

CONTENTS

	PAGE
Interval Training by James Counsilman.....	6, 7
An Answer to Counsilman's View by Buck Dawson	8
A New Concept in Springboard Diving.....	10
He Blows the Whistle on Champion Mainliner....	12, 13
Maximum Training in Small Pools by Phil Scott.....	15
Calendar of Events.....	18
Meet Results	2, 20 thru 25

FROM THE EDITOR

The deadline for submitting names for the 1961 All-American High School and Prep School Selections is April 14, 1961. During the past year we have had many letters from high school coaches and high school swimmers complaining about the early closing and other inequities in the selections. These claims of injustice are too many to be placed in public view.

However, a letter that has been just received succinctly sums up the situation. We are in 100% agreement with Ron Watson, California Institute of Technology, Pasadena, California.

The letter:

The selection of the All-American High School Swimming Team for 1960 was worse than usual and was an injustice for many boys. Past years have been bad, but this one undoubtedly took the prize for glaring omissions.

The most obvious left-outs were the superb northern California swimmers and some of their southern California counterparts. A few of these boys were ranked on early season times, but most were omitted simply because the season is late in their state.

Other omissions throughout the country can be cited also, which show that the machinery for making the selections for this team should be revamped.

A casual perusal of the 1961 Swimming Guide and some of the 1960 Swimming World issues yield the following examples:

1. Schubach, Canton McKinley, Ohio was rated in the 200 freestyle with a 1:57.5, but Kondracke, Springfield, Ohio who beat Schubach in the Ohio state championship at 1:57.3 wasn't rated at all.

2. Tyler, Conard, Conn., was not rated in the 50 and 100 freestyle, yet turned in a :22.9 and :51.5 in the New England Interscholastic Championships.

3. Reppert of Upper Darby, Pa., did 2:12 for the 200 individual medley in the Eastern Interscholastic Champs but wasn't rated.

4. McDonough, Seton Hall, won the 100 butterfly and 100 freestyle with respective times of :56.2 and :51.9 in the National Catholic championships but wasn't rated.

5. In the Florida High School champs, Herdegan of Eustis won the 100 backstroke in :59.2 but wasn't placed on either the high or prep All-American Team.

6. In an early California meet, Fellows of Muir went :50.8 for the 100 free but wasn't listed. (Beverly Hills Invitational 3/25/60.

7. In the California Interscholastic Federation (C.I.F.) northern championships, six of the winning times (and some of the place times) were better than the *best* listed for All-America selections . . . 400 free, 50 free, 100 free, 100 flv. 100 breast and 200 individual.

From The Golden Days of Yesteryear...

(as reported in Swimming World Magazine)

They say you can't learn from the past if you don't study it. I don't know if we would call reading archived material "studying", but it's certainly interesting and educational.

Swimming World Magazine has over 60 years of content available on PDFs if you have a 3-year Total Access Subscription. Download every issue and save them like your trusty editor did. They really make for intriguing perusal!

In future "Vault" columns in the Journal, we will share the earliest content produced for Swimming World by NISCA Past President Walt Anderson in a column initially titled "Interscholastic Splashes", but more aptly renamed "Interscholastic Soundings" a few issues later.

From Feb 1961 (on left) we see a question/complaint/criticism (with a suggestion) on an issue that used to be a problem with All America Swimming, namely, that not all swimmers fast enough to be All America were SELECTED to be named All America. The reasons in those cases, it seems, stemming from publishing AA lists before the last state meets had concluded, have been resolved. We'll talk more about AA processes in the next Journal. Stay tuned!

FROM THE EDITOR (Continued from Page 3)

8. In the northern and southern championships (held separately) 45 performances were better than the last place times for the appropriate events listed for the Official All-American high school team, with only 9 of these C.I.F. boys being ranked on poorer, early season times. The greatest single injustice was that of Steve Clark of Los Altos wasn't even listed in the 100 freestyle, yet had an official high school time :1.4 seconds faster than the top time in the All-American list.

To show how inaccurate the selections on the high-school All-American teams have become, only three out of the fourteen of the recognized current short course records for high schools were performances that were ranked in the All-America listings.

There are two obvious ways to correct the selection procedure:

- Wait till all the states have held their championships, i.e., in May (deadlines should be adjusted), and
- have the selections made by a committee that knows what it is doing, e.g. with members from various sections of the country rating their areas separately and then a central committee combining these into a single team.

These corrections are so obvious that steps in this direction should be taken at the meeting of the scholastic coaches in Seattle during the NCAA meet this spring.

To insure that action is taken, it is up to the high school coaches to urge their officers to institute the appropriate action. I appeal to their fair-mindedness and hope this letter will prod their consciences.

January 16, 1961

(signed) Ron Watson

INTERVAL TRAINING APPLIED TO SWIMMING

James Counsilman, *Swimming Coach Indiana University*

One of the main reasons for the big improvement in swimming times in the past few years has been an improvement in the type of training program many swimmers are using.

Formerly a swimmer's workout consisted of swimming, kicking, and pulling many lengths at a slow or moderate pace, sometimes finishing with a few sprints.

An example of this type of workout is illustrated below:

1. Swim a mile continuously
2. Pull a half mile continuously
3. Kick a half mile continuously
4. Sprint four 50 yard sprints

IS THIS A GOOD WORKOUT?

Joe Smith is training to swim the 50 yard freestyle in 23 seconds and the 100 yard freestyle in 50 seconds. If he swims a mile at a slow or moderate pace, he will be swimming each 50 yards in around 40 seconds or slower and each 100 yards in 1:20. He is swimming at a speed only a little faster than half the speed he wants to swim in his races.

To investigate the logic of this type of workout, let's compare it with what they do in other sports and activities: Would a violin player practice Horace's staccato at half speed? Would a high jumper, who is training to jump seven feet, practice jumping to a height of three and a half to four feet? Would a pitcher practice his fast ball by throwing it at half speed? Would a runner training for a 200 meter dash go out and take long walks?

It becomes clear that the athlete or musician must practice the skill he is training for at approximately the same speed he does the activity in competition.

The high jumper cannot jump seven feet every day in practice but he must practice at closer to that height than four feet, perhaps say to the height of six or six and a half feet.

This brings up a very important principle of training for swimming: **TO ACHIEVE MAXIMAL PERFORMANCE A SWIMMER MUST SWIM HIS PRACTICE LENGTHS AT OR NEAR TO THE PACE HE WANTS TO SWIM IN THE RACE.**

By swimming distance slowly a person may get in many lengths. He feels as though he is training very hard. He has the feeling of accomplishment when he can say, "I swam two miles today in workout." Many persons believe that to swim faster you need merely to swim more miles per day.

QUALITY OF WORK NOT QUANTITY

I wish here to stress the importance of the quality of the work. Quantity of work alone is of little significance. Roger Bannister became the first human to break four minutes in the mile run by training only forty-five minutes a day. At the time he accomplished this feat, he was serving his medical internship and could not afford the time required for long workouts. He trained by running everything he ran very hard. He hurt himself every day. He ran so hard his lungs burned and his body ached. *The quantity of the work he did was low, the quality was high.*

He trained as most track men train, by running many under-distance runs at a fast pace, and taking short periods of rest between this series of runs. By controlling the speed of these under-distance runs and also controlling the short periods of rest between them, a track man can introduce progression into his workout.

INTERVAL TRAINING DEFINITION

The interval of rest between each run is controlled, consequently the rather confusing term, "Interval Training."

It is interesting to note that nearly all track men at the height of their training season do practically no over-distance time trials or over-distance runs in their training.

Many persons believe that only when you swim slowly can you think of your stroke. If this were true in the case of a swimmer, he would indeed be lazy. To be a great swimmer you must be able at a single moment to exert effort and also be able to think of your stroke.

The mind must be able to control the body, not only at slow speeds but also at fast speeds.

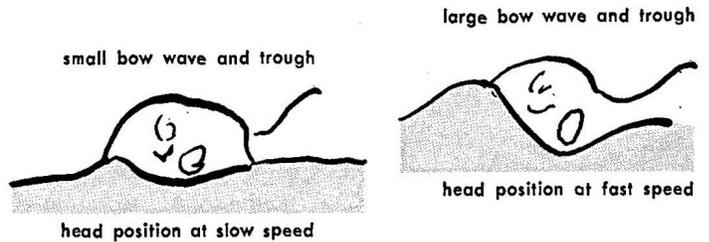
Slow swimming can be harmful. There are many factors which vary when a person slows down his stroke. He can actually practice improper mechanics due to the variation in these factors.

MECHANICS VARY IN SLOW AND FAST SWIMMING

1. The effect of gravity and centrifugal force upon the recovering arm frequently causes the swimmer to vary his recovery during slow swimming.

2. As the swimmer travels at higher speeds his body lifts up in the water, much as a water skier rises as his speed increases. This rise is caused by the increased resistance under the swimmer at the higher speeds. His mechanics are once again changed.

3. His breathing is changed at the higher speeds because his body level is higher and the trough of water at the bottom of the bow wave becomes deeper and he does not have to turn his head as far to breathe.



We do no long, slow, easy swimming. I find that the swimmers develop many improper stroke mechanics, such as a glide in the arm stroke and they drop their elbows before the start of the pull.

They frequently develop delayed breathing. They also tend to "let go of the water" or bend their elbows excessively at the end of the stroke.

In swimming the butterfly they tend to delay their arms up front and to develop a glide stroke. Our *butterfliers never swim any distance butterfly over 440 yards* and this distance seldom. Most of their training in the fly is at the 50-100 and 200 yard distances. They must always use a continuous stroke and breathe every second stroke.

A swimmer tends to do in a race what he has learned in practice. This being true a swimmer should try to simulate the mechanics he will want to use in the race. *He cannot do this by swimming slowly.*

PHYSIOLOGICAL PRINCIPLES INVOLVED IN TRAINING

As a person trains, he changes his body physiology. His body adapts to the stress placed on it by the exercise. His heart becomes stronger and more efficient. His muscles become stronger and fatigue less easily. Many subtle changes such as the hemoglobin content of the blood, the buffers in the blood that neutralize the lactic acid created by exercise increase in amount. The lungs become more efficient.

The term *stress* has a connotation of harmfulness. This is unfortunate since we must place stress on the body in the form of exercise before we can achieve any level of physical fitness or conditioning.

The real problem involved in determining what type of training program to use to achieve maximum fitness is: whether it is more desirable to: 1. place several prolonged periods of mild or moderate stress on the body such as we do when swimming long distances at a slow or moderate pace; or to 2. place many short periods of extreme stress with a short period of rest between each as we do when using the interval training method, (i.e. 30-50 yard hard swims with 30 seconds rest between each swim); or to 3. use a combination of the two methods described above.

In setting up our swimming training program at Indiana University we have leaned very heavily toward the second method, *but we still do some overdistance swims.*

George Breen and Alan Somers in training for the Olympic 1500 meters race only swam two 1500 time trials all summer. Most of their repeat swims in practice were made at the 400 meter distance or shorter. They frequently did as many as 8-400 meter time swims in one day.

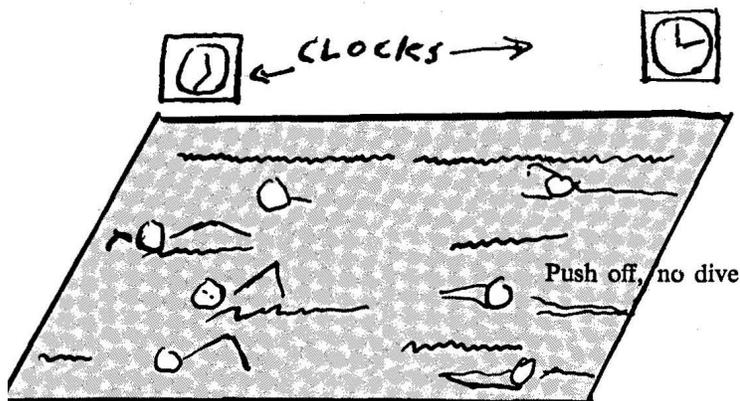
APPLICATION OF INTERVAL TRAINING TO SWIMMING

To show how interval training can be applied to a swimmer's workout, I am outlining several of our workouts below.

Monday

1. Warm-up 200 yards swim
2. Time 440 yards kick on board
3. Time five 100 yard kicks, starting every three minutes
4. Time 440 yards pull with tube wrapped around ankles.
5. Time five 100 yard pulls, starting every three minutes.
6. Swim thirty 50 yard swims starting every one minute.

To clarify exactly what is meant by "starting every three minutes" "starting every minute" etc. I have illustrated below:



Group A

Group B

For convenience we work in two waves, one at each end of the pool, and all of our repeats—swims, kicks, and pulls—are done "on the watch". The boys time themselves on two large (three feet) clocks on the wall. If they are doing 50s at the end of the year, they will start a 50 each time the second hand hits zero. If a boy swims freestyle, he may go around thirty seconds for the 50. This gives him another thirty seconds rest before he begins another 50. If he swims breaststroke, he may go around 40 seconds, and only have twenty seconds rest before he starts again. As the year progresses, we shorten this period of rest by making him start a 50 every 55 seconds, then every 50 seconds, and finally every 45 seconds.

By alternating waves in opposite ends of the pool and by synchronizing the watches in various patterns, maximum use of the water can be obtained. While one wave is swimming, the other is resting. Actually there frequently is a time when both groups are swimming.

Nearly all of our swimmers do almost identical workouts. The distance freestylers work out, however, does consist of longer repeat distances.

Sample Workouts (Working with two waves)

Tuesday

1. Warm up 500 yards—10 minutes
 2. 10-100 yd. kicks—30 minutes—starting every three minutes
 3. 10-100 yd. pulls—30 minutes—starting every three minutes
 4. 10-100 yd. swims—30 minutes—starting every three minutes
- Total 1 hour & 40 minutes

Wednesday

1. Warm up 200 yards—6 minutes
 2. Kick 440 yards—16 minutes
 3. Kick 5-50 yards—8 minutes—starting every 1½ minutes
 4. Pull 440 yards—14 minutes
 5. Pull 5-50 yards—8 minutes—starting every 1½ minutes
 6. Swim 1—200 yards—6 minutes—rest 3 minutes
 7. Swim 4-100 yards—12 minutes—starting every 3 minutes
 8. Swim 16-50 yards—16 minutes—starting every minute
- Total 1 hour & 26 minutes

It is obvious that use of this type of workout permits unlimited numbers of combinations. *The swimmers may become fatigued but there is not much chance for boredom.*

An important factor in this type of workout where the interval of starting each repeat swim is controlled. *The workout can be finished in the allotted time as shown above.*

QUESTIONS STILL UNANSWERED

Exactly what is the best type of interval training workout?

Questions: 1. How much rest should be allowed between each repeat swim? 2. At what distance should a swimmer do his repeats? 3. How many should he do? 4. Should the kicking and pulling also be done in the interval training method? 5. Should this type of workout be used year round? 6. How hard should the swimmer swim each repeat?

The answers to these questions will never find complete agreement among coaches. *Time and experimentation* will help us answer some of these questions.

Answers to questions: At least as we try to answer them at I. U.

1. In our basic workout we allow enough rest between our repeat swims to let another wave of swimmers working from the opposite end of the pool swim their repeat swim. This usually works out to be 15 to 30 seconds rest between 50s, 1 to 1½ minutes rest between 100s, 3 minutes rest between 200s, and 6 minutes rest between 400s. As the season progresses, we attempt to shorten this rest period.

When two waves are involved, there is a limited amount of time by which the rest period can be shortened.

Sometimes we do have only one wave working at a time and can shorten the interval of rest as below:

- Rest between 50s 10 to 15 seconds
- Rest between 100s 10 to 30 seconds
- Rest between 200s 30 to 60 seconds
- Rest between 400s 15 to 60 seconds

The less the amount of rest the slower the repeat will be and soon the person will lose the benefit of being able to swim at or near racing speed. Sometimes a longer period of rest is allowed between repeat swims to permit the swimmer to go all out.

2. A swimmer should do most of his repeat swims at under distances. We concentrate heavily on 50s and 100s, since most college races are at the 100 and 200 yard distances. *We concentrate on doing most of our repeats at ¼ and ½ of the distance that the person is training for.*

3. *We try to do at least one half of our daily workout in repeat swim.* If our total workout is two miles, we try to do one mile of repeat swims. This would mean: 1. 36-50 repeat swims, or 2. 18 to 20-100 yard repeat swims; or 3. a combination such as 1-400, 2-200s, and then 18-50 repeats.

4. Approximately half of our kicking and pulling is also done in the interval training method.

5. We do not use this type of workout every time. Occasionally it is well to get away from the watch, so we then might do a series of swims, kicks, and pulls at 400 yards, controlling neither the speed nor the rest interval.

6. How hard should the swimmer swim? I give each swimmer an average time for him to shoot for. It is under his top speed, but is at a fast speed. For example: Mike Troy swims an all out butterfly—50 yards in 24 seconds. When doing 30-50 yard repeats with 30 seconds rest he will try to go 28 seconds for each 50. The first few 50s can be done easily at this speed. The next few become harder and at the end, he must swim "all out" to make this speed.

Alan Somers will try to break 4:40 on each of 4-440 yard swims with a five minute rest between each swim. When this rest is cut down to one minute, he can only go around 4:50, and, when it is cut down to 15 seconds, he can just break five minutes.

Tradition and habit are insidious. They can be the biggest detriment to progress in any area of endeavor. A person who is afraid to experiment and try something new because he might be wrong can count on being left at the marks.

See YOUR team **HERE!** Send us interesting and fun photos from practice, meets, special events, and we'll pick the best to share with the NISCA community here. Send **full-resolution** photos to journal@niscaonline.org with PHOTOS in the subject line, **BE FAMOUS!**



The Bay City (TX) Blackcats won the Bay City Relays on Nov 6, edging out Manvel and St. John XXIII. The ferocious closely-fought relays were exciting to the very end!

Coached by Bob Button and Clare Button



Third-place honors at the Nov 6 Bay City Relays went to the "Sea Lions" of St. John XXIII College Preparatory of Katy TX.

Coached by Dana Abbott

While the Journal awaits receiving more photos from our massive readership, we thought it would be fun to share a little roadtrip news from Texas. Editor Dana Abbott started the team and has coached St. John XXIII College Preparatory since 2006 with just a few years of "retirement" before heeding the call to return this year. One of the highlights for the Sea Lions is a traditional fall trip to the Texas Hill Country and a meet in Burnet, followed by lunch at *World-Famous* (but closing mid-December) Payne's BBQ Shack, and then a trip underground at fabulous Longhorn Caverns. This year the SJ23 crew participated in back-to-back meets, traveling to San Antonio the next day for the private school "Battle For The Crown" invitational. The Lady Sea Lions edged out the team from the Texas Military Institute (TMI-Episcopal), a traditional rival, for 2nd place, and the boys team's points gave them a 5th-place overall finish among 22 teams. The meet was originally established in honor of the late Joan Davis, mother of USA Olympic Gold Medalist Josh Davis, who hails from San Antonio, and has been a favorite of Texas private schools for over ten years. Upon entering the Caverns lobby, the swimmers wondered how to get a good photo to capture their visit, and the results are shown below.



St. John XXIII Sea Lions, Katy TX



“The water is where I feel most myself. It strips away inhibitions and cradles the body and mind like nothing else I have experienced. It simultaneously connects me to my true nature and the natural world”

Photo by Heather Perry, photography expert, accomplished artist, and contributor to the NISCA Journal