

NISCA Journal

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



“Victoria”, by Beverley Bourne

In this Issue:

Remembering Bill Boomer

Guide to Overtraining

Texas Water Polo, Part 3

Brain Food

The Daily Coach

On Getting Fired

Pandemic Notes

Spotlight: Zone 6 Newsletter

the GoSwim Pullout...

...and much more!

March-April 2022



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THE NISCA JOURNAL

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March - April 2022



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*****Bonus! Link to 60 Minutes (CBS-TV) segment on Ted Lasso: <https://youtu.be/ECVxKMBJJA>**



Front Cover Art: Another addition to our pool of talented artists is UK Masters swimmer Beverley Bourne, who lives in Hertfordshire, England. Beverley comes from a family of competitive swimmers and made National standards before entering college ("uni"), specializing in distance events. At the recent Welsh National Masters Champs she brought home 3 gold medals in what she calls "*the nasty distances*". Besides amazing art, she teaches swimming to pre-schoolers and special needs children. After "uni" and a long layoff from swimming, her daughters encouraged her to return to the pool and chase the black line, starting off with a 10k river swim for charity. After a 33-year gap in training, she has worked back up to hitting 4000-6000m at the local 25m pool with her Masters group, Barnet Copthall in North London. Beverley also enjoys an Endless Pool at her home, where when she is not teaching swimming, or creating acrylic masterpieces, she plays with her pack of three adorable Malamutes. We are delighted that she has joined us and wish her well in the upcoming spring and summer Masters meets and Nationals!



Back Cover Art: Nancy Bryant grew up in the small central Florida town of Sebring, competing in swimming and exploring the woods and lakes. She attended Newcomb College at Tulane University, graduating in 1972 with a B.A. in Modern European History. While working in banking in Houston she earned a law degree at night from South Texas College of Law, working in both law and banking until retirement. Nancy's formal art training began at The Glassell School of Art in Houston. In 1995 she started a ceramic business designing and painting large tile and mosaic projects. Retiring from corporate life, Nancy built a garage/studio where she began to paint daily in 2017. Since 2018 she has crisscrossed the country avidly participating in both live and online workshops. In January 2020 she enrolled in the nationally acclaimed Whole Artist Mastery 1-year Immersion program with artist mentor Marianne Mitchell. Most of Nancy's time is spent in the studio accompanied by her dogs, Franny and Zoey, who although have the title of "studio assistant" are merely decorative and lovable companions (speed bumps).



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Hello NISCA Coaches,

I'm writing this letter the day after we finished our boy's season in Illinois. On behalf of NISCA, I'd like to take a moment to thank all of you who also completed your seasons. You all know firsthand how difficult it is to coach under normal circumstances, but this season really tested us all. Thanks for providing your teams with a safe place where they could concentrate on what was important to them and escape the craziness around them. Thanks for remaining calm and reassuring your teams that things were going to be OK, even when the pandemic interfered with your plans. Thanks for making sure the bond between your athletes was strong and encouraging. Finally, thank you for giving your athletes a sense of normal in a world that hasn't been normal recently.

As I soaked in the atmosphere at our state meet, I observed teams that were extremely close and supportive. We certainly had some rough patches in this season that made us wonder if we would get to the finish line. We didn't have a state meet in Illinois last year, so it certainly seemed like the old adage "absence makes the heart grow fonder" was in play. It made for a championship meet that allowed swimmers, divers and coaches the chance to finally exhale, enjoy a great atmosphere and to see friends we've been away from for a while. I certainly hope that all of you who compete in the Spring season can enjoy the same reunions, not only at your competitions but also at coaching clinics and any informal gatherings you can put together.

We know that NISCA coaches lead the way providing direction to state and local coaches organizations. We work to grow our sport to provide the best environment for our swimmers, divers and water polo players. By the time you read this, the NISCA Conference will have come to a close. We'll have worked on ways to improve the programs we offer and would welcome any ideas you have. Flip this page over to see the Letterhead contact page. If you have an idea that you are passionate about, from coaches education to community service to anything in between, drop me a note, give me a call or contact one of the letterhead. We would really love to bring you on board to help us in our mission to educate our coaches, to promote our sport and to honor our athletes and coaches.

Just a quick reminder that the Winter deadline for All America applications as well as Academic and Scholar Team applications is rapidly approaching. Avoid the late fees and get the applications in to enjoy one of the perks of your NISCA membership, **waived application fees**. FREE!

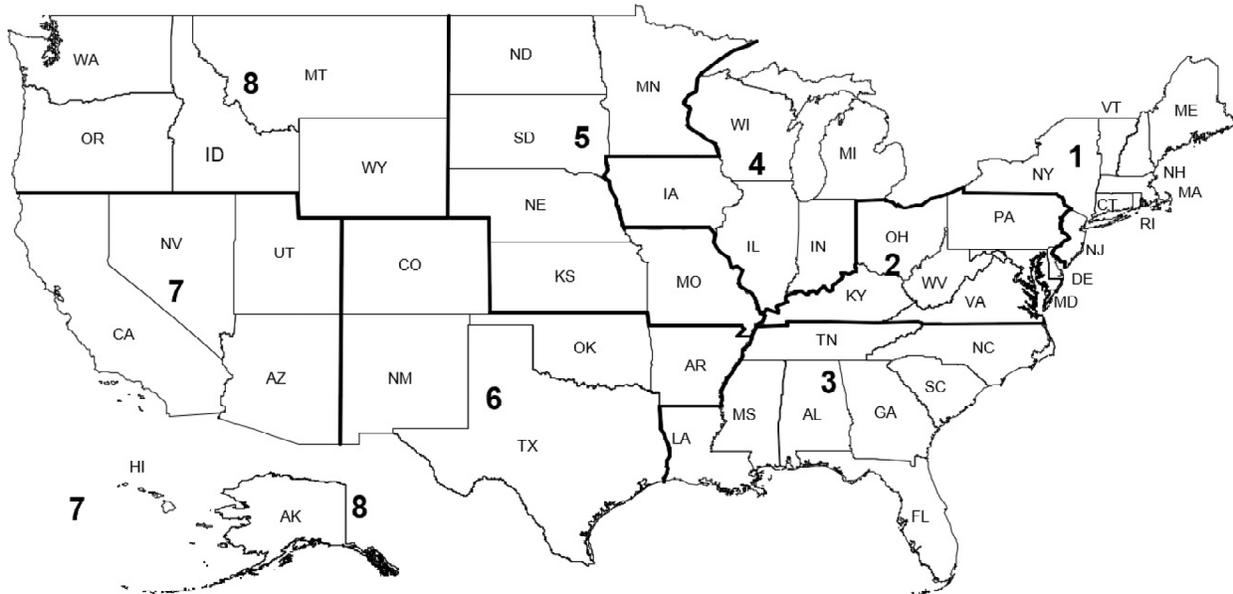
I wish you all a great end to your school year and continued success in your coaching endeavors.

Sincerely,

Tim Sirois
NISCA President

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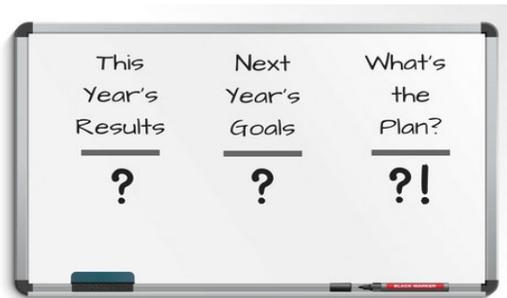
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To our knowledge, no high school sport in the United States has as many seasons as swimming and diving. Depending on regional weather, facility access (and indoors vs outdoors), conflicts with shared athletes who also participate in other sports, or evenly balancing sports schedules across the three customary seasons (fall, winter, spring), swimming and diving (and water polo) present a curious calendar of participation windows overlaying the scholastic calendar unlike any other athletic pursuit in our nation's public and private schools.

Regardless of the setup in your situation, virtually all state championship competition is concluded by late May or early June, and most official training seasons for the following school year do not begin until August at the earliest. That leaves a perfect window of opportunity in June and July to plan and get ready for the upcoming year.

Veteran and forward-thinking coaches start considering and planning for the year ahead as soon as the current season wraps and the warmups are packed away, and the -really- good ones before that. Some take notes during the year and stick notes in a folder or on the office bulletin or dry erase board, and some plan even further ahead than that. Like *during* the season.

For those with fall and winter seasons, competition is over for this year. For those with spring seasons just underway, the next two months will take you to the conclusion of what we hope will be a successful year. But for all of us, as we close out the school year, we will look back on the plans and work and experiences we have been through as we returned to the closest we have been to a "normal" pattern for the past two years. As noted in previous columns, it's never too soon to begin reviewing and evaluating, trimming, deleting, adding, or modifying the practices and models we have implemented this season.

Many times, we have the joy of looking back over events and luxuriating in the individual and team successes and achievements, the personal growth and development of the young people we have the privilege of guiding and instructing, and sometimes we have those not-so-happy memories that usually begin in our minds with thoughts of "If only..."

In contributor Annette Thies's excellent interview with coaching legend Dick Hannula last issue, we can almost hear the sigh in Hannula's voice when he said, "If I had a regret, it is when I cut one high school kid early in my career. [That] bothered me. The fact that I still think about it... I guess I do have one regret."

We all probably have regrets about things we did or didn't do during our time wearing the whistle and carrying a clipboard and stopwatch.

Regret is "one mechanism for learning how to improve your decision-making – a signal that maybe you need to rethink your strategy" – Aidan Feeny

The BBC's David Robson's article, "How To Live With Your Regrets" (*BBC Worklife*, February 9, 2022) begins with "Regret is often seen as undesirable, but it's a crucial emotion in helping us develop". It is a fascinating and enlightening article, and if you have any interest in the topic at all, I highly recommend a thorough perusal. Study, even!

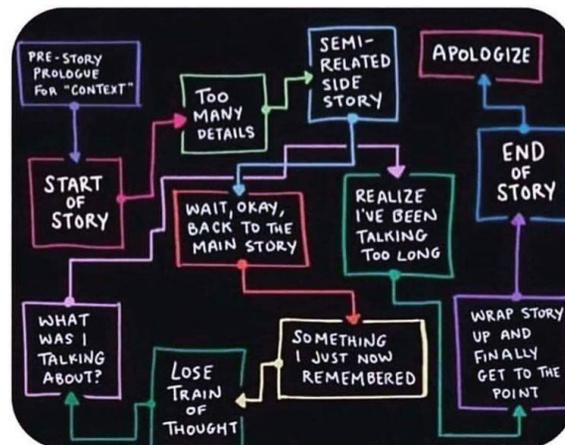
Link: <https://tinyurl.com/afb92fsv>

Robson is a science writer and author based in London, UK. His latest book is *The Expectation Effect: How Your Mindset Can Transform Your Life*.

How a normal person tells a story



How I tell a story



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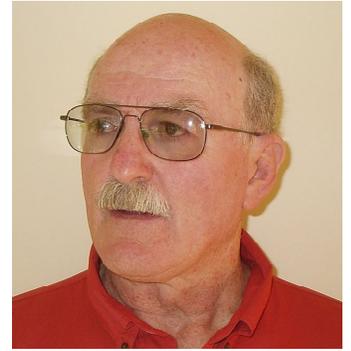
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Remembering Bill Boomer

From *Swimming World Magazine*:

Bill Boomer, long-time swim coach and a well-regarded expert on stroke technique, passed Jan. 9. He was the head swim coach of the University of Rochester from 1962-90. Boomer served as a volunteer assistant at Princeton and the University of Tennessee and as a technical assistant at Stanford in the 1990s. He served as a USA Swimming technical advisor for the men's and women's teams at the 1996, 2000 and 2004 Olympics. He continued counseling swimmers through 2020. Boomer collaborated with Dr. Albert B. Craig on swim technique, gaining international acclaim for his "holistic approach to aquatic movement – a symphonic blend of art and science." In 2000, he and Milt Nelms produced "The Boomer Chronicles," a five-part series of technique videos.



NISCA member Bob Schlegel kindly submitted his memories of his association with Coach Boomer.

We met a gracious man along our coach's journey, Bill Boomer, who was an innovator in the art and science of efficient movement through a technical process. He was willing to take the time to help anyone of any level of ability. When he became the coach of the University of Rochester swim team, he knew very little about swimming, but read just about every source about it that he could find. He had a Bachelor's degree and a Master's degree in education and had a successful coaching career for 28 years. He developed his swimmers by a unique system, which was uncommon in those days with much less volume of swimming than most other coaches were using. He believed that humans were land creatures who were not made to live in the water, so he did a great amount of the team's training out of the water. He created a pulley system with buckets secured to the end walls of the pool, which served its purpose, similar to the power racks of today. In spite of that, his teams were successful with nearly 120 All-American recipients, as well as winning 4 consecutive New York State Championships. He was also inducted into the university's Hall of Fame in 2007.

He befriended Marty Keating during that time and presented some of his ideas to Marty with his swimmers at his club and high school teams. I was surprised by that because of the success that Marty was having with his teams at that time. For many, there's a resistance to change, but, as Bill said, *"sometimes you need to take risks in order to progress your athletes and yourself, when something more reliable is staring you in the face. Why might this work as opposed to something else? Other coaches will use it and you'll find yourself in a position of catching up."* We started calling Bill "guru magic". When Marty, Bill and I attended the NCAA Championships as turn judges, we were able to pick Bill's brain with many specific questions. He spoke about connecting heart rate, stroke count, and time, as well as balancing gravity lines in efforts of flotation, energy utilization with the fuel that's available in races, and an assortment of many more things. He especially noted how balance and feeling comfortable in the aquatic environment, like the marriage of the two, are critical to the efficiency of a racing strategy: *"It's akin to the axioms of scientific principles. You just can't race without it."* It's done by a balanced lever dynamic – starting with it in a static setting, then focusing on maintaining it with moving parts. Although we are treating this dynamic holistically, the movements of the pieces in a timed syncopation are critical to its significant effectiveness. *"Think of the workings of a grandfather clock; what needs to happen for its long term reliability as far as the accuracy of time is concerned? When it loses its expected efficiency, the connected gears have to be corrected in order to restore the perfection of its entirety. How is that processing different than what is needed in the syncopation of the timing of the arm movements, the rhythm of the body rotation, the*

breathing process, and the kicking tempo? If we watch the mechanism as a whole moving through its environment, you will be able to see what it is that prevents maximum efficiency, when you think of the moments of the pieces as a structural part of the function of the entire mechanism, not separate in themselves." By creating that process, a "from the inside to the outside" approach is taken. Focus on the balance without movement of anything else first. When the legs and feet can float near the surface, then a slow single arm cycle, maintaining the balance can happen, then repeat this with the other arm, then continue with slow movement of both arms in opposition, all without a kick, so that you can concentrate totally on doing this while focusing on maintaining a balanced lever. *"Remember how important this is to racing efficiency and note that as these movements are internalized, where you may be able to benefit from a mechanical advantage. Just look at some principles of physics for a moment. Even though being in a racing scull is somewhat different than a swimming body, in order for it to be racing efficient, the crew needs to be placed in positions that allow for the stabilization of the craft. How will the proper balance of the scull be affected if the rowers aren't in coordinated timing with the coxswain's command? Is there any relation here to a swimming cycle?"* We must work on things outside of the pool that relate to good balance. *"Good posture is another one of the axioms of reducing drag when moving forward. You need to be conscious of your posture all the time, so that it comes naturally when you're in the water. Poor posture causes balance issues. Balancing drills in a short time segment should be done on occasion because physical changes due to maturity or benefits from training can change your balancing needs."* Bill discussed this holistic approach to movement in an article in *Swimming Technique*, along with Dr. Craig from the University of Rochester. He also noted how the position of the head and its movement when breathing affects the balance of the body. If you lift your head when breathing, particularly for butterfly and breaststroke, your feet will drop, causing your forward velocity vector to have an upward component to it.

One incident where Bill's correction of the breathing phase affected the results significantly was when he was asked by the German National team to work with their athletes. The first day, he only observed each of them to see what changes might help them improve. He noticed on one of the women that her breathing pattern needed a change. When he fixed what he thought would improve her efficiency, she needed to work on repetition, so that it would come naturally during a race. Months later, she was world champion in the 200 meter freestyle. This was an example where persistence and belief in change paid off in her case. I also saw Bill work with 3 Auburn swimmers on the day before the start of NCAA Championships; an assistant coach asked him to work with their butterfly to see if they might be able to lengthen their strokes. He had them stand vertically and asked them to work on lengthen-

ing their posture lines from their hips through their shoulders and beyond the shoulder extension line. I watched this 10 minute session and saw the result – more guru magic. When we were at the pool at the University of Texas, Eddie Reese asked Bill if he would work on the NCAA Championships-bound athletes to see if they might be able to improve their distances off the wall. Bill spent about 15 minutes doing a similar approach to what he had done with those flyers from Auburn, and their distances off the wall was significantly better. A bit more of that “oh, my” moment there.

Bill had many honors in his life, one of which was acting as a technical coach for the 2000 U.S. Olympic Swim Teams, as well as being a technical advisor for the 1996 and 2004 U.S. Olympic Swim Teams.

He was asked to be a technical consultant for both Skip Kenney and Richard Quick at Stanford in the 1990s. His addition there made a significant impact on their successes which resulted in several NCAA Championships wins. An assistant coach there, Milt Nelms, filmed much of Bill’s technical prowess through a set of videos called “The Boomer Chronicles”. He also spent time as a volunteer assistant for Matt Kredich at Tennessee, beginning in the early 2010s. They did a great deal of technical coaching for the athletes. They filmed a video together called “Swimming Re-Imagined”. Bill also worked with several other college programs whenever time permitted, most recently with the Princeton teams. He did presentations at many conferences all over the world, including ASCA, NISCA, and at the International Swimming Forum, which he said was among his greatest honors.

Some of the biggest benefits that I learned from Bill is how to teach the underwater harmonic and the steps to allow your swimmers to develop it in a very useful ways while observing its tonal quality, having them learn the benefits of tactile awareness through things like sculling, the benefit of tempoed swims to let them play with different rhythm cycles, and the use of the aquatic signature, an ID for determining what stroke suits you best. The more horizontal your body assumes, the higher the benefit, where the distance of the feet from the bottom tends to identify the affinity to a particular stroke. I am forever grateful for that enlightenment.

He was a kind and patient man, who reminded us that any error or mistake we make is no more than a premise for knowing a better way to approach things the next time. To him, swimming was far more than a sport; it’s an art like dancing, interlaced with musical tempo and having an encapsulation of a series of processes like meshing colors into a completed painting.

During our last visit to see him at his home in Pennsylvania, Marty and I had a very enjoyable day with Bill and Sally. He spoke about how special it is to be there with such a variety of the natural beauty that’s all around that area. We got laughs from some reminiscing about the fun we had during our times together; and, of course, he did some more teaching with his Socratic style. He gave Marty some of the old books he had that were written by some of the greats of their time while coaching at Springfield and in South Africa. Thank you, Bill for sharing many of your teaching moments with so many of us.

Where, oh where has our good friend gone? I heard someone respond that he thought he saw him going over the hill with Forbes, Red and Doc, Cecil, and Nort.

Courtesy Swimming World Magazine

Relive this lost interview with **Bill Boomer** by **Brent Rutemiller** in the earlier years of the Morning Swim Show. This interview was produced before mainstream videos and digital media. It was rendered as a .wmv file and as a result the remastered quality is poor. However, the content is *priceless!*

<https://youtu.be/W7JvGmnH2jw>

While Bill Boomer has been a successful mentor at all levels, his ability to innovate and educate are, perhaps, his greatest contributions. Two of the most important of those innovations:

THE TRACK START

Universally performed today, Boomer began experimenting with this momentum-creating start in the 1970s. His purpose in developing it was to win the exit location for both time and distance (i.e., breakout). Along the way, he found that in using the technique correctly, his swimmers were also winning the front edge of the block (i.e., getting off the blocks first). Which ultimately led to THE WEDGE.

“We were the pioneers in the development of that starting technique, and helped guide it through the various rulebooks as swimmers worldwide adopted it. Coupled with the development and perfection of underwater harmonic activity, the track start has become the sport’s accepted method of block activity at the beginning of individual races.”

THE SWIM WATCH

Heuer, Omega and Minerva analog watches were early staples in swimming. However, it was Boomer’s collaboration with two Xerox engineers in Rochester, N.Y.—Paul Nielsen and Richard Kellerman—that led to the introduction of tempo or rate measurements for swimming.

While Ultrak, Seiko and Accusplit are big names in stopwatches today, one can look to Boomer as the “Father Time” of swimming stopwatches.

A Practical Guide to Overtraining

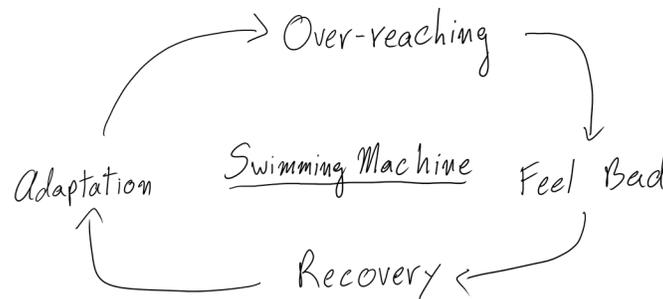
By Dr. Karl Hamouche, NISCA Medical Consultant

One of the most difficult entities to monitor in swimming is overtraining. Because there is no gravity to work against, swimmers can spend their entire time in the water training since there is no physical muscular damage (relative to gravity) to recover from. What this means is that we can easily overtrain without realizing it until the very end when the championship swim meet doesn't go as planned.

But, there are a few things we can do to help us recognize overtraining early as well as a few things we can do to reverse it.

What is Overtraining?

Before talking about overtraining, let's quickly review what normal training, aka overreaching, looks like. Every time a swimmer does a hard workout, they feel bad for a while since their muscles are broken down, their fuel storage is low, and they are dehydrated. But after a time of recovery, the body adapts and builds the Swimming Machine better than it was before, leading to better performance.

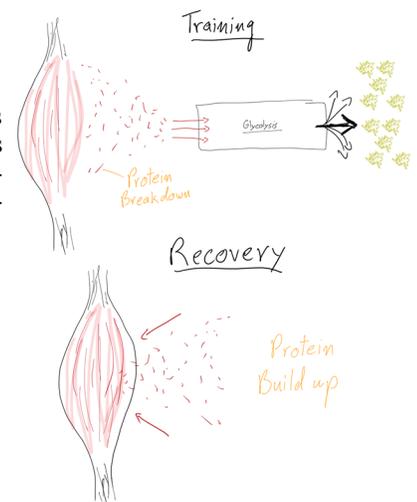


But with overtraining, there is an imbalance between stress and recovery. Without a full recovery, the adaptation portion never occurs and the added training stress leads to a regression instead of adaptation. Over a long enough period of time, this results in a breakdown of the Swimming Machine leading to both poor performance in the pool and some mood changes.

There are a lot of theories around what exactly causes overtraining. Some have to do with oxidative stress, others with hormone changes, and many favor the glycogen depletion theory. In reality, overtraining is probably a combination of everything. Let's review the most favored and likely the most powerful cause of overtraining which is glycogen depletion.

Glycogen is the storage of sugar within the muscle cells. It is the preferred rocket fuel that muscles like to use during intense workouts. The problem is that glycogen doesn't last forever. As workouts progress and continue, the muscle has to rely more and more on protein to generate the energy required to swim. Protein is not stored as an energy source like glycogen or fat. Instead it has to be broken down from enzymes, mitochondria or anything else in the cell that can be used to fuel the fire.

In short bursts and with adequate recovery, the protein that was once stolen can be rebuilt and we never run into a problem. But with overtraining, this process happens too often and is not fully recovered from which leads to a net negative protein breakdown. An analogy would be like having a backyard fire next to your house. At first you use the wood pile to fuel the fire. But if the wood pile runs out, you have to start breaking down the house and throw it into the fire.



Overtraining Physical Test

Ideally it would be best to avoid overtraining to begin with. The problem is that it is difficult to know what is really overtraining or just normal fatigue from regular training. To help us, we can use both a physical test and a mood test to help us make a judgment.

The physical test is simply a swimming test set that you can perform every month or two. Let's use an example of 20 x 100 with a 15-second rest in between each hundred with the goal of going a best overall time. During the 15-second rest, the swimmers will report on heart rate and how many strokes they took. We will also record the total time to complete the set, average time per 100 and we can calculate the tempo as well. At the end, swimmers can tell us on a scale of 1 to 10 how hard they thought the set was. Before doing the set, make sure to take 2-3 recovery days to make sure that the glycogen levels are as high as we can get them. First, we will start with a baseline test:

	Total Time	Average 100	Tempo	Heart Rate	Strokes/50	Perceived Effort (0- 10)
Baseline	40 min	1:42	0.75	170	44	8

This is a good start, but overtraining takes time and we need to compare the test over time to see how we're doing. So, after six to eight weeks we do the test again and these are the numbers we get:

	Total Time	Average 100	Tempo	Heart Rate	Strokes/50	Perceived Effort (0- 10)
Baseline	40 min	1:42	0.75	170	44	8
Time 1	36 min	1:32	0.8	165	42	7.5

So far so good! The total time went down, the average heart rate went down and our distance per stroke went up. This doesn't look like overtraining, this looks like good training having a good effect. So, we up the training intensity and retest in 6 to 8 weeks:

	Total Time	Average 100	Tempo	Heart Rate	Strokes/50	Perceived Effort (0- 10)
Baseline	40 min	1:42	0.75	170	44	8
Time 1	36 min	1:32	0.8	165	42	7.5
Time 2	36 min	1:32	1.0	185	49	9

Even though we had higher intensity training for the last couple months, the time improvement actually didn't change. So, does that mean we are overtraining? It can be a little deceptive. We may think that the kids are not overtraining because the times did not worsen, but if we look at the other metrics we will see a different story. The tempo went up, the distance per stroke went down and the heart rate and effort of exertion went way up. That means even though the time was the same, the swimmers had to put in a lot more effort to achieve it. Overall, this means that the function of the Swimming Machine at the physical level is worse than the prior test set.

Is this a definite diagnosis of overtraining? Maybe. Obviously there are many factors that can affect the swimmer's performance. To help us on our journey, we will also use a mood test to help clear the water.

Overtraining Mood Test

While we commonly think of overtraining as a purely physical phenomenon, it is shown in the research that a mood change usually accompanies overtraining. This could be irritability and low motivation, but changes in diet and sleep (up or down) can also be a factor. Of course, most of us train teenagers and so this just sounds like a daily teenager mood swing.

To help us wade through the swinginess of teenage emotions, we are going to use a research tool called the Profile of Mood States (POMS). This is a questionnaire used in multiple research fields including medicine and exercise science to turn someone's mood into a number. If we repeat the questionnaire every few weeks, kind of like what we did with the physical test, we can see deviations from baseline which can suggest that overtraining is occurring. Let's take a look at an example to see how this works in real life.

In the two graphs on the next page, we show an example of overreaching (normal) and an example of overtraining (bad). For each graph there is a baseline test and then the line shows the deviation percentage from baseline over the next several tests. As you can see with overreaching, the line goes up a little bit showing a slight mood deviation, but compared to the overtraining line there's much more of a difference in the rise of mood deviation.

OVER-REACHING VS OVERTRAINING



Officially, a total mood disturbance of greater than 25% has an 80% correlation with overtraining with athletes. Again, this is not the full picture but is just another tool to help us make a diagnosis. If a mood change is present, but the swimmers are still physically improving and swimming faster at every swim meet, it is very unlikely that overtraining is happening.

While you can download the questionnaire online and administer it yourself several times a season, we have created an automatic calculator which you can download for free on our website here:

<https://www.swimsmarttoday.com/products/downloadables>

Once you have downloaded the Excel sheet, you can email out the questionnaire to your swimmers and they can return to you the completed form. You can then insert the numbers back into the calculator which will automatically show you the total mood disturbance. It also has links to references and explanations of how to use the calculator. *(A screenshot of the spreadsheet/calculator does not have the resolution needed to read it clearly, so we suggest you download it and view it on your computer screen at home/work.)*

How to Fix Overtraining

Let's assume we have officially diagnosed overtraining in our athletes and now we want to fix it. First off, it is important to understand that taper does not fix overtraining. Overtraining, by definition, means that there has been a regression of biological machinery and so there is really nothing left to taper.

The first step in helping fix overtraining is to rebalance the stress and recovery for the athlete. While we typically think of stress as being the training, it can also be partying, additional sports, education, home life... Yes, training probably has to tone down for a while, but it is also important to look at some of the other factors in an athlete's life to determine if there are other ways to reduce the stress.

Next, we need to increase recovery. The best thing to do is just to take some time off. A few days, a week or two... whatever is needed to feel somewhat normal again. We want to make sure to recover as much glycogen in the muscle cells and rebuild the damaged muscle cells as much as possible before training again. This can also rebalance some hormones which likely play a big role in this process.

Next, we need to take several steps back in terms of training and start from a point the Swimming Machine can handle. Decreasing the intensity and/or decreasing the yards is key. It's kind of like starting a new season from the beginning. A big mistake would be to take a few days off and then jump right back into where you left off. The Swimming Machine is not built up for that and we will just be in overtraining mode again.

Finally, we need to make sure the athletes are recovering in between workouts in a better way. The two most important recovery tools are sleep and nutrition.

For sleep, there are several guidelines that can help improve sleep hygiene:

1. Get more hours of sleep! Duh!
2. Turn off the screens 1-2 hours before bedtime. Blue light suppresses melatonin and prevents us from falling asleep. You can also wear sunglasses to block the blue light in case you need to study late or try taking melatonin supplement an hour before bedtime.
3. Use the bed only for sleeping. Study and play games somewhere else.
4. Keep the room dark, cold and quiet. Don't fall asleep to a screen.
5. Get up at the same time every day, even on the weekends and vacation.

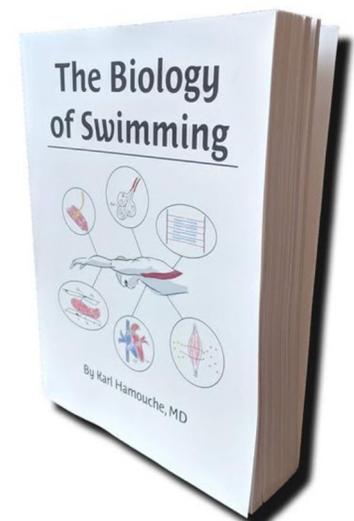
Nutrition is a little bit more complex and takes more time to dive into, however there's one quick thing we can do to jump-start our nutritional recovery. Immediately after workout, we want to start refueling the glycogen stores in muscle cells. Between getting out of the pool and going to the locker, swimmers should drink some sort of high carb liquid like Gatorade or Powerade to start the refueling process. Putting some Gatorade syrup dispensers on the pool deck and mixing a couple pumps with water is a surefire and cheap way to get this process started. When the next workout comes around, the muscles have more glycogen to rely on and they won't have to break down protein in order to maintain performance in that workout.



Dr. Karl Hamouche is the founder of **Swim Smart** and **Fog-X**, author of *The Biology of Swimming* and *Swim Coach's Starter Guide*. He moved to Iowa from Lebanon when he was 12 years old, joined the local swim team, and instantly was part of a family in a place 8,000 miles away from home. Years later, he ended up coaching for that same team, expanding it by starting a new satellite, and helping them win their first club state title.

Karl studied biology and exercise science at Iowa State University and received his medical degree at the University of Iowa. With his coaching and swimming background, Karl is the intersection of theory and practice, the book and the real world. He joins the NISCA Journal staff as its first medical consultant.

For more details on these concepts and a deep dive into everything you need to know about the Swimming Machine, we cover much more in our book and course *The Biology of Swimming* available at www.swimsmarttoday.com.



Step Up Your Game With These Products From SwimSmart

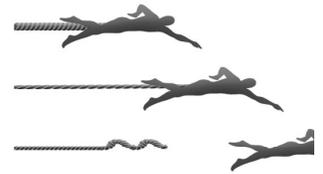


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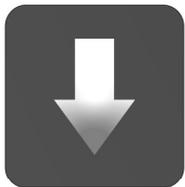
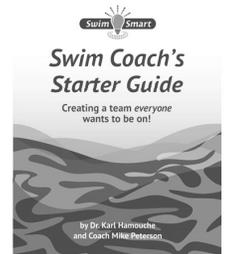
E(xchange)- Paddles

Fix dropped elbows and train EVF
Exchange all paddles for variety
Incentivize the body to grip with the forearm
A-la-carte combinations available by email



Swim Coach's Starter Guide

Written by Swim Smart founders
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A resource for head coaches
Directly applicable guidelines



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Fatigue, Exercise, Foggy Brain, Rebooting

The January-February NISCA Journal had an article titled "Decision Fatigue." This month we'll take a quick look at several related topics:

1. **Tackling Pandemic Fatigue**
2. **To Exercise With Covid or Not** (*one that may be particularly relevant in the almost-post-pandemic world*)
3. **Is Your Brain Foggy? Here Are Five Ways to Clear It**
4. **How To Reboot From Unhealthy Pandemic Habits**

Tackling Pandemic Fatigue (*excerpts*): As we approach the start of the third year of the pandemic, many people feel less able to complete daily routines, psychologists say. That exhaustion you are feeling is resilience fatigue. Here are some suggestions on how to handle it.

1. *Accept that we will need to learn to live with the virus at some level.*

Acceptance of reality is a good first step toward coping with the malaise many people are experiencing. When you reach the point of acceptance, it opens up different avenues for asking yourself the question, 'How can I create a life that's meaningful even during the third year of the pandemic?' Stay focused on what you can do, rather than trying to predict the course of the virus. Try asking yourself, "what is my next move?" rather than "what will be the next variant?"

2. *Redouble your self-care efforts*

Get outside, giving priority to a healthy amount of sleep, and practicing mindfulness, whether it be by exercising or meditating. Mindlessly scrolling on social media can increase distress and make you feel more alone. Any steps you can take to relieve stress are helpful. Stress increases inflammation in the body, which can make us more prone to getting sick. And chronic stress can contribute to hypertension, obesity and heart disease.

Appeared in the February 2, 2022, print edition of WSJ as 'Here's How to Tackle Pandemic Fatigue', by Alex Janin

To Exercise With Covid or Not "Exercise Is Good for You, Even if You Have a Mild Case of Covid" (*excerpts*): To exercise with Covid or not—that's the question some fitness buffs are asking. The American College of Sports Medicine has suggested people under 50 who experience mild or no symptoms to rest for at least seven to 10 days after testing positive. Their recommendation appears to be motivated by the concern that even a mild Covid-19 infection may damage the heart and potentially cause sudden death during physical exertion.

There's little evidence to support this recommendation. Because exercise boosts the immune system, it may even help people bounce back faster from Covid.

Otherwise healthy and fit people who catch Covid are unlikely to suffer cardiac complications. Doctors generally advise people with head colds that they may exercise, but should listen to their bodies. This seems like sensible advice for otherwise healthy people with mild Covid.

Exercise has been found to protect people from other viral infections, including flu, herpes, Epstein-Barr and the common cold, and improve the immune response to vaccinations. Each workout mobilizes billions of immune cells, especially the T-cells that circulate, identify and kill virus-infected cells. Exercise also reduces levels of the stress hormone cortisol, which impairs white blood cells and increases inflammation.

As people learn to live with Covid, there's no reason they shouldn't work out with it too.

Appeared in the January 24, 2022, print edition of WSJ, by Allysia Finley

Is Your Brain Foggy? Here Are Five Ways to Clear It (*excerpts, from an article by Jill Suttie in Greater Good.*): Studies are finding that isolation, stress, and uncertainty can cause forgetfulness and disorganization. People say they're having more trouble staying focused, making decisions, or remembering things, that they're less focused and have trouble getting things done. When you're constantly staring at a screen you're bound to suffer stress and attention fatigue from information overload. The emotional costs of the pandemic aren't helping, either. It's clear that COVID-19 conditions have affected people's stress levels, sleep, and mental health, which, in turn, has affected cognitive well-being, leading to poorer performance on tasks that require attention, memory, or decision making.

Here are some steps you can take to clear the fog away.

1. Become more intentional about consuming news. Nothing grabs attention better than negative news. But repeated exposure to crises wreaks havoc with our well-being and can lead to bad decision making. You might skip watching 24-hour cable news where the same stories are repeated ad nauseam, as well as limiting your use of social media, as doing so can help you feel less lonely, depressed, and anxious.

2. Exercise regularly—outside, if you can. One of the best tools for stress-busting or fighting depression is exercise. But it's also important for thinking more clearly. When we exercise, we encourage blood flow through our bodies, including our brains, which need oxygenation to perform at their best. Sitting for long periods of time without taking breaks to move has been tied to brain changes associated with dementia, as well as poor cognitive functioning. Getting exercise, on the other hand, is tied to better cognition—and even moderate exercise can help us think more clearly and perform better on tasks requiring focus.

3. Stay connected to others. The lack of socializing during COVID lockdowns may have been particularly hard on people's cognition. Researchers have found that cognition improves as people became less isolated and have opportunities to socialize more. Since socializing is important for keeping yourself cognitively fit, it's a good idea to try to find ways to be with others—safely, of course—to keep your brain functioning well.

4. Try new challenges. Incorporating new things into your everyday routines—even taking a new route on your walk or trying out a new recipe—could give your brain a fun workout without adding more to your to-do list.

5. Be kind to yourself. We are living through extraordinary times, and so we need to practice a little self-compassion. That can mean anything from simply forgiving yourself for your lapses to actively advocating for fewer work assignments.

Jill Suttie, Psy.D., is *Greater Good's* former book review editor and now serves as a staff writer and contributing editor for the magazine. She received her doctorate of psychology from the University of San Francisco in 1998 and was a psychologist in private practice before coming to *Greater Good*.



How To Reboot From Unhealthy Pandemic Habits (*excerpts, from NPR Correspondent Allison Aubrey on March 10, 2022*): The early days of lockdown restrictions had a profound effect on people's daily lives. Alcohol sales skyrocketed, physical activity dropped off sharply, and "comfort eating" led to weight gain, too. Since March of 2020, after two years of pandemic life, many of these effects persist. The strategies we used to adapt and cope have cemented into habits for many of us.

A study found a 50% increase in the number of people who said they drank to cope in the months right after COVID began compared to before the pandemic. After a spike in sales in the spring of 2020, alcohol sales dipped. But the most recent data from Nielsen show sales of beer, wine and spirits at the start of 2022 remain higher than they were in 2019. That trend is also reflected yearly: In 2019, spirit sales totaled about \$16.3 billion, compared with \$21 billion in 2021. *Bottom line: Alcohol sales have remained higher than they were before the pandemic, even after being adjusted for inflation.*

Changes in physical activity have followed a similar pattern. Scientists at UC San Francisco analyzed data from a wellness smartphone app, Argus, which tracks daily step counts among users in countries around the globe. One month after stay-at-home restrictions were initiated in the spring of 2020, people took about 27% fewer steps a day, on average. That's 1,432 fewer steps. And what's happened since? In the U.S., physical activity picked up during spring and summer months (both in 2020 and 2021), when cases retreated and there was more daylight, but declined again amid fall and winter surges, including the Omicron surge this winter. Movement trends do vary widely, though. While on the average people moved less, there were some people who used their time during the pandemic to get very fit. This trend may be even more pronounced for older Americans — a University of Michigan study found that 40% of people 65 and older reported less movement amid the pandemic.

There is evidence of weight gain, too. Researchers at UCSF found volunteers who reported their weight during the early months of the pandemic, they recorded an average 1.5 pounds of weight gain per month. It was all too easy to overeat as many stayed home more, and the combined effects of weight gain, stress, alcohol and less movement can take its toll on heart health.

On top of this, more people missed preventive care amid the pandemic, everything from delayed cholesterol checks to cancer screenings, which has led to cancer being diagnosed at later stages.

So, what can be done? Here are four tips to get started:

1. Make an appointment with yourself. Calendarize workouts or physical activity to make sure it's something you know you're actually going to do. Putting time on your calendar to walk, run or go to the gym, can help you stick with it.

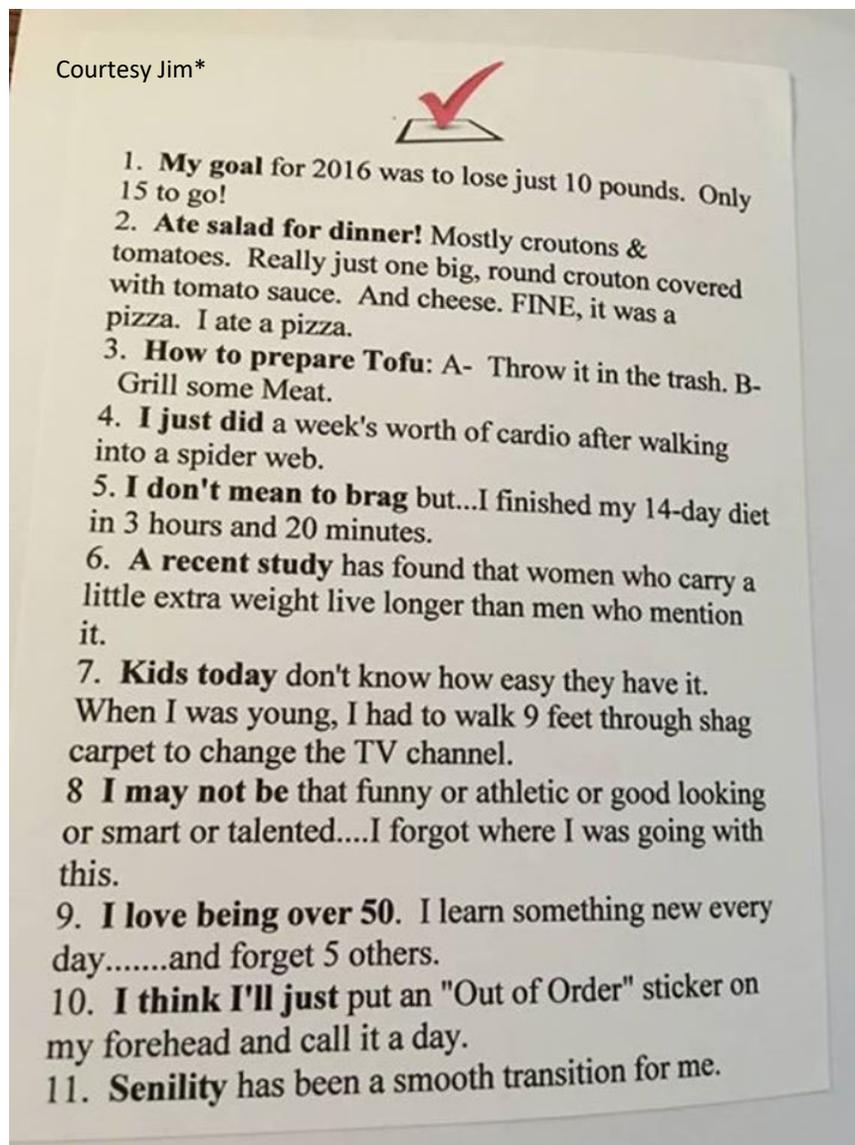
2. Set bite-sized goals. If you want to run a marathon, start with a mile. Focus on something you can make progress on each day. When we have bite-sized goals, we're more likely to achieve them. This is true, whether you're trying to change exercise or eating habits, or if you're trying to save money. Saving \$150 a month is the same as saving \$5 a day, but when you focus on the smaller, daily goal, it feels better. The goals don't seem enormous or impossible.

3. Make it fun. If you've been wanting to reconnect with a friend, ask them to join you for a walk. You'll combine rekindling a friendship with getting in your steps. If you don't enjoy the pursuit of the goal, you won't persist.

*Allison Aubrey is a Washington-based correspondent for NPR News, where her stories can be heard on *Morning Edition* and *All Things Considered*. She has reported extensively on the coronavirus pandemic since it began, providing near-daily coverage of new developments and effects. She's also a contributor to the *PBS NewsHour* and is one of the hosts of NPR's *Life Kit*.



Laughter, The Best Medicine





Above: **Hudson (OH) HS State Team**, girls placed 6th and boys 11th at the 2022 OHSAA State Champs, garnering 19 All-Ohio performances! **Front, L-R:** Carrie Caniglia, Peyton Binns, Ava Sawicki, Mija Drobnjak, Kate Hensley, Mia Dezelic. **Middle, L-R:** Marisa Schenkenberger, Ruben Szabo, Chris Petrella, Andrew Constable, Roman Sawicki, Eliana Szabo, Olivia Pisano, Lucy Reber, Vittorio Cappabianca. **Back, L-R:** Alex Gallagher, Andrew Ketler. **GO BOATS!**

Below: **Hudson HS Coaches**. **L-R:** Asst Coach Holly Kear, Head coach Matt Davis, Asst Coach Josh Forsythe, Asst. Coach Paul Peterson, Asst. Coach Brett Spicer, Head diving coach Dan Miller, Asst. Coach Mallory Martin.





Brendan Heller is enjoying his first year as Head Coach for the **Greenwich (CT) HS Girls Swim Team**. For the 22nd time in program history, the Cardinals finished the season as the top public school team in the state, including an undefeated season.

“WIN THE DAY” was the theme for the Cards (see Coach Heller holding up the t-shirt) and they did it in superb fashion, winning the 2021 CIAC State Meet with 505.5 points, ahead of Darien’s 377 points for second place.

Greenwich Asst Coach Erin Ritz took this photo. Nice selfie, Coach!



The Brookfield East Spartans are all smiles after winning their 3rd consecutive Wisconsin Division One Championship. The team won 9 events and set 5 state records, scoring 304.5 points ahead of runner-up Arrowhead’s 264, and 3rd-place Middleton’s 193. Abby Wanezek won the 50 and 100 free, Lucy Thomas won the 200 free and 100 breaststroke, Maggie Wanezek won the 100 back, and Reece Tiltmann won the 500. The 200 medley (M Wanezek, Thomas, K Dembny, C Gregg), 200 free (A Wanezek, A Olen, Tiltmann, Thomas), and 400 free (A Wanezek, Olen, Tiltmann, M Wanezek) relays also brought home gold medals. The Spartans are coached by Mike Rose.



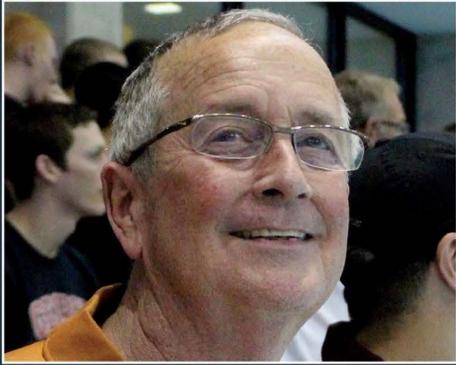
Ellsworth High School Girls Swim Team, Ellsworth, Maine. Team photo from the Maine Class B State Swimming Championships. For the first time ever, the team achieved a Third Place finish at the State Meet. A stellar accomplishment with a small team of outstanding swimmers from rural Down East Maine. The State girls meet was held 22 Feb 2022. The meet was closely fought among the top four schools, with scores of 338 (Cape Elizabeth), 327 (MDI), Ellsworth with 284, and Greely nipping at the Eagles' flippers with 282. Ellsworth started off with a win in the medley relay (K Barry, C Mazgaj, E Montgomery, Kiera Springer), following up with another gold in the 200 free relay (Montgomery, Kiera Springer, Mazgaj, Barry). Caroline Mazgaj picked up two 3rd-places in the 200 IM and 100 breast, Kristy Barry took 3rd in the 200 free and 100 back, Ella Montgomery won the 100 fly, Kiera Springer was second in the 500 and third in 1-m diving while sisters Kaela and Elena Springer took home the gold and silver, respectively, in the diving competition. The Eagles are coached by Jim Goodman and Leslie Billings, and diving coach Chris Schlieff.



No one in the NISCA Research Division and Department of Obscure Information has been able to find an instance of three sisters going 1-2-3 in any swimming or diving event in the same meet, but the sisterhood at the Springer household must have something special in their maple syrup! The “trifecta” of sisters (L-R) Kiera (3rd), Elena (2nd), and Kaela (1st) stormed off with gold, silver, and bronze awards in the 1-meter diving event (11 dives).

All we can say is **WOW!**

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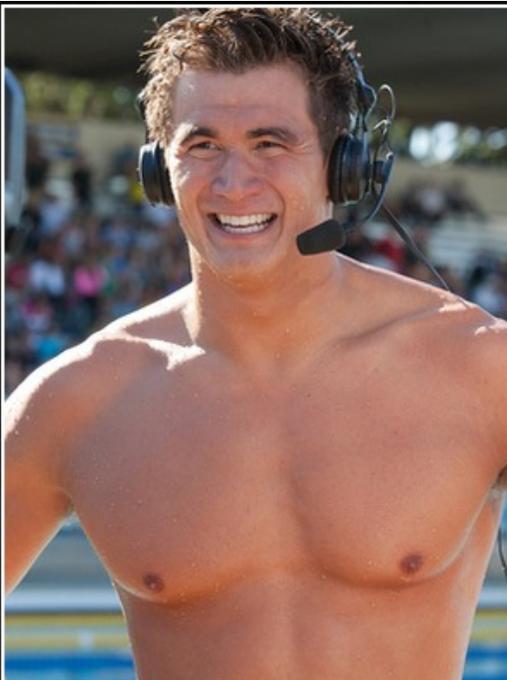
EDDIE REESE

COACHING SWIMMING,

TEACHING LIFE

BY CHUCK WARNER

WITH DANA ABBOTT



It's not who's put up the fastest time in the world that year, or who's put up the fastest time in the previous four years, but who can get their hand on the wall first today.

— *Nathan Adrian* —

AZ QUOTES

WATER POLO NOTES:

Texas High School Water Polo: The Adoption (1999-present day)

By S. R. "Mac" MacDonald

Swimming Coordinator, Houston Independent School District

This issue: The Growth along Interstate Corridors

In the State of Texas, high school sports are governed by The University Interscholastic League. The UIL is much the same as other State Athletic Associations (OSSAA, CIF, GHSA, PIAA, IHSA, just to name a few), and is the sanctioning body for the major high school sports: football, basketball, volleyball, swimming, track & field. Other sports, such as Lacrosse, Ice Hockey, Triathlon, Team Handball, are governed by their State Coaches Associations (though many such sports ARE recognized in other States). Texas Interscholastic Swimming Coaches Association (TISCA) was the organization of aegis for Texas high school water polo from 1976 until the present. In Texas, every student walking the halls knows the difference between UIL Sports and other sports. This dynamic creates a marginalization of non-UIL sports that affects everything from budget/funding/transportation to recognition/letter jackets and pep rallies.

From those beginning State Tournaments in the 1970s, fans and families begged the question, "when are you guys going to be UIL?" You would have thought all we had to do was ask. In truth, we were asking! Girls' Softball was adopted in the 1990's, followed by Wrestling in 1998. In 1999, Tom Landgraf presented our best organized/funded proposal for accreditation to the UIL's Legislative Council. We had received several favorable, though preliminary, reports. The vote for inclusion was to be exercised only by the Superintendents of those schools taking part in UIL Swimming. We thought this was our best chance since our A&M days. But when the question was posed to our Swimming Coaches Association spokesperson, we were felled by faint praise. Seems Y2K was not the only sound and fury approaching the new millennium.

We spent the next 13 years growing in participation and organization under TISCA but resigned to our fate as a marginalized sport. Then, while at a coaches in-service meeting in Clear Creek, Coach Anne Woolweaver received a lightning bolt: an Invitation! The presenter was Traci Neely, an assistant athletic director from the UIL. During a break, these two women turned around forty years of frustration. As I was told, the conversation went something like this –

Traci: "Why haven't you guys ever tried for UIL adoption?"

Anne: "We did! But you guys didn't want us."

Traci: "Well I think the time might be right to try it again..."

And we were back in the contest!

Anne's immediate reaction was to reach out to someone she could trust. But the only person she could get on the phone was me. I immediately noticed her excitement; this was a game changer. Where we had previously tried to gain an audience with anyone at the UIL, now we were being invited by someone in the UIL. Anne reviewed the proposal Tom Landgraf had presented in 1999. We updated the information and presented to the UIL Legislative Council in October of 2013.

The Legislative Council is approximately 32 Superintendents from schools large and small representing every geographical area of Texas. They meet twice a year to consider committee findings and public proposals. It is at these meetings that coaches, faculty, and even concerned parents make their requests for sports or programs

near to their hearts be brought under the UIL umbrella. Speakers are given five minutes to present their impassioned arguments, after which they are respectfully thanked for their interest. Some proposals are sent to committee, some are slated for further study, but most are dismissed after their brief five minutes.

For that October 2013 Council presentation, we supplemented our five minutes with a 49-page written proposal, a twenty-six panel Power Point, and a 5-minute Video. Turns out the forty-nine pages was forty-eight pages too long and we did not know if the Power Point or Video were ever seen. When we returned in 2014, we had our proposal edited down to a single page. We were learning how to play!

Joe Linehan joined our efforts and brought with him the resources of USWP. We were consistently receiving respectful acknowledgment of our effort and invited to continue our development and present again after further study. It was not a "welcome to the Club," but at least it wasn't "go away kid, don't bother us."

In 2015, while attending an executive board meeting of TISCA (our state swimming coaches association), it was announced that Traci Neely had left the UIL and entered the private sector. I shared this information with Woolweaver and Linehan and floated the idea that we hire Traci as our lobbyist. We set up a meeting, and Traci agreed to act not as a lobbyist, but as a consultant. She would not appear at UIL Legislative Councils as our representative. But she would advise us as to how we could proceed in ways that would most likely be viewed by the UIL in a favorable light. She reviewed our proposals and advised us on how alignments and playoffs should be designed along UIL models. She helped us write "in UIL language," and most of all, how to interpret phrases like, "return for further study" (means do not get discouraged) and "pilot program" (means you're knocking on the door!).

We continued to present our proposal for inclusion. Anne Woolweaver's tenure as our TISCA Water Polo Committee Chairman ended and Chris Cullen of Denton Guyer HS assumed the role as our spokesperson. Joe Linehan became even more instrumental in our planning and profile. We came to realize we faced three glaring needs:

1-the support of our State Association (TISCA)

2-a viable season on the UIL calendar

3-a champion among the thirty-two superintendents on the Legislative Council

At the following Spring Executive Board meeting of TISCA, I "let slip" the fact that we had hired Traci Neely. What followed was reminiscent of the notice we generated in 1978. Suddenly, we were a force to be reckoned with. The TISCA Clinic in the Fall of 2017 featured a full body debate on the position of Water Polo in the TISCA Mission Statement. The result was a position of TISCA coaches that, "we don't all have to play water polo, but we can support those of our colleagues that want to play." From that meeting forward, our presentations to the UIL were accompanied by expressions of support by TISCA President Melissa Howard. Result? Glaring need #1 satisfied!

The athletic director of the UIL is Dr. Susan Elza. At the June 2017 Legislative Council, she expressed to Cullen, Linehan and me that although supportive of our proposal, she simply did not see room in the UIL calendar for another Spring sport. I pointed out that although TISCA had played water polo in the Spring semester since 2009, we had previously played as a Fall semester sport for 37 years. Dr. Elza seized upon the idea of Fall water polo and solved glaring need #2.

In 1975, CyFair ISD had two high schools – Cy Fair and Jersey Village. By 2019, CFISD had eleven schools participating in TISCA Water Polo. Coach Jeff Chandler’s Cypress Creek had just won back-to-back Girl’s state championships. CFISD Superintendent Dr. Mark Henry became our champion. Scott Slay had succeeded Chris Cullen as our TISCA Water Polo chair, and the 2019 proposal to have Water Polo adopted as a UIL pilot program fell to him. Coach Slay’s proposal enjoyed the support of both TISCA and UIL athletic staff (Dr. Elza, Director Brandy Belk). Still, we faced resistance from several Council members. Dr. Henry delivered a short statement that was masterfully both diplomatic, politically persuasive, and undeniable. Water Polo had its Champion!

What followed was the UIL announcement would conduct Water Polo as a pilot program, beginning play for a UIL Championship in the Fall of 2021. The Covid pandemic has pushed the start date back to 2022. Those of us who coached those first teams in the 1970’s will all be retired from the coaching ranks. However, on August 8, 2022, I will invite Donn Boyd, George Block and Dr. Steve Montgomery to join me in a toast to Dennis Fosdick. A fifty-year grand experiment will start down a new road. If any water polo coaches are seeking opportunity, opportunity will be in Texas. Come and Take It!



Enjoying a hard-fought victory



Mac MacDonald watching the progress of a game.



A Career of Giving Back

By Andy Ross

Reprinted with permission from Swimming World Magazine

Ed. Note: I first met Glenn Mills at an ASCA World Clinic while serving my first term as NISCA President. We were making the rounds of the Exhibit Hall, meeting and interviewing vendors and trade reps, and enjoyed Glenn and Barbara Hummel's candor, congeniality, and chat about their relatively new venture, GoSwim. We were impressed with the quality of the videos and technique analysis. We approached them about working with us to develop what many of you now eagerly look forward to in each issue of the NISCA Journal, the GoSwim pullout. For some coaches, those salmon-colored pages in the middle are the first thing they look for. We certainly understand why. We are grateful for Glenn and Barbara's continued contributions to our Journal and hope they will continue to be a part of the Journal and NISCA for a long time.

At the 1980 U.S. Olympic Swimming Trials, a team was selected, but did not get the chance to compete at the Moscow Games.

Nearly 40 years later, Glenn Mills still has not watched a single second of the 1980 Olympic Games in Moscow. Mills was one of many athletes robbed of the opportunity of competing in the monumental global event, as U.S. President Jimmy Carter led a boycott of the Games after the Soviet Union invaded Afghanistan in late 1979.

Mills was just 18-years-old in 1980, a member of a stacked Cincinnati Marlins team led by future U.S. National Team coaches Dennis Pursley and Frank Busch, and shared a training pool with Mary T. Meagher. Rumors had been swirling all around the country in the lead-up to the Games whether or not the United States would be attending the Olympics in the Soviet Union. In the pre-internet age, it was easy to ignore those rumors and stay focused on the end goal and not be affected by the constant overflow of negativity and speculation on social media sites.

"I was a senior in high school and I moved away from home to relocate to train for the Olympics," Mills told *Swimming World* during the week of the 40th anniversary of the Moscow Games. "I'm from Cleveland but I moved to Cincinnati.

"When you move away from home, all you do is that sport so you are completely consumed by it. Back then the training was different. We swam so much it was ridiculous. I would leave the house around 4:30 a.m. and practice would start 4:45. I would swim for two and a half hours before school. And then swim for two hours and 45 minutes or three hours alternating days after school.

"We would do some dryland about every day so you were so exhausted that the last thing you did was watch the news or read anything. There was no internet so you only got information that people gave you."

Swimming was in a different realm in 1980, compared to where it is 40 years on. Professional athletes were unable to compete at the Games, due to the IOC's strict rules on amateurism, and thus there were few professional opportunities for Olympic athletes after college. With the United States refusing to send a team to the Olympics, it was a huge blow for the older college swimmers that were holding on for a chance to make the team. For a swimmer like Mills, who was just 18 in 1980, missing the Olympics hurt, but it was not as painful as it was for some older athletes.

"We didn't go through as much drama or as much heartache or soul searching as athletes that were older," Mills said. "People that were hanging on for another Olympics or were hanging on from college and then finding out that there wasn't going to be anything – those were the people I think that were impacted much greater than a team of 17, 18, 19-year-olds that were still in it no matter what.

"It didn't impact our training nearly as much as it would have for other people.

"The other thing that was different back then, you couldn't earn money so when you were done, you were done. You couldn't coach on a team and still be a swimmer because that would be using your skill or your sport for money."

1980 Olympic Trials

Although the United States would not be sending a team to the Olympic Games in Moscow, the summer season wasn't completely over. The "Olympic Trials" were held the week after the Moscow Games in Irvine, with the intention of motivating the athletes to compete with the times posted a week prior in Russia.

Even though there was no incentive to go compete for tangible medals in Irvine, the motivation was still high for Mills and his teammates.

"We knew they were going to name a team so you definitely wanted to be on the team. We went for one reason: to win as many events as we could," Mills said.

"I know people that were just hanging on and it was difficult because there was nothing for them. But we went with a sole purpose of winning, so it doesn't matter if it is Olympic Trials, or Senior Nationals, or NCAAs...you go to these meets to show that you are the best.

"There was definitely a different aura to the meet, but we didn't go into the meet saying, 'oh what a bummer. We aren't going to this other meet so let's just not swim fast.'

"I didn't care what the times were in Moscow, I never even thought about it. I was more worried about John Moffett in the lane next to me than I was with somebody on the other side of the world. I only cared about the people that were around me in finals.

“I think they did it from a marketing standpoint and trying to hype people up but the reality was we were there to race our friends and if we did well enough then we would get this thing that said ‘you’re an Olympian.’”

“But 40 years later, the question still exists: are we really? That’s the real bummer about it – it’s like this anchor that hangs around your neck.”

Mills won the championship final in the 200 breaststroke at those Trials in Irvine with a 2:18.78, just 0.01 ahead of Moffett (2:18.79), and reigning Olympic silver medalist John Hencken (2:19.09), who was going for his third Olympic distinction.

Mills was officially an Olympian although he didn’t physically compete, or walk in the Olympic ceremonies, or stay in the Olympic village. Despite those butts, he officially held that title of Olympic swimmer. Competing five days after the Moscow 1980 final, Mills’ time would have placed him fourth had he replicated that swim in Russia. Had the circumstances been different and he was able to swim in the final, the results could have looked different. But Mills refuses to play the “what if” game. What’s done is done in his mind.

“I will never answer if I thought I would have gotten a medal because that takes away from the guys that won the medals,” Mills said. “It wasn’t their fault that we weren’t there. I would never do that because they have the medals and they deserve them. There is no conjecture to be done.

“It’s like people that call in to sports talk shows on Monday morning: this quarterback should have done this thing. Well, how do you know what he should have done?”

Robertas Žulpa won 200 breaststroke gold in Moscow with a 2:15.85, as the only Soviet, then and since, to stand on the top of the podium in the men’s 200 breaststroke at the Olympic Games. Hungary’s Albán Vermes won silver (2:16.93) and the Soviet Union’s Arsen Miskarovs (2:17.28) won bronze.

1984 – A Chance at an Olympics For Glenn Mills

After 1980, Mills went off to the University of Alabama to swim for future hall of fame coach Don Gambriel, who at that point had been a part of four U.S. Olympic team staffs, including 1980. Mills was the NCAA Champion in the 200 breaststroke in 1983, and heading into 1984 was again a favorite to make the team for Los Angeles – this time for a real opportunity to compete.

“You go into the meet and you’re excited and nervous. They don’t hold a special nervous for one meet, you should be nervous for all meets so it was pretty much the same. We were all pretty experienced at that point,” Mills said of the 1984 Trials held in the two-year-old IU Natatorium in Indianapolis, which would go on to become a mecca in the sport.

In the 200 breaststroke heats, Mills cruised to fifth at 2:20.22. Doug Soltis (2:19.41) was the top seed ahead of 1980 Olympian Moffett (2:19.51) and Brett Beedle (2:19.65). But Mills knew the race would come from Moffett in the middle and Richard Schroeder (2:20.56) out in lane eight.

Moffett and Schroeder, who finished first and third earlier in the meet in the 100, used their speed on the front half to take it out in 1:03, while Mills was out in a 1:06, which was quick for him. Mills tried to run down the leaders, but ran out of pool and finished in fourth. Schroeder won at 2:17.64, Moffett second on 2:17.66. Beedle was third at 2:18.01 while Mills was locked out in fourth at

2:18.28.

“I remember looking at the clock and seeing I got fourth,” Mills said of the race in 84. “I remember seeing I missed the team by five tenths of a second and there was a mixture of emotions. The first one was obviously sadness and disappointment, and the other was that I swam pretty well. I represented myself well and it was a decent race so I went over to John and congratulated him and that was that.”

The United States named a team of 43 swimmers to compete in Los Angeles. Sixteen of them had made the team four years prior in Moscow and were getting a real chance at competing. Twelve of those Moscow Olympians had represented the team in 1976, leaving 15 swimmers who made the team in 1980 to never swim in an Olympics.

Glenn Mills is one of those individuals.

And he was reminded of that when he saw his good friend John Moffett walking the deck along with the rest of the team headed to Los Angeles at the conclusion of the 1984 Trials.

“That was something that still hurts because they marched out all the past Olympians that were there and so I was standing there and they marched out the ’84 team. Two days after you missed the team, you realized you had nothing but legacy. There is nothing else to look forward to.

“I remember John walking down and he had this huge smile on his face and he was so happy to have made the team again and I remember we looked at each other and the smile left his face for a second, he felt so bad. But he and I are still incredibly close friends so I was as happy for him as he was sad for me.

“That’s the way it goes.”

Even though Mills never watched a second of the Games in Moscow, there was no way he would miss the chance of watching the 1984 Games in Los Angeles.

“Absolutely I watched them. My friends were there!” Mills said. “I was jumping up and down – it was exciting!

“I’ll never forget Bruce Hayes coming back in the 800 free relay, watching Mary T. and John. The heartbreaking thing was watching John swim the 100 breast with his leg taped up. It was brutal from that standpoint but all those people there from different countries, my roommate from college (Swiss breaststroker Felix Morf) swam.

“There was no way I wouldn’t have watched it. I was glued to it every second. I was really happy and pleased for so many people.”

Life Post-Swimming

Glenn Mills continued to swim for another week after missing the 1984 team. When doing a set of 4x50s pace long course, he swam under 30 seconds for the first time in his life. Right then and there he realized he still had something left, and got out of the pool before any “what more could I have done” thoughts flooded him. He retired from swimming at the age of 22.

After swimming, Mills started GoSwim TV, which is a paid service that gives coaches access to underwater swimming educational videos.

“The concept behind it, it started as creating content and videos. Way back when I was a swimmer, I was on a stroke film of Ernie

Maglischo, one of the greatest swim teachers and scientists in history,” Glenn Mills said. “When I looked at the video I saw things I was doing because we never got filmed underwater back then. When I saw the video, I realized things I was doing incorrectly, and I changed them.

“Ernie is a scientist, and when he broke it down and put numbers and graphs and charts to it, I didn’t understand it. It didn’t speak to me as an athlete. I felt things and so when I saw it, that spoke to me more than the math and science that Ernie did. That doesn’t mean what he did was wrong because a lot of people, that’s how they understood it. I’m just more of a visual learner than statistical.

“So when I started this, I would go to the athletes and interview them about what are the most important things that they think they do. I wanted them to teach me about their stroke rather than me looking at it and saying ‘ok this is what I think you do.’ I wanted them to tell me what they thought they did and what they focused on.

“I am one voice and if I have a pre-conceived notion of how something can be done, if that notion is not right for the person in front of me, then I’ve done them a disservice.

“So as a teacher, it’s my responsibility to learn as many variations of technique as possible so that I have an answer for the person that

is in front of me. The whole process was probably more about me learning to become as versatile as a teacher as possible, but as a business we publish the videos and content.”

In 2016, he was the Paragon Award winner in competitive swimming for Go Swim, which has become the sport’s leading provider of educational video content, and is the official technique video supplier of USA Swimming.

“I think that the best compliment I’ve gotten is from one of my heroes in swimming and in coaching Jonty Skinner, who said I’m much more well-known as an educator than as a swimmer,” Mills said. “So I appreciate that because that has been my work for the last 25 years, teaching and trying to help other people.

“There’s a lot of people I work with that have no idea I was a swimmer way back when because it is not about that. It is about what can I get them today? I’m very fortunate to still be involved in the sport. I love it and I think we help the sport.”

Glenn Mills has continued to leave an imprint on the sport of swimming. Even though he was never physically in Moscow, Mills will forever be remembered, 40 years on, as a proud member of the 1980 Olympic Team.



How To Schedule Time For Effective Goal Setting With Your Team

by Aimee Schmitt

As coaches, we all know the importance of goals and goal setting. It is a "good thing to do". The real question is not how to goal train, but how to consistently incorporate it into very tight training schedules so that it becomes effective. In short, what is the best return on investment for spending time on goal setting? Is it necessary, and what does "effective" goal training look like?

The key word here is "effective". Most swimmers' eyes glaze over if they are required to do homework. It seems they can be on auto-pilot and just do what they have to do. All day long they are given a list of what they need to get done--and swim practice is something they often show up for and have a survival instinct to endure. Making a connection between the daily grind and end of season results is key to engagement. Narrowing the gap of understanding that setting goals is not a "set it and forget it" activity. Just saying, "my goal time is _____" is not enough. Effective goal setting also includes daily and weekly check ups.

So, how to make goal setting effective and time efficient?

Here are three steps that can help:

1. Organize a "goal check" mindset every week. Put it on the calendar as a part of your season, not just the first week when the team meetings are happening. As the coach, you are the leader, so make the investment in the season early to set aside five minutes with your team on the same day each week. Call it "Goal-planning Monday" or "Weekly wrap-up" on Friday. Swimmers/students like routine and if they know this will be a permanent part of the schedule, they will look forward to it. Set a timer for five minutes each week to check in with the swimmers to ask where are they with their goals. Have they written them down? What did they do that week in practice to make a step towards their goals? Remind them of the type of sets you offered to them to meet their goals. Connect practice to competition. Set them up for the next week so they recognize specific "goal setting" sets: "This is for breath control", "This is working on finishes", "This is for turn improvement", etc. Weekly goal checks will grow to become a culture on your team. If you build it, they will come.

2. Develop baby concepts. Have meetings that build on each other. Goal meetings can tackle one aspect of goal setting at a time. If your season is 10 weeks long, plan 10 small topics. Start from the beginning with a short overview on why it is important to set goals. Have a short goal paper for them to fill out: "What are your goals this season?" Then plan to meet each week to talk about what they need to do to get to those goals. For example, each week discuss a new topic:

- Visualization -how does it work?
- What does it mean to improve 10% each practice?
- Why is attendance important?

- Why is effort important?
- What splits do you need to improve your time?
- How to know when a practice set relates to desired splits?
- What sets can relate to races?
- What details can you improve on this week?

3. Celebrate accomplishments. Do goals seem to float out into the atmosphere after the first couple weeks of training, disappearing like a lost helium balloon, never to be seen again? Remember to celebrate even the smallest goal accomplishments. Keep goal-setting relevant. As coaches it is easy to fixate on what needs improving each week, but it is also important to celebrate when the team has progressed as a whole, and when individuals advance a level. Use a team meeting each month to let swimmers talk about and celebrate their small-goal accomplishments. This will establish a culture of team sportsmanship and bonding as well. Ask your team: "Does anyone want to share a small-goal success?" "I noticed that we are getting better at not breathing off the turns. Did anyone set that as a goal for this week?" Next step: Create a goal accomplishment "prize". Let your team determine who gets it each week. This can be anything from letting the goal accomplisher lead the team cheer that week to a customized team kickboard that they can sign with a sharpie and use that week as a "getting to the goal post" award. Pennies in a jar can add up over a season--any swimmer who makes a goal--adds a penny to the jar and a pizza party awaits at the end of the season. Coaches can encourage swimmers to use a personal logbook to jot down weekly improvements and the coach can review. Anything that is easily repeatable and identified as an "honor" by the coach can be used effectively as a motivator for connecting goals to training and goals to race results.

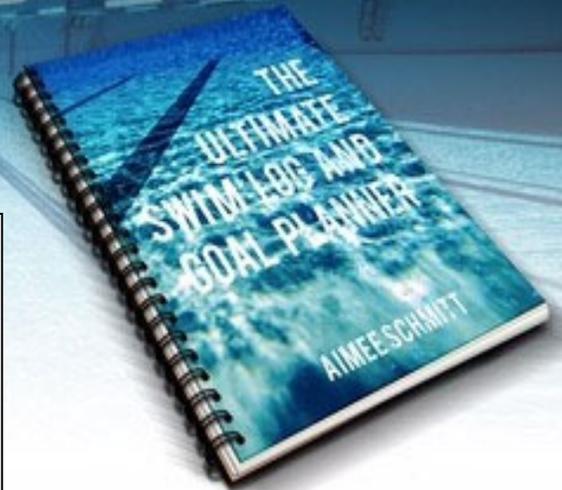
Coaches, as leaders there is a lot of responsibility on your shoulders. Be encouraged with the thought that your swimmers look to you for guidance to be better. They want to learn what can help both in the water and out. They want to know you believe in them and that they can believe in their own potential. Effective goal training can be a great tool to promote this and can be as simple as setting up the consistent time and parameters to take baby-steps together towards goals each week.

Aimee Schmitt is the author of The Ultimate Swim Log and Goal Planner, and a former USA Swimming National Team Member, Stanford NCAA Championship team member, coach and avid believer in goal planning.

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10 WAYS TO GET NOTICED BY COLLEGE COACHES

1. TAKE THE INITIATIVE
2. GET YOUR NAME OUT THERE
3. SEND OUT EMAILS THE RIGHT WAY
4. MAKE A HIGH QUALITY HIGHLIGHT VIDEO
5. SHOW YOU'RE A TEAM PLAYER
6. GET YOUR COACHES INVOLVED
7. LOOK AT REALISTIC OPTIONS
8. DON'T BE AFRAID OF JUNIOR COLLEGES
9. JUST WIN BABY...GIVE IT YOUR ALL
10. BE PERSISTENT

THE DAILY COACH:

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): <https://tinyurl.com/5jve47k2>*

THE DAILY COACH

‘The beauty is in the walking—we are betrayed by destinations.’ — GWYN THOMAS, 1913-1981

Healing comes in waves. Progress comes in waves. Grief comes in waves. Creativity comes in waves. Growth comes in waves. Happiness comes in waves. **Trust the journey.**

If we aspire to live and lead more mindfully-centered lives, consider this: Our life is a marathon. Our growth and healing are marathons. We do not need to rush any of it; yet, we must be more intentional, accountable and strategic about how we are running our race.

On leadership

As a leader, you must avoid assuming that the first answer is the best.

Saying yes all the time is a cheap way of making people like you.

A safe place has to be created for dangerous truths to be explored.

The teacher is always the one who learns the most.

If you are in a position to help someone else, take this opportunity to place a smile on their face.

A workspace is the reflection of the culture.

Critique the work, not the person.

Keep building new skills as your old ones become out of date.

Before you enter a room or open your mouth, your reputation speaks for you.

On Goal Setting

Set a “worthy goal” that is deserving of your time, attention and energy. No matter our longevity, life is short and precious.

So let's define our worthy goal(s) and ensure it rates high with these three qualities:

THRILLING – When you consider this idea or project, you get excited, because it resonates with you. You think “I want” and not “I should.”

IMPORTANT – Your idea contributes to others around you, either on a small scale, such as improving a relationship with someone, or on a large one, such as starting an organization.

DAUNTING – While this idea excites you, it also stretches your talents and capabilities, pushing you to work outside your comfort zone.

Some More Things To Think About

The coach becomes an absentee parent.

If the world is not going to change, we have to change it.

Find time to be yourself.

We are all just human beings sharing a common experience called life.

Fear is a standard management tool in too many administration kit bags.

The best relationships are built on speaking the truth.

THE DAILY COACH: Part Deux

I. The Power of Habit

Each day is a unique opportunity to manage and be intentional with our time and energy.
Here are 7 habits that have the power to transform our lives:



- ◆ Always do the most difficult task first.
- ◆ Meditate daily, even for just 5 minutes.
- ◆ Begin your day with positive affirmations.
- ◆ Eat healthy and exercise often.
- ◆ Read for 20 minutes every day.
- ◆ List what you're grateful for.
- ◆ Say only what you really mean.



II. Colin Powell's 13 Rules for Life

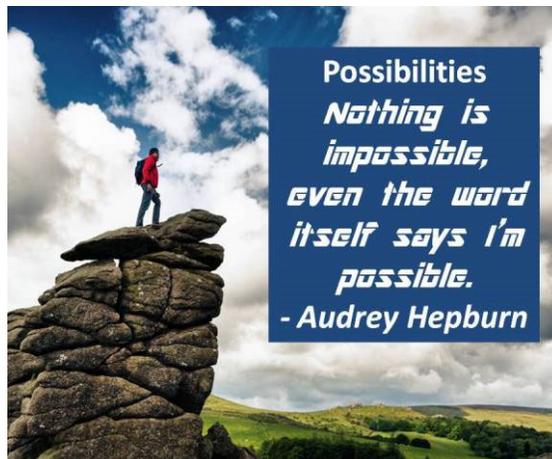
1. It ain't as bad as you think. It will look better in the morning.
2. Get mad, then get over it.
3. Avoid having your ego so close to your position that when your position falls, your ego goes with it.
4. It can be done.
5. Be careful what you choose. You may get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take counsel of your fears or naysayers.
13. Perpetual optimism is a force multiplier.

Source: Colin Powell, *My American Journey*

III. Doors of Possibilities

We are what we think. Today, we can open doors filled with:

Trust & Truth - Gratitude & Joy
Love & Respect - Happiness & Hope
Wisdom & Courage - Purpose & Forgiveness



Newsletter Spotlight - This Issue: ZONE 6

This is one of the finest examples of a Zone or State Newsletter we have found. We are sharing the first page here, but invite you to look over the entire newsletter at either of these links:

<https://www.smores.com/759wq-zone-6-newsletter?ref=email>

<https://tinyurl.com/mr262yp9>

Zone 6 Newsletter

National Interscholastic Swimming Coaches Association

Welcome to the Spring 2022 Edition

Coaches,

I hope this newsletter finds you well. It was great to be able to be back with a somewhat normal swimming season here in Texas. The kids seems to be fired up and and swimming faster than ever. Texas wrapped up their state meet a few weeks ago and there were a great slew of fast swims.

As we head into the spring here are some reminders going forward:

1. Winter Season submission for All America Swimming, Diving , Academic and Scholar Team are due by March 31st without incurring a late fee.
2. National Conference is still on for Atlanta can attend live or via Zoom see below.
3. NFHS Rules Survey was sent out via NISCA earlier this week. Respond by March 18th to have your voice heard.

Congratulations to the teams and coaches who won state championships this year.

I received an e-mail recently from a retired coach who asked if I would share his story and information about a program he has started regarding Teen Suicide, The Peyton Heart Project. This coach has put together a program and is willing to visit schools when possible to give them a presentation on the Peyton Heart Project.

Hope you enjoy the issue and if you have any suggestions please feel free to reach out to me. my best contact is via email at jedowmark@gmail.com or Zone6@niscaonline.org.

Sincerely,

Mark Jedow
Zone 6 Director

BRAIN FOOD: Ideas, Thoughts, Insights, and Links To Get You Thinking

I. *Genghis Khan: How his openness to learning was the foundation of his success*

<https://fs.blog/ego-is-the-enemy-genghis-khan/>

II. *Listen to a podcast with Four-Star General Stanley McChrystal to hear him discuss what he's learned about risk, decision-making under uncertainty, and leadership.*

Listen on Spotify here: <https://open.spotify.com/episode/6Cdvaab7f72m6Sutg6pd0U> or <https://tinyurl.com/yckwtkkk>

Transcript here: <https://fs.blog/knowledge-project-podcast-transcripts/ret-gen-stanley-mcchrystal-132/>
or here: <https://tinyurl.com/2p8xpup4>

III. *Uncover the mysteries of sleep and learn how we can get a better sleep every night.*

Listen on Spotify: <https://open.spotify.com/episode/21XyWctLIChOiQAqEwITY> or <https://tinyurl.com/5f57txkr>



Tiny Thoughts

What appears to be luck is often preparation and patience.

Mastering your circumstances starts with being ready.

"I would like to point out the importance of chasing your own dreams. You must live with whoever you become, and those around you have to live with that. It's important to be who you want to be, and not what others want you to be."

Nils Van der Poel, 2022 Swedish Olympic Champion 5k and 10k Speed Skating

"The older we get, the more we need our friends—and the harder it is to keep them."

The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.

"Nothing can make our life, or the lives of other people, more beautiful than perpetual kindness."

— Leo Tolstoy

"The most important step in becoming successful in anything is to first become interested in it."

— Sir William Osler

"Everything interacts and is dependent on other things. We must think more thoroughly about what we are doing, how we are doing it, and why we are doing it."

Dieter Rams, German designer and academic, philosophy of "less, but better"

"A year from now you will wish you had started today."

— Karen Lamb



Your Environment, Your Behavior, Your Growth And Development

By choosing who you spend time with you are also choosing who you want to be. This is the environmental force at work on your subconscious and your biological instincts. Here are three lessons you can take from this:

1. Curate your information diet to be rich and diverse. Follow people who think differently than you. Read old books. Remember that what you put into your mind today is the raw material you have to work with tomorrow.

2. Surround yourself with people whose default behavior is your desired behavior. If you want to run more, join a group that runs every day. Spend less time with people whose default behavior isn't your desired behavior.

3. Design your environment knowing it will influence your future self. You can easily make undesired behaviors harder and desired behaviors easier.

Understanding the invisible influence of your environment allows you to turn your desired behaviors into your default behaviors.

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THE HIGH-PERFORMANCE COACH AS A LEADER:

MOTIVATING ATHLETES

By Paul Robbins

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not fully energize people—only the motivators will do this. He also suggests that the hygiene and the motivators—although separate entities—are both important for quite different reasons: one satisfies, and the other energizes (Herzberg, 1996).

According to Herzberg, the hygiene factors are the contextual conditions—or as he puts it, “man’s relationship to the environment” (Herzberg, 1973). The buildings, facilities, equipment, ventilation, heating, lighting, supervision and status are all examples of the hygiene factors. It is, as Herzberg states, “how you treat people” (ibid.) that either satisfies their needs or is a source of dissatisfaction. It is quite possible to be very happy with the environmental conditions and yet not be motivated. It is also possible to be unhappy with the conditions and yet still be highly motivated. For the HPSC as a leader, motivation, then, is a key factor in results.

It is not uncommon for some athletes to achieve outstanding results while training in poor conditions. The Olympic athlete who trained in a four-lane, 25-yard pool with poor lighting or the Wimbledon tennis champion who trained in a disused swimming pool covered in moss are both examples of highly motivated athletes. They were, perhaps, very dissatisfied with the environmental conditions in which they worked. These individuals, however, were still highly motivated even though they may have had unacceptable conditions. The point that Herzberg makes, very strongly, is that the hygiene and motivators meet a different set of internal human needs. It is the motivators, he suggests, that provide the internal drive for achievement.

Herzberg identifies one of the greatest motivators as the *ability to do something*. This intuitively makes sense. He suggests that “you can’t motivate someone to do a good job that can’t do a good job” (ibid.). This highlights the primary importance of developing swimming skills both mental and physical. A second important motivator, Herzberg argues, is *opportunity to use one’s ability*. This factor highlights the importance of creating, maintaining and developing an internal training structure that releases athletes’ talents. The other motivators, he argues, together with ability and opportunity, are meaningful and interesting work, achievement, recognition for achievement, increased responsibility, growth and advancement (Herzberg, 1996).

For work to be meaningful and interesting, it must relate to the athletes’ purpose and goal. If they want to achieve—and whatever outcomes they want provides a sense of purpose—then any work that takes them toward their goal will be meaningful. Victor Frankl in his publication, “Man’s Search for Meaning,” proposes that man’s primary concern is his will to meaning—finding purpose in life. By recognizing that athletes are motivated by a strong sense of purpose in what they are doing, a HPSC can provide meaningful work intended for the individual’s desired outcomes. This will

It goes without saying that a High-Performance Swimming Coach (HPSC) is a leader and, hence, a primary source of motivational influence for his/her athletes. In the *Sage Handbook of Leadership*, there are exactly 100 entries that refer to human motivation, thereby highlighting its importance to leadership and, hence, coaching. As motivation is such a critical factor in performance, any leader or sports coach who understands the theories of what motivates, or, conversely, what de-motivates their athletes, and applies them, is likely to be more effective.

The first two questions a HPSC should ask then is: “Why do I need to understand the theory?” and “How do I apply respected theories to my own coaching so that I can be more effective in the role?”

It was the 18th-century philosopher Immanuel Kant who makes an important point here. He stated that theory without any practical application is just intellectual game playing. However, practice without any supporting theory, he argues, leaves leaders operating in a blind way, not knowing why or what they do either works or fails. A professional coach is one who does recognize the effects of what they do and the importance of connecting known, respected, theory to his/her practice.

One of the most influential theorists regarding human motivation is Frederick Herzberg, whose theory is the focus of this article.

Herzberg’s motivational theory is a two-factor theory based on extensive empirical research within the commercial world. One factor relates to the working context, while the second focuses directly on what motivates any individual, including athletes. He argues that the situational or hygiene factors either satisfy people or bring dissatisfaction should the conditions be unsatisfactory. He adds, however, that the hygiene factors do

result in athletes engaging with the training, which, in turn, will help them achieve.

The effective HPSC should endeavor to recognize the achievement needs of each individual and make the work as interesting as they possibly can. This may be through adding an element of variety; use of innovative drills; setting challenges; and where possible, delegating some of the decision-making. Allowing individuals to have some freedom can be highly motivational. Once achievements have been made, following commitment to the work, individuals need recognition for their achievement. All individuals, including athletes, seek recognition for effort and achievement to validate themselves in their chosen field.

Recognition reflects the value placed on the achievements gained or the degree of effort an athlete has put into their work. If athletes feel that the work they do and the achievements they gain are valued by others, then they will become more driven. Whether the result is winning an Olympic gold medal or completing a challenging set in training, recognizing their effort and commitment will be highly motivational to them. The effects of meeting desired outcomes and the recognition gained, however, are relatively short-lived. It is the continuous pursuit of goals that provides the ongoing motivational drive and, therefore, HPSCs should revise goals on a regular basis. Once achieved, higher goals, increased responsibility, growth and advancement take precedence.

Achievement brings status and the added prospect of advancement. Herzberg found, in his studies, that the possibility of advancement is another important motivator. It is, to emphasize the point, the possibility of advancement that motivates and not the higher status itself. Once reached, the higher status, over time, loses its motivational effect. The prospect of promotion to a higher, more challenging lane or into a larger collective group, such as a regional squad or national team, can be highly motivational. These advancements, however, as already stated, are transient, and human beings are always pressing into the future and seeking more to fulfill their potential.

They seek to develop this potential in order to make their mark in the world of swimming. Being exposed to greater challenges helps the athlete and coach grow psychologically. They both become more influential by expanding into more challenging activities and working within wider competitive spheres. All that can be asked of the HPSC is that they understand what motivates athletes and work to help satisfy their needs. In satisfying their athletes' needs, the level of trust in the HPSC will also increase, and from this, the HPSC becomes more influential, and the motivational circle is complete.

In summary, Herzberg's view is that you can elicit movement by concentrating on the contextual hygiene factors. This, he

<i>Motivator</i>	<i>The Coaching Focus</i>
<i>Ability</i>	<i>Relentless pursuit of swimming skills both physical and psychological. "The more a person can do the more you can motivate them." (Herzberg, 1973)</i>
<i>Opportunity</i>	<i>Creating, maintaining and continually developing a fit-for-purpose context that allows swimmers to investigate their abilities in the sport.</i>
<i>Meaningful Work</i>	<i>Designing and delivering structured goal-oriented programs intended to challenge and explore a swimmer's physical and mental capacities.</i>
<i>Achievement</i>	<i>Seeking opportunities that allow swimmers to achieve at their own stage of development in training and at competition.</i>
<i>Recognition</i>	<i>Rewarding achievements in training and competition makes swimmers feel valued and brings meaning and purpose into their lives.</i>
<i>Increase Responsibility</i>	<i>Encouraging swimmers over time to take more and more responsibility for their own development. This helps develop their intrinsic motivation.</i>
<i>Growth & Advancement</i>	<i>Creating pathways for advancement to higher levels within the club and sport helps swimmers grow as individuals and is highly motivational.</i>
Table 1. The Coaching Focus	

argues, although an important enabler, will not motivate the individual. They may conform to requirements, but will not exceed them without some additional added stimulus. The motivators, he suggests, which do produce higher levels of drive, derive from an individual's ability and opportunity to use their ability together with meaningful and interesting work, achievement, recognition for achievement, increased responsibility, growth and advancement (ibid.).

The challenge for the HPSC, therefore, is to continuously create, maintain and develop a fit-for-purpose context that provides athletes with an opportunity to express their talents. Having created the context, they should address, where possible, each of the motivators (see Table 1), and be prepared to be amazed at the inevitable results. ♦

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The Fifth Stroke: Dolphin Kick Drills That Can Improve Performance

By Mark McCluskey

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In recent years, we have consistently watched the sport of swimming develop and grow as we discover ways to become faster. One of the biggest discoveries is the importance of dolphin kick, an aspect of swimming that was explored in a documentary by the Olympic Channel.

Documentary link here: https://youtu.be/RjqGX_UjVPc

Almost every successful swimmer can look at their use of dolphin kick as a reason behind their speed. Swimmers like Caeleb Dressel and Michael Phelps are known for staying under the water as long as they can off of each turn. Backstrokers try their hardest to dolphin kick as close to the 15-meter mark as they can without getting disqualified.

When discussing the importance of dolphin kick, the swimming community tends to focus on a swimmer's underwater kicks in backstroke, freestyle, and butterfly races. Coaches are constantly screaming at their swimmers to stay underwater off each wall and strengthen their underwater kicking to get a leg up on the competition.

What many people do not realize is that dolphin kicks can be used to improve even more than just your efficiency underwater. The power that the dolphin kick releases can be utilized in a lot more areas of swimming, whether in use of drills or in race strategy. Here are a few drills and strategies to capitalize on speed for your next race.

Breaststroke Drills

When thinking about breaststroke, it is rare that the first thing that comes to mind is dolphin kick, seeing as you are only allowed one off of each turn. However, the powerful motion of the undulation in dolphin kick is essential to having a strong breaststroke. Because of this, it can be very useful to practice breaststroke drills that include dolphin kick while in practice.

Cobra Drill

This drill is simple in theory. What a swimmer does in this drill is breaststroke arms with a dolphin kick, focusing on the shooting motion of their arms to the front. The point of this drill is to use the dolphin kick to bring your arms to the front faster, shooting oneself forward like a cobra. Once the swimmer converts back to normal breaststroke, their turnover should be quicker and more powerful. To get a better understanding, watch this YouTube video of the cobra drill in action, published by The Race Club.

Click on this link: <https://youtu.be/cva4KlrnMLE>

Karla Drill

The Karla Drill is another drill that incorporates the dolphin kick motion into breaststroke. While the Cobra Drill focuses more on arm speed and motion, the Karla Drill centers on using core strength and undulation motion in your breaststroke, even when doing a breaststroke kick. The drill combines butterfly and breaststroke in order for a swimmer to find the combination of butterfly

and breaststroke motions to make their stroke more powerful. To do the drill, the swimmer does a one-arm butterfly stroke on their right, then on their left, then two regular breaststroke strokes. When doing the breaststroke, the swimmer needs to focus on using the undulation that they used in their butterfly when doing the breaststroke.

Click on this link to see the Karla Drill in action: https://youtu.be/1Wk7vNw6_Lg

Racing Strategy

Dolphin kicks can also be useful in parts of races that people don't normally think to use them. A few coaches and high level swimmers have discovered new areas of a swim where they can utilize their strength in dolphin kicking even more to improve their speed in a race.

Dolphin Kick for Turnover

When racing sprint freestyle, swimmers always want to maintain a fast turnover; however, this can be hard at the end of a race. Even in races as short as a 50, swimmers will often slow down their turnover without even realizing it. To prevent slowing this turnover and increasing their speed, swimmers have taken to incorporating dolphin-kick freestyle at the end of their race. Using freestyle arms and dolphin kick can force a swimmer throw their arms around much quicker than when they do freestyle kick. The reason swimmers do not choose to do this all the time is that it can be very tough to maintain. Part of the reason it is hard to keep this technique sound is that a swimmer cannot breathe while doing it, or the rhythm will be broken. Phelps has been known to use this technique in the last 10 meters of his 100 freestyle. In another Race Club video by Gary Hall Sr., he explains in greater detail the technique and the improvements it can make to one's race.

Link: <https://youtu.be/Ea3o69MDd0k>

In today's generation of swimming, it is essential that one perfects and strengthens their dolphin kick. Experts are going so far as to even call the underwater dolphin kick the "fifth stroke". While dolphin kicks are very important when pushing off each wall, the undulating motion of dolphin kicks is so powerful that it should be utilized in other areas of swimming, both in drill work and other areas of racing strategy. Swimmers should definitely think about using these methods the next time they hop in the pool.

All commentaries are the opinion of the author and do not necessarily reflect the views of Swimming World Magazine nor its staff.

NOTES FROM ALL OVER

“Get More Better” *(Quote from Eddie Reese)*

In a 2018 article in [outsideonline.com](https://www.outsideonline.com), Brad Stulberg explains how following eight specific principles can help one do everything better. We think our intelligent coach members can see how to adapt these principles, briefly listed and excerpted below (link to full article follows), for use with their athletic teams. They are straightforward and sound. Let us know if you decide to use them in your own situation, and (of course) how it turns out after implementation, and if there are any tweaks you used that others may find useful.

"Principles are fundamental truths that serve as the foundations for behavior that gets you what you want out of life"

Ray Dalio, in his bestselling book, *Principles*

Stulberg: "After more than five years of interviewing and coaching elite performers in sports, business, and beyond, I became inspired to put together my own list of principles. These principles are a foundation for a better you."

1. **Stress + Rest = Growth**

Whether you want to grow your body or mind or get better at a specific skill, you need to push to the outer limits of your current ability, and then follow that hard work with appropriate recovery and reflection.

2. **Focus on the Process, Not Results**

The best athletes and entrepreneurs aren't focused on being the best; they're focused on constant self-improvement.

3. **Stay Humble**

Humility is the key to growth. If you don't maintain an open mind, you'll severely limit your opportunities to learn and make progress.

4. **Build Your Tribe**

There's an old saying that you're the average of the five people you spend the most time with. Turns out that's true.

5. **Take Small, Consistent Steps to Achieve Big Gains**

Habits build upon themselves. If you want to make any kind of significant change, you'd be wise to do so gradually and over time.

6. **Be a Minimalist to Be a Maximalist**

You can't be great at everything. Regularly reflect on what matters most to you and focus your efforts there.

7. **Make the Hard Thing Easier**

Willpower is overrated. Rather than relying completely on self-control, intentionally design your environment to make the hard thing easier.

8. **Remember to Experience Joy**

At first, this may sound crazy. Who doesn't want to experience joy?



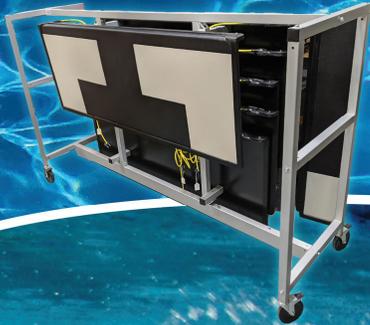
Link to full article HERE: <https://tinyurl.com/28y6dwnk>

See Brad Stulberg's website and links to his excellent writings HERE: <https://www.bradstulberg.com/popularwriting>

Brad Stulberg researches and writes on sustainable excellence and wellbeing. He is bestselling author of the new book, *The Practice of Groundedness: A Path to Success that Feeds—Not Crushes—Your Soul*. His work has appeared in The New York Times, Wall Street Journal, Washington Post, Los Angeles Times, Wired, New Yorker, Forbes, GQ, Time, and more. He is also a contributing editor at Outside Magazine, where he writes a regular column on the science and art of sustainable success. In his coaching practice he works with executives, entrepreneurs, physicians, and athletes on their performance and overall well-being. He is also co-creator of The Growth Equation, an online platform dedicated to defining and attaining a more fulfilling and sustainable kind of success.



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2	FEET FIRST ENTRY* * *CIRCLE SWIM					2
3	CIRCLE SWIM*****NO DIVING					3
4	TREVANS					4
5	CIRCLE SWIM*****NO DIVING					5
6	FEET FIRST ENTRY* * *CIRCLE SWIM					6
7	CIRCLE SWIM*****NO DIVING					7
8	FEET FIRST ENTRY* * *CIRCLE SWIM					8

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DID I TAKE TIME
TO LISTEN





"Breathe", by Nancy Bryant