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Cover Photo:

Norma Barney

83rd NISCA Conference award winners pictured at the Awards Banquet, L-R. Dave Barney: Life Member, Pete Higgins: Hall of Fame, Stephen "Mac" McDonald Outstanding Service, Tom Wojslawowicz LM, Sally Hansell: Outstanding Service, Mel Roberts: Collegiate Scholastic, Kevin Kinel: Outstanding Service, Paul Torno: Life Member, Richard Hawks: Outstanding Service

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National Interscholastic Swimming Coaches Association of America, Inc. To Educate.... To Honor.... To Serve

Hello Everyone,

Another conference is complete and another school year is almost over. Is it just me, or does it seem like the years keep going faster and faster? Perhaps it's because I coach a winter and spring season and being wrapped up in practices and meets make the months go more quickly. At any rate, it's time to think about wrapping up the year and the things that that entails. Make sure as the school year winds down that you complete your NISCA dual meet rankings (Powerpoints worksheets) online and submit them. It's not too late to finish those All America applications and Academic All America applications. You might have to pay a late fee but it's worth it to have your swimmers, divers, and water polo players recognized. Resolve to do it today.

As you finish one year and prepare for another, consider what educational growth you want and need. How can NISCA help you reach that goal? Please let us know. You might join us at ASCA in Ft. Lauderdale in September or at our annual conference and clinic in Indianapolis in March. Feel free to contact local NISCA members for advice, new ideas, or help if you need it. The letterhead members of our organization have some of the best experience that coaches can have. Utilize our experience and knowledge. We are here to serve you. Check out the offerings on our website and in our journal. The best way to grow our sport is to grow ourselves first.

I have a special request to ask each of you. Resolve that during this next year to recruit one new member for NISCA. If we work together we can make our organization grow to new levels. Let us know what we can do to help you as a coach. What can we do to help you? Ours is a service organization so help us to serve you.

Finally, if any of you have the desire to become more involved at the national level in our organization please let me know. We currently are in need of someone to become our new Webmaster. Perhaps that's an area of expertise for you. Contact me by email or phone. My information is on the back of this page.

Have a great end of the year.

Arvel



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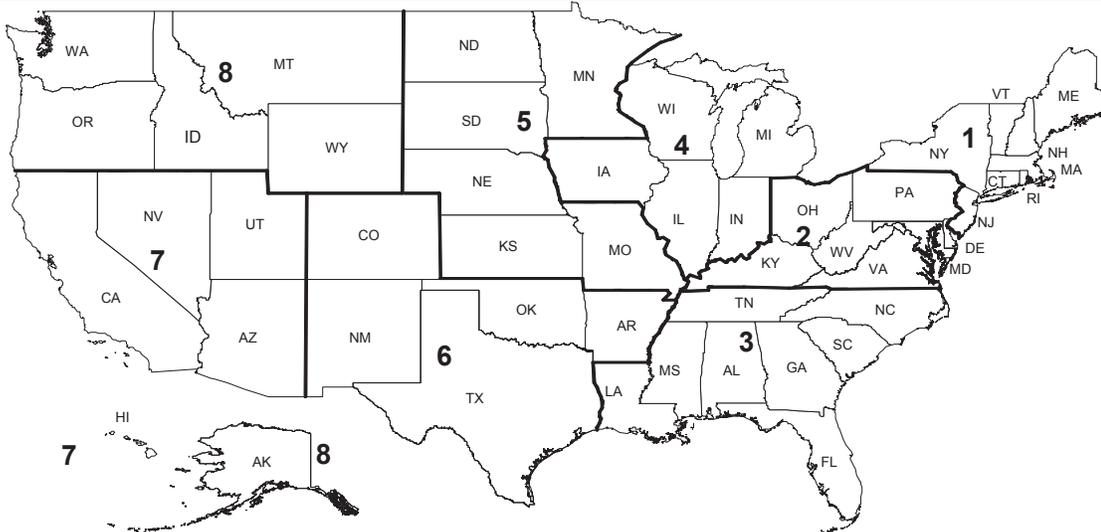
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NISCA National Dual Meet Team Ranking Program



Be sure to enter your team in NISCA's National Dual Meet Team Ranking Program.

Go to niscaonline.org, click on Award Programs, and select National Dual Meet.

You will find all the instructions you need on that page.

Email/mail your completed form to have your team compared to others from across the country.

\$10 fee per application, but FREE for NISCA members.

Entry deadline: May 31, 2016.

Questions?

Contact Claude Valle, NISCA Power Point Chair

P.O. Box 207, Weston MA 02493

powerpoint@niscaonline.org

From the Editor:

Last month was the occasion of the 83rd annual NISCA Conference in Atlanta, GA held in conjunction with the Men's Division I NCAA Championship (Whoa! That was FAST!) The conference was a great chance to catch up, do some business- you'll find meeting minutes at the end of this issue- but mostly to learn. If you haven't had a chance to come take advantage of all of the educational offerings I strongly recommend that you make it a priority next year in Indy. Better yet, come and present something that YOU are doing that the rest of us should learn. In the mean time I am always eager to have your submissions to the Journal so we can continue to learn and grow.

In this issue we present our first book review (Fighting the Current reviewed by Dave Barney) and a couple of great technique articles (Accelerating Backstroke Turns and Thoughts on Kicking). We will introduce you to two of our letterhead members: Mark Onstott (President Elect/AA Coordinator) and Dana Abbott (Outreach Coordinator). They are great coaches who are committed to supporting you and NISCA. We also take a look at a very difficult topic that many of us will have to contend with at some

point in our teaching/coaching careers, the loss of a team member or student. As I took over this publication in the fall there were several of these tragic events which made me realize that if it happened on my team I would be at a loss for how to handle it at a very bad time to try to figure it out. I sincerely hope that no one ever needs this information, but if the unthinkable happens I also hope you will feel a little more prepared.

Most of our regular features will be on break for the next issue while everyone enjoys marveling at our 2015-2016 All America performances in the July/August issue. This does mean you have a few long summer months to work on that article to send in for the September/October issue! Keep them coming in and feel free to send feedback as well!

Just Keep Swimming!!! ("Finding Dory" in theaters soon!)

Betsy Hondorf

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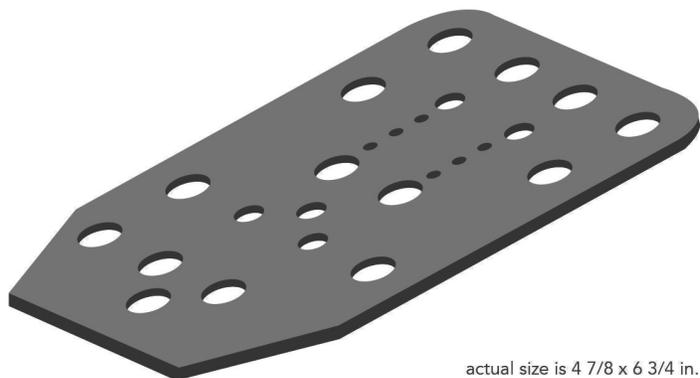
The NISCA Journal is edited and published by NISCA (Editor, Betsy Hondorf). If you have submissions, questions or suggestions for the Journal please contact me at niscajournal@gmail.com



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In Memorium: W. Morgan Byers



W. Morgan Byers: Whitefish Bay High School, Whitefish Bay, WI; 36 yrs. coaching; 48 yrs. NISCA member; NISCA Archives-Constitution Chair 22 yrs.; Records Chair for 5 yrs.; Member of NISCA Awards Committee for 12 yrs.; NISCA State Delegate for Wisconsin many yrs; 1974 NISCA Outstanding Service Award; 1987 NISCA Hall of Fame Award; NISCA 25 yrs. Award, 1977; NISCA Audit Committee 7 yrs. and 4 yrs.

chairman; Member of NISCA Executive Committee for many yrs.; Chaired NISCA Internal Affairs Committee; transferred all the NISCA All-America lists to a computer database (1934 to present) which included boys, girls, prep and high school & 12 data on each competitor - a 12 year project; Assisted in starting the Wisconsin Swimming Coaches Assoc. in 1951; Past President of Wisconsin Swimming Coaches Assoc. 3 times; Secretary -Treasurer of WISCA; Published state coaches directory for 25 yrs. and Wisconsin Top Times for 20 yrs.; Wisconsin weekly newspaper, radio and TV swim reports for 20 yrs.; Wisconsin I.A.A. Swimming official, 15 Yrs; Wisconsin Hall of Fame Award; Wisconsin Distinguished Service Award; WISCA Swim Clinic Sponsor for many yrs.; Whitefish Bay Swim Club founder and coach, 15 yrs.; Ran the Red Cross and Boy Scouts Programs for many yrs. Outstanding swimming record with 9 conference and 3 state championships including many All-State and All-American swimmers and divers; WIAA state meet deck official, 12 years

A Note from Glenn Kaye:

I want to take this opportunity to congratulate all of our NISCA Members who were this year's recipients of our prestigious NISCA Professional Awards.

I also want to thank our entire membership for their cards, phone calls, and above all their prayers.

Wishing all of you a most blessed day as I am so thankful for all of your greetings as each day I continue to get stronger.

Wishing you all the best,

*Glenn Kaye 613 Espana Street
Lady Lake, FL 32159
coachglenn1943@gmail.com*

SAYONARA BY Dick Hannula



The most recent NCAA Championships in all divisions gave ample proof that swimming just keeps getting faster and trough greater depth. It is apparent that more coaches are doing a great job of coaching fast swimming. How many “beliefs” of yesteryear still apply today? I looked back at articles that I wrote for NISCA Journal as far back as the late 1980s. It also caught me up on how my NISCA articles got started. THE FINALS was the primary sponsor of the NISCA newsletter which later became the Journal. I was a coach advisor on THE FINALS Swimming Advisory Board with the responsibility of contributing an article for each issue. When THE FINALS went out of business a few years later, I continued to write an article for each issue of the Journal to the present day.

For the first time since 1951, I am no longer coaching even as a volunteer although I am hopeful to pick it up again next fall. It is now appropriate to step aside and make this my last NISCA Journal article. (Sayonara) it has been a lot of fun and I hope the articles have contributed to the working

knowledge of our NISCA members. Along the way, I wrote *Coaching Swimming Successfully* (1st and 2nd editions) and co-edited with Nort Thornton the *Swim Coaching Bible* (volumes one and two). My Journal articles have covered technique in all four strokes, starts, and turns, and a litany of related topics crucial to successful coaching. The following excerpts will be limited to the late 1980s and you can be the judge as to whether they are applicable in coaching today’s young athletes.

February, 1987 Training- *Seen and Unseen:*
“Invisible training is the training that provides the athlete with the greatest chance of success. I term it invisible training because for the most part it is hidden from the coach’s eyes. It is the sleep, rest, and nutrition program that each athlete chooses to follow. Too many athletes fail to make the best choices. The use of tobacco, alcohol and drugs would be quickly recognized as bad choices for athletic success. These could be included in a discussion of invisible training, but I want to concentrate in the areas of rest, sleep and nutrition in this article. I have seen too many swimmers compromise their preparation to train at their highest ability level by failing to permit their bodies to recover from hard training. The adaptation of each swimmer to training requires stress and rest to achieve maximum training adaptation. The swimmer who shorts his/her sleep will not attain maximum adaption. High intensity swimming requires adequate sleep. Less sleep then less recovery, and consequently less intensity in the next round of training is the result.”

April/May, 1987 *The Backstroke Start*: (I was an advocate of the “stand up” backstroke start. Rules now permit a hanging ledge in the water to place the feet for backstroke starts.)”I believe that the fastest racing backstroke start is the “stand up” start. This start conforms to short course rules of U.S. Swimming. “The swimmer may assume any desired position which does not remove either foot completely from the water, nor either foot from contact with the end of the pool, nor either hand from the starting grips, pool edge, or starting block.” Standing in the gutter at the end of the pool with feet in contact with the water meets all rule requirements. My swimmers have been using the “stand up” backstroke start since 1967, when Kaye Hall used this start to win the 100 backstroke at the Short Course Senior National Championship meet. To my knowledge she was the first woman that ever used this backstroke start in national competition. Her margin off the start was greater than the margin of her victory.”

June/July, 1987 *Potpourri #1*: “One of the most significant statements was one by a sports psychologist at the Olympic Training Center. The rest of his talk was uneventful, and I could have been dozing off and not paying attention except for luck. I remained through his lecture, and near the end he said, “What gets measured gets chanted”. I wrote it down immediately. When I returned to my team, I looked for things I wanted to change. If I wanted to change then I would have to measure. The same psychologist also stated that the ratio of concrete goals to abstract goals will determine the degree of success. An abstract goal might be “to do my best”. A concrete goal is specific such as a specific time. Concrete goals can be measured. Why do people achieve? There are three main reasons: To beat

someone, to please someone, and mastery. When the reason is mastery, there are fewer dropouts. They learn to enjoy success and not to compare levels of success. In my coaching, I have tried to communicate this philosophy to parents and swimmers. Each swimmer compares only to himself, or herself. Measure the improvement of a swimmer in these terms and you have a healthy, happy athlete. Success is never final, and failure is only temporary non-success.”

“Success is never final, and failure is only temporary non-success.”

October, 1987 *Training and Teaching Technique*: “Stroke technique is best taught through perfect practice. Most practice sessions become heavy training sessions with little emphasis on stroke technique, especially stroke technique when the athlete is tired. Short, brief, positive statements, within the rest interval phase of training, do encourage good swimming technique. When the coach does continue to emphasize technique during heavy training, the swimmer feels the coach is watching, and will have an added incentive to strive for better technique. Perfect practice can at least be approached when the coach takes this viewpoint. The coach must develop brief statements that draw a picture for the swimmer within the rest interval of that series. The coach must find new methods to say some of the same things over and over, in order to draw a clearer picture in the swimmer’s mind and to get the attention of the swimmer in order to motivate the swimmer to make stroke adjustments. The coach has to stay poolside during the training, and take an active part. Brief positive statements – streamline, roll the body, rib cage up (backstroke), elbows up, etc.”

March, 1988 *Coach or Manager? Coach AND Manager!*: “Successful managers and successful coaches are leaders. Excellent leaders have guts, and they share an ability to get people to focus their attention on one or two key goals. Successful leaders believe. They believe in accountability, in leadership, and in persistence. This is what a coach should be teaching. It requires discipline. It is discipline. I have told my swimmers that the greatest gift that swimming can give to each of them is self-discipline. When we believe in leadership; we give the opportunity for swimmers to step out of the pack, to break away and provide leadership. When we believe in persistence; we can learn by defeat, and by failure. Every failure is temporary and success is only a step or two away. Persistence is necessary for almost any major success. Successful business managers have a clear vision of where they are going and they have a pressing need to succeed. Successful swimming coaches also have a clear vision of where they are going, what they are doing to get there, and a pressing need to succeed.”

April/May, 1988 *Breakfast Talk at NISCA Clinic*: “The machinery is there in the high school swim program. The master mechanic is you- the swim coach. You are making this happen now. You can make it even better. Be consistent; set an even keel. Someone has to be a rock. You are an idol, whether you like it or not. You don’t have to be

perfect; you can’t be perfect. You don’t have to be the best, but you need to continue to strive toward that elusive goal of perfection. Once you are content, what is left to do? As a coach, you have to be there, you have to be a rock, you have to be consistent. Treat your athletes fairly and you will gain their respect. Respect will go a long way. Respect can rise above both love and hate.”

Summer, 1988 *Stroke Rate*: “Measuring stroke rate is a motivational challenge to the swimmer and coach. It builds awareness of the stroking rate, and the need to control pace. A balance has to be established between racing, and pacing. Racing and pacing both require a maximum effort measured through the full race distance. It is still a fast out, but with the confidence that the swimmer has more to give in the later stages of the race distance. Teach the swimmer to swim fast, but fast for the full distance of the event.”

All of the previous short excerpts from my articles were printed in the NISCA Newsletter. It became the NISCA Journal with the October 1989 issue. This could have picked pieces from any one of over 100 articles written for NISCA, but you get the general idea. Much of what was advocated more than a generation ago still holds water today. Most written years ago would only need slight editing today to be valid

May your next season be fun, exciting, and your most successful one yet.

Much of what was advocated more than a generation ago still holds water today.

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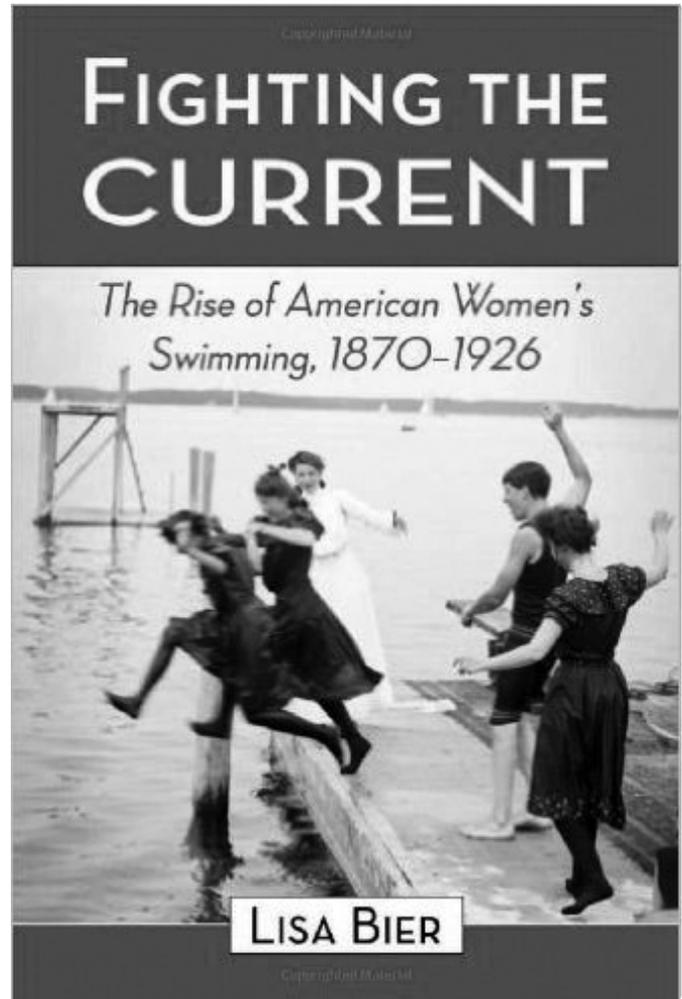
From the Bookshelf: Fighting the Current

Dave Barney, Albuquerque Academy, NM

This review marks the beginning of what I hope will become a regular feature in the NISCA Journal, namely the noting and reviewing of books related to the sport of swimming. Although fiction, if and when it occurs, will be considered for review, most of what will appear here will be non-fiction in nature and much of that historical or biographical. I begin with a review of Lisa Bier's relatively recent book about the beginnings of both women's recreational and competitive swimming in America.

Fighting the Current by Lisa Bier. Published in 2011 by McFarland & Company (214 pp., \$40 US, softcover)

For those of us who have written about what we perceived to be the beginning of women's competitive swimming in America, Lisa Bier's book, Fighting the Current, provides us with a much deeper and wider understanding of that genesis. Even her book's coda, which echoes the hash and rehash of Gertrude Ederle's astonishing conquest of the English Channel in 1926, provides us with additional insight into that signature moment in the history of women's swimming. But that captivating moment aside, the true value of Miss Bier's book lies in its meticulous examination of American women in water in the latter half of the nineteenth century, a period mostly ignored by historians, who, for the most part, have been drawn to the more publicized and thus more easily researched early 20th Century exploits of, say, Charlotte Epstein and the New York Women's Swimming Association, the first American women's Olympic swim team in 1920, and, of course, the measure and the mean of the "Trudy" Ederle hysteria six years later.



Lisa Bier is a librarian at Southern Connecticut State University, a perfect place perhaps from which to view and research the journalistic documentation of New York City's role in the early evolution of women's swimming in America. Her voluminous end notes, most of which are drawn from NYC's various newspapers of that era, suggest an interesting juxtaposition: a cultural curiosity for the mere presence of women in water during that time period and, contrarily, a "men-tality" fraught with all the angst and animus that a largely male sporting public could muster for what they thought to be a desecration of both the prevailing idea of biblical modesty, as it pertained to

appropriate clothing for women bathers, as well as a radical contradiction to what most males perceived to be the physical limits of the gentler gender.

Fighting the Current was initially conceived as a biography of Gertrude Ederle, but fortunately for the swimming world, Bier saved the oft-written-about Ederle for later in her book and re-focused her research on women who were setting and breaking records 50 years before Ederle's Channel swim. Her descriptive narrative of those early years, punctuated by numerous citations and a prudent use of photographs, act in concert to posture not only the sociological barriers facing women swimmers of that era but the personalities who altered them as well, beginning with Kate Bennett, the most influential figure in teaching women to swim in the late 19th Century, and ending with an examination of the most prominent women racers of that period: Ethel and Elaine Golding, Katie Allen, Adeline Trapp, and Rose Pitonof, to name just a few. These women opened the door initially to recreational and instructional swimming and lifesaving and then to the whole idea of competitive swimming for women in America.

Persistence became the movement's mantra in ultimately overcoming a long line of male obstructionists, headed by the aristocratic founder of the modern Olympic Games, Pierre de Coubertin, who steadfastly opposed women's participation in Olympic sports, and then later, the brash, iron-fisted, dictatorial head of the AAU, James E. Sullivan, who vehemently opposed not only athletic participation in general for women but their "scantily clad" presence in the sport of swimming and diving in particular.

The circulation of Lisa Bier's book in the year following its publication in late 2011, was not only timely but significant, since the fall-out from the 2012 London Olympic Games became pretty much an echoic celebration of women athletes, some of whom became powerful over-night symbols of what is possible for girls and young women though participation in sport. For the first time since women first appeared in the modern Games more than a century ago, there were more women participating in London than there were men. That's an astonishing statistic, since representation in the Olympics has always been dominated by the male gender. And for the first time ever, every one of the more than 200 national teams competing in London contained female representation, including even the reluctant middle-eastern countries. So much for participation. From a performance point of view, the highlight of those Games was the show that American women athletes put on for the world, a show that held the planet's attention in a magnetized embrace long after the games had ended and the Olympic flame extinguished. Center-front in all of that was the remarkable performance by American women swimmers. The more current effects of Title IX aside, we have Lisa Bier, and her extensive examination of the early evolution of women's swimming in the United States, to thank for setting us straight about the true roots of that performance in London, as well as what I suspect will be a curtain-call celebration in Brazil later this summer of the continuing saga of women's swimming in America.



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Get to Know the Letterhead

Mark Onstott, retired



I am originally from Cedar Rapids, Iowa and had my first coaching job at my alma mater, Kennedy High School. After 7 years at Kennedy, 4 as head boys and girls coach, I moved to Texas and coached boys and girls for 12 years at Cy-Fair High school in Houston. I then moved on to the Chicago area at New Trier High School in Winnetka, Illinois for the last 20 years of my career. At New Trier I was head boys coach and an assistant with the girl's team. I retired from teaching and coaching in 2014 after 39 years. I moved with my wife, Jan to Nashville, Tennessee and am happy assistant coaching a club team on a very part time basis.

I got involved with NISCA as a member my first year coaching. Early in my career I was elected an officer in both the Iowa High School Swimming Coaches Association and the Texas Interscholastic Swimming Coach Association before being appointed as a Zone Director for NISCA while at New Trier.

Currently, my role with NISCA is twofold. I am President Elect and All America Coordinator. I also serve as a member of the Audit Committee and the Professional Awards Committee. My role as All America Coordinator involves working for the All America Chairs to provide members with prompt service when needed. I may not have the answer but I will find the person who does! The All America program is NISCA's most visible program honoring thousands students for their diving, swimming, water polo and academic excellence. If a coach has any problem or question with an All America program I can help so send me an email.

My wife Jan is not retired and works as a Senior Sales Director with Mary Kay, and yes the car is free! Both of my kids, Lyndsee and Nate, are now adults and live in the Nashville area. Lyndsee is involved with social media, promotion and marketing for Laundry Care a home laundry service and Nate is a professional musician.

Dana Abbott, Katy TX

Dana Abbott started swimming competitively at Southwest Miami (FL) Senior High. He swam four years at Tulane University, the last three under cruise interval inventor Dick Bower. Bower got Dana his first paying coaching job at a summer-only team in Gulfport, MS. During that time he was offered a Master's fellowship to coach the college club team at the University of Southern Mississippi. In 1978, following his MS and a few years coaching on the

Gulf Coast, Dana set his sights on a PhD in Exercise Physiology at Texas, where he was invited by then-new UT men's coach Eddie Reese to join the coaching staff. Working with Eddie every day, and fellow assistant coaches Kris Kubik, Chuck Warner, Scott Hammond, and the late Stewart Rea, as well as having staff meetings with the UT women's coaches (headed by Paul Bergen) was an education few have the good fortune to experience. I would have to say my philosophy and coaching skills were greatly improved and guided there.

After two years at UT Dana left Austin and headed to Katy, Texas, a suburb west of Houston growing rapidly out of former rice farm acreage, where he was the head coach of Katy High School from 1980 until he retired from public education in 2005. Katy had numerous individual swimming, diving, relay and academic All Americans during those years, as well as boys and girls Scholar Team awards.

After a year of retirement he was asked to form and coach a team at St. John XXIII College Preparatory (formerly Pope John XXIII HS), where he has coached for the past 10 years. During that time the girl's team has earned four runner-up finishes and three state championships. The smaller boy's teams have been improving every year and finished runner-up at this year's state championships.

Dana got his leadership start in NISCA when he became Zone 6 Director during the 1999-2001 term of President Don Allen. He was elected President for 2003-05 and again for 2009-11, the

first two-term president of NISCA since 1950. He has also served as Marketing Director, has been a member of the Professional Awards Committee, revised the NISCA By-Laws and Constitution with current President Arvel McElroy, and is now the Outreach Coordinator, which means he organizes and facilitates the implementation and execution of coaching clinics in areas of the country not easily served by other resources. The latest outreach program was the NISCA National Coaches Clinic at The Westminster Schools March 19.



Prior to being elected president of NISCA, Dana earned some leadership stripes in Texas as the only person to have served in all four elected offices of TISCA, the Texas Interscholastic Swimming Coaches Association, as secretary, VP, treasurer, and president (1996-2004).

Dana lives in Katy with three rescue dogs, a couple of Corvettes, and a big back yard. Dana is busy right now planning clinics for 2016-17 for Phoenix, Nashville, Minneapolis, and Indianapolis.

FEATURE:

WHAT TO DO WHEN THERE'S A TRAGEDY:

Jana DeCristofaro/The Dougy Center

It's the call, text, or email no coach or teacher wants to receive:

"We have sad news to share..."

Whether it's a teammate, classmate, teacher, or family member, the news of a death in your coaching community brings a barrage of emotions, questions, and concerns. It doesn't matter if it's the first or 20th time you've encountered grief in your career, a death can leave anyone unsure of what to say, do, or feel. Your attention may go in many directions: the affected student, the rest of the team, and yourself. Grief, much to everyone's frustration, doesn't follow a linear path. There is no universal timeline or step-by-step guide. That said, there are some basic guidelines for providing support and understanding to those in grief.

As a coach, you are in a position to be uniquely helpful. Numerous teens report that a coach was the adult they turned to the most in their grief. In a coaching role, you interact with them regularly, but have more opportunity for one-on-one connecting than a teacher does. You may also be more removed from the death, which for many teens makes it easier for them to open up with you. When they don't have to worry that their grief is affecting you, it frees them up to honestly share about their experience.



The Dougy Center

The National Center for Grieving Children & Families

Does your school have a plan in place for how to respond when a death occurs? If not, reach out to administrators about putting one into place. A notification plan might include: conversations with the family of the person who died, letters to families of students, email or phone notifications to staff, and in-person discussions with students and team members. It can be hard to think clearly when you're navigating a tragedy, so having a plan in place enables you to fall back on established protocol and minimizes reactionary decisions. When a death or other tragedy happens, the initial focus will likely be gathering information. Be sure to find out what is being communicated and to whom. At The Dougy Center, we encourage schools and other groups to share honest, clear information with everyone affected.

If the person who died was a student, coach, teacher, or someone else involved with the students, we recommend sharing the same information with everyone in the school community. Having the correct story from a trusted source minimizes rumors and misinformation. Both of which can spark confusion, fear, and anger. If the person who died

was a family member of a team member, talk with the family to find out what they want communicated to others. If a family is hesitant to share what happened, talk with them about the risk of trying to keep it a secret. In these times of social media, it's almost inevitable that parts of the story will become public knowledge, leading again to rumors and misinformation. Being honest and forthcoming reduces the energy and time put into trying to figure out the facts, and instead creates more space for people to focus on how the death is affecting them.

Once the news is communicated, you can turn to supporting your team members, fellow coaches, and yourself. The first step in doing so can be to learn more about what grief is and isn't. Grief is a holistic experience that affects teens emotionally, behaviorally, cognitively, physically, and spiritually. The following are examples of how grief might look in these realms. Keep in mind this list is just a sample of common indicators:

- **Emotional:** Every emotion imaginable can be associated with grief, including: shock, numbness, sadness, anger, confusion, fear, agitation, depression, relief, joy, restlessness, guilt, regret, irritability, yearning, increased appreciation, and gratitude.
- **Behavioral:** Changes can be immediate and temporary, or occur over a longer period of time. You may see teens drop activities/hobbies, have difficulty sleeping, struggle with frustration tolerance, be aggressive, or withdraw. You may also notice diminished/increased school and sports performance, decrease/increase in social activities, over-planning/scheduling, or increased risk taking behavior.

- **Cognitive:** Many teens report difficulty with concentrating and completing tasks, forgetfulness, having intrusive thoughts, and being easily overwhelmed.
- **Physical:** The physical effects of grief are often lesser known and can include: loss of appetite, weight loss/gain, exhaustion, nervous energy, and increased frequency of somatic complaints such as stomach aches, headaches, and nausea.
- **Spiritual:** Developmentally, teens may already be wrestling with their spiritual beliefs. Tragedy and grief can intensify questioning or loss of faith, anger at God or other higher power, strengthening of faith, reprioritizing values, and rethinking the meaning of life and purpose.

Knowing what grief can look like will help you better understand what students and team members may be thinking, feeling, and wondering about. Assist them to be curious about the changes they notice and whether those changes are connected to grief. If a team member keeps showing up to practice late because they are distracted thinking about the loss, help them strategize ways to get there on time. Examples include getting a text 15 minutes before practice starts or finding a friend to walk them to the locker room.



Even when you know what grief can look like, you'll likely still wonder, "How can I help?" Here are some tips to keep in mind. If you find yourself unsure of what to do or say, take your cues from the teen. It's likely they know, or will be able to figure out, what they need. Your willingness to listen to their concerns, questions, thoughts, and feelings, creates a foundation of trust and support.

Here are some basic needs of grieving teens and suggestions for supporting them:

1. **Information:** Teens often have a lot of curiosity about the details of what happened. Let them know it's okay to ask and there are no wrong questions. If a teen asks something you don't know the answer to, let them know what you can do to find out, acknowledging that some questions may not have answers.
2. **Choices:** Teens appreciate being able to make choices as much as adults do. The death of a family member or friend can be disorienting, bringing to light their lack of control in life. Allowing them to make choices can help re-establish a sense of power, control, and trust. Of course there will be certain decisions teammates can't have a choice about, but wherever possible, build in opportunities for them to be part of decisions. This could be as simple as picking a place to stop for food on the way back from an away meet or something more complex like deciding what to do with the number or locker of a team member who died.
3. **Listeners:** When a teen is grieving, people are quick to offer advice and give opinions. What's more helpful is to listen without

judging, interpreting, advising, or evaluating. It can be tempting to minimize their feelings, or convince them to think or feel differently than they do. If it's a case of misinformation, provide the correct details, but still allow teens to express their take on things.

Sometimes the best response is to repeat what you hear them say -- called "reflecting" -- so that they know they have been heard. For example, "You are worried about regionals this year. It will be the first time your dad isn't in the stands to cheer you on." Doing this helps teens trust that you will listen, leaving them more likely to come to you when they're hurting or needing advice.

4. **Food, water, and sleep:** Grieving takes a lot of energy, so it is important for teens to have nutritious food, hydrating drinks, and enough sleep. As a coach, encourage them to take good care of their physical health and be aware that, at the outset, some teens may not have the energy to perform as well as they normally do in practice or meets. Others will welcome the physical challenges as a way to process their grief.
5. **Routines:** Athletics are a great environment for routine. Predictability helps minimize fears and worries about what will happen next. They provide structure and a sense of normalcy that many grieving teens find reassuring. While the consistency of practice and coaching expectations can bring solace, there will be times when flexibility and accommodation are needed.
6. **Role models:** Teens look to the adults in their lives as examples for how to grieve and express their emotions. If you knew the person who died, it's okay to talk about and

remember them. If you didn't know the person, you can still ask a grieving teen if they'd like to share memories with you. You can also model being aware of significant dates that might be particularly difficult. These include: the anniversary of the death, birthdays, holidays, and important events in a teen's school and team career (meets, graduation). Some adults feel they need to hide their own grief from teens. While it's important not to turn to teens for support, sharing a little about your grief helps to normalize what they are experiencing.

While most teens will ultimately return to their prior level of functioning following a death, some are potentially at risk for developing challenges such as depression, anxiety, difficulties at school, suicidal thoughts, or high risk behaviors. While friends, family, or a support group may be enough for many teens, others find additional assistance from a therapist or school counselor to be helpful. If you notice ongoing behaviors that are interfering with a teen's daily functioning or if you are at all concerned about their safety, reach out to their family and the counseling staff in your school.

When a death occurs, most of your energy will likely go toward supporting others. This can leave you exhausted, overwhelmed, and wrestling with your own grief. Over time, this can wear away at your capacity to be there for the teens on your team. It's essential that make time for taking care of yourself. Just as grief is varied, so is self-care. Physical activity, connecting with friends, colleagues, and family, spending time alone, being creative, gardening, or even cleaning are all options for self-

Grieving Teens Bill of Rights

Grieving teens have the right to....

Know the truth about the death and the person who died.

Have our questions answered honestly.

Be listened to with consideration and understanding.

Disagree with the perceptions and conclusions of others.

Choose if we want to see the person who died and where they died.

Be silent and share only when we are ready to.

Grieve in our own way, without hurting self or others.

Feel all the feelings and to think all the thoughts of that come with our unique grief.

Not have to follow the "Stages of Grief" as outlined in a high school health book.

Be treated normally.

Grieve in one's own unique, individual way without censorship.

Be angry at death, the person who died, God, self, and others.

Have our own beliefs about life and death.

Be involved in the decisions about the rituals related to the death.

Not be taken advantage of in this vulnerable mourning condition and circumstances.

Feel guilt and regret about how the person died or our relationship with them.

Still laugh and find joy in our lives.

care. Find what works for you and in doing so, you'll be a model for the teens on your team.

There really is there is no right or wrong way to grieve, only more helpful and less helpful choices for expression. Teens have a wide range of needs and it can be hard to find the balance between treating teens as "normal," and recognizing that the death

has changed them in significant ways. Teens respond well to clear expectations, especially when there is the understanding that people will be flexible when needed. It really comes down to checking in with teens about works the best for them and remembering to keep asking, as the answer might change day to day.

For more information about supporting teens in grief, please contact The Dougy Center.

www.dougy.org help@dougy.org 503-775-5683

NEW NATIONAL RECORDS FOR 2015-2016

Type	Event	Time	Name	School/Coach	City, State	Date
Female Independent	100 Butterfly Meters	1:01.06	Claire Maiocco	Trinity Preparatory School Rocco Aceto	Winter Park, FL	10/9/2015
Female Independent	200 Free Relay Meters	1:46.98	Grace Olivardia, Caroline White, Claire Maiocco, Summer Heidish	Trinity Preparatory School Rocco Aceto	Winter Park, FL	10/9/2015
Female Public	100 Butterfly Yards	51.62	Beata Nelson	Verona Area Mount Horeb Bill Wueger	Verona, WI	11/14/2015
Female Independent	200 Medley Relay Yards	1:40.61	Tonner Debeer, Kennedy Lohman Asia Seidt, Brooke Bauer	Sacred Heart Academy James Luebbe	Louisville, KY	2/27/2016
Male Public	100 Breaststroke Yards	52.65	Chandler Bray	Avon High School Jon Karr	Avon, IN	2/26/2016

HIGH SCHOOL SPECIFIC:

“TEACHING TECH”

Mac Guy

Kurt Johns of Lyons Township High School on how the Lady Lions are accelerating into their backstroke turns



Kurt Johns has made a habit of developing strong Illinois swim programs. In his twelve years as a high school coach, his teams have earned seven top ten finishes, and he has been recognized as an Illinois High School Association *State Coach of the Year* twice. Johns is headed into his sixth season as head coach of the Lyons Township High School Girls Swimming and Diving team in Lagrange, Illinois, and I recently caught up with him to hear about what he is emphasizing with his swimmers.

MG: What has your team been working on lately?

KJ: Turns are a big one, specifically how quickly our girls can get in and out of the walls. Backstroke has kind of been an Achilles heel, so we've been working with what we have for the past couple years and trying to make that as good as we can. I think a lot

of our kids, they roll over to their stomach and go through the motions...That's one thing that we've noticed our kids struggle with: they will roll over--their head is still up as they try to spot the wall--and they lose that momentum with a glide into the wall...They roll over, then they take the pull, then they drop the head, and then they bring the legs over.

We want to make sure they are coming in fast, immediately tucking the head, and leaving their hand out as they are rolling over, to use it almost as a freestyle pull to generate a little more power and a little more snap-over, so they can get off the wall a little better. So we've really been working with kids to follow their hand as it enters the water and tucking the head to go right into their turn. That way, they are able to carry their momentum the best that they possibly can, and hopefully get in and out of the wall quickly.

MG: You've mentioned your team is made up with a wide variety of skill and experience levels. Are there specific teaching points that you use to reach all your athletes?

KJ: When we teach it at the beginning of the season, we go back to basic backstroke and just getting kids to get a good feel for the water...If they don't have a solid freestyle flip turn, this is going to be tough, so we really start there to help them understand that as they are approaching the wall on their stomach, when they decide that "hey, this is the last stroke I'm

taking,” almost before their second hand hits the water, start to tuck the head and start the turn. We’ll talk a little about almost submerging their upper body so that as they feel that last stroke coming they will engage their head, engage their core, and snap their legs over quickly.

Once they get that down, then we’ll move into the backstroke, adding the counting of their strokes and figuring out when they should actually roll over, and when they roll over, then it’s actually the same motion as in their freestyle. It’s just making that transition from your back to your front. Once they get the feel of that it starts to help a lot. It’s not an easy thing to get. But once they get that, we will start working with them on the hand placement of their other hand. When they are coming in towards the wall, and they are going to come over with their right hand and roll to their left, they tend to pull down as they are rolling over do not generate much power. We encourage them to wait until they are on their side and then start pulling with that arm, they will be able to generate a lot more power versus pulling on their back and as they are rolling.

That’s a tough one for them, and I haven’t figured out a great way of teaching it aside from repetitive practice. We will drop our iPads in the water and show kids where they are at and where we want them to be. We use some video of top backstrokers in the world doing this as well. But that’s really hard for kids to get. One of the things we will do to help them with that is put paddles on them, and they will start to feel the difference in the torque they are getting when they leave the hand out until they are

on their side, then pull, versus pulling like they normally would as they are turning over. So we will use underwater video to try and show them as well. Really the toughest thing is getting them to wait on that arm.

MG: How has your approach to your backstroke turn work affected your underwater fly kicking work?

KJ: Oh, definitely...We do a lot of underwater stuff, a lot of vertical kicking to help them understand how to emphasize their up kick, that they don’t just want the down kick, they want the back and forth or the kick on both sides. I think the vertical kicking really helps to develop that. Obviously fins can help when you are doing that as well.

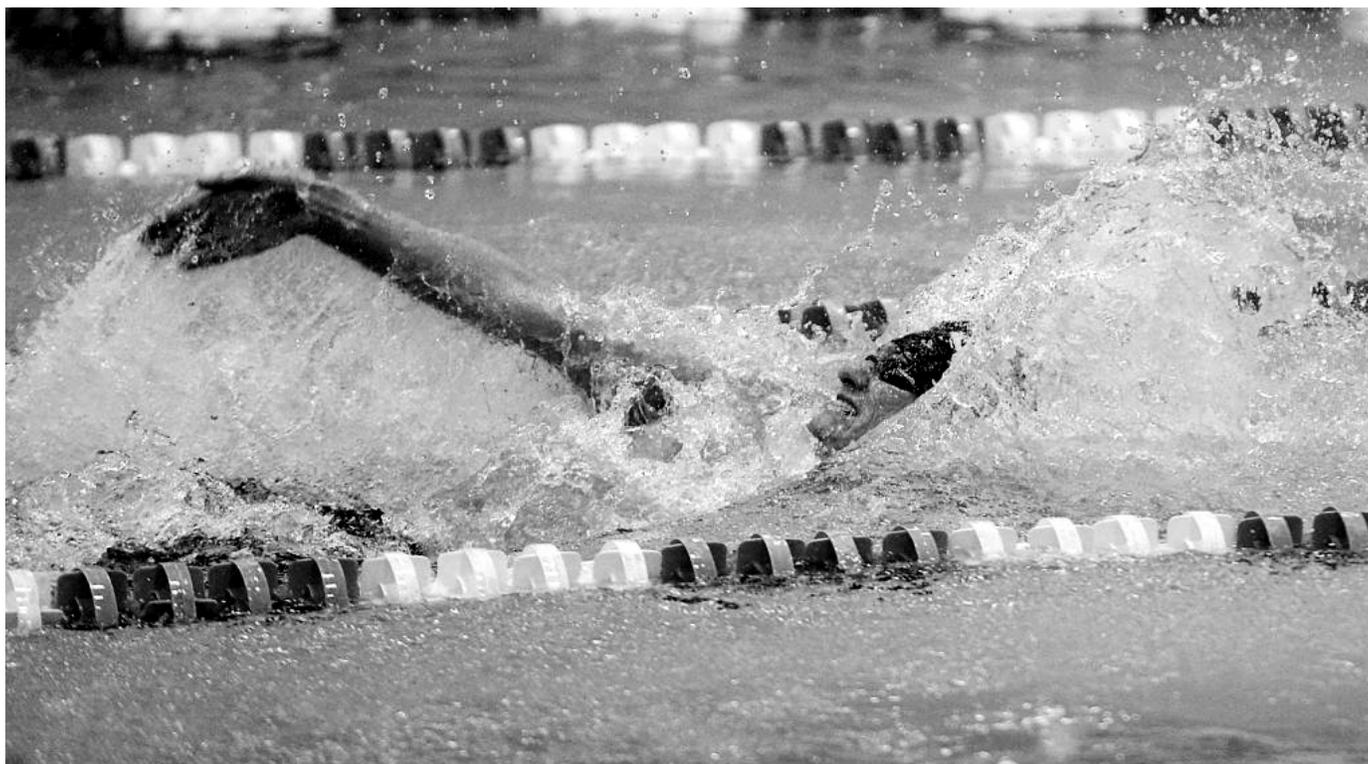
The one lesson that comes with a six lane pool is that it is 15 yards across. Especially in the mornings when we don’t have everybody on the team together, we will try and do a bunch of underwater widths with a goal of getting to the other side in seven seconds, just working on their overall speed. I’m excited to show them Ryan Murphy’s 43 second 100 back from NCAAs: if you look at that

“The best backstrokers don’t swim backstroke. They kick as far as they possibly can, and then take three or four strokes and then they go into their underwaters again.”

guy’s underwaters, it’s crazy how quick his kick is and how good his underwaters are.

I tell our kids that the best backstrokers don’t

swim backstroke. They kick as far as they possibly can, and then they take three or four strokes and then they go into their underwaters again. I think the more we can push that with our kids, the better. It’s tough. It’s a tough thing to develop with the average high school kid.



MG: What has surprised you or changed your thinking as you've taught it to a wide range of kids over several years?

KJ: One thing that we've done differently in recent years is that we used to do our start work and our turn work at the end of our practice. We would pound in whatever work we needed to get done, and then we would get whatever start and turn work we could at the end of practice. You know, if there was time left. But I've realized, especially with girls, that at the end of practice they are ready to go home. They've tuned out. And for that kind of work, it's probably the time when you need to be the most focused. So now, we warm up, and then we go right into 15 to 20 minutes of this kind of turn work when everybody's fresh. That way, our turn work doesn't get shortchanged, and the kids usually do a pretty good job with it. I think it emphasizes then, if nothing more, the importance of it. We are spending prime time in the middle of practice to work on this because it is

important and because it is going to make our athletes faster.

MG: Does your turn teaching work differ at different points of the season?

KG: At the beginning of the season we are talking to the girls in a more general sense, recognizing that there are variations of similar concepts the girls have been working on in a number of different club environments. I've been pretty lucky in terms of having a good working relationship with the coaches that are feeding into our program and maintaining mutual respect with them. Working through those differences, and talking to the girls in terms of, here's what we'd like to see, and if that is way off base in terms of what you've been taught, then we will sit down and talk about it, and we can talk through the pros and the cons of it, and recognize that we are teaching it this way, but we want to try both and see what works best for the kid. But in the beginning of

the season, we try to set that foundation and address the important points that we want the kids to think about and focus on. And then as we progress throughout the season, we take some video at meets, and we are definitely pulling kids out of practice to give more individualized feedback, where at the beginning of the season we are giving more group feedback.

MG: Can you give me a sense of how you work this in as an emphasis throughout the rest of a practice?

KJ: We try to emphasize the skill work we do early in a practice throughout our main sets every day. We try to express to them that there is a point to us working on a specific skill. We don't want to just

emphasize that skill for a limited time; we practice it for 15-20 minutes, and then we want them to apply it. So we will try to tailor our main sets to whatever our focus was to start the practice. So if our focus is underwaters, we describe what we want on the upcoming set, for instance we want to see six kicks off of every wall, or we want to see you up at this point off of every wall, or we want you focus on this aspect of your turns. Even if we are doing a set like 10x100, we emphasize that there are 30 turns throughout that set and those are 30 opportunities to practice. We want them to understand that it is not just the 15 or 20 minutes we are working on it in the warm up, but it carries over into everything we do. I think this is something we try to emphasize, and we try to always get better at it.



LT Swimming Practice Log

Date: 8/17/15 PM

Comments: Quick class meeting = roles and challenges on the team. EN2 training

Stretch

4 x 300 @ 5:10 – 50 Drill/25 Swim DPS – IM

Fly Drill = 4 kicks 1 pull with UW recovery

Back Drill = 6 kick and switch with shoulder out

Breast Drill = double pull outs and kick/pull/kick

Free Drill = one arm drill with off arm at side

1200

Skill focus: Turn 25's – 10 to 15 minutes – backstroke turn progression (I'll explain and we will work together in small groups). Watch *Ryan Lochte Backstroke Turn Technique* (YouTube) good video to show, except for head drop

- 1) Free turn set up: tuck head when last stroke begins, tight body, quick feet – no push
- 2) Same thing – but add the press off the wall, stay on back, and work your UW
- 3) Backstroke approach now – after you roll, implement everything we have worked on.
- 4) Backstroke turn with the delayed arm pull on the last stroke

Main Set: (apply turn focus)

4 x 100 @ 1:30 – Descend 1-4 – Free (part 1 of progression)

R @ 1:00

6 x 50 @ 55 – Free - hold 200 pace – 6 or more fly kicks off each wall - fast

Easy 100 @ 4:30

2 rounds

4 x 100 @ 1:45 – Descend 1-4 – Back (full turn focus)

R @ 1:00

6 x 50 @ 1:00 – Back – hold 100 pace +3 sec (turn focus)

Easy 100 @ 5:00

2 Rounds (4400)

10 x 100 @ 2:00 – Kick on your back

Get 10 to 15 yards off every wall – fast kick (5400)

Stroke focus set: Underwaters and Breakouts

20 x 25 @ 30 – choice of stroke at least 10 the same in a row

*great UW and 4-6 fast breakout strokes then easy the rest of the way Max Distance Per Stroke (MDPS)

200 easy – drill/swim

Total Yardage: 6100

“We are spending prime time in the middle of practice to work on this because it is important and because it is going to make our athletes faster.”

TECHNIQUE AND TRAINING: THOUGHTS ON KICKING

Bradley Warren, SMU – Department of Applied Physiology, Division of Wellness



We all know that kicking is an important part of swimming, but how important is it? Here is a look at the many different ways of using kicking as an important part of your program.

All coaches want certain things from their swimmers and for their swimmers. One thing that is extremely important with the young swimmer is that they enjoy the sport, or at least enjoy the time around the sport. If they like the sport they will be more likely to stick with it and thus stick with your team. The young and/or beginning swimmer should start out with a board and allow them to be social at the start of the season. They can talk with their peers; develop relationships, friendships, and all things that make it fun to come to practice. When the kids have fun, they will be back for more and may even bring a friend or two and help grow your team.

Also with the beginning kicking with the newer swimmer, you are starting water awareness, balance and exercise without them even knowing because they are having fun. Obviously, we cannot kick for our whole season socializing. Once the swimmers have a confident kick with a board, we take away the board and start with arms at the

sides and work body rotation for freestyle and backstroke and then move to the streamline position kicking. When the swimmers have strong kicks, doing stroke drill specific skills will come with more ease. The swimmers with have better body position with the feet higher in the water and the coach can move along with the progression of the stroke with less remediation and re-teaching previous drills. Once again, the swimmers move along with confidence and are less likely to avoid practice or quit. If things are too hard too early, then most people will get discouraged and will quit, not just in swimming, but in everything. We all know swimming is survival of the fittest, but not when they are just starting. We need to coach them and encourage them along in the sport so once their minds and bodies “get it”, they will take off and then provide them more of harder structured practice. Remember, we may have some late bloomers and we do not want them to burn out prior to tapping into their potential.

In regards to all swimmers, start your base now and early in the season. If the swimmers get use to using their legs early and often in the learning aspect of swim team, then it will transfer to the difficult parts of practice and training. Many of us have had the athlete that we have either inherited or brought up on our own team that just can't seem to get their legs going or coordinated with the stroke. Most of us wish we could fix it. It is one of those situations that is hard to do and train

Use kick sets with underwater kicks early in practice you can kick start the heart rate for the remainder of warm-up, thus giving the body more high level training throughout the entire workout.

their brain something totally different from muscle memory and muscle lactate tolerance. If we design our programs and practices to emphasize kicking early on, then we can establish the muscle memory and muscle lactate tolerance. Once all of those aspects are put into place, training at proper race pace with proper technique and using every part of the body needed, should transfer to great meet swims.

Kicking underwater

Kicking underwater can work in many different ways. While working on lung capacity, it can also train the brain and lungs to possibly work with less oxygen needed. Since our legs use the most oxygen when put into action, we should be able to train them to use oxygen more efficiently so the body does not go into oxygen debt when legs are in full tilt.

Additionally, if you use kick sets with underwater kicks early in practice you can kick start the heart rate for the remainder of warm-up, thus giving the body more high level training throughout the entire workout. As coaches, we can start training our swimmers to go for that 15 meter mark and make them faster and efficient swimmers. To do this, coaches must have the mechanics of the dolphin kick down and continue to work it into the muscle memory of their respective swimmers. Once again, early season

implementation will set the tone and expectation of the swimmer.

Favorite kick sets

#1: 20x25 on :50 non-stop kick. This set is one that I love give to the kids and they love to do. Everyone can benefit from this since it is non-stop kick. So for beginning or weak kickers, they do not always feel like they are failing or out there by themselves. Whether you are making the 25 in 20 seconds or 49 seconds, everyone is always kicking. Once the 25 is complete, the swimmers still continue to kick on the side by kicking against the wall. Boys love this one so they can complete or just plain being rowdy. Obviously this can be adjusted to any number of 25's and any time interval.

#2: 1 minute hard vs. 1 minute easy descending. This is another I really like to get kicks going. First the team goes 1 minute all out and then 1 minute easy. Then we start with another one minute hard with 55 seconds easy. We just descend the easy interval by 5 seconds down to five seconds easy and always get good quality sprint kicking with this set.

Vertical kicking: Vertical kicking can teach our swimmers how well or efficient they are kicking. Can they keep their heads above water with their hands out of the water? How about to the

elbows? Streamlined? Most of my swimmers groan when they hear it, but always give their best effort, especially if they want to breathe.

Time bomb: This game can be a lot of fun for the whole team. Divide the lanes evenly with all the levels of kickers and see how each team (lane) works together to make sure the ball (time bomb) does not go off in their lane. Using a water polo ball is best as the time bomb. The goal is to have it go off in another team's lane. Periodic sprint kicking will occur from an already strong maintained kick to work to get the ball out of their lane. You can set the time of how long until the bomb goes off, usually five seconds. Each bomb will add one additional rep to that lane's next swimming set or whatever other creative idea you can come up for

the team benefit. When consequences are on the line, the effort level is very high. Rules are simple. Make sure the ball does not sit in your lane. Once it is in one team's lane, they have five seconds to get it out and into another lane. The swimmers kick in a circle swim pattern and can only get the ball if it is on their side of the lane and the swimmer cannot go in back or in reverse. If all teams are smart and well-paced, most teams will have little or no penalties

Bradley Warren is an ASCA Level 4 coach with 9 All-Americans, 4 All-American consideration, 3 Academic All-Americans. He has his Masters in Athletic Coaching Education from West Virginia University and is currently working on his PhD

NATIONAL RECORDS ARCHIVE: PUBLIC SCHOOL GIRLS 200 YARD FREE

Mike Schuelke- National Records/Archives Coordinator

1:42.81	Dagny Knutson	Minot High School	Minot, ND	Nov. 14, 2008
1:45.14	Karlee Bispo	Thomas Downer High School	Modesto, CA	May 10, 2008
1:45.49	Rhiannon Jeffrey	Atlantic Delray High School	Delray Beach, FL	Nov. 23, 2002
1:45.98	Cynthia Woodhead	Mission Viejo High School	Mission Viejo, CA	May 14, 1982
1:46.62	Marybeth Linzmeier	Mission Viejo High School	Mission Viejo, CA	May 15, 1981
1:47.43	Cynthia "Sippy" Woodhead	Riverside Polytechnic HS	Riverside, CA	May 2, 1980
1:50.25	Kim Peyton	David Douglas High School	Portland, OR	Mar. 3, 1975
1:50.84	Kim Peyton	David Douglas High School	Portland, OR	Feb. 23, 1974

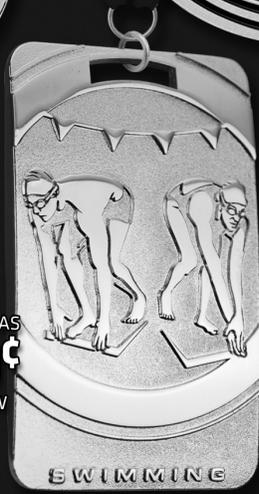


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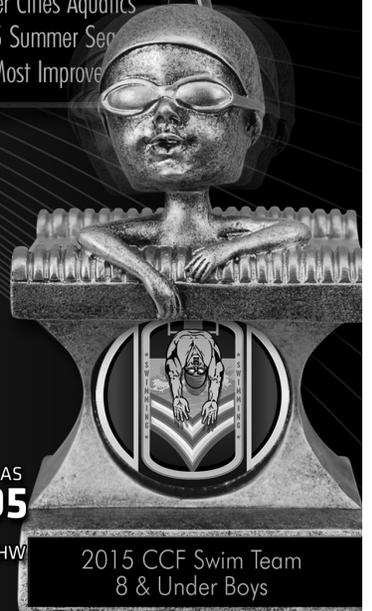
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FROM COLLEGE COACHES:

Joel Shinofield, Executive Director, CSCAA

Hopefully Helpful Hints for the College Recruiting Process Part 2:



High school coaches are asked on a regular basis about the college recruiting process. For some, the process is familiar and one viewed as a regular part of each season, for others it is uncharted territory. The process is one that can be a great experience for you and your athletes and it all starts with a conversation. I have listed some suggestions for points to touch on during the conversation and some advice that may be helpful to pass on to your athletes and their families.

In Part I we discussed the role athletics can play in the college search process as well as the different options for swimming and diving in college. This time I'll share ideas about finding the right fit, honoring the commitment and preparing for the collegiate training environment.

Once you've determined the role that athletics will play in the college search, other considerations come into play. Does the athlete need a scholarship to attend college, are they simply looking for admissions help, or are they just passionate about the sport and are looking for a way to continue swimming or diving in college?

If they require an athletic scholarship there are four options NCAA Division I, NCAA Division II, the NAIA or Junior College. The number of scholarships varies, and in fact many of the schools affiliated with the scholarship levels are not fully funded, or do not offer scholarships in swimming and diving. Here is the breakdown for the allowable amounts for a fully funded program:

- NCAADI- 9.9 Scholarships for Men/14.0 for Women
- Average Roster Size in DI is 25 for Men/ 35 for Women
- NCAA DII- 8 for Men/8 for Women
- NAIA- 8 for Men/8 for Women
- Junior College- varies between California CC and NJCAA.

Swimming scholarships are equivalency scholarships, meaning they can be divided. Most athletes are not on full scholarships and they are hard to earn. **Scholarships are based on the competitive value of the athlete (i.e. how many points they will contribute at the conference championship, or the National Championship), either based on current times/scores or strong potential.**

Scholarships:

- Hard to acquire
- 2% of HS athletes get a scholarship (All sports)
- Average Equivalency Scholarship is \$6,000

In DIII athletic scholarships are not available, please don't buy into the mythical belief that DIII schools secretly provide athletic scholarships- they don't, and when they do they face considerable consequences. Many schools, including DIII schools, offer merit aid based on academic performance and other criteria. On the DIII side,

many of your athletes may be looking for help in the admissions process. This plays itself out for many non-DIII schools as well, the Ivies, Patriot League among others. At the more selective schools, coaches are bombarded by athletes who are seeking admissions help. **Once again, like a scholarship, that assistance is based on the athlete's competitive value to the program, and like a scholarship the coach has limits on the number of athletes they can help which varies considerably from school-to-school.**

The coaches at schools like these are often given assistance based on their track record, if athletes don't stay on the team, or don't compete at a high level, they may not get additional admissions help in the future for their team. While they would love to take everyone who is a good leader, great person and a top-student, they need to reserve their help for those that can make their team more competitive. Many of those coaches will welcome a variety of athletes on their team, once admitted, so it is wise to check their walk-on policies.

Things to consider when selecting a school, when athletes is a factor:

- Athletic – Can I have an impact?
- Academic – Major, Rigor, Experience
- Social – Team/Campus Personality
- Broken Leg Test: If athletics is taken away from me, will I love the school?
- Go where you are wanted!
- Do not get “blinded” by...perks, crowd size, facilities, uniforms, winning %, etc.

After the school is selected and the athlete has committed to compete for a school in college, your work is not done. The most important thing is that

they honor this commitment and as they did with you during their high school career continue to work hard to improve.

Some quick thoughts:

- Reciprocal commitment that will last 4-5 Years
- They have used a scholarship, slot, tip on you. You must honor that privilege.
- There will be challenges, being a college athlete is not easy, but it is incredibly rewarding
- You (the student athlete) are representing yourself, your family and your high school

Work with Your Athletes so that they do everything in their power to be the best they can be today and when they arrive on campus:

- Study Hard
- Train Hard (Sport Skills AND Strength and Conditioning)
- Compete
- Demonstrate Toughness and Grit
- Be a Great Teammate
- Be an Inspirational Leader

We all want our athletes to be successful. College swimming and diving is a different animal than high school, even a “short” DIII season is 19 weeks, plus training trip and 3-4 weeks preparing for NCAAs. The best-prepared athletes are those that are ready for a new experience. They know that they have a great foundation from their high school program, but they are open to new ways of training and new ideas to be successful at the next level-similar to when they walked in the door of your pool as ninth graders.

BENEFITS OF NISCA MEMBERSHIP

1700 NISCA members benefit from the following:

●● OPPORTUNITY FOR NISCA LEADERSHIP ●●

50 State Directors
8 Zone Directors
Numerous Committee Chairpersons
4 Major Elected Officers

●● PUBLICATIONS ●●

Web Site - www.niscaonline.org
Bi-monthly NISCA Journal
High School Coaches Manual
NISCA Constitution & By-Laws

●● BENEFITS to MEMBERS ●●

Savings on *Swimming World Magazine*
Savings on joint membership with ASCA, CSCA, ISHOF

NISCA Coach Awards

Outstanding Service
25 year Service
Completion of Service
Hall of Fame Award
Collegiate Scholastic Award
David H. Robertson Excellence in Coaching Award

NISCA Team/Athlete Awards

All-America Awards
Girls/Boys Swimming and Diving
Girls/Boys Water Polo
Girls/Boys Academic All-American
Scholar Team Award
NISCA State & Zone Top Sixteen Awards
National Dual Meet Team Ranking Program

●● NISCA SERVICES AND COMMITTEES ●●

Annual membership meeting: Clinic, Awards Dinner, Door Prizes, Coaches Social, Fellowship
High School Rules: Input on rules changes, Special Projects,
Water Polo, Diving, Records Archives, Professional Awards, Constitution

PLUS

A group of men and women who have provided the LEADERSHIP through their time and effort to make YOUR organization the 'FINEST' of its kind.

GET IN THE SWIM WITH - NISCA
"To Educate - To Promote - To Honor"

STATE NEWS

We'd like to share the accomplishments and big news for all states that are in season as we go to press. Don't see your state here? Send information to niscajournal@gmail.com

- **Idaho:** Girls and Boys swimming is still not sanctioned as a high school sport in Idaho, but it has been steadily growing in participation from humble beginnings with local high schools developing their own criteria for awarding letters based on club participation to this school year in 2015, with over 1,000 swimmers from 56 high schools participating. The state championship meet was held the first weekend of November and both girls and boys meets were won by **Boise High School**, coached by **Jeff Erwin**. Nearly half of the state records were lowered at this meet, including 7 of the 11 girls swimming events.
- **Kentucky:** The Kentucky State High School Swim meet was held February 25-27 at the Ralph Wright Natatorium. The girls meet was won by **Sacred Heart Academy** and the boys meet went to **St. Xavier HS**. The **SHA** girls were led by the 200 Free Relay of **Molly O'Hara, Kennedy Lohman, Brooke Forde** and **Brooke Bauer** who set the state record in 1:34.46. **Lohman** and **Bauer** were joined by **Tonner DeBeer** and **Asia Seidt** on the 200 Medley Relay which set both State and National records in a time of 1:40.61.
- **New Mexico:** **Albuquerque Academy** won the 2016 New Mexico Boys State High School Championship. It marked the 36th state title for Academy swim coach and NISCA member, **Dave Barney**. The Academy's **Anthony Kim** set new state records in both the 100 Butterfly (48.55) and 100 Backstroke (48.87). He also swam the butterfly leg of the Academy's gold medal and school record-setting Medley Relay (1:35.03). Determined by power point ratings, Kim also was declared New Mexico's NISCA/SPEEDO high school swimmer of the year, the fourth time he has won the award.
- **North Carolina:** The North Carolina Class 4A State meet was won by **Hough, W. A** on the girl's side and **South Mecklenburg** for the boys. The Class 3A titles went to **Marvin Ridge's** girls and **Chapel Hill's** boys, while the Class 1A/2A meet was won by **Pinelake Prep** girls and **Washington's** boys.
- **Rhode Island:** **Bishop Hendricken HS** wins 26th title in last 27 years, 29th title overall. **Max Miranda**, Hendricken, set state records in the 200 IM, 1:49.45 and the 100 Fly, 49.52. The Hendricken 400 FR of Miranda, **Lucas Stencol, Dillane Webbe** and **Alex Vessella** set a state record of 3:16.52. **Barrington High Schools Harry Homans, Jack Fortin, Aidan Lane** and **Ethan O'Connor** posted state records in both the 200 MR, 1:37.70 and the 200 FR, 1:28.76. **Barrington HS** girls one the state title, a 5th for Coach **Sandy Gorham**. **Mollie Westric, Lincoln HS**, set the state record in the 50 free in a time of 23.69. **North Kingstown's** 400 FR of

Hannah Petrone, Shannon Fain, Caylee Luebeck and Hannah Pariseault posted a new record of 3:38.67

- **Texas: Frisco ISD** Takes Small Army to Texas 5-A State Meet. Frisco Independent School District in the North Dallas suburb of Frisco, Texas, was well represented at the UIL High School 5-A State Championship meet in February. After a great deal of self-elimination in the toughest district in the state, swimmers from the eight Frisco high schools went head to head with other swimmers and teams in Region III, the toughest region in the state. When the smoke had cleared, Frisco ISD had managed to move 55 swimmers and divers from the brutal regional competition to the state meet. But the carnage was just beginning. In the boys division, **Frisco High School** led the charge with a final finish as state runners-up. **Liberty High School's** boys topped off a great season with a 6th place finish, and **Wakeland High School's** boys rounded out the top 10. Wakeland's **Sam Klein** was a state champion in the 200 and 500 free, finishing the 200 just a fraction off his own state record of 1:38.01. On the girls' side, Frisco High School took home the state title, finishing the meet in style with a victory in the 400 free relay. **Newcomer Reedy High School** finished 8th with an individual title going to freshman **Abby**

Koczo who clocked a 55.78 in the 100 back. **Heritage High School** finished 11th, led by junior **Rachel Ramey**, who set a state record in 100 breaststroke prelims, and then broke her new record in the finals with a 1:01.78. Finally, **Wakeland High School** represented FISD well, finishing 15th. FISD diving coach **Melissa Soileau** was named Girls Diving Coach of the Meet, and **Frisco High's** Coach **Andy Stewart** was named Girls Swimming Coach of the Meet. Fifteen years ago, the town of Frisco boasted one high school and a developing swimming program. Today, it is home to eight high schools, numerous individual state champions, and three top 10 boy's teams and 4 top 15 girl's teams. In Frisco, it appears the road to state goes right down Main Street. **Westlake girls** 3 years in a row state champions. Boys were runner up. Two years in a row combined team score champions. Coaches of the year **Alison Soelter** and **Steve Navarro**. **Southlake Carroll** boys repeated as boys champions. **Kevin Murphy** state coach of the meet. **Westlake** has won three straight girl titles and **Southlake** has won six straight boy titles. **Westlake** has taken the crown as the overall swim program in Texas by winning the combined Team scores and being the only school to place both programs in the top 5.

83rd NISCA CONFERENCE REVIEW:

Submitted by Eve Julian, NISCA Secretary

NISCA Meeting #1 3/24/15 7:30am

Meeting called to order by Arvel McElroy. A moment of silence was requested to remember Richard Wachs, Mike Slagle, and Morgan Byers.

Motion made by Kirk Price that the 2015 Minutes be approved, seconded by Phil Emery. Membership votes that the minutes are approved.

State of NISCA Address – Arvel McElroy

1. Thanks to letterhead, changes to letterhead this year. 19 new appointees to the letterhead or letterhead support.
2. New Outreach clinic was successful
3. Sending out presidential certificates for state championship coaches
4. The booth at ASCA was successful outreach. Gained 16 new members.

Committee Reports:

Treasurers report (Tom Wojslawowicz) – The organization is sound financially. Over the past few years we have running a slight deficit. If we could increase membership by 500, we would be more than financially sound. Total assets as of February \$235,698.93 in the bank. Membership is 1006 currently.

Audit Committee (Don Allen) - met with Tom, reviewed financial statements. Last year recommended that we have a review every 5th year. Company did the review and filed the taxes. Audit committee was happy with the report, there were no recommendations for change. Discussed the fact that we're spending more money than we're taking in. Find ways to increase income or reduce expenses. Reduce convention expenses, add to

convention fee, reduce travel expenses, raise nonmember fee for AA programs, reduce marketing expenses, and find more sponsorship dollars.

Power Points (Claude Valle) - Been on the job about a month or so, been working with Paul. Has received 50 entries so far.

Archives (Paul Torno) - NISCA started boys AA 1935, his records exist back to 1922. Girls 1973 with title IX. 1978 was the first NISCA Water Polo AA list. Honorable mention never got into the computer, so Paul is adding it. Services are free for NISCA members, charge a fee for NISCA members.



Diving (Don Mason) - Working with the federation to create a diving course. Should be available in the fall. The federation is looking for ways to increase the number of divers across the country. AA Selection committee meets 6/1-6/4.

Hour of Power (Mark Onstott) - new program with NISCA, started last year. Supports the Ted Mullin Fund for sarcoma research. Cindy Dell is the chair. It is a teambuilding/fundraising opportunity. Can be done any time through the season, but the "official" day is in October. Can be used to raise funds for sarcoma research. Can also be used to foster teamwork. Swim 50's in relays, try to keep the teams even. Swim for an hour all out. Contact Mark or Cindy Dell for more information.

Zone Directors (Mark Onstott) - Eric Talsma, Richard Carr, Mac McDonald were added to zones. Jim Starrett and Phil Emery were also there. Reviewed job descriptions. Be much more communicative. Get state directors and work on membership.

AA Chairs (Mark Onstott) - Added AA support staff. Discussed the web applications, individual cases. Water polo will be going on line next year.

Professional Awards (Bill Stetson) - Send a Word copy of the resume to Stetson. Nominations for 2017 awards outstanding service - Mike Stott, Frank Tribendis, Jerry Holtry, Don Mason, Richard and Ron Blanc. Hall Of Fame Arvel McElroy, Collegiate Scholastic - Mark Onstott.

Journal (Betsy Hondorf) - New Journal Editor as of December. They've added departments to the journal. Have a staff of Sam Kucher and Mac Guy. Still accepting submissions. Looking for in-season

state information. Please send information to Journal. Pages for each awards program.

National Records and Archives (Mike Schuelke) - last year at this time 8 new records, this year 4, waiting on 1 more. 67 pool certifications. 3 new pools have been certified. Archives at the swimming HOF is on hold as they are moving. Mike is continuing to collect items until they open back up in Santa Clara. Will be putting the chronological records to the journal. Time frame for opening is 2 years.

Outreach - created to focus on running weekend workshops. Saturday 3/19 we conducted the first national outreach clinic. Advertised to regional coaches and all NISCA members. Offered for free. Attended by 17. Considering charging for the next clinics. Assistance from Pete Higgins and the Westminster school was outstanding. Planning a 2017 national coach's clinic on 3/18 in Indy, regional clinics in phoenix and Minneapolis, possibly one in Nashville, and one in LA. 1 day, 5 presentations. If interested, contact Dana.

Everyone is an expert on something, share it with everyone.

Coaches Education (Gregg Anderson) - brainstormed ideas about education. Submit articles for the journal, and include information on the website. Everyone is an expert on something, share it with everyone.

Store (Gregg Anderson) - most of the stuff has been sold, down to certificates and the books. NISCA Chicks have sold most of it.

Webmaster (Eve Julian) - NISCA website was hacked last September, a new ISP was selected with more security and better support. The website is coming back on online slowly. Coach's education pages and archives are the last thing to come back up. AA Archives were lost with Richard Wachs passing, working to get them back or recreate the from Paul Torno's records.

Membership (Pete Hugo) - Currently 1080. Got about 216 paper applications this year. 20% of apps come in on paper. ASCA memberships is 14% of apps. Still having issues with ASCA sending apps, wait until they get 20 apps to send them in. New ASCA Membership chair is sending memberships as they come to ASCA. Michigan has included NISCA memberships with their MISCA memberships, Pete gets one list. Would like other states to do the same thing. How do we get more members is a constant struggle.

Marketing (Pete Hugo) - Learning the ropes. Executive board approves all contracts before they are signed, marketing contact is point of contact for sponsors. Working on the job description. Have sponsors coming to us, there are opportunities out there.

Arvel McElroy opens the floor for nominations for secretary.

Don Allen nominates Eve Julian for secretary. Seconded by Steve Montgomery, Dana Abbott moves that nominations cease, seconded by Phil Emery. Arvel McElroy moves to accept vote by acclamation, Don Allen seconds. Membership votes

unanimously for Eve Julian for secretary by acclamation.

Phil Emery moves that meeting be adjourned, seconded by Marty Keating. Meeting adjourned.

NISCA Meeting #2 3/24/16 7:45am

Meeting Called to Order

Additional Committee Reports

AA General Meeting (Mark Onstott) - possibility of raising late and non-member fees. Audit suggested we raise them \$5 each, Don Allen suggested \$10 each. AA Chairs will discuss after this meeting.

Rules Meeting (Diane Hicks-Hughes) - was at NFHS rules meeting this week. They are not at liberty to tell us what was passed in NFHS. It goes to safety committee and back to executive directors. Hard to give the NISCA perspective, very few responses from the membership. Discussed how to be more proactive about getting NISCA input. They need the response before they go into the NFHS meeting. Introduced Sandy Searcy NFHS Swimming and Diving chair. NFHS is doing a Diving video.

Tim Elson from Finis. Thanks NISCA for the opportunity to be a partner. Introduced the Edge fin.

Brent Rutemiller from Swimming World Magazine - adding tools to help with the Power Point rankings. Improving dedicated pages for their high school channel. Adding links to NISCA on articles about high school.

No other new business

Brainstorming session. Bill Stetson suggest spotlight articles on letterhead members for Journal. Annette Thies suggest spotlight articles on up and coming coaches for Journal. Kirk Price suggests more "State Briefs" information in Journal. Betsy Hondorf agrees and would like people to submit items each month. Liz Hill suggests making the All America edition of the journal more commemorative and market to the parents of AA swimmers. This has also been suggested by the Executive Board and will be acted upon soon.

Motion to adjourn made by Dr. Steve Montgomery, seconded by Dana Abbott.

Meeting adjourned.



NISCA Meeting #3 3/26/15 7:30am

Arvel McElroy calls the meeting to order.

Mark Onstott Reports that the All America Chairs met. Non-member fees and late fees will increase \$10 to \$30 per application beginning in the 2016-2017 school year on all All America programs EXCEPT Diving. Diving fees will remain the same.

No old business

No new constitutional amendments to discuss.

No New Business

Arvel McElroy appreciates the work that the letterhead do. Set goals for yourself and reach for those goals. Know that you are appreciated, and that what you do is important. Thank you to those who come to the clinic year after year.

Next year's clinic will be in conjunction with the men's meet in Indianapolis, March 22-25, 2017.

Mel Roberts recognized the work that Tom Wojslawowicz does in running this Conference after year, he does a lot of hard work.

Motion to adjourn made by Marty Keating, seconded by Jim Starrett.

Meeting Adjourned