

Jan/Feb 2017

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Cover Photo:

Photographers:

HVA by Mrs. Armijo, Trey Freeman by Gwynne Freeman

There was some fast swimming in Chattanooga in November! The Hardin Valley Academy Lady Hawks set a new national record in the SCM 400 Free Relay. HVA standout Erica Laning, far right, also notched a new mark in the SCM 400 Freestyle. At the same meet Trey Freeman of Baylor set yet another new record in the SCM 200 Freestyle.

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Hello Everyone,

Its conference time again. If at all possible, make your way to Indianapolis for our annual NISCA conference March 22-25. You will find conference registration information and hotel information towards the back of this issue and on our website at niscaonline.org. Watch some exciting swimming at the men's NCAA championships and make friends with other high school coaches. Attend our clinic being held on Saturday and then finish up the week at our annual Awards Banquet. I guarantee you will benefit from the experience.

Congratulations to those of you who completed another successful season in the fall or winter. Don't forget to submit your All America applications for swimming, diving, water polo, and academics. Consider submitting a Scholar Team application and a National Dual Rankings (Powerpoint) application too. Personally, I'm just finishing a winter boys' season and will begin a spring girls' season at the end of February.

March will also mark the end of my second term as your NISCA President. I have enjoyed serving you and will continue to be a member of the Executive Board for the next two years. I want to take this opportunity to thank Mark Onstott, Mel Roberts, Eve Julian and Tom Wojslawowicz for their continued support these past two years. Actually, the list could go on and on with those that I need to say "thank you" to. Just know that your commitment to our fine organization does not go unnoticed.

For those of you that have never been involved in NISCA other than being a member, the time to get involved is now. Contact Mark Onstott, our next President, and become a vital part of NISCA. You won't regret it. I never have.

Good luck for those, like me, ending one season or just beginning a new one. May you be successful in every way.

Arvel

*For those of you that have never been
involved in NISCA other than being a
member, the time to get involved is now.*

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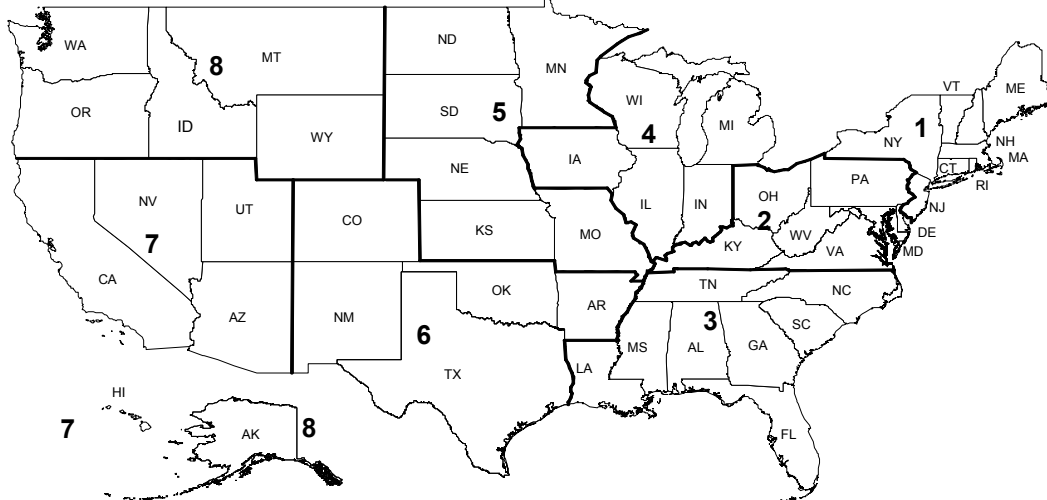
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Questions?

**Contact Claude Valle, NISCA Power Point Chair
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powerpoint@niscaonline.org**

From the Editor:

January/February is an interesting time of the year for me because I'm at the beginning of the year, but the end of the season. Many of you are in the same situation, while others are looking forward to the start of Spring seasons or reflecting on the Fall season that ended not so long ago. Either way, you may find that your resolutions and annual cycle are more closely tied to the competition schedule than the traditional calendar.

In this issue we continue with our series on "Get to know the Letterhead" and bring you another great book review (did you join a reading challenge in the New Year?) on "The Underwater Window", which is a fun, mostly fiction read.

Our feature is a great starting point for thinking about how to work with and motivate the generation of kids we are coaching. **Tim Elmore**, of Growing Leaders, is inspirational with some tips for helping our athletes become the best they can be. If you like this piece I recommend checking out his website- there are a vast number of articles and ideas to help inform coaches.

This issue's High School article is a great follow up to the Water Polo piece last time; what can you do

when you're short on space? The Technique section is provided by our friends at FINIS. They continue to create innovative equipment and fresh ideas for improving the fine points. You will also find some fun (hopefully?) tidbits about your trip to Indianapolis, math tests and new records.

I have to extend a big thanks to **Braden Keith** (SwimSwam) and **Landon Marzullo** (UNLV) for providing some material about diving. This is the article I wish I'd had 20 years ago when I got a fantastic coaching job and found out it included diving. It wouldn't have helped when I also found out I was the volleyball coach, but I'm not sure anything would have helped that! I have had a hard time finding folks to contribute diving articles so I really appreciate these guys. If you are, or know of, a water polo or diving expert who would like to donate please do so (or encourage them)- we'd love to hear from more people.

I hope you enjoy this issue and find support, entertainment and inspiration to take you through the year!

Betsy Hondorf

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865-243-0375

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



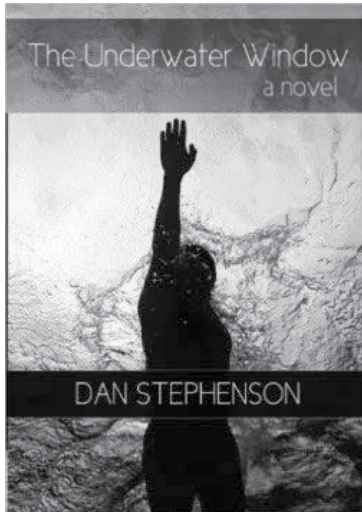
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From the Bookshelf: The Underwater Window



The Underwater Window, Dan Stephenson. Published in 2012 by Dan Stephenson Publishing (360 pp., \$14 US, Softcover) ISBN 978-0-578-10804-9

Reviewed by Dave Barney, Albuquerque Academy, NM

Dan Stephenson is a national, record-holding, masters swimmer and an attorney, so he's well acquainted with the separation between touching first and touching second, as well as the separation between fact and fiction. Whereas his book, *The Underwater Window*, is noted as a novel and thus fiction, the real meat of his narrative is the italicized introductions that preface each chapter of his story and which collectively not only provide readers with a potpourri of thoughtful reflections on the sport of swimming but which blend with the structure of the novel as a whole.

A few thoughts about those italics: Stephenson begins that potpourri with some analysis about stroke and especially the character of endurance needed to swim each of those competitive strokes. His metaphor for what he calls the "cruelty of butterfly" and why that particular stroke is so aptly named, is not only pertinent but fascinating, especially if one considers Stephenson's model for endurance: the monarch butterfly and its 5000-mile migration from Mexico to North America, flown to the flap of "2 million wing

strokes, [beat] one at a time." Such is the stuff of learning and training to swim perhaps the most demanding of the four competitive strokes. Chapter 2's prelude focuses on Jason Lezak and, for once, not on Michael Phelps, and why Lezak's astonishing 46.06 anchor swim on the gold medal-winning 400-meter freestyle relay in Beijing in 2008 reminds us once again of the most valuable lesson learned in sport: "never give up." On a wider scale, Chapter 4's beginning has plenty to say about life lessons and how the sport of swimming is "counter-cultural" to many influences in what Stephenson perceives to be a relatively permissive modern life style. In that light, he goes on to say that "swimmers [appear to be] misfits" in a world that subscribes to the mantra "if it feels good, do it." "Swimming does not feel good much of the time". In Chapter 10, he comments on the importance of repetition in learning the various techniques associated with swimming. Chapter 12 dwells on matters of the mind, especially mental toughness and how to psychologically accommodate pain and fatigue and even boredom in competitive training. Another chapter declares that "swimming is a sport for everybody," and goes

the sport of swimming is "counter-cultural" to many influences in what Stephenson perceives to be a relatively permissive modern life style. In that light, he goes on to say that "swimmers [appear to be] misfits" in a world that subscribes to the mantra "if it feels good, do it." "Swimming does not feel good much of the time".

on to introduce the reader to a collection of extraordinary achievements by disabled swimmers. Other chapters are introduced by addressing the history and evolution of skills evident in the sport we swim today, as well as the “risk,” the “faith,” and the “dessert” of tapering. Chapter 18 has something to say about the ups and downs of the drug era, while Chapter 20 recounts some of the great upsets in World and Olympic swimming. Stephenson’s final italics appear in the epilogue to his story and concerns the lives of some celebrity swimmers after they stopped competing: people like Johnny Weissmuller and Buster Crabbe, Esther Williams and Eleanor Holm, even Ronald Reagan and Clint Eastwood, and, of later vintage, Rowdy Gaines, Donna de Varona and Summer Sanders. So much for preludes, preambles and italics.

Parallel with all those snippets is the largely autobiographical story of a competitive swimming life, which commences with a detailed choreography of a ready-room in Brisbane, Australia. It is here that we are introduced to the “breeding ground for psych-jobs” as well as Stephenson’s alter-ego and protagonist, Doyle Wilson, and Wilson’s life-long, arch nemesis, Hunter Hayes, identified simply as “Archie” in the remainder of the novel. While most of the story centers on Wilson and the inner sanctum of his thoughts, the omnipresence of arch rival “Archie” and Team Jaguar club coach Curtains, a Russian Cold-War escapee, provide the reader with two legitimate counter characters. As you might suspect, this novel is full of confrontations, many of which occur in the practice pool. And there’s a lot of talking going on; as a matter of fact, the fabric of Stephenson’s story contains almost as much dialogue as it does narrative, which is a good thing because the banter rings true to what we coaches have overheard time and time and time again.

Aside from the usual exotica of trips to national and international meets, most of the novel takes place in southeastern Michigan, and although Stephenson deploys a lot fictional locations and references to the mid-west, you can’t help but think of Club Wolverine in Ann Arbor, and maybe during a time when Michael Phelps and Bob Bowman were there. Regardless of that supposition, there is one thread that appears to color each and every chapter of Stephenson’s story, namely the connection between swimmer and coach and especially the impact that coaches have on the lives of their swimmers. In this regard, Curtains emerges as the primary influence in Wilson’s competitive life.

One final thought, maybe the most poignant one: Stephenson’s story is all about friendship and rivalry. Make no mistake about that.

One final thought, maybe the most poignant one: Stephenson’s story is all about friendship and rivalry. Make no mistake about that. When you come to the end of the story, be sure to read the *Author’s Note* which follows. Its content not only echoes but connects the story part of *The Underwater Window* to the actuality of Stephenson’s competitive life. We learn, for instance, that he grew up in Ann Arbor, Michigan, swam for UCLA in the 70’s, missed going to Montreal and the ’76 Olympics by mere tenths of a second, and then missed out again four years later by virtue of the “Carter Boycott.” Later, he began a Masters swim career with Club Wolverine while earning a law degree at



the University of Michigan. It was during that particular time span that the inspiration for writing *The Underwater Window* took hold. Stephenson thought he had learned all there was to know about the term nemesis when he was swimming at UCLA,

where he encountered his own “Archie,” USC’s Bruce Furniss, but it was his up-close and personal observation of the legendary, daily duels in the Michigan pool between 400 I.M.ers Tom Dolan and Eric Namesnik that ultimately inspired him to begin writing *The Underwater Window*. The untimely and tragic death of Namesnik, a few years later, put things into reflective perspective for Stephenson, who not only knew the “Snik” but the circumstances of each of their seemingly “second-best” competitive lives as well, the legacy of which, Michael Phelps aside, most of us can readily identify with. The final irony in all of this is that this is not a “second-best” book. It’s a gold medal book written by a gold medal man.

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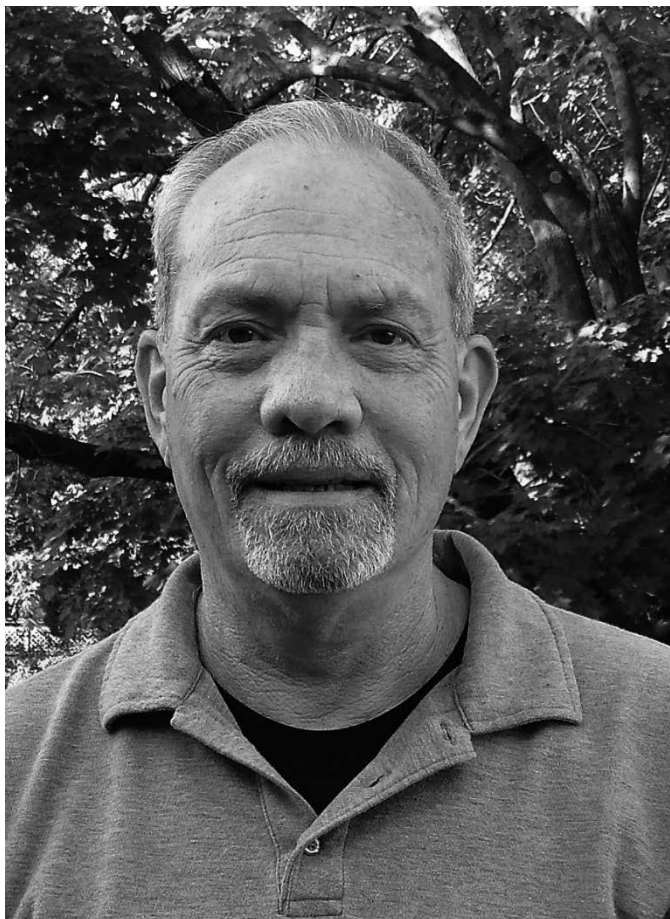
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Get to Know the Letterhead

Gregg Anderson, Brunswick Township High School, retired

Education Chair and NISCA Store



I was raised in Sacramento, California and swam for Sherm Chavoor (Women's Olympic coach 1964 and 1968) on the Arden Hills team. I was a High School All-American. I attended Rutgers University and swam for Frank Elm (Women's Olympic Assistant Coach 1964 and 1968). I was an NCAA All-American in the 200 Backstroke in 1968 and 1969. I coached several summer swim clubs in college, then upon college graduation in 1970, I served in the Peace Corps working for the Tunisian Ministry of Youth and Sports as Junior National and Senior National Swim coach from 1970-1972. I taught high

school Social Studies and coached the boys and girls swim teams from 1973-2013 at North Brunswick township High School (retired in 2013).

I was an ASCA level 3 coach. I have been inducted into the NJSIAA Hall of Fame, the Rutgers University Olympic Sports Hall of Fame. I was Star Ledger Coach of the Year in 1989, NFCA regional Coach of the year in 2000. GMC Girls coach of the Year 6 times, Boys 3 times. My teams have one State Championship (1997), 9 county Championships, 3 sectional Championships. I coached many All-Americans and Academic All-Americans

I was the NJSIAA Swimming coaches Representative on the Swimming Advisory Committee from 1993-1999, then again in 2001. I served as Site director for NJSIAA State Dual meet Championships from 2001-2013. I chaired the NJSIAA Swimming Coaches clinic from 1994-2012 and was a clinician at each of the annual clinics. I was also the Meet director of the Greater Middlesex County Swimming Championships from 1979-2013. I have been a member of NISCA for over 30 years. I served as the NISCA New Jersey Boys delegate from 1996-2005 and both Boys and Girls Delegate from 2005-2013. I administered the NISCA Mentor Program for several years. I have chaired the NISCA Education Committee since 2008. I have had responsibility for the NISCA Store since 2008. I really enjoy NISCA Conferences and am willing to take on responsibilities that help other especially new coaches.

*Mike Schuelke, Neenah High School,
retired*

National Records and Archives Chairman



I grew up in Neenah, Wisconsin - graduating from Neenah High School in 1969. I graduated from UW-La Crosse with a degree in Physical Education in 1973.

I taught Physical Education in Pinellas County Florida School System from 1974-1979, Neenah Joint School District from 1979-2006, Retired from Neenah High School (teaching and coaching) in 2006

I have coached age group in St. Petersburg, Florida Recreation Department from 1975-1979, Neenah High School Girls from 1979-2006, Neenah High School Boys from 1990-2006, Volunteer Swim Coach from 2006-2011, Appleton Diving Coach from 2011 tostill coaching

I have been humbled by being honored with the Wisconsin Boys Swim Coach of the Year in 2001,

2004, 2006, Wisconsin Dive Coach of the Year in 2016, Wisconsin Outstanding Service Award in 2002, 2003, 2006, NISCA Outstanding Service Award in 2010, NFHS Boys Swimming and Diving Coach of the Year in 2004.

Duties for NISCA National Records and Archives

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2. Check to see that it is a record.
3. Make sure the swim was in a certified pool. If not, contact the coach to get the pool certified. When that is done, record the pool that was certified on the NISCA pool certification form.
4. Record the new record in the:
 - a. new records for (current) year form
 - b. all-time chronological order form*
 - c. correct National Record form
5. Send a form letter to the coach to congratulate them. Include a certificate for the school and swimmer(s).
6. Contact Cindy Lewis at Hasty with all the information so they can make and send out the National Record plaque(s).
7. Contact Betsy Hondorf, Journal editor, with all of the updates to the new NISCA National Records.
8. Contact Eve Julian, NISCA Webmaster, about updating the National Records on the NISCA website.
9. Continue to work with the National Federation to coordinate NISCA National records with theirs.

ARCHIVES

1. Collect Journals and other pertinent information from the National Convention.
2. Collect items sent to me that have some historical value for NISCA.
3. File these items in our file cabinets at ISHOF.
4. Continue to organize the file cabinet and drawers at ISHOF to make finding information easier.



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DOWLING CATHOLIC NAMES POOL AFTER LEGENDARY MARK CROUCH



Mark Crouch, Head Swim Coach at Dowling Catholic High School, now works at the pool named after him. After 30 years of coaching at Dowling the pool was officially renamed during the Dowling-Ankeny dual meet. Crouch's son, Justin, is the head coach at Ankeny, so it was truly a family affair.

Crouch is an 18-time District Coach of the year and 3-time State Coach of the year. He had been inducted into the Dowling Hall of Fame earlier this year.



FEATURE:

6 STEPS GREAT COACHES TAKE TO HELP ATHLETES REACH POTENTIAL

Tim Elmore- Growing Leaders



This story will do your heart good.

Cristian Mojica is a high school student at Boston Latin Academy. He's also a football player and swimmer who is far more serious about sports than his academic

development. That is, until this year.

What did it take?

Sitting on the side of the pool with a stopwatch timing other swimmers.

His coach, along with his dad, decided Cristian needed to see the bigger picture. So when his grades came in, it was the perfect time to act. Mojica had a 1.66 grade point average last winter, and athletes at the school are required to have a 1.67 to participate. So he approached his head coach, Mark Thomas, and asked him what he could do to help him continue swimming. The kid was sure he needed their help.

The coach told Cristian no one could help him get back in the pool except him. He stuck to his guns, much to the athlete's shock. "I honestly don't think he took it that serious... he didn't think it was a big deal and he'd be able to slide by. Well guess what, he didn't," Thomas said. "He came to me and said, 'What can you do?' I said, 'Cristian, there's nothing I can do. If I could have done something, I would.' He needed to learn a lesson."

It seems everything in our culture screams that sports are the most important thing in life. These coaches simply used sports to teach a bigger lesson.

Coach Thomas and Cristian's dad agreed he would sit by the pool, hold the stopwatch, and time the other swimmers. Watching them would add to his incentive. "I think it absolutely killed him to miss the last three or four weeks and not go to the cities. Instead of swimming, he sat there and clocked them," Coach Thomas shared.

It seems everything in our culture screams that sports are the most important thing in life. These coaches simply used sports to teach a bigger lesson.

According to his next report card, it worked. Cristian now carries a solid 3.2 GPA. He is competing again in the city championships after being named the Boston Scholar-Athlete of the Month. Yes, you read that right: Scholar-Athlete.

“At the beginning of my high school career, I never would’ve thought I’d be nominated for that because my grades weren’t where they should’ve been,” Mojica said during a recent swim meet. “It feels good to be nominated.”

The fact is the coaches saw what the athlete could not. Now he knows he can do it.

kids they call “high arrogance, low self-esteem.” We must help them see their aptitude far beyond their sport. Express your belief in them.

2. Use the word “yet.”

When student-athletes say they just aren’t good in math, science, or reading, they aren’t lying. So far, they may have only seen mediocrity in the classroom. Stanford professor Dr. Carol Dweck, however, talks about current experiments she’s doing with the word “yet.” You can agree a student isn’t good at something... yet. Always cultivate a “growth mindset” instead of a “fixed mindset.” Development is possible.



How To Enable a Student Athlete to Rise to the Occasion

1. Tell them what you see.

Very often, student-athletes hide behind vanity but they don’t see their inward potential or aptitude. If you see potential, let them know. Be clear about your vision and get other coaches or teachers to back you up. Therapists today frequently see a condition in

3. Create incentive in them.

Like Coach Thomas above, stick to your standards for academics or character. Don’t let them slide by; their boss likely won’t on the job in five years. Suspend them so they can grow, but find a way to have them “hold the stopwatch.” Keep them close to the sport they love, to build a fire inside of them to return to it. Keep their vision alive to “get back in the pool” or on the field.

4. Help them “own” their growth.

Did you notice in the Cristian Mojica story the coaches communicated that the only person who could help the student get back in the pool was himself? They put the ownership on him. Our culture today so often fosters a “blame game” or a victim mindset that allows kids to blame someone else for their lack of performance. We owe it to them to equip them to take responsibility and own their journey.

5. Position your standards in the right place.

It’s easy to hold standards too low or too high for some of our student-athletes. You must size-up what you believe to be their potential; compare it to your standards for the team, and choose your standards wisely. Leaders must help teams reach heights they may not reach on their own, but not discourage them with a standard that’s impossible to reach. Keep in mind students are capable of much more than they realize.

Keep in mind students are capable of much more than they realize.

6. Consistently hold them accountable.

Once you’ve determined your standards, the only hope you have of players meeting them is to be consistent in your enforcement. People do what people see. Talk is cheap; actions scream messages. Helping athletes achieve peak performance on and off the field is all about sticking to your guns and holding them accountable. It’s how people grow — and how successful people reach their potential.

Growing Leaders founder Dr. Tim Elmore is passionate about understanding the emerging generation and helping adults teach them how to become leaders in their schools, their communities and their careers.

He educates adults to help them understand the challenges and experiences today's generation faces and connect with them in a way that resonates. Dr. Elmore believes, by cultivating leadership abilities in young adults and encouraging the adults who guide them, Growing Leaders can be the catalyst for emerging generations that will truly change the world.

Dr. Elmore has also authored more than 30 books including: *Habitudes®: Images that Form Leadership Habits and Attitudes*, *Artificial Maturity: Helping Kids Meet the Challenge of Becoming Authentic Adults*, *Generation iY: Secrets to Connecting With Today’s Teens & Young Adults in the Digital Age*, *12 Huge Mistakes Parents Can Avoid*, *Life Giving Mentors*, and *Nurturing the Leader Within Your Child*.



NISCA Swimming All America

Rules:

1. Applications must be submitted on-line at <http://www.niscaonline.org>.
2. All parts of the application must be completed. Failure to complete any section will delay the processing of your application.
3. For an individual event, the full home address and home telephone number of the swimmer must be included.
4. Relay teams are limited to FOUR swimmers. ALL RELAY SWIMMERS MUST BE LISTED ALONG WITH THEIR NUMERIC GRADE LEVEL. ALL SWIMMERS MUST BE IN GRADE 9-12 TO APPLY. Only **ONE TEAM PER SCHOOL per event**.
5. All times submitted must be achieved in a regularly scheduled interscholastic meet (no time trials) and will include times achieved up to and including *STATE MEET PERFORMANCES*. *NO TIME AFTER THE OFFICIAL STATE ASSOCIATION CHAMPIONSHIP MEET WILL BE ACCEPTED*.
 - USA Swimming OR YMCA meet times will NOT be considered.
 - National Federation Rules must govern the meet.
6. All times must be submitted to the one-hundredth of a second. NO MANUAL TIMES ACCEPTED. Automatic timing ONLY!
7. For times swum at a pool located at an altitude above 3000 feet, enter the time as swum and the correct altitude for the location of the meet. DO NOT ADJUST THE TIME.
8. All meet times must include documentation (copy of, or link to, the official meet results).
 - Non-Championship meet times MUST include the signatures of the Meet Manager and Meet Referee.
9. Only 25 yard or 25 meter times will be accepted.
10. A swimmer may be listed in as many events as his/her times qualify. Each event will require an application. All applications will be paid for as a group at the end of the application process.

Procedures:

1. In order for a swimmer to be considered as a NISCA High School All-American he/she must compete for an interscholastic team and be scholastically eligible as determined by his/her state athletic association or school authority. All swimmers must be in at least the 9th grade level of school to be eligible. Swimmers are limited to 8 consecutive semesters of eligibility. **Fifth year seniors, 7th and 8th grade students are not eligible for consideration. See NFHS National Records Committee Policy Handbook Definition #1.**
2. Applications can be submitted online beginning on November 1st. Application deadlines are:
 - Fall season - December 31st
 - Winter season – March 31st
 - Spring season – June 15th
3. Fall and winter season coaches will be charged a \$30.00 late fee for each application entered after your season's deadline.
4. The application portal will close on midnight (Eastern) June 15th and no applications will be accepted once the portal has closed.
5. Non NISCA members will be charged a \$30.00 non-member fee per application. NISCA Membership is \$50 at <http://niscaonline.org/Memberships>. On-line membership applications can take up to 24 hours to process.
6. The fastest one hundred (100) submitted and accepted times in each event will be named All-America.
 - Check applications submitted and accepted at <http://www.niscaonline.org/aaswimming/AppsProcessed.aspx>
 - Check applications submitted but NOT accepted at <http://www.niscaonline.org/aaswimming/AppsReceived.aspx>
7. Swimmers who are selected to the All-America teams will be mailed **one** commemorative certificate.
 - Additional certificates may be purchased after the All American Team has been announced. Certificates can be reordered here: [http://niscaonline.org/Portals/0/Documents/All%20America/All%20American%20Reorder%20Form 14.pdf?ver=2015-08-28-182020-000](http://niscaonline.org/Portals/0/Documents/All%20America/All%20American%20Reorder%20Form%2014.pdf?ver=2015-08-28-182020-000)
 - **Certificates are sent to the ATHLETES HOME ADDRESS. If the address listed as the athletes home address is NOT their residence, NISCA is not responsible for replacing those certificates.**
8. Print a copy of each application and any payment receipt for your records as proof of submission.

HIGH SCHOOL SPECIFIC:

MAKING PRACTICE WORK WITH LIMITED SPACE

Nick Baker, Papillion-La Vista High School



As a team with nearly 70 swimmers and only a 6-lane pool, sufficient space as well as supervision can be difficult to guarantee at practice. One way that we have come up with to help this situation is utilizing in-water circuit-based workouts. We do these practices on Tuesdays and Thursdays and I feel that they allow our swimmers to get quality work, leadership opportunities, and small group teaching on a consistent basis.

When we do these workouts, we start with a very brief warm up, usually consisting of 600-800 yards and lasting around 12 minutes. At that point, we divide our swimmers into 6 groups (one group for each lane). As mentioned above, we have around 70 swimmers on the team, but we practice in two separate groups of around 30 swimmers in each group. This results in 5 or 6 swimmers in each lane, and we make sure that each lane has a team captain who is an experienced swimmer to help lead their group through the circuit.

Each station within the circuit lasts 14 minutes, and we give one minute for the groups to rotate from lane to lane. Each lane within the circuit varies in intensity, equipment used, and from day-to-day. One station that remains the same each time we do a circuit, though, is Lane 1. We always have one coach overseeing Lane 1, and another coach overseeing the rest of the lanes. Many times these stations will introduce new skills, since I find it better to teach to small groups of 5 or 6 swimmers than a whole group of 30+ athletes. Below I will give a sample workout that we might use on a particular day, as well as a description of what would be happening in each lane.

Lane 1- 16 x 25 @ :40 hold goal 100 pace

Lane 2- 8 x 100 @ 1:40 swim DPS with paddles

Lane 3- 8 x 50 @ 1:40 25 Sprint Choice- 10 sec triceps- 25 Sprint Free

Lane 4- 2 x (2 x 25 EVF Scull @1:00 + 2 x 50 Fist Drill @ 1:00 + 1 x 100 Free DPS @ 2:00)

Lane 5- 2 x Bungee Sprint to failure

Lane 6- 16 x 25 @ :50 1-4 Fly, 5-8 Back, 9-12 Breast, 13-16 Free; Odd = drill, Evens = Build to sprint finish

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Learn more at: SwimmingWorld.com/NISCA-Vault

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Each week in **Lane 1**, we do a variation of Ultra Short Race Pace Training (USRPT). For this workout, we do 16x25 @:40 where swimmers take their goal 100 time, divide by four, and try to hold that time on all 16 25s. Sometimes we do this set free, other times we do it in stroke, and we have also done it kick, as well as with fins where the swimmers must hold a pace that is 1-2 seconds faster than their goal pace. We always have one coach assigned to this lane, and they use a stopwatch to get each swimmers time on all 16 25s. The coach also makes sure that swimmers are leaving exactly 5 seconds apart, otherwise their times will not be accurate.

Lane 2 can serve as an active recovery from Lane 1. Athletes would swim at an aerobic pace using hand paddles, counting their strokes each 25. The coach overseeing lanes 2-5 would occasionally ask each swimmer in Lane 2 what their stroke count is.

For **Lane 3**, we attach 6 latex bands to the diving board (1 band for each swimmer). You can buy these bands, but I chose to make ours using TheraBand surgical tubing and PVC pipe for the handles (it was much cheaper this way). At this station, swimmers sprint a 25 in their choice of stroke, climb out of the pool and do 10 seconds of fast tricep extension using the bands attached to the diving board, then sprint freestyle back to the shallow end.

Lane 4 is working on freestyle technique in this workout. EVF Scull works on an Early Vertical Forearm, and swimmers have a steady light kick and can use a pull buoy to help maintain body position. Their arms would be directly above their head, in a “superman” position. They would slowly and steadily bend their elbow so that their finger-tips point to the bottom of the pool, then return their hand to the “superman” position. I like to have them do one arm at a time in an alternating fashion. This is a drill that

usually involves some teaching and a lot of practice. On the 50s fist drill, swimmers swim with a closed fist to work on catching water with their forearm. The 100 distance per stroke works on applying the early vertical forearm and catching water with the forearm to increase efficiency.

In **lane 5**, we would have a stretch cord attached to the blocks and swimmers would swim all out until their muscles fail them. Each swimmer would go twice and can choose their stroke. Our bands have a safety cord inside of them that prevent the cord from stretching 25 yards. I like this station because if done correctly, swimmers can learn to push through pain and be persistent, which is certainly something that they need to do at the end of a tough race.

Lane 6 would serve as an opportunity for swimmers to work on technique for each stroke. By following a drill with build swimming, I feel that swimmers get an opportunity to use the skill they were focusing on in

a controlled setting where they can begin slowly and gradually increase their speed while trying to maintain their technique.

I feel that circuit workouts can add a variety of skills and techniques to practice. I also think they add a team-building aspect to practice since we split swimmers into groupings with other athletes who may not normally be in the same lane. As I mentioned before, the only lane that remains the same from workout to workout is Lane 1, so really any mini-set that can be adapted to 14 minutes will work within our circuit. Many times, we will use Lane 6 for underwater video, as well. These circuit workouts are beneficial for coaches as well because it makes it easy to teach to smaller groups and guarantee an interaction with every athlete during the practice, which is something that I feel is very important. If you have any questions or comments regarding any of the information above, please feel free to contact me at nbaker@paplv.org.

NEW NATIONAL RECORDS FOR 2016-2017

Type	Event	Time	Name	School/Coach	City, State	Date
Male Independent	200 Free Meters	1:47.49	Trey Freeman	The Baylor School Dan Flack	Chattanooga, TN	11/11/2016
Female Public	400 Free Relay Meters	3:50.74	Emily Aycock, Carissa Armijo, Abbey Aycock, Erica Laning	Hardin Valley Academy Larry Hough	Knoxville, TN	11/11/2016
Female Public	400 Free Meters	4:12.68	Erica Laning	Hardin Valley Academy Larry Hough	Knoxville, TN	11/11/2016

TECHNIQUE AND TRAINING: WHY YOU SHOULD BE FOCUSING ON TEMPO

CJ Fiala, FINIS



Many famous, internationally reputable swim coaches talk about how important it is to be conscious of your stroke tempo. It is

essential to understand tempo in order to the efficiency and effectiveness of your stroke. If a stroke tempo is too quick, that lets us know that we probably are not pulling much water; a stroke tempo too slow lets us know that we could possibly utilize more power. Many people tend to believe tempo is most important for shorter races, such as the 200s and below – but stroke tempo for endurance athletes is arguably even more important because distance swimming is all about controlling your energy systems. A slow stroke tempo might leave you with too much energy at the end of a race; a stroke tempo too fast could mean not enough energy in the tank to finish strong.

For Sprinters

As a sprinter, having a “competitive” tempo can be a major advantage. Regardless of the power produced by each stroke, the movement itself helps to provide forward propulsion. If you think about it you’ll realize that the more strokes you take, the more water you pull. Now, that’s being extremely general but it does carry some validity. If the swimmer has efficient

strokes and good technique, an increase in tempo may provide the extra ounce of speed they are looking for.

For Middle Distance

For the 200s, stroke tempo can be very important to the strategy of a race. Most 200s are what people would refer to as a “controlled sprint,” meaning that there is typically some sort of planning that goes behind the swim. Whether the swimmer is a quick starter on the first half of the race or a strong closer, holding a consistent tempo is key for middle distance swimmers. Being able to control stroke tempo keeps the swimmer on pace to go fast.

For Distance

For the long pool events or open water events, controlling your tempo ties directly to your energy systems. A consistent tempo means a rhythmic stroke, helping to conserve energy and delay the buildup of lactic acid in the muscles. As for middle-distance swimmers, it is important for the distance swimmers to know their tempo so that they can stay on pace.





How do you know what the right tempo is?

The best way to figure out the correct stroke tempo is through the process of trial and error. At practice, work on different stroke tempos using the **FINIS Tempo Trainer Pro**. This small yet extremely effective device is worn under the cap while swimming and transmits an audible beep signifying the tempo you pre-select. Through this process, the swimmer will gain an understanding of which stroke tempo is necessary for each event, and then can begin to experiment with a variety of tempos to check effectiveness.



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CONFERENCE REGISTRATION FORM

84th Annual NISCA Conference

Wednesday – Saturday, March 22-25, 2017

**In association with
NCAA Div. 1 Men's
Swimming and Diving
Championships**

Reservation Options:

Option 1...The Complete Package. Cost \$250.00

This option includes EVERYTHING! Conference registration, tickets for all sessions of the NCAA Championships, NISCA Awards Banquet, NISCA Breakfasts, admission to the mixer and clinics, and eligibility for door prizes.

Option 2...NISCA Members and Family for each person.

Cost \$170.00

This option includes everything in Option 1 EXCEPT the NCAA tickets.

Additional Banquet Tickets. Cost \$60.00

Spouse's name, if attending the clinic: _____

Please note the following:

1. Conference materials will NOT be mailed in advance. All conference materials will be held for each registrant until they check in at the Conference.
2. NISCA has contracted for sixty tickets to the *NCAA Division I Men's Swimming & Diving Championships*. They will be sold on a first come, first serve basis.
3. If you are registering additional coaches, please make additional copies of this form.

Arrival Information

Date and Time _____

PLEASE MAKE COPIES OF THIS FORM FOR ADDITIONAL REGISTRATIONS

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone () _____

e-mail address: _____

Please indicate your entrée choice for the NISCA Awards Banquet:

If you do not indicate your choice, you will be given beef.

Beef _____ Fish _____ Chicken _____

Card # _____ Exp. Date _____

Signature: _____

Reservation Options:

Option 1 – Please reserve _____ @ \$250.00 \$ _____

Option 2 – Please reserve _____ @ \$170.00 \$ _____

_____ additional Banquet Tickets @ \$60.00 \$ _____

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Address: _____
City: _____ State: _____ Zip: _____
School: _____

Date of Arrival: _____
Estimated Time of Arrival: _____
Date of Departure: _____

Please Reserve: _____ room(s) for _____ people

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FROM COLLEGE COACHES:

Joel Shinofield, CSCAA Executive Director

How Do You Qualify for the NCAA Championship?



The NCAA Season is essentially one long swim meet and the athletes who get their hands on the wall first make the NCAA meet. This may be a little, or a lot, different than how a high school swimmer qualifies for a championship meet.

There is a limit on the number of athletes who are invited to the meet and this is called the “cap”.

The cap is based on a ratio of athletes competing in the division. The breakdown for each division is:

- DI Women 322 (41 Divers), DI Men 270 (35)
- DII Women 205 (22), DII Men 178 (18)
- DIII Women 291 (24), DIII Men 264 (22)

Within the cap each division has the flexibility to fill the field via their own methodology. For DI and DII only individuals are selected within the cap and each team with an individual qualifier and a relay “cut” may bring up to four non-qualifiers to compete in the relays. The non-qualifiers may not compete in individual events. In DIII relays are invited to the meet, so the relay only athletes count against the cap and those athletes may swim up to 3 individual event in which they have achieved a “B” time standard.

After all of the swimmers who have achieved an “A” cut are entered into the meet, which is a small number, the fastest B cut athletes are added. One entry will be added to each individual swimming event in event order to keep the events at the same number. (If one event has more entries at the beginning of this process because of “A” qualifiers, all the other events are filled first until all individual events even out.) This process will be repeated as long as each individual event in the entire order of events can receive an additional entry and the number of total competitors will remain below the cap.

2017 Division I Men’s Swimming Qualifying

MEN’S SWIMMING STANDARDS		
25-Yard Course		
EVENT	A Standard	B Standard
50 Freestyle	19.09	:20.19
100 Freestyle	42.25	:44.29
200 Freestyle	1:32.97	1:37.99
500 Freestyle	4:13.22	4:24.99
1,650 Freestyle	14:44.43	15:30.39
100 Butterfly	45.73	:48.29
200 Butterfly	1:41.86	1:47.99
100 Backstroke	45.37	48.49
200 Backstroke	1:39.87	1:46.39
100 Breaststroke	51.93	:55.39
200 Breaststroke	1:52.99	1:59.79
200 Individual Medley	1:42.15	1:49.09
400 Individual Medley	3:40.76	3:54.49

At some point, the addition of one competitor per event to the entire order of individual events will put the field over the total number of competitors cap. This is done by line so if that occurs at the competitor ranked number 32 in the 50 free then all athletes at line 32 would be subjected to a tie breaking procedure. The times of the athletes in that line are compared the championship record in the event. The athlete who is closest to the record will be taken first, and so on until the cap has been reached. Once that is completed, the optional events for the athletes who have qualified are added.

The DIII process adds a wrinkle in that there is essentially a sub-cap for relay only swimmers, but it is a floating cap to ensure that at least 16 individuals are invited in each event, with a goal of also inviting 16 relays in each event.

At the end of the day, the fastest athletes in each event make it to the meet. In DI that is about the 29th fastest man and around the 38th fastest woman. In DIII the cut line fell at the 19th fastest man in each event and 20th woman. DII has a new process this year and we project that about 20 men and 26 women will make the meet in each event. If you think of the whole season as one big race in one big pool with the fastest athletes in each event invited to go on to the big dance.

Have kids that have made the meet? Go see them:

- **NAIA Men and Women:** March 1-4, Oklahoma City Community College, Oklahoma City, OK
- **Division II Men and Women:** March 8-11, Crossplex, Birmingham, AL
- **Division III Men and Women:** March 15-18, CISD Natatorium, Shenandoah, TX
- **Division I Women:** March 15-18, Indiana University Natatorium, Indianapolis, IN
- **Division I Men:** March 22-25, Indiana University Natatorium, Indianapolis, IN



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Diving:

BASIC COACHING

Braden Keith, SwimSwam and Landon Marzullo, UNLV



So you got your dream job as the head coach of your high school's swim team. You've got this down and are well prepared - you were a swimmer, you've got some coaching experience under your belt, you subscribe to the NISCA Journal.. At the end of the summer, you arrive on deck for your first day on the job, and you are hit with a bombshell! Not only are you the head swimming coach, but you are also the head diving coach.

With budget cuts hitting athletics departments all around the country, more-and-more coaches are being asked to take on additional responsibilities, and naturally, because both sports are contested in pools, swimming coaches are the first to be asked to take on a whole different team (I guess the football coach was too busy to coach field hockey). Even for those swimming programs with a diving coach, different situations necessitate the head swim coach to stand in and guide the divers at some competitions – if you have one coach for the district, for example. For some, this primer can be useful if you simply if you want to be more engaged with what the 'other' half of your team is doing.

If you find yourself in this situation, we're here to help. Of course, you didn't learn how to be a swim coach from reading a single article either, but this should at least give you a framework by which to build your skills and knowledge about the sport.

The very first part of diving is the "approach," and the best coaches know that it's the most critical fundamental to the sport (think flip-turns for a freestyler). There are two types of approaches, front and back. A front approach is called a hurdle, which consists of 3-5 steps, which a lunging jump to the end of the diving board with the athlete arms above their head. Once the diver lands on the end of the board he or she will then circle their arms before jumping off the board, into the water. A back approach is called a "back press," which happens when a diver stands backwards on the end diving board. He or she will then bring their arms straight above their head, squat against the board, swinging their arms in a circular motion, and jump off the board. Approaches involve a lot of core and leg strength, the stronger the athlete is; the more they can bend the board, resulting bigger more powerful jump into the water.

The next part of diving is called the "take off". There are 4 different takes offs that one can perform a dive from. The first is the "front" take off, which is performed when you do a hurdle, then jump forwards into the water. In order the teach a front dive, a front



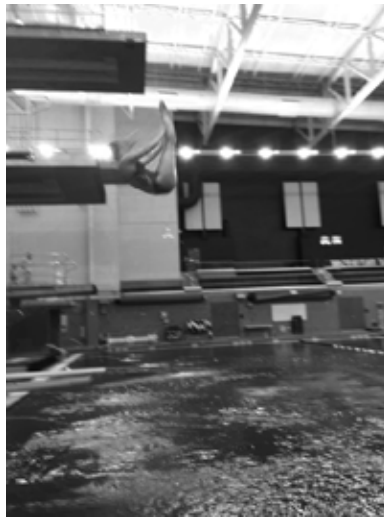
flip or even multiple flips, a diver must focus on throwing their arms over the water while driving their hips up in the air. This action will cause the athlete to rotate frontwards. Overhead medicine ball slams are great

drills to practice the front take off action.

Next is the “back” takeoff, which is performed from a “back press, used for dives like back dives and back flips. In order to accomplish a back dive or flip the athlete needs to swing their arms backwards and then reach over the pool. After the diver reaches over the pool he or she must then bring their legs over their heads. This will cause the backwards dive/flip action. This action can be practiced on the ground, also standing tuck jumps or hanging tuck ups on a bar will help this motion.



The third take off is known as the “reverse” take off, or as many call it the notorious “Gainer”. The reverse takeoff starts with a front hurdle. Once the diver lands on the end of the board, they reach over the board with their arms and bring their legs over their head. This will cause a backwards-flipping motion towards the board, while jumping forward. This action can be practiced the same as the back action. The hardest part about teaching a reverse is getting the athlete the reach over the board without jumping too far away, causing no rotation. This is a scary action for most beginners.



Next in line is the “Inward” takeoff. This action can be practiced the same way as the front flip. The only difference between front take off and inward take off, is during an inward you are doing a front action while standing backwards. When doing an inward the diver will be doing a front flip towards the board. This is another extremely scary action because the athlete is essentially throwing their body right over the board.



The last part of a dive is what is called the “entry”, which is when the diver hits the water. An entry can be done both front and backwards, depending on the dive. Many beginner-level dives actually call for a feet-first entry, though these will become less common. A perfect entry will be completely vertical on the water, with not splash. When a diver performs an entry with no splash, this is referred to as a “rip” entry. In order to achieve a rip entry the diver must create a hole in the water with their hands and bring their bodies directly through the hole. Entries can be practiced by standing on the end of the board (straight up or bent over) and literally falling head first into the pool. Make sure the athlete hits the water vertically with their body completely straight and locked out. Core training is important for the perfect entry.



When teaching diving it is always important to practice the drill on the ground first before doing it in

the water. If you are teaching an athlete that is brand new to the sport of diving, it is important to teach them as much as possible outside of the water before actually attempting it in the water. If you cannot do it perfect out of the water, you most likely won’t do it right in the water, and safety can be a big issue for unprepared divers.



The key physical attribute for a diver, in my opinion, is flexibility. A diver needs to allow a good 10-15 minutes before practice to stretch alone or with a partner. The more flexible the diver is, the better the form they will have, and it will be easier to complete the attempted dives. After that is core strength. The only resistant force to cause the flipping and the turning and the diving while in the air is their own muscular tension – most of which comes from the core.

Whatever your situation is, and whether you’re happy about it or not, if your school has divers, your team *is* the “swimming and diving team.” That still puts you in a position as a role model and mentor to young athletes, whether you’re their day-to-day coach or not. Gaining a knowledge base, even if it’s at a high level, about what they’re doing will earn you more respect, and influence, from them – and that can’t be a bad thing.

Related Topics:

INTEGRATED MATH I SAMPLE INTEGRATED ITEM: SWIM PRACTICE

Your students in Algebra 1, or Integrated Math may see the following question as review. Thought you all would get a kick out of the fact that the state is using swimming for math problems...

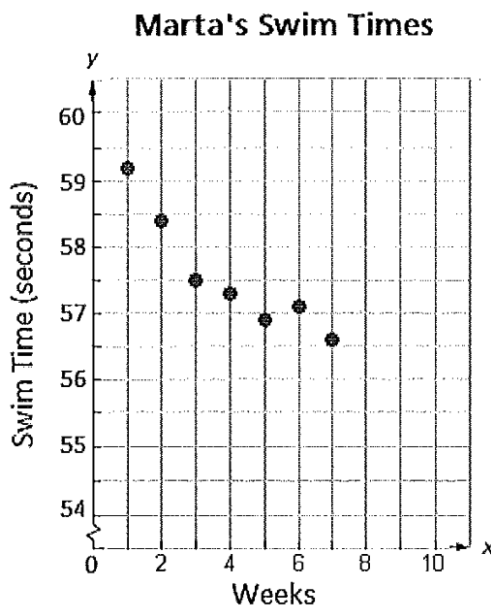
This is from a sample item release for the State of Tennessee for review for state tests.

This is what your swimmers are up against. Can you answer these questions correctly?

Stimulus

Use the information and scatter plot to answer Part A, Part B, Part C and Part D.

Marta is practicing to improve her time swimming the 100-yard freestyle. Every Tuesday the coach records the time, in seconds, that it takes for Marta to swim the 100-yard freestyle. The graph shows her times for the first seven weeks of swim practice.



Part A

Marta selected the points (2, 58.5) and (5, 57) to approximate a trend line. Then she used her trend line to predict her swim time at 10 weeks.

Which function and prediction best represent the results that Marta should get with this method?

A. Trend line: $f(x) = \frac{1}{2}x + 59.5$

Predicted time: 54.5 seconds

B. Trend line: $f(x) = \frac{1}{2}x + 54.5$

Predicted time: 52.5 seconds

C. Trend line: $f(x) = -\frac{1}{2}x + 59.5$

Predicted time: 54.5 seconds

D. Trend line: $f(x) = -\frac{1}{2}x + 54.5$

Predicted time: 49.5 seconds

Part B

Marta used all the data in the scatter plot to compute a linear model using a least squares regression, where x is the week number of her practice time.

$$g(x) = -0.404x + 59.257$$

Which statement best interprets the meaning of this linear model's slope in this context?

A. Marta's slowest time was about 59.3 seconds.

B. Marta improves her time by 40% each week.

C. Marta's time decreases by 0.4 second per week.

D. Marta increases her distance by about 0.4 yard each week.

Part C

Sam disagrees with Marta about the type of model that is best for the data. He believes the data would fit an exponential model better than a linear model.

Which statement best defends one or the other model?

- A. Marta's linear model is better because the scatter plot implies a constant rate of change.
- B. Sam's exponential model is better because the scatter plot implies a constant rate of change.
- C. Marta's linear model is better because the rate of decay per unit interval is greater at first and is not constant.
- D. Sam's exponential model is better because the rate of decay per unit interval is greater at first and is not constant.

Part D

Sam suggested an exponential model $h(x)$, where $h(0) = 60$ and $r = 0.99$. Based on Sam's model, what is Marta's predicted swim time at 15 weeks, to the nearest tenth of a second?

Enter your answer in the box.

Answers:

Part A: C, Part B: C, Part C: D, Part D: 51.60

TOP 10 THINGS TO DO IN INDIANAPOLIS

1. Attend the NISCA Conference 2017
2. Attend the NCAA Men's Swimming and Diving Championships
3. Visit the Indianapolis Zoo and White River Gardens
4. Visit the Indianapolis Motor Speedway and Hall of Fame Museum
5. Visit the Eiteljorg Museum of American Indians and Western Art
6. Visit the Children's Museum
7. Explore the Central Canal in a Venetian style gondola
8. Take in the Indiana State Museum and IMAX Theater
9. Enjoy Rhythm! Discovery Center
10. Visit the NCAA headquarters and the National Federation



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