

QUOTES FOR COACHES

@CoachQuotes on Twitter

- *Not everyone is ready, willing, or able to be a part of Championship Culture. – Jeff Janssen*
- *Hard work spotlights the character of people: some turn up their sleeves, some turn up their noses, & some don't turn up at all. – Sam Ewing*
- *Everybody likes each other until things get tough. Then you will find out what kind of team you have. – Doc Rivers*
- *Your skills are only as good as your ability to bring them out under pressure. – Tom Crean*
- *Responsibility never ends. It's not a chapter. You don't finish it and then move on. Responsibility is a constant state of being. – Pat Summitt*
- *At the end of the day, if what you're telling them isn't real, it's not going to help anybody. – Lincoln Riley*
- *Championships and great seasons are won in locker rooms. – Tom Izzo*
- *There are two ways to do something. The right way, and again. #NavySEALS*



- *I firmly believe that the only disability in life is a bad attitude. – Scott Hamilton*
- *Discipline is not a light switch. Discipline is a way of life. – John Harbaugh*
- *As a leader, your goals and aspiration must be strong enough to sustain you through the toughest of times. And trust me, if your goals are set high enough and your aspirations are worthy enough, there will be tough times. – Brian Billick*
- *We have the choice each day to give up, give in, or give ALL we have. – Carol Bruggeman*
- *Winners see the dream and develop plans while losers see the obstacles and develop excuses.*
- *Repetition is the key to success – doing what you have to do over and over and always doing it right. – Pete Carril*
- *Pressure squeezes effort out of winners and excuses out of losers. – Orrin Woodward*

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<http://www.niscaonline.org>

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Cover Photos:

Photo Credit: Margaret Mason

The Admirals of Farragut High School, Knoxville, TN. Twenty Admirals are headed to the Tennessee State High School Swimming Championship in Nashville, TN. They are fresh off a 3rd place finish at the Knoxville Interscholastic Swim League Championship meet and have posted a winning season of 6 and 1 for the first time in four years. The Admirals are coached by Betsy Hondorf and Chris Franklin.

CONFERENCE REGISTRATION FORM

86th Annual NISCA Conference

Wednesday – Saturday, March 20-23, 2019

- 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 1 Women'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

Spouse's name, if attending the clinic:

PLEASE MAKE COPIES OF THIS FORM FOR ADDITIONAL REGISTRATIONS

Reservation Options:

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

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

Option 3...Award Winners and Presenters

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

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

As an Awardee or Presenter, you will receive free Conference registration, NISCA Awards banquet, admission to the mixer and clinics and eligibility for door prizes. Family and guests will be charged the \$170.00 (Option 2) rate for the Conference Registration.

Awardee/Presenter's Name:

Additional Banquet Tickets - Cost \$65.00

NCAA Tickets are an additional fee of \$80.00

Name:

Address:

City:

State:

Zip:

Phone ()

e-mail address:

Reservation Options:

Option 1 – Please reserve @ \$250.00

Option 2 – Please reserve @ \$170.00

Option 3 – Please reserve Free

Additional Banquet Tickets @ \$65.00

Additional NCAA Tickets @ \$80.00

TOTAL \$



Greetings,

Well, this is my last Journal President's letter. I will pass the "ceremonial gavel" and the Journal letter writing duties, over to Diane Hicks-Hughes at the end of our conference in March. It has been, as always, a fun, exciting and challenging 2 years as president. I really enjoy the people I get to work with on the Executive Board and those letterhead members that I interact with on a regular basis. As well as the letterhead, coaches and sponsors I connect with more occasionally. I wish I could say that we accomplished all we set out to do but that isn't true. Membership has up ticked slightly, but nowhere near what I had hoped for. I am not going to go through the accomplishments of the last 2 years because frankly, they aren't mine to brag about. I do look forward to my new role as past president and continuing as All America Coordinator.

However, I will mention an exciting new program that the Executive Board will be submitting to the membership present at our conference for approval in Austin this March. We will propose adding Para All America to our All America programs. Several states already have provisions for some kind for Para completion. We have been working with Queenie Nichols the High Performance Director for U.S. Paralympics Swimming to develop a program that is on par performance wise as our current swimming All America programs. There are still details to be

Thomas Wojcik

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Rev. 1.2 09-18-2018

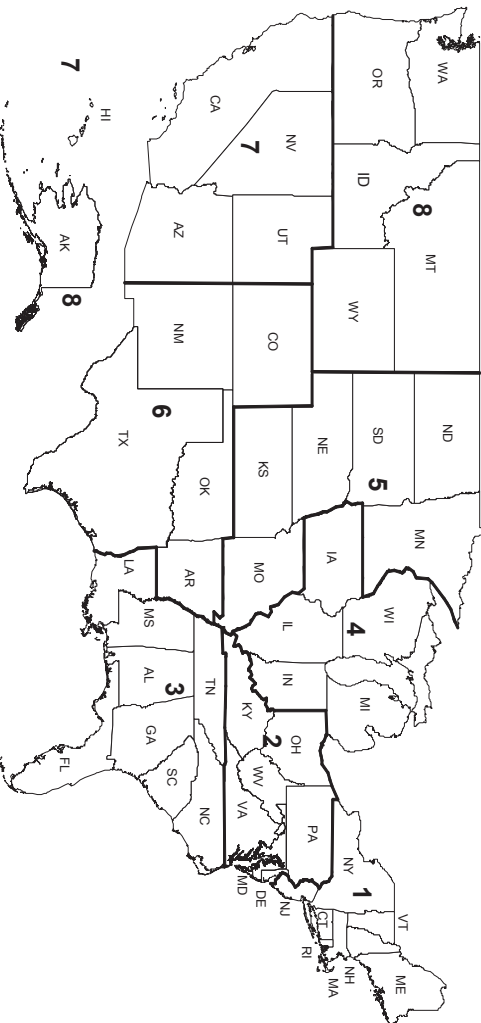
Checks should be made payable to NISCA.

Send to:

Beef _____ Fish _____ Chicken _____

Please indicate your entrée choice for the NISCA Awards Banquet:

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

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2019 CONFERENCE AGENDA

All Times and Topics are Subject to Change

Wednesday

Time	Meeting
7:45am-8:45am	Audit Committee (closed)
8am-9am	Water Polo
9am-10am	Diving
9:00am-11:00am	Professional Awards (closed)
10:00-11:00am	Rules Committee Meeting
11:00am-11:55am	Zone Directors
12:00pm-1:30pm	Letterhead Meeting (lunch included)
1:30pm-3:00pm	AA Chairs (Closed)
1:30pm-4:00pm	Coaches Education
5:00pm-6:00pm	Finals
7:00pm- 9:00pm	NISCA Welcome Reception Open - (sandwiches and beverages)

Thursday

Time	Meeting
7am-8am	Breakfast in hotel on your own
9:00am	Swimming Prelims
1:00pm-2:00pm	NISCA Meeting #1
2:00pm-3:00pm	All America General Meeting
3:10-4:00	Speaker #1 – Olivia Smoliga
5:00pm	Finals
7:30pm	General Rules Meeting and Beer and Pizza Social

Friday

Time	Meeting
7am-8am	Breakfast in the hotel on your own
9:00am	Prelims
1:00-2:00pm	NISCA Meeting #2
2:00pm-2:50pm	Zone Meeting for all attendees
3:00pm-4:00pm	Speaker #2
5:00pm	Finals
7:30pm	Ice Cream Social and State Organization Participants Meeting

Saturday

Time	Meeting
7:00am-8:00am	Breakfast in the hotel on your own
9:00am	Prelims
12:00-1:00	NISCA Meeting #3 and table discussions if time
2:00pm-4:00pm	Awards Banquet
5:00pm	Finals

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National Interscholastic Swimming Coaches Association

2018 - 19 NISCA Swimming All-America

Meter Time Standards

Meters are converted to Yards by the online entry database

Coaches enter Meter Times and check "Meters"

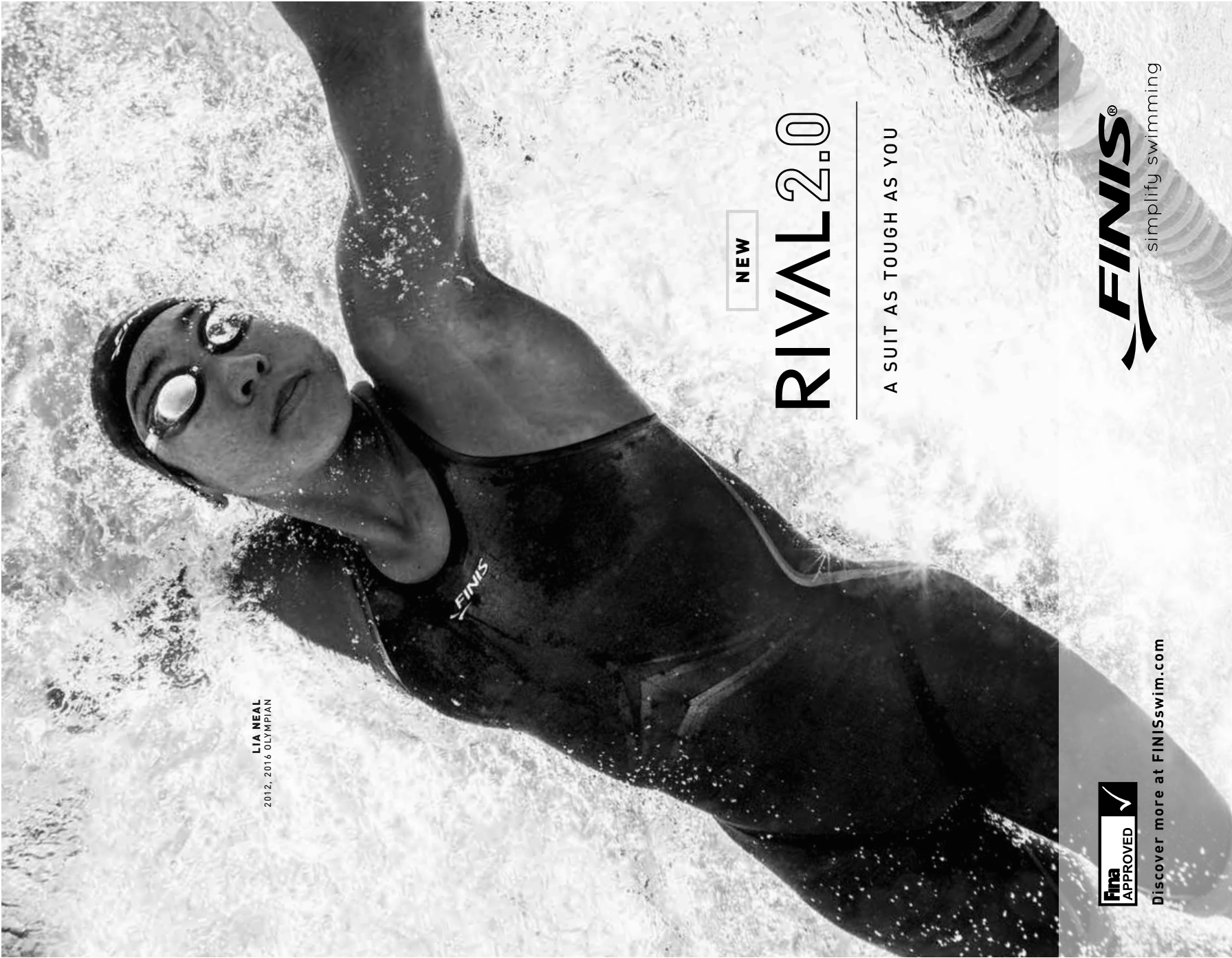
Top 100 Athletes determined by verified applications will be recognized

as All-America in individual and relay events.

Boys All-America		High School		Girls All-America	
<u>All-America</u>	<u>Consideration</u>	<u>Event in Yards</u>		<u>Consideration</u>	<u>All-America</u>
1:44.07	1:45.86	200 Medley Relay		1:58.79	1:56.67
1:49.16	1:51.05	200 Freestyle		2:02.69	2:00.55
2:01.91	2:04.18	200 Individual Medley		2:17.66	2:15.08
:23.05	:23.45	50 Freestyle		:26.29	:25.90
:54.54	:55.73	100 Butterfly		1:01.80	1:00.49
:49.98	:50.86	100 Freestyle		:56.86	:55.92
3:55.96	4:00.04	400 Freestyle		4:20.61	4:16.37
1:34.77	1:36.01	200 Freestyle Relay		1:48.53	1:46.67
:55.03	:56.26	100 Backstroke		1:02.34	1:00.98
1:02.08	1:03.39	100 Breaststroke		1:11.22	1:09.61
3:27.47	3:30.47	400 Freestyle Relay		3:55.35	3:50.92

85th Annual NISCA National Conference

March 20-23, 2019



From the Editor:

January is a time to think about the new year and the opportunities it brings. We are just a few weeks out of our State Championship meet, so of course I'm thinking about opportunities to swim fast, set records, and enjoy spending time with my swimmers at an exciting meet; however, it's also a great time to consider the opportunities we have every day.

We have the opportunity to read a classic book on swimming to learn how to better teach our athletes. We have the opportunity to remind a new generation about events that happened long ago, but are still shaping their lives. We have the opportunity to understand something about the high stakes testing that high school swimmers have to conquer before moving on to the next level so that we can help them do their very best. We have the opportunity to help them prepare both mentally and physically for the demands of competing in our sport. Sometimes, we even have the opportunity to



start a brand new program to give students their own opportunities to participate in a high school sport. This issue features articles to help you make the most of each of these opportunities.

There are also opportunities for you within the NISCA organization. As we bid farewell (again) to our President, Mark Onstott, we want to remind you that each of our members has an opportunity to serve in a myriad of roles at NISCA. You have the opportunity to join us in Austin this March to learn, to serve and to be honored. It's also a great opportunity to watch some very fast swimming and to socialize with some of the friendliest coaches in the country.

Finally, I have to say that sometimes, if you are in the right place at the right time, you get the opportunity to hang out with one of the most incredible and gracious athletes across the world of sports for a little while (Yes, that's me with the legendary Katie Ledecky at the Tyr Pro Series meet in Knoxville this month!)

I wish you many opportunities for fast swimming and fulfilling coaching!

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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National Interscholastic Swimming Coaches Association
2018-19 NISCA Swimming All-America

Yard Time Standards

Top 100 Athletes determined by verified applications will be recognized as All-America in individual and relay events.

Boys All-America		High School		Girls All-America	
All America	Consideration	Event in Yards	Consideration	All America	
1:33.34	1:34.94	200 Medley Relay	1:46.44	1:44.54	
1:38.52	1:40.23	200 Freestyle	1:50.65	1:48.80	
1:49.83	1:51.77	200 Individual Medley	2:04.02	2:01.69	
:20.60	:20.96	50 Freestyle	:23.58	:23.23	
:48.96	:50.03	100 Butterfly	:55.63	:54.45	
:44.99	:45.78	100 Freestyle	:51.13	:50.29	
4:28.75	4:33.39	500 Freestyle	4:57.09	4:52.26	
1:24.92	1:26.03	200 Freestyle Relay	1:37.16	1:35.50	
:49.53	:50.64	100 Backstroke	:56.11	:54.89	
:55.93	:57.11	100 Breaststroke	1:04.05	1:02.60	
3:06.24	3:08.93	400 Freestyle Relay	3:31.27	3:27.79	

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NISCA(national interscholastic swim coaches association)

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2018-2019 NEW NATIONAL RECORDS

Type	Event	Time	Name	School/Coach	City, State	Date
Female Public	100 Breaststroke Meters	1:09.05	Cecelia Porter	Signal Mountain M/HS Will Hunt	Signal Mountain, TN	10/27/2018
Female Independent	200 Free Meters	2:00.70	Addison Smith	The Baylor School Dan Flack	Chattanooga, TN	10/27/2018
Female Independent	400 Free Meters	4:16.18	Addison Smith	The Baylor School Dan Flack	Chattanooga, TN	10/27/2018
Female Independent	200 Free Relay Meters	1:46.37	Ellie Waldrep, Jewel Gordon Janee Mitchum, Addison Smith	The Baylor School Dan Flack	Chattanooga, TN	10/27/2018
Male Independent	200 Medley Relay Meters	1:41.15	Jack Warden, Neil Simpson Lance Freiman, Arnold Su	Phillips Academy Andover David Fox	Andover, MA	12/1/2018

Proposed Bylaw Changes: 2018

Proposal #1:

Article IV Finances

SECTION 1 Dues and fees:

- a. Dues and fees of the Association shall be established by the Membership and approved by a majority of the voting members present at the Annual General Meeting. ~~Retired members who are no longer coaching or teaching shall receive a 20% discount on their annual dues.~~ Amounts shall appear in the minutes of the Annual General Meeting.
- b. Dues and fees shall be payable in advance.
- c. Application for regular membership shall be made to the Treasurer of the Association.

Rational:

The \$50 cost of membership does not cover the full cost of being a NISCA member. Also, retired coaches are still covered by the insurance and get all of the benefits of the organization, even if they are not currently coaching

Proposal #2

Article IV Finances

SECTION 3 Stipends:

- a. Any stipend must be voted by the membership present at the Annual General Meeting. Once approved, a stipend will be provided as noted until such time as it is either altered or revoked by similar vote. All stipend amounts shall be noted in the Constitution or By-laws.
- b. The Journal Editor shall receive a stipend of \$1500.00 per annum.
- c. The Web Master shall receive a stipend of \$1500.00 per annum.

Rational:

The job of webmaster requires a great deal of time every week. The website must be maintained, content posted and updates installed. Content should be posted on a daily basis. The time commitment and skill level needed to create and maintain a website should warrant some compensation.

From the Bookshelf: Swimming Faster



Swimming Faster, Ernest W. Maglischo. Mayfield Publishing Company, Palo Alto, CA, 1982, 472pp, ISBN 0-87484-548-3, and others. Reviewed by Dave Barney, Albuquerque Academy, NM.

The Bibles of Swimming Science

Many of us older coaches are well acquainted with the various volumes of work devoted to the science of swimming through the ages. Most of those earliest editions in the 20th Century were noble of effort but pale in comparison to the mighty tomes available today with their encompassing information about seemingly anything and everything to do with the applied science and theories of hydrodynamic propulsion, more commonly known to us old-timers as swimming. Much of the current contributions to the science of swimming cannot be found between the covers of a book, but rather in the sphere of high-tech, digitalized accessibility, including the inexhaustible wonders of the internet. So much for modernity.

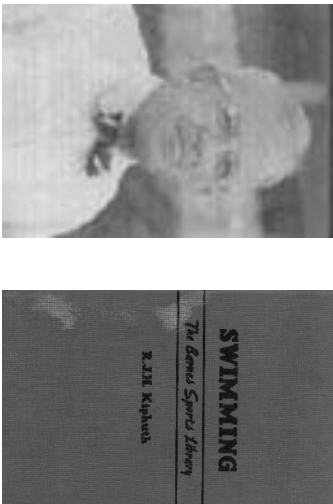
But it's books we're dealing with in this piece *From the Bookshelf*. Ernie Maglischo's body of work, sometimes referred to as the "Swimming Faster Series," outdistances most all preceding works, including what was once believed to be the ultimate written word on the scientific investigation of competitive swimming: namely, "Doc" Counsilman's epic book: *The Science of Swimming*, published in the late 1960's and followed by his *New Science of*

Competitive Swimming, published in the early '70's. Before I dig into Maglischo's late 20th Century contribution to our sport, it might be worthwhile to mention a brief chronology of the more notable publications in the first half of the 20th Century, some of which found their way into the vast inner-sanctum of what eventually became known as the *Barnes Sport Library*. Many of those books were put together by some of the most famous college and Olympic coaches in our sport's history.

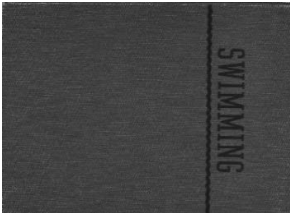


But before there were so-called coach/authors, there was George Corsan, a Canadian master teacher of aquatics who wrote two of the earliest books on the science of swimming: *At Home in the Water* published in 1914, and *The Diving and Swimming Book* published a decade later in 1924. Both books were published by A.S. Barnes & Company, a prototypical version of the *Barnes Sport Library*. Corsan was not a swimming coach per se, but he was an early 20th century swimming guru for many of the most famous swim coaches of that era, including Bob Kiphuth of Yale, Ed Kennedy of Columbia, Matt Mann of Michigan, Dave Armbruster of Iowa, and Charles "Red" Silvia of Springfield College. Beyond featuring what most of the succeeding books would have to say about teaching

stroke, Corsan's books included prose dedicated to other aquatic considerations: chapters devoted to teaching lifesaving for instance, as well as attempts to embrace the psychology of teaching small children to swim, not to mention entertaining the notion of "Why Women Should Learn To Swim." Another chapter entitled "Stunts and Fancy Swimming" addressed survival swimming with feet and hands tied together, an idea I remember making some use of in the late 1950's when I was engaged by the Peace Corp to teach a drown-proofing initiative to Peace Corp candidates.



Next in line of those early books came to us in 1928, courtesy of Robert Kiputh, the venerable Yale University and four-time Olympic coach. His book, entitled merely *Swimming*, contributed several new thoughts about the science of swimming, among them the ideas of what we know today as dryland conditioning and interval training. As an aside, I might add that Kiputh's design of his signature pool in the Payne-Whitney Gymnasium at Yale became the prototype for the design of a whole era of competitive swimming pools in this country and elsewhere, including the one I swam in at the University of New Mexico in the late 1950's. Also of note is Kiputh's pioneer role in the Ritter-Jockers experimental process of what turned out to be the earliest attempts to create an automatic system for timing swimming races.



Matt Mann's book *Swimming Fundamentals* was published in 1940. Whereas Mann did the talking in this book, his scribe perse, Charles Fries, a professor of English at the University of Michigan, did the writing. This book contains a glowing *Foreword*, written by Ed Kennedy, Columbia University coach and editor of the *NCAA Swimming Guide* from 1932 to 1939, espousing Matt Mann's contribution to the literature of swimming. The thrust of the book focuses on the fundamentals of stroke. One exception to this is the curious mention of the "fish-tail kick, featured by a photograph depicting the rhythmic thrashing of legs up and down and accompanied by the statement that "the fish-tail kick would revolutionize leg movements in breaststroke if only it were ever allowed." Mann footnotes this statement by mentioning the on-going dolphin-breaststroke experimentation being conducted by David Armbruster at the University of Iowa, a two-decade experimentation, as it turned out to be, which ultimately led to the notion of an entirely new and autonomous stroke (separated from breaststroke in 1953) called butterfly. Most of the photographs in Mann's book feature a fifty year-old Matt Mann himself demonstrating the nuances of stroke or groups of boys posing and practicing in water at his world-famous Camp Chikopi in northern Ontario. In this regard, I'm proud to say, like many others, that in some small way I'm a Matt Mann disciple, having taught sailing and coached swimming at Chikopi for

Water Polo:

HOW TO START A WATER POLO PROGRAM?

Aaron Brown, [lllPolo.com](http://llPolo.com)



What are the basics needed in order to start a water polo program? This is a great question that I hear from time-to-time, as it typically means someone might be thinking about helping the sport grow by providing a water polo program where one does not currently exist.

Here is a general list of the considerations needed in order to start a water polo program:

- 1) Balls
- 2) Caps
- 3) Coaches
- 4) Equipment
- 5) Goals
- 6) Membership Fees
- 7) Officials
- 8) Pool Time
- 9) League/Tournament Fees
- 10) Transportation

There are major differences between starting a local, community-based (club) program versus starting an official high school team. Regulation equipment, coaching stipends, league fees, and transportation are a few of the items a school district might handle for a high school program that might be better explained in a separate article.

So, maybe the better question is: how do you start a water polo program on a shoestring budget? Here are some suggestions:

- 1) Ask for equipment donations. Established teams or programs may have balls, caps, and other equipment to either lend or donate in order to help a new program get started.
- 2) Seek out current players or parents who can lend a hand as volunteers.
- 3) Make homemade goals using PVC pipes.
- 4) Take a community-based approach and see if the local park district or a community college might help run the program to save on pool rental fees and other costs.
- 5) Stay local and host scrimmages to avoid transportation costs or tournament fees.
- 6) Be creative. Starting a new water polo program can be a daunting task, but there are ways to keep costs low with a little bit of creativity, especially in the early stages.

Can you think of any other advice for anyone interested in starting a water polo program? Please send an e-mail to lllpolostaff@gmail.com if you would like to comment and possibly be included in a future article.



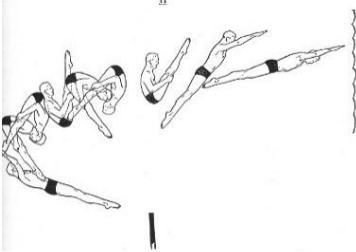
The girls 200 medley relay of the Pingry School, Basking Ridge, NJ. The relay just broke the school's medley relay record from 2014. The new record holders are Darlene Fung, Grace O'Mara, Abby DiGiorgio, and Allie Riddell. The record was 2:03.69 and the new record was 2:03.11. The ladies of the Big Blue are coached by Deirdre O'Mara.



almost two decades, albeit mostly in this new century of ours and certainly not in Matt Mann's time at the camp stemming back to 1920.



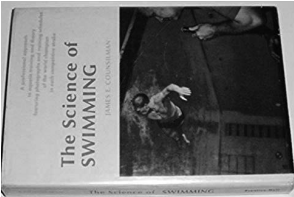
David Armbruster, the venerable University of Iowa swim coach for more than four decades, put together three editions (1942, 1950, 1958) of his initial book *Swimming & Diving*. Collaborations in the third edition with Bruce Harlan, diving coach at the University of Michigan, and with University of Iowa ophthalmologist and medical illustrator Lee Allen, elevated the book to new levels of comprehension and set a standard that would be mirrored by many swim coach/bio-kineticists in the future. There are no photographs in this book, but Allen's drawings, created sequentially from photographs, leave little to the imagination and provide us with a frame by frame, as it were, graphic exposition of a dive or stroke. I am including Allen's representation of a forward two and one-half somersault, pike dive here to give the reader some idea of the sequential excellence of his drawings.



Beyond the graphics, Armbruster's prose is much more exact in explaining the sometimes obtuse matter of bio-kinetic principles. On the matter of organization . . . from cover to cover and from the listing of and excellence of its illustrations to its extensive index and its detailed analysis of stroke and dive, this book separates itself from previous books and opened the door, so-to-speak, for later coaching scientists to pursue the challenges associated with addressing modern research standards in print. The first man to take on that challenge in the so-called modern era was James "Doc" Counsilman, the legendary college and Olympic coach at the University of Indiana.



Counsilman's first book, *The Science of Swimming* published in 1968, initiated a whole series of books under his authorship, including *The New Science of Swimming*, and *The Competitive Swimming Manual*. While



pursuing a doctorate degree in physiology at the University of Iowa, Counsilman fell under the spell of Iowa swim coach Dave Armbruster. Counsilman's initial writings on the sport evolved from an emulation of Armbruster's research methods but

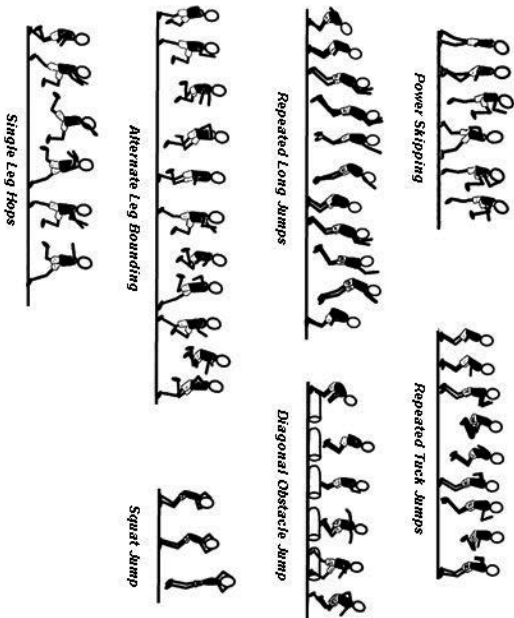
gradually expanded into what could only be called uncharted territory. Most importantly, perhaps, he found a way to explain complicated scientific principles associated with the sport in language that even non-coaches could understand. Although not the first to do so, his attention to the matter of filming swimmers underwater became a universally accepted practice by swim coaches everywhere and anywhere there was a pool with underwater windows. His contributions to the ideas of creating a pace clock to govern interval training sets, as well as his deliberations on the matter of lift vs drag in swimming was just a small part of that “unchartered territory” I mentioned a moment ago. Taken as a singular body of work, Counsilman’s books dominated the market and readership of swim coaches for almost a quarter of a century. What we are left with here is an echoing of “Doc” said this or “Doc” said that, or “Doc” did it that way, in short, the mantra of coaches everywhere.



Finally we come to Ernie Maglischo and his comprehensive guide to *Swimming Faster* series of books. To begin with, the immensity and degree of scientific expertise in these books, and how that expertise is presented is readily apparent. *Swimming Faster* is simply bigger, better-bound, fuller, more complete and exact, and more widely referenced and indexed than any previous volume in the literature of swimming science. For the most part, the books in this series are divided into three parts. Part I devotes itself to the notion of propulsive

swimming and the mechanics therein: stroke, starts, turns, finishes, etc. Part II focuses on ancillary considerations applied to the physiology of training swimmers: i.e. energy metabolism, oxygen consumption, anaerobic threshold conditioning, as well as an examination of the parameters involved in planning the swim season. Part III addresses other aspects of training: pacing for all distances and strokes, warm-up, nutrition, etc.. The books conclude with a short sub-section entitled “Evaluating Body Composition.” Collectively, Maglischo’s narratives are chocked full of tables, graphs, photographs, and even a drawing or two, but, for my money, the drawings fall short of the magnitude of Professor Allen’s depictions in the Armbruster book.

Examining these books in a line is an interesting exercise. As you would expect, they increase in size incrementally. The oldest and shabbiest in my collection is the 1924 Corsan book. Its binding barely holds its pages together, a testimony of sorts to its almost century year-old existence. Furthermore, on the inside of the front cover is an ownership stamp, bearing a picture of a stately, columned-building, identified as the Library of The Ohio State University. Long over-due, I might add, from its September, 1932 return date. But where did it come from and how did it find its way to me? The only answer I can come up with after all these years is probably that it was given to me by my revered friend and once mountain-climbing companion, Bruce Bennett, venerable Ohio State University sports history professor and author of the widely circulated and much studied *History of World Sport*. Bruce Bennett died several years ago. but my many memories of him live on in my mind’s eye and on my bookshelf, as does the awareness of the other coach/authors I have mentioned in this review.



in which muscles tend to be at their weakest point. By conditioning the muscle at its weakest point, (full stretch) it is better prepared to handle this type of stress in a real or game environment.

Why are Plyometric Exercises Important for Injury Rehabilitation?

Most injury rehabilitation programs fail to realize that an eccentric muscle contraction can be up to three times more forceful than a concentric muscle contraction. This is why plyometric exercises are important in the final stage of rehabilitation, to condition the muscles to handle the added strain of eccentric contractions.

Neglecting this final stage of the rehabilitation process can often lead to re-injury, because the muscles have not been conditioned to cope with the added force of eccentric muscle contractions. Do not perform plyometric exercises on concrete, asphalt or other hard surfaces. Grass is one of the best surfaces for plyometric exercises. Technique is important. As soon as you feel yourself getting tired or your form starts to deteriorate, back off. Don’t over do it. Plyometrics are very intense. Give yourself plenty of rest between sessions, and don’t do plyometric exercises two days in a row.

Recommendation:

Concerning plyometric exercises, the National Strength and Conditioning Association (NSCA) recommends that: The stretch-shortening cycle, characterized by a rapid deceleration of a mass followed almost immediately by rapid acceleration of the mass in the opposite direction is essential in the performance of most competitive sports, particularly those involving running, jumping and rapid changes in direction.

A plyometric training program for athletes should include sport-specific exercises. Carefully applied plyometric exercise programs are no more harmful than other forms of sports training and competition, and may be necessary for safe adaptation to the rigors of explosive sports.

Only athletes who have already achieved high levels of strength through standard resistance training should engage in plyometric drills.

Depth jumps should only be used by a small percentage of athletes engaged in plyometric training. As a rule, athletes weighing over 220 lbs. should not depth jump from platforms higher than 18 inches.

Plyometric drills involving a particular muscle/joint complex should not be performed on consecutive days. Plyometric drills should not be performed when an athlete is fatigued. Time for complete recovery should be allowed between plyometric exercise sets. Footwear and landing surfaces used in plyometric drills must have good shock absorbing qualities. (Best in grass or similar surface).

A thorough set of warm-up exercises should be performed before beginning a plyometric training session. Less demanding drills should be mastered prior to attempting more complex and intense drills.

Technique and Training:

THE BENEFITS OF PLYOMETRIC EXERCISES

Wayne Coster Cooper and Kim Brownlee, *Championship Performance*



The following is a chapter excerpt from the new book: Total Athlete Development: 70 Competition Tested Ways to get Mentally Tougher, Physically More Dominant, and Be the Best Leader for Your Team. Excerpt by permission of *Championship Performance Publishers.*

What are Plyometric Exercises?

In the simplest of terms, plyometrics are exercises that involve a jumping movement. For example, skipping, bounding, jumping rope, hopping, lunges, jump squats, and clap push-ups are all examples of plyometric exercises.

However, for a more detailed definition we need some background information about muscle contractions. Muscles contract in one of three ways:

1. An Eccentric muscle contraction occurs when your muscle contracts and lengthens at the same time. An example of an eccentric muscle contraction is lowering yourself from a chin-up position. The bicep (upper arm) muscle contracts and lengthens as you lower yourself from the chin-up bar.
2. A Concentric muscle contraction occurs when your muscle contracts and shortens at the same time. An example of a concentric muscle contraction is lifting yourself into a chin-up position. The bicep muscle contracts and shortens as you raise yourself up to the chin-up bar .

3. An Isometric muscle contraction occurs when your muscle contracts, but does not change in length. An example of an isometric muscle contraction is hanging from a chin-up bar with your arms bent at 90 degrees. The bicep muscle contracts, but does not change in length because you're not moving up or down.

Getting back to the formal definition, a plyometric exercise is an exercise in which an eccentric muscle contraction is quickly followed by a concentric muscle contraction. In other words, when a muscle is rapidly contracted and lengthened, and then immediately followed with a further contraction and shortening, this is a plyometric exercise. This process of contract-lengthen, contract-shorten is often referred to as the stretch - shortening cycle.

Here's another example of a plyometric exercise. Consider the simple act of jumping off a step, landing on the ground with both feet, and then jumping forward. All done in one swift movement.

When you jump off the step and land on the ground, the muscles in your legs contract eccentrically to slow your body down. Then, when you jump forward your muscles contract concentrically to spring you off the ground. This is a classic example of a plyometric exercise.

Why are Plyometric Exercises Important for Injury Prevention?

Plyometrics are often used by athletes to develop power for their chosen sport. These exercises are also important to prevent injuries.

Plyometric exercises force the muscle to contract rapidly from a full stretch position. This is the position

Benefits of NISCA Membership

1700+ NISCA Members benefit from the following:

OPPORTUNITY FOR NISCA LEADERSHIP

- 50 State Directors
- 8 Zone Directors
- Numerous Committee Chairpersons and seats
- 4 Elected Officers

PUBLICATIONS

- Web site: www.niscaonline.org
- Bi-Monthly NISCA Journal
- High School Coaches Manual
- NISCA Constitution and By-Laws

BENEFITS TO MEMBERS

- Savings on *Swimming World Magazine*
- Savings on joint membership with ASCA, CSCA, ISHOF
- Savings on All America Application Fees
- \$1,000,000 Liability Insurance – Any Pool, Any Team

NISCA COACH AWARDS

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

NISCA TEAM AWARDS

- All-America Awards
- Girls/Boys H.S. Swimming and Diving
- Girls/Boys H.S. Water Polo
- Girls/Boys Academic All America
- Scholar Team Award
- National Dual Meet Championships

NISCA SERVICES AND COMMITTEES

- Annual membership meeting: Clinic, Awards Dinner, Door Prizes, Coaches Social, Fellowship
- High School Rules: Input on rule 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”

FROM FLANDERS FIELDS

Dave Barney, Albuquerque Academy, Albuquerque, NM



Like most of NISCA's "old guard," I grew up during WWII, served in a so-called "Police Action," that became

euphemistically a "Conflict" before morphing into what it was all along . . . a nasty little war on the other side of the world near the 38th Parallel that killed a lot of good men and a few good women. That aside,

I mustered out of that contradiction of terms in 1955 and then settled back to bear witness to other disagreements on the other side of oceans. I didn't have to wait long. The next one tore our country apart, bringing discord to community and contempt for our troops. That ugliness was followed by various struggles along lines drawn in the sand in the Middle East. Now, many years later, those confrontations are on-going.

But it's poppies, not military politics, I want to dwell on here. Put aside our Memorial Day in May for the moment and focus on a day in November instead. This country remembers war veterans collectively (those who survived and those who didn't) on or about November 11th with bugle calls, parades, and proclamations celebrating what we now call Veterans' Day. In my youth, November 11th was called Armistice Day to remind us of the termination of The Great War in 1918, a combat fought mostly along an elongated quagmire of holes in the ground that stretched more than 500 miles from the Swiss border all the way to the English Channel. As a teen,

our celebration of Armistice Day included the wearing of a small, red, paper poppy, a symbolic salute, if you will, intended more toward the casualties of that war than to its survivors. But that was yesterday or a million yesterdays ago. Currently, most of Europe, as well as Canada celebrate November 11th as *Remembrance Day*: not Veterans' Day, not Armistice Day, not Memorial Day . . . but *Remembrance Day*, which brings me to our swim team and its particular observance of that day and the wearing of the poppy.



In Flanders Fields

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.*

*We are the Dead. Short days ago
We lived, felt down, saw sunset glow,
Loved and were loved, but now we lie,
In Flanders fields beneath the crosses.
Row on row.*

*Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high,
If ye break faith with us who die
We shall not sleep, though poppies grow
Between the crosses row on row
In Flanders fields.*



The Burnet Bulldogs swim team of Burnet, Texas. The Bulldogs have been training hard for a long time and it paid off!! Both boys & girls team placed 3rd at their District Swim Meet!! They had almost 100% P.R.s, they broke 2 school records, 9 individuals and all 6 relays qualified for Region!! Coach Pegues was voted Boys Swim Team Coach of the Year and Girls Diving Coach of the Year for District 19-5A

The Jamestown, ND Blue Jays boys State team from 2018



BEST. PRACTICE. EVER:

Marney Shirley, All America Chair; Former Head Coach at Jamestown High School, Jamestown, ND



Jamestown High School Girls Swimming Team did this workout during our Teachers Conference break. This particular year about 15 members of our team went to the same camp. The camp coaches were all NISCA coaches. Two of the girls were in the training camp and the remainder were in the stroke camp. When I have athletes go to a camp I send them off with a notebook and a pencil so that they can tract their workouts, drills and camp coaches corrections and wisdom. This way we could use the drills and the advice at practice to continue the experience. From the notebook of the two girls at the training camp came the workout and the name “Camp”. We did this workout every year the last 11 years that I coached at the same time of the season. We had unlimited pool time and practice time. The goal and rule was once we started the workout no one left the pool until it was completed. It seems team members would get really worked up about the workout and hyper ventilate out of it so we talked about the importance and value of the workout and achieving the team goal. At the end of each round our team had the habit of team cheers to remind them of the accomplishment and to provide encouragement.

Marney Shirley

“Camp Workout” Set

5 X 1200 yards with descending number of IM’s and ascending number of 100’s.

● 5 X 200 IM on 3:00-3:30

● 2 X 100 free on 2:00

● 4 X 200 IM on 3:00-3:30

● 4 X 100 free on 2:00

● 3 X 200 IM on 3:00-3:30

● 6 X 100 free on 2:00

● 2 X 200 IM on 3:00-3:30

● 8 X 100 free on 2:00

● 1 X 200 IM on 3:00-3:30

● 10 X 100 free on 2:00

Our favorite cheers were: H-A-L-F-T-I-M-E halftime, halftime yes siree! And L-A-S-T-O-N-E last one last one yes siree!

I changed the workout into multiple little workouts within the big one so that everyone was starting at

type of prep work. I (and others in my field) know this claim to be completely false with the proper help.

Students who choose the right tutor can improve their score significantly: I have had students who worked with me who improved as much as 12 points in a sub-section. Take, for instance, Devin D. from Cincinnati, OH. Devin came to me with a science score of a 26. Not a bad score (well above the state and national averages), but I knew with a few adjustments he could do better. On score release day, I received a call from his mom. Devin’s science score improved to a 36: a perfect score! I also cite Tory N. from Cincinnati who met me at Panera over my yearly summer visit to Ohio. Tory was excited to improve her score, but her mom was a bit hesitant about spending any money without a guarantee. They signed Tory up, and through my program she brought her 25 composite up to a 30, with a near perfect 35 on the English section! I have taken 9 composites to 18s—the success stories are really endless and all have the same message: with proper teaching and preparation, a student will continue to improve. There is a rumor that a student will max out a score after taking the test 3 times. I am glad Lauren M. from Ohio did not listen to that tall tale. Lauren prepped with me for 2 tests but continued to practice the strategies she learned and take released practice tests. On her fifth attempt at the test, Lauren maxed out her score to a 30—her goal score (she started at a 25)!

There are some simple strategies that students can employ to improve their scores. First, buy and complete practice tests from books with valid practice tests. There are many books out there, but I prefer “The Official ACT Prep Guide” as it is full of released tests that they ACT proctored within the last

couple of years and “Cracking the ACT” by the Princeton Review. Many of those books contain rules for grammar and math concepts that student need to know. I have compiled the punctuation rules in one document you can find on the next page. Another tip is to make sure to leave no bubbles blank on the answer sheet. None. Pick a letter to guess and stick with that letter throughout the entire test if you are unsure of an answer OR run out of time. No joke: a student could bubble all “A and F” and score a 14 composite (disclaimer: I am not sure the ACT would consider this a valid test though!). Lastly, a common mistake that students make on the math portion of the ACT is to rush through the easier problems (1-20) and potentially the medium rigor problems (21-40) to get to the hard problems (41-60). This is a huge mistake. Many students can’t answer the questions at the end confidently, so this “rushing” approach in the Math ACT causes them to miss easy questions and spend valuable time on tough questions.

My advice about testing is always “Test early and test often.” Why should students take the ACT test multiple times? There are a few simple reasons.

1. Money--There are a few reasons but the biggest motivation is money. Students can earn merit scholarships for schools, which are automatic scholarships that students receive if they meet test score and GPA criteria. An increase of as little as one ACT point can mean tens of thousands of dollars in reduced tuition rates. One of my recent students took the June ACT (after he had graduated from high school!) and earned an additional

HIGH SCHOOL SPECIFIC:

TEST PREP 101:
Expert Advice from Jen Henson

by Jen Henson, M.Ed.



As a certified high school teacher and test prep expert, the question I hear most often from parents and students is, “What is the difference between the ACT and SAT tests?” Although there is no one word (or even one

sentence) answer for that, there are some distinct differences. I will list a few of those differences here and explain in-depth in the article below!

- SAT math contains some “non-calculator” questions
- SAT math contains a few math questions for which no multiple choice is provided
- ACT contains a separate science section
- SAT test mixes the science in with the language, reading and math sections
- SAT allows a bit more time per question on reading but shorter time on English

The most obvious difference is that the SAT test contains some math questions that you are not permitted to use a calculator on AND some that are not multiple choice questions but you must instead

provide an answer on a grid. The ACT has a separate and distinct science sections, whereas the SAT mixes the graphs/charts into the reading/writing sections. A third main difference in the SAT versus ACT distinction is the timing: the SAT does allow more time per question overall. However, I have analyzed questions from both tests and there is a difference in the rigor of the reading comprehension questions. The SAT is tougher; so, students do receive more time on tougher questions. I am not sure that extra time is a true advantage then. That being said, there are students who fare better on the SAT than the ACT. My advice is to sit for both and then for the student to determine which they liked better. For more specific information, please see my Free Special Report entitled “Comparing the SAT and ACT.

Should students take these the ACT and SAT tests multiple times? The answer is a resounding “YES!” My advice to parents is to have your child sit for either the SAT or ACT with no prep to see a baseline score. Then, see what you are up against and create a plan. Another great debate in the realm of test prep is whether or not to seek a tutor for these tests. Will the money invested in tutor open doors for students in terms of opportunity or extra scholarship monies? Then of course it is wise to invest in this help, just as parents pay for strength coaches and hitting lessons and private music lessons. The ACT claims that a student will only raise their score 3 points with any

the same time and ending at the same time. The distance and strokes were changed to accomplish this. Once some of the athletes were not doing full IM's the mindset and attitude changed.

After the warm down and longer than usual showers the team headed to one of the seniors home to make and consume a larger than usual breakfast. Each person in attendance drew for a “job” to do to help with the event. The seniors/captains usually did the cooking. Other jobs included: cleaning vegetable, chopping vegetables, setting the table, clearing the table, sweeping the floor. Everyone had something to do so that they had to work as a team.

Warm-up – 200 swim, kick, pull, kick, swim
5 X 1200 yards with descending number of IM's and ascending number of 100's.

5 X 200 IM on 3:00-3:30
2 X 100 free on 2:00

4 X 200 IM on 3:00-3:30
4 X 100 free on 2:00

3 X 200 IM on 3:00-3:30
6 X 100 free on 2:00

2 X 200 IM on 3:00-3:30
8 X 100 free on 2:00

1 X 200 IM on 3:00-3:30
10 X 100 free on 2:00

Cool-down – 10 X 100 on 10 seconds rest

IM's – for kids who could not make the send-off they did 150 IM's rolling the skipped stroke

Non-IMers did 200 free or 150 free

The distance was adjusted so that the team could stay on the same send-off


An alternative way to do this for the swimmers that did not do IM's or 200's
5 X 100 free or 5 X 75 free on 2:15-2:30
2 X 50 stroke on 1:15 to 1:30

4 X 100 free or 5 X 75 free on 2:15-2:30
4 X 50 stroke on 1:15 to 1:30

3 X 100 free or 5 X 75 free on 2:15-2:30
6 X 50 stroke on 1:15 to 1:30

2 X 100 free or 5 X 75 free on 2:15-2:30
8 X 50 stroke on 1:15 to 1:30





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SENIOR SPOTLIGHT:

Jeff Wiedoff, Waukesha North/Kettle Moraine/Pewaukee swimming and diving



Jeff has committed to the University of Illinois-Chicago to swim along with Ben Gabby from Muskego High School.

Jeff has qualified in two individual events for the

Wisconsin High

School State Meet all three years. Freshman year in the 200 Freestyle and 100 Butterfly. The past two years it was the 50 Freestyle and 100

Butterfly. His best finished was 9th last year in the

50 Free. This year he will be looking to go back in the 50 Freestyle and 100 Butterfly.

An All-around swimmer that ranks in Top 20 in school history in all events in either yards or meters. In yards, ranks 7th in the 200 Free, 2nd in the 50 Free, 2nd in the 100 Fly, 4th in the 100 Free, 11th in the 100 Back.

When Jeff was a freshman and sophomore we had leaders on the team and Jeff was just filling in his role on the team. These past two years, Jeff has been the catalyst for being a team leader. He has embraced the role as Captain and taken himself and the team to the next level. Being unselfish and swimming events outside of his comfort zone allowed us to go undefeated in home dual meets this year. This attitude allowed us to win our first Saturday invite in 6 years.

L KOHRECH	1:00:00	1:00:00	1:00:00	1:00:00	1:00:00
A. MENG	2013	100 YD	1:00:00	1:00:00	1:00:00
L BREUNIG	2009	100 YD	1:00:00	1:00:00	1:00:00
A. VONG M. GABRIEL	2009	100 YD	1:00:00	1:00:00	1:00:00
M. KOHRECH A. BIRCH	2009	100 YD	1:00:00	1:00:00	1:00:00



The Warriors of Penn-Trafford High School in Harrison City, PA have a unique, in-the-pool cheer. The Warriors are coached by Dave Babik



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.

GET TO KNOW OUR MEMBERS:

Art Downey, Edina High School, Minneapolis, MN

By Annette Thies



Art Downey retired in April after 62 years as Head Boys Coach at Edina High School in Minneapolis, Minnesota. Art also taught math and physical education and retired after 34 years. As Art said, “I retired from my day job, but kept my night

job.” During his long career he has garnered awards, taught young men to be gentlemen above everything else, and made many friends.

Accomplishments and Volunteerism

Throughout his 62 years of coaching Art has received four prestigious awards from NISCA; the Hall of Fame, Collegiate-Scholastic, David H. Robertson, and Lifetime Member. He has been inducted into nine halls of fame, coached many All-Americans Academic All Americans and won numerous state and sectional championships. Art was honored six times at State Coach of the Year and eleven times as Section Coach of the Year. He is a founding member of the Minnesota Swimming Coaches Association (where he held positions of VP and President), founding member of the Edina Swim Club, and Chairman of the Minnesota Swimming Hall of Fame. The Minnesota Governor declared April 26, 2006 Art Downey Day to honor his first 50 years of coaching. And, the new high school pool

was named the Art J Downey Pool. His team was on a Wheaties box and a bobblehead has been produced in Art’s likeness. He was honored at a state meet when 150 pairs of black horn-rimmed glasses (his signature glasses) were passed out for coaches, officials and swimmers to wear in his honor. Art has had the privilege to coach three generations from one family. Quite a lot in 62 years, or as Art likes to say “the 12th year of the second 50.”

Beginnings

Art played a lot of sports growing up but didn’t focus entirely on swimming until a friend suggested he join the high school swim team in 10th grade. He was young for his grade, a skinny swimmer who won the 100 and 200 free his senior year at their Conference Meet. He attended the University of Minnesota where he swam for two years before joining the Army. In 1956 Edina High School built a new pool and needed a coach. This was great timing for Art and his college swim coach, Niels Thorpe, told a school board member they should hire Art and he began career as Head boys’ coach at Edina High School. Art added a 4-year stint as a club coach then decided to focus only on high school swimming. He has seen a lot of changes noting there were no goggles, no lane lines or circle swimming when he first started coaching.



Coaching and Life Philosophy

As a novice coach his philosophy was modeled on what he'd learned from his high school and college coaches. Art says he also learned a lot from fellow Minnesota coaches throughout the years. As long as his program was successful, he didn't make significant changes until needed. This consistency is reflected elsewhere in his life as those that know Art will attest

Art always had three goals each high school season: 1) that the athletes and their families have a good high school athletic experience that everyone could enjoy, 2) that the athletes improved as people, and 3) that the athlete fulfilled his potential in all areas; academic, social and swimming. Art said, "when I started coaching, I thought I was coaching swimming but as the years went by, I'd like to think I was not a swimming coach, but I coached high school boys and my vehicle to reach them was through swimming." This statement was corroborated when I spoke with his Assistant Coach of 26 years, Scott Johnson. Scott said, "Art was never all about swim performance, time, or placing. These were secondary to instilling values and character in his athletes. He expected the boys to be gentlemen and give their best performance in all they did."



Because family was important to Art, he chose not to teach summers and instead spend time with daily family activities and trips to the lake. With four children Art was busy; coaching two of his boys in swimming, all three boys in baseball and his daughter in softball. He says, "I really did enjoy coaching all my kids in their sports." Art is a "glass half full person" and admits to viewing life through "rose-colored glasses." When asked to describe the highlight of his coaching career he replied, "it always been the season I'm in."

NISCA Involvement

Art joined NISCA when Bob Erickson, then NISCA secretary and fellow Minnesota swim coach, suggested he join. Art believes the NISCA awards for athletes; All America, Academic All-America and Scholar awards, are "the rocks that we cling to, that stabilize all high school swim programs across the country" and he hopes that every high school coach takes advantage of these awards.

Art has rarely missed a conference since 1979 and says it is "like visiting family - always a good time." Art tells how, as a young coach he read articles in the NISCA Journal by icons such as Dick Hannula, Dave Robertson and Lanny Landtroop. Then when he attended the conferences, he had the opportunity to meet and become friends with these men. The conference was always held at the same time as the Men's NCAA's and Art said, "I always enjoyed watching the fastest swim meet in America outside of the Olympic Trials." Any NISCA member that regularly attends these conferences will tell you - Art goes to every prelim and final event during the meet.

to yourself thereby giving yourself the greatest chance to succeed.

MANAGEMENT: “The art of managing, directing, handling, and controlling yourself.”

I often tell athletes about the importance of managing their lives emotionally, physically, psychologically, organizationally, and so on. I once worked with a player who was demoted to Triple A after starting the season with the big league club. In attempting to understand his recent struggles, it was determined that more than anything on the field, it was that he was completely disorganized in his life outside the field. He would bring these feelings of being overwhelmed to the park every night and could

At Right: The Long Beach Poly boys and girls doing their annual Canned Food Jog (running over to the local food bank). The Jackrabbits are from Long Beach, CA and are coached by Kalani Caldwell and Eddie Kim.



Above left: Katelyn La Joie: Burnet Bulldogs Captain, 4.0 GPA, 2nd in her class, hardest worker her coach, Stephanie Pegues has ever met. All around amazing young woman. Broke 3 school records 200 Free, 50 Free, 200 Free Relay. Is on track to break the 100 Free. District Champion in the 200 Free. Loves swimming and loves her teammates!!!

not perform as a result. As we "cleaned up" his life off the field, his play began to improve on the field. As he became more organized, he became less anxious. He developed a system for organizing his life and it paid dividends on the field. This particular player has been in the big leagues ever since he returned later that year. For those who play sports, it's important to remember that you are people who play baseball, basketball, football, etc...NOT baseball, basketball, or football players. As you learn to keep your life as an athlete in perspective, you will find more success on the field.

Dr. Jeffrey A. Fishbein
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MINDFULNESS: “The skill of paying attention to the moment, on purpose, without judgment.”

Paying attention to the moment you are in is a value to any athlete. Whether you are a baseball player who just struck out or a basketball player who just turned the ball over, your job as an athlete is to stay non-judgmental and present focused. So often, athletes will be critical of their performance and that reaction will impact them for the next play/at bat, shot, etc. So in using this skill, you must remember to disconnect from the mistake as quickly as possible and be mindful of what's ahead. I like the concept of reinforcing the good and observing the bad. I recently had a student athlete who would beat himself up after a missed shot and ignore his successes. I had him reverse his reactions so that after doing something good like hitting a “3,” I would have him acknowledge that with a little fist pump or a “way to go” under his breath. When he missed a shot, I taught him to ignore it as though it didn't even happen. This is being mindful and this keeps an athlete in the here-and-now, a place where optimal successes occur.

UNDERSTANDING: “The mental quality and state of being aware.”

Understanding is defined as the mental quality and state of being aware. The importance of this concept is really understanding of how the mind works so as to increase the power you have over influencing the outcome of your performance. The more you know about how the mind works, the more you will be able to influence your performance. There are two parts of the mind: the conscious mind and the subconscious mind. Conscious awareness is being logical, rational, and analytical. The conscious mind

makes decisions and excuses, it judges and criticizes, and has a short-term memory for good things, but a long term memory for bad things. Subconscious awareness is below consciousness. It is emotional and receives instructions from the conscious mind. The subconscious holds memories from the past. Those memories come in the form of your instincts in your particular sport. The goal here is to bring this information to the surface if given the right set of instructions. The conscious mind will think of what you want to do by what you say, which becomes the instruction to the subconscious. The subconscious then searches for the memory and will ask itself what it needs to do to perform the task you want. It then finds the information and carries out the instruction. An instruction that many athletes use, but one which is destructive to performance is the use of the word “**DON'T**”.

Because the subconscious mind does not understand the word “don't”, it would hear the following given these scenarios discussed with many of my big leaguers: **Pitcher says:** “don't walk this guy”...interpreted as “walk this guy”. **Batter says:** “don't strike out”...interpreted as “strike out”. **Fielder says:** “don't miss the cutoff man”...interpreted as “miss the cutoff man”. So then it finds the memory and the muscle movements in the subconscious of the last time you did that and repeats the performance. So stay away from don'ts and get yourself thinking about the right way to talk

Stay away from “don'ts” and get yourself thinking about the right way to talk to yourself, thereby giving yourself the greatest chance to succeed.

Selected Downey Quotes

Concerning stocking caps in the winter: “A head with nothing on it is a head with nothing in it.”

“Life by yard is hard. Life by inch is a cinch. And if you get enough inches, you can be the ruler.”

“It is easy for a teacher to retire because we practice retirement for three months every summer.”

Retirement

Art feels fortunate to have coached 62 years at the same school his entire career. As a result, whenever he goes somewhere in Edina he is recognized. And Art tells of the time he was boarding a plane to Dallas and the pilot recognized Art as his high school swim coach.

Scott Johnson says Art was very quiet about his retirement and waited until the end of the 2017-18 season to announce it publicly. A humble man, he didn't request a party. However, the swimming community which highly respects Art came up with a

compromise. They will hold a small party after one of the dual meets in January. One wonders if they will don the trademark black horn rim glasses?

The Minnesota swim season started in November and Art plans on being Edina High schools #1 swim fan. He plans to stay involved with the Minnesota Swimming Hall of Fame, continue playing cribbage nightly with his wife Carol, do a little fishing, and stay in touch with friends. Art reluctantly confesses that he never throws anything away so one of his projects will be sorting paperwork (otherwise known as swimming history). Now begins the 1st year of his new 50. When talking with Art this interviewer sensed that Art isn't totally averse to possible individual athlete coaching as time allows and is needed. The 1st year of his new 50 is just unfolding and he'll see what it brings. NISCA members that have never attended NISCA's yearly conference should consider attending. It is your opportunity to meet a swimming legend.



The Clarke County High School swim team of Berryville, VA. The Eagles are coached by Carol Marshall and Jason Poteat.

FEATURE:

THE O.P.T.I.M.U.M. Preparation

From Total Athlete Development

Dr. Jeffrey Fishbein, Psy.D



The following is a chapter excerpt from the new book: Total Athlete Development: 70 Competition Tested Ways to get Mentally Tougher, Physically More Dominant, and Be the Best Leader for Your Team. Excerpt by permission of *Championship Performance Publishers.*

O.P.T.I.M.U.M.™ methodology captures the essence of the mental game through the incorporation of an easy to remember acronym. Each letter in the acronym incorporates a mental skill to be utilized by the athlete.

Each mental skill is reinforced by sound research and theory but can be used in a very applied and practical manner. The O.P.T.I.M.U.M. approach has already been field-tested and has yielded championship results across all sports and all levels.

Dr. Jeffrey Fishbein has utilized this methodology with the Florida Marlins and the Northwestern University Wildcats athletic program.

OPTIMISM: “The practice of explaining events to your benefit.”

Most athletes think that optimism is nothing more than positive thinking. However, Optimism, as defined by Seligman, is defined as the manner in which an individual explains the events that happen to him/her on the playing field. Optimists tend to internalize their successes, saying something such as, “I had a great game tonight because I am a great player and have been working hard on this part of my game.” In addition, Optimists believe that their successes affect not only their play on the court that day, but that it permeates to many aspects of their life outside the game.

Finally, Optimists believe that their successful performances will continue indefinitely. A good example of the last issue came when Luis Castillo, a former Florida Marlin, set a record for a Latino player for a 35 game consecutive hitting streak in 2002. He was often heard as stating that every game was an opportunity to get a hit and additionally he thought that the streak would never end. This is how an Optimistic athlete should think.

Optimists tend to internalize their successes...believe that their success affect many aspects of their life outside the game...believe that their successful performances will continue indefinitely.

PREPARATION: “The commitment to being prepared for any situation.”

Preparation is related to preparing your mind and body for elite performances. The Northwestern student athletes are often taught how quality practice wires the mind and the muscles so that when they have to perform during crunch time, they don’t have to think about how to, they just let their instincts, wired through quality preparation, take over.

TOUGHNESS: “The ability to consistently perform at a high level despite the circumstances.”

In my experience in working with some of the best pitchers in major league baseball, I have seen the best ones able to manage their emotions and stay resilient despite the circumstances occurring around them. In teaching them how to control their emotions, I often use the expression, “every pitch is a new game.” What I try to have them think about is to look at each pitch (shot, play, point depending on the sport) as a brand new entity, having them repeat the mantra, “what was and what will be will take away from what is.”

What was and what will be will take away from what is.

IMAGINATION: “The language that the mind uses to communicate with the body.”

Imagination is simply about using the power of your mind to influence the body prior to your performance. Imagery or Visualization prepares the body to perform the skill you want to perform because as you visualize you are actually creating a pathway in your brain. This pathway increases

your level of confidence because your brain already believes you have succeeded at the task you just visualized. Remember that Visualization incorporates all of your senses prior to a performance, either before, during, or after competition.

I teach many of the golfers with whom I work to incorporate visualization as part of their pre- and post-shot routines. For example, one of my collegiate golfers recently was 97 yards away from the hole. When I teach golfers to visualize their shot from within 100 yards, I have them see, feel, and see the shot from start to finish, ending with the ball rolling into the cup. My client did exactly this, and made an eagle. This will not of course happen every time, but you will increase your chances at hitting a great shot. This technique can obviously be applied across sports.

