

The
NISCA Journal
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2015-16

Grove City



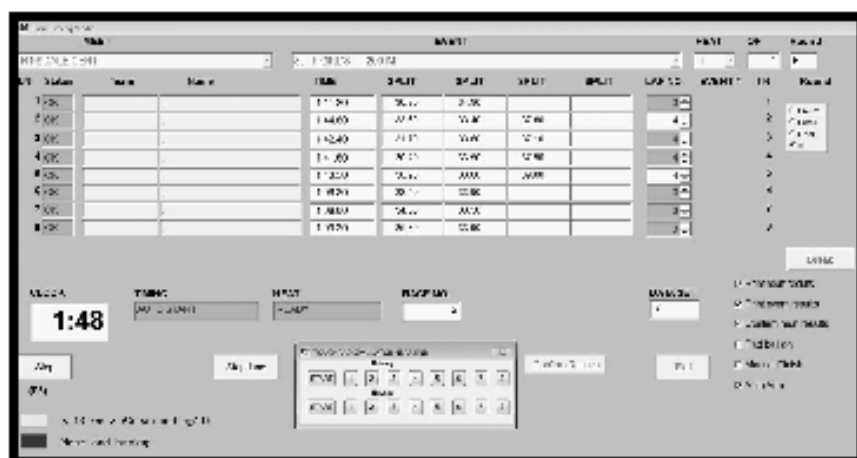
2015-16 Power Point Class 1 Champs!

The Official Publication Of The National Interscholastic Swimming Coaches Association of America, Inc.
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Cover Photo:

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The swimmers of the Grove City boys team emerged as champions of the Power Point Class 1- Boys Public school under 900. The Eagles are coached by Karen Wendelschaefer. They topped the list with 4956 points, over 300 points more than the second place team.

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Hello Everyone,

It's hard to believe that the fall season is coming to a close and the winter season is about to begin. How time flies. For those of you winding down your season, make plans to submit your All America applications while it's fresh in your mind. Make a note to complete the Scholar Team application and the Academic All America applications after the end of the first semester. This will save you from paying late fees.

For those of you who are gearing up for the new winter season, here's hoping that the season will be one of your best ever. Make it a goal to try something new: a training set, a philosophy such as USRPT, a dryland set. Personally, I tried a modified version of USRPT last year for the first time with my teams and it invigorated me. I needed a change after 37 years of coaching. As I approach my 38th year, it's exciting to see what the seasons will bring. I wish you the same excitement for your winter season.

I urge you to get involved in your professional coaching organization. Whether it be at the state or national level, your participation and leadership is

highly valued. If you have aspirations to become more involved in NISCA, please email me, text me, or call me to let me know. We are always looking for new ideas and new "faces" to help shape and grow our organization. Don't doubt the value of your input. Each of you has something to offer. Speak up. A short survey will be emailed in the next week or so. Please take time to respond. We want to hear from each of you.

Plan now to attend our annual conference in Indianapolis March 22-25. Dana Abbott, our outreach coordinator, is planning an outstanding clinic to be held on Saturday, March 25. You won't want to miss it. More details will be forthcoming about that in the near future. Check the website weekly for updates.

Remember, as the busy time of holidays approaches, take time for yourself. Read a new book (several were mentioned in the last journal), research something new for your season, make time for family and friends, but most of all, do what makes you happy.

Have a great remainder of 2016.

Arvel

*Don't doubt the value of your input.
Each of you has something to offer.
Speak up.*

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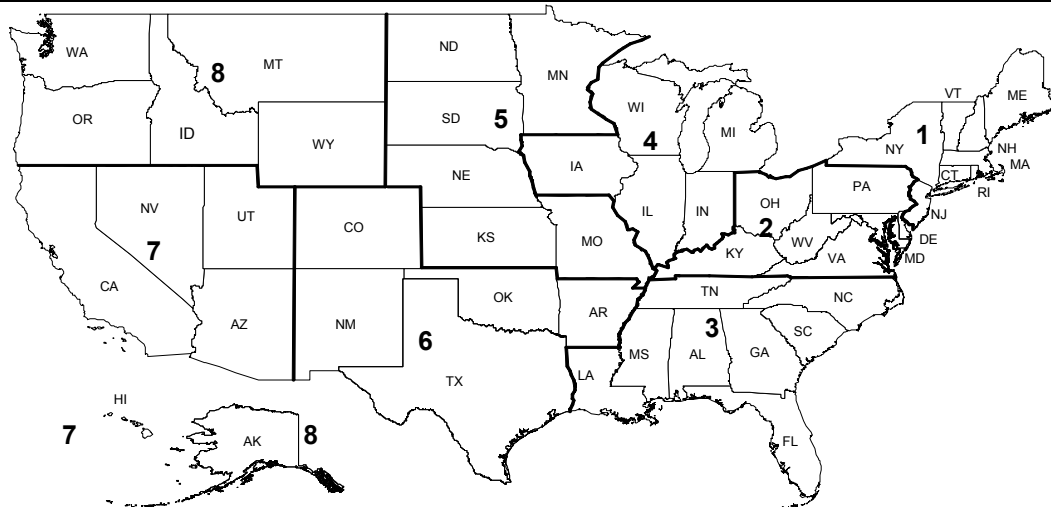
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NISCA National Dual Meet Team Ranking Program



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

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

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

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

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

Entry deadline: May 31, 2017

Questions?

**Contact Claude Valle, NISCA Power Point Chair
P.O. Box 207, Weston MA 02493
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From the Editor:

The November/December issue finds us simultaneously wrapping up one year and looking forward to the next. We'll be reflecting back on the past year, and in the case of Howie Schein's article on "The Old Days" back much further. Do you help your swimmers learn about the history of your program and of swimming in general? If not, you may find inspiration in his stories to begin. Shouldn't your swimmers know that butterfly developed out of breaststroke?

We look at our historical attraction to the water in Dave Barney's book review on "Swim: Why We Love the Water". You'll find even more to share with your athletes.

Looking forward into the next year, and for many of us the upcoming season, we offer you informative articles on strength training and the currently popular practice of race pace training. Our section on Water Polo returns (thank you Aaron Brown!) with some ideas about pre-game rituals and what to do if you



don't have easy access to a pool. Feel free to respond to these pieces- we want to know what you think.

Joel Shinofield from the CSCAA offers another glimpse into the future of collegiate open water swimming. Do you have swimmers who might find their niche in an open water venue? This letter describes what is being developed for them.

In NISCA business we introduce you to Marney Shirley (Academic AA) and Bill Stetson (Professional Awards). They are here to help you! Also please note that we are changing the way we distribute the AA lists. If you'd like a copy you will need to place an order by August 31st and issues will be delivered at the end of September. An order form is in this issue and will be included in all issues between now and August. If you want your swimmers to be included, please remember to complete your applications by their respective due dates.

I hope you all have a happy holiday season, with the best winter training ever. We will be back with more news, entertainment and education in the January/February 2017 issue.

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



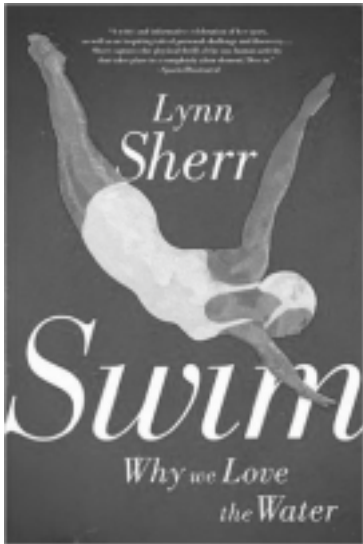
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From the Bookshelf: Swim: Why We Love the Water



Swim: Why We Love the Water, Lynn Sherr.
Perseus Books,
Philadelphia, Pa. 2012.
212 pp. \$26 US,
Hardcover. ISBN 978-1-61039-046-0

Reviewed by Dave
Barney, Albuquerque
Academy, NM

Where to begin? Perhaps with design would be best, as well as with Lynn Sherr's ankle-deep contemplations of swimming from Europe to Asia. It is that swim that energizes her book about what she calls "a celebration of swimming." What follows is a celebration all right but also a pot-pourri of information about water and the forces of nature and circumstance attendant to it. So far as the swim itself is concerned, it is the treacherous Hellespont that commands her attention, a wash of two-way water that separates one continent from another, as well as the Black Sea from the blue Aegean. From a geo-historical point of view, she stands at the center of what was once perceived to be the only known world in the universe.

Chapter 1 is entitled "Diving In." Appropriately, her final chapter is entitled simply "Swim." Between the two, Miss Sherr keeps the reader engaged in her Europe to Asia swim by opening each chapter with an italicized reflection of her progress across the Hellespont. Her attendant text devotes itself to her love affair with water by contemplating moments of

myth, memoir, movies and maps, art, history, science and bits of biography, all wedded in one way or another to water and, as her sub-title suggests, "why we love it so."

Regarding that ankle-deep reference, I made a moment ago and diving in: before she takes a single stroke, history and myth envelope us, compliments of Sherr's mind-set. We learn that these are the waters that Jason and the Argonauts sailed in search of the Golden Fleece, waters that Leander swam across each night, led by lantern light and love and lust for Hero, then later drowned; and in her grief, so did she. So, while Shakespeare may have had his Romeo and Juliet centuries later, swimming lay claim to the most famous water myth in western lore. Across the Hellespont to the east, Asia and the ruins of Troy beckon and so, too, do Sherr's thoughts of Hector and Achilles fighting to the death in a war that the blind poet Homer wrote about more than 3500 years ago. That account is called the *The Iliad*, one of history's and literature's most famous war stories. Conversely, in the rear view mirror of Sherr's thoughts as well as a mere stone's throw away from her stance in the Hellespont are memorials to men, monuments to Aussies and Turks alike who died a century ago at Gallipoli in WWI, men who bathed and bled and perished in the shallows of the very sea she stands in.

While Shakespeare may have had his Romeo and Juliet centuries later, swimming lay claim to the most famous water myth in western lore

So, why do I bother to tell you all this, this strange, eclectic beginning for a book review. Because, in many ways, it is a microcosm of what follows in Sherr's book. It sets the stage, if you will, for her numerous detours, side-trips, and excursions that amuse us, tantalize us, inform and confirm us. You cannot turn a single page without encountering a sketch, a drawing, a map, a reminder, a cartoon, a hieroglyphic, a photograph, a poem, or a sidebar of sorts full of tidbits about swimming. Did you ever want to know the skinny on skinny dipping? whether giraffes can swim or not and why and why-not? how wind-surfing originated and with whom? how the strokes evolved and why breaststroke is the "yin and yang, the rum and coke" of swimming, and butterfly and backstroke are not?

Did you ever want to know the skinny on skinny dipping? whether giraffes can swim or not and why and why-not?

As for the practical minded, most of us have learned over time, that circumstances in life often boil down to either . . . well, simply swimming or sinking, metaphorically or otherwise. Even beyond her water-safety oriented chapter entitled "Sink or Swim," Sherr singles out us coaches and reminds us that beyond all the gifts that we bestow on swimmers is the gift of life or the ability to save our lives as well as others. In doing so, she celebrates the energy of those organizations and individuals who have dedicated themselves to teaching non-swimmers to swim, thereby saving them from disasters like the 1904 fire-consumed wreck of the excursion steamboat *General Slocum* on the city of New York's

East River, for instance, a disaster resulting in the death of more than a thousand women and children who, given the choice of either being burned to death or drowning, chose the latter and perished because they could not swim.

And then there's the matter of sex and swimming. The exhaustive affair of Leander and Hero aside, Sherr has plenty to say about this topic. Some of it has to do with swimming attire and especially women's swim suits, which gradually over time have subscribed to the idea of "less coverage and more cleavage," highlighted, of course, by the innovation of what came to be called the Bikini swim suit, named, perhaps, as some have suggested, for the echoic, explosive effect it had on the planet following the American nuclear tests on the Pacific atoll of Bikini itself. Sheer is certainly not above sharing bits and pieces of humor about the startling reaction to the Bikini, citing the "inimitable Diana Vreeland, then at Harper's Bazaar, [who] dubbed the Bikini the "Swoonsuit", while calling it "the most important thing since the atom bomb." She later quipped that "it revealed everything about a girl except her mother's maiden name." Commensurately, it did not take long for the popular ballad "Itsy Bitsy Teeny Weeny Yellow Polka Dot Bikini" to top the pop charts.



Regarding Sherr's sources: although not encyclopedic, her bibliography, especially her American references, as well as her use of oral histories, indicate the depth to which she has explored available resources, ranging in time from the writings of one of our new nation's more famous colonial swimmers, Benjamin Franklin, to our most current celebrity, Michael Phelps, whom, she tells us, entered the water at age two and finds himself still there as he heads toward the 2016 Games in Brazil and what would be a mind-boggling 5th Olympic appearance.

Finally, if you have difficulty following the mish and mash of Sherr's book, simply conjure up a smorgasbord, a buffet array of delectable delights

related to swimming and its attendant aquatic world of wonders. An appetizer here, a lingering taste there, all in all a savoring of sorts of why we are attracted to water. Oh, and before I forget it, Lynn Sherr put the Hellespont behind her in 1:24.26, beating the British poet Lord Byron's time swum more than two hundred years ago by just a few minutes. A final consideration, albeit a tongue-in-cheek one: Lynn Sherr is a Pisces and that astrological sign by itself ought to give her some sort of creditability in any swim, but in this case, I would guess that her time, although surpassing Byron's, probably fell far short of Leander's best showing, considering the prospective circumstances standing on the opposite shore.

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Get to Know the Letterhead

Marney Shirley, Jamestown High School, retired

Academic All America Chair



I am a 1966 graduate of Jamestown High School and a 1970 graduate of Jamestown College (now University of Jamestown)

both in Jamestown, North Dakota. I started my employment for Jamestown Public Schools as a Junior High School (now Middle School) Physical Education instructor and Girls Swimming coach in 1970. I was the third swimming coach at JHS continued in these positions for 41 years retiring in the spring of 2011.

During the 41 years I was at the helm the team had winning records every season but one. Academically the Blue Jays were always a Team Scholar with the NDHSAA. From 2001 they have been a Scholar Team under the NISCA program. Jamestown had 42 Academic All Americans and 1 All American Relay team during my tenure.

I became involved in NISCA in 1983 when I became the State Delegate. From 1989 – 1992 I was the Zone 5 Director. In 1992 I became the All America Chair and Academic All America (AAA) Chair. I continued as the All America chair until 2007 and I am still the AAA chair. In 2000-2001 the Scholar Team program was started. I presented the concept

to NISCA, did the research and wrote the guidelines for the award.

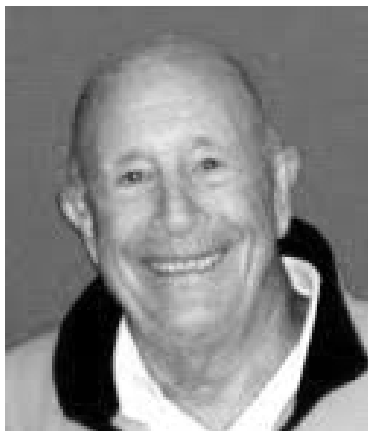
The All America program is NISCA's most visible program. The Academic strand has recognized thousands of student athletes for their academic successes while participating in high school aquatics. The magic of the Academic program that all graduating seniors with the qualifying GPA of 3.750 or higher can be recognized as an All American by completing a simple application. This is true for teams that have an accumulative average GPA of 3.200 or higher. No number limits as in swimming, diving and water polo. You must meet the criteria and complete the application process.

I encourage coaches to guide your athletes through the process so they are recognized for this award. Information is available on the NISCA website at www.niscaonline.org under the Awards Program.

Today in my "retired world" I attend swimming and diving events when possible. I continue to do the All State team and Academic All State awards in North Dakota. I have a small craft business and enjoy the adrenaline rush from creating rather than coaching. I have six grandchildren and enjoy every minute I can be with them and my two children. They are now the student, athlete, parent and I am grandma, mom and cheerleader. There is nothing better!

The magic of the Academic program that all graduating seniors with the qualifying GPA of 3.750 or higher can be recognized as an All American by completing a simple application

Bill Stetson, Glenbrook South High School, retired



*Professional Awards
Chairman*

Bill was a teacher at Glenbrook South High School, Glenview, IL for 26 years. He swam for

New Trier High School, 4 years, and was Captain his senior year and All-American. He went on to swim for Northwestern University four year and was a captain his senior year. Bill has 36 years coaching. He has served as NISCA President Elect two years and was NISCA President two years. He was a NISCA Zone Director for 10 years; NISCA Professional Award Chairman for 31 years; and has been instrumental in developing the new NISCA Awards and Awards Banquet Program. He has served as the NISCA Representative to the

Swimming Hall of Fame Selection Committee for 10 years. Bill has received the 1977 NISCA Outstanding Service Award, the 1983 NISCA Hall of Fame Award, and 1987 Collegiate-Scholastic Swimming Trophy, and the NISCA 25 Year Award and the NISCA Completion of Service award in 1988. In his home state he has served the Illinois High School Athletic Advisory Board several years; served on the Illinois Swimming Coaches Advisory Board Several years and was the ISA Awards Chair for several years. He is the recipient of the Illinois Swimming Coaches Hall of Fame award; recipient of IAHPER Excellence in Teaching Award. Bill also founded and started all phases of the Glenbrook South High School Aquatics Program, then carried it on for 26 years including the Learn to Swim Program which gave over 450,000 swim lessons. He coached the Glenview Park District Swim Team for 26 years; was the head coach of the Northshore District Prairie State Games Team. He had a very successful coaching career with many league champions and several NISCA All-Americans.



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FEATURE:

DRYLAND TRAINING: 3 IMPORTANT REASONS SWIMMERS SHOULD STRENGTH TRAIN

Christye Estes: Volt Athletic



Not all training for swimming is done in the water. In fact, “dryland” training—strength and conditioning done outside the

pool, in a gym or weight room—is a critical component to a swimmer’s success. But the importance of a well-designed dryland training program can sometimes be overlooked by coaches and athletes, in favor of more reps in the pool. So why is a dryland program important for swimmers, and what does a good one look like?

The two biggest benefits of implementing a strength and conditioning program for swimmers are improved performance in the pool and injury prevention. While technique and specific skills (like starts and turns) can be honed in swim practice, the strength, power, and endurance necessary to put those skills to the test in competition can only be developed through strength training. A well-rounded dryland program, designed by a certified strength and conditioning specialist, will focus on developing three important traits: full-body strength and power, core stability and control, and targeted shoulder strength to help prevent overuse injuries.

#1. STRENGTH AND POWER

All swimmers know that a powerful start off the blocks can be the difference between first place and last. This is especially true for sprinters (50-100m/yd.), considering that up to 30m of a 50m race can be completed without the swimmer taking a single stroke. But even middle-distance (100-500m/yd.) and distance (no shorter than 200m/yd.) swimmers need high levels of strength and power, too, because the longer the race, the more turns the swimmer must execute. Repeated efforts to push forcefully off the wall with the legs require repeated efforts of strength and power, and the best way to develop strength and power is in the weight room.

Developing strength will not only help swimmers perfect their technique in specific skills like starts and turns, but also allow them to maintain good positions in the water for longer before fatiguing. That being said, a sprinter might train more frequently to build maximal strength (by lifting 90-100% of their 1RM for 1-2 reps), while a distance swimmer would use strength endurance protocols (up to 65% 1RM for 15+ reps) strategically leading up to the start of the competitive season. Both types of strength are important—a good dryland training program will determine the proper proportion of each, in relation to the length of your training calendar and the primary distance the swimmer races.



In terms of power, there is huge transfer from the weight room to in-pool performance—especially on starts and turns, as the swimmer pushes powerfully off the blocks or the wall. And while you might not think of Olympic weightlifting movements (the clean and jerk and the snatch) when you think of swim training, these full-body exercises require the athlete to exert high levels of force into the ground in order to explosive move the weight—much like a swimmer exerts high levels of force into the blocks during a start, or the wall during a turn. The same muscle fibers recruited in the weight room for these movements are the same muscle fibers recruited in the pool, creating a direct transfer from weight room work to swim performance. In addition to a well-rounded program of squats, presses, deadlifts, and rows, Olympic lifts and their variants help swimmers develop the strength and power they need to excel in technique-driven skills.

#2. CORE STRENGTH AND STABILITY

The core—all the muscles that encircle the trunk and support the spine, not just the abs—has a huge impact on a swimmer's technique and performance. Unlike most sports, swimming does not require the athlete to exert force against a solid object (like the ground). With the exception of the starting blocks and the wall during turns, a swimmer's only use of force is against the resistance of the water itself, in

all planes of movement. As a result, a swimmer must have a strong, stable core in order to excel in the water—specifically rotational core strength and torso stability, depending on which stroke a swimmer specializes in.

There are two types of swim stroke: symmetrical (breaststroke and butterfly) and asymmetrical (front crawl and backstroke). In the symmetrical strokes, the limbs act simultaneously to propel the body through the water. Any unnecessary movement can add superfluous drag—and costly seconds—to a swimmer's time, which means their core musculature must be stable enough to resist and minimize extraneous movement. And because the core provides the connection for power transfer from the limbs to the water, stability is essential for fast, efficient strokes. A properly designed dryland program will include plenty of stability exercises like farmer carries, plank variations, band or cable Pallof presses and anti-rotation holds, “dead bug” and “bird-dog” reaches, and other movements that train the core to maintain a streamlined position during limb movement.





In the asymmetrical strokes, the limbs perform alternating motions on each side, creating a moment of “cross-connection” as one hand catches the water and the opposite foot kicks into the catch. During the catch, the body is rotated away from the hand that is entering the water—but as the cross-connection occurs mid-stroke, the body must turn the body toward the pulling hand, preparing the opposite hand to enter the water. The core must be able to strongly and efficiently rotate the torso both ways in order for the swimmer to maximize power production (and therefore distance) in the water. Rotational medicine ball throws from different positions, weighted chops and lifts, and barbell corner rotations, will help swimmers improve their rotational core strength and

ability to execute this cross-connection—leading to faster times.

#3. MITIGATING SHOULDER INJURY

Swimmers, unlike athletes in other sports, do not have to worry about contact injuries, like football or rugby athletes do. And because swimmers don’t have to exert force against the ground during practice and competition, lower-body injuries like pulled hamstrings or sprained ankles are very unlikely. Instead, a swimmer’s greatest risk of injury is due to overuse, particularly to the shoulders and lower back. Core strengthening helps protect the back from high-volume swim practices, but special attention must be paid to the shoulders in order to mitigate the many thousands of strokes a swimmer takes in the pool every day.

Strengthening the muscles of the rotator cuff allow the scapula to help transfer power from the shoulders through the arms and into the water. Likewise, improving the mobility of the thoracic spine will allow the scapulae to move properly through their many planes of movement. By simultaneously developing strength and mobility, swimmers can improve stroke technique as well as protect against overuse.

By simultaneously developing strength and mobility, swimmers can improve stroke technique as well as protect against overuse.

NISCA Swimming All America

Rules:

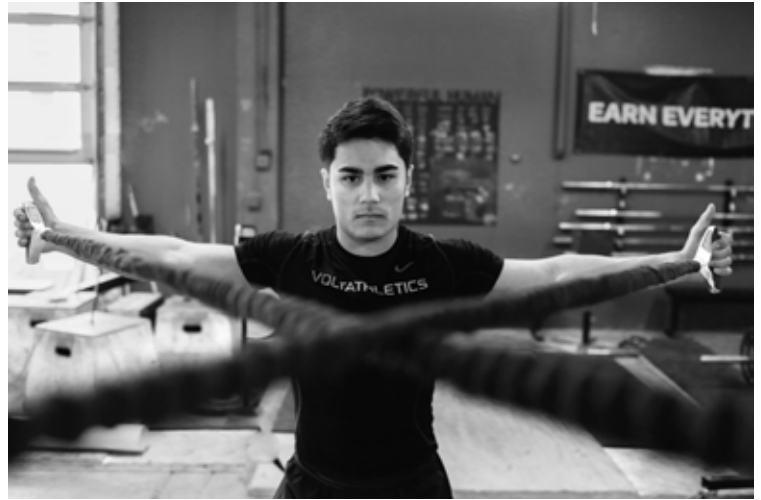
1. Applications must be submitted on-line at <http://www.niscaonline.org>.
2. All parts of the application must be completed. Failure to complete any section will delay the processing of your application.
3. For an individual event, the full home address and home telephone number of the swimmer must 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
 - **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.

Multi-joint upper-body movements like presses and rows should be incorporated to improve overall shoulder strength within the context of big movements—as opposed to only performing exercises that isolate a muscle group. A good dryland program should also include targeted rotator cuff movements that mimic the many movements of the shoulder blades: scapular push-ups (retraction/protraction), scapular pull-ups or overhead punches (elevation/depression), prone flies (rotation), and I/Y/T lifts with a plate or band (upward/downward tilt). Strategic foam rolling exercises can help improve the mobility of the thoracic spine, which will make shoulder strengthening that much more effective.

There is, however, a risk of performing TOO many shoulder strengthening exercises (in addition to the high volume of shoulder work during swim practice), and TOO much mobility work (many swimmers tend to be hypermobile in the shoulders). This is why it's important for a certified strength and conditioning specialist to design a dryland program that takes volume into account, strategically assigning and varying movements without overtraining or over-mobilizing the shoulders. A dryland program should not overload the shoulders on any given training day—as opposed to a more traditional model that designates one or two muscles groups per training day (like a “leg day”)—and will frequently retest an athlete's strength to ensure the most precise loading prescriptions for a given exercise. Coaches may also want to consult the athletic trainer or physical therapist on staff about individual athletes, especially when working with an injury.



THE TAKEAWAY

While some athletes and even coaches may think that the best (and only) way to get better at swimming is to log more laps in the pool, this is only a half-truth. Specific techniques and skills—like mastering a certain stroke or the push off the starting blocks—can only be honed through consistent practice (and good coaching!). But the raw materials that lay the foundation for the mastery of these skills are best developed in the weight room. Training on a dryland strength training program is the best way for swimmers to swim faster and more powerfully, with better control and fewer injuries.

Christye Estes, CSCS, is a Sport Performance Specialist at Volt Athletics, a Seattle-based sport technology company that brings professional-level sport performance training to athletes and teams worldwide. Volt's technology leverages decades of strength and conditioning research and science to build hyper-personalized training plans, delivered through an intelligent training app. When she's not writing training programs and articles, you can find Christye running one of Seattle's many beautiful trails, chasing PRs in the weight room, or jumping up and down during Seahawks games.

For more information about Volt's training programs, please visit www.voltathletics.com.

HIGH SCHOOL SPECIFIC:

RYAN WOODRUFF ON USING RACE PACE TO ENGAGE SWIMMERS AND CREATE A CLIMATE FOR HONEST CONVERSATIONS ON THE POOL DECK

Interview by Mac Guy



Woodruff became the Head Coach of the Lynchburg YMCA in August of 2015. With 15 years of coaching experience at a variety of club and collegiate positions, Woodruff is a veteran coach known for

his challenging yet interesting approach to training.

Prior to coming to Lynchburg, Woodruff was the Head Coach of the Parkland Aquatic Club in Allentown, PA. There, he mentored many Olympic Trials, National, and Jr National qualifiers and guided dozens of swimmers who went on to swim collegiately. In 2014, he was named to the USA Swimming National Junior Team coaches' list for coaching one swimmer to a Jr National title in the 1500 free.

Woodruff also maintains the blog www.swimmingwizard.blogspot.com, "a vehicle for the sharing of ideas among swimming coaches so that we can all get better at doing the job we love." I caught up with Woodruff to discuss his integration of race pace work, and his implementation of "Pace Cards" within his program.

MG: What caused you to identify race pace work as a cornerstone of your program?

RW: I went to college at the university of Florida and studied under Greg Troy while I was there. I didn't swim there, but I went there with the mindset that I wanted to be a coach and that it would be a great place for me to learn how to do that. ... I learned there that everyone swims a lot, even sprinters swim a lot. So I started my coaching career while I was there working with the age group team there in Gainesville, with a similar philosophy to what I was seeing every day. And I had some good success and that style worked well.

I had a couple different coaching stops between [Florida and Lynchburg]. Before here I was at the Parkland Aquatic club in Allentown, PA, and when I moved there, the pool situation was a little bit different: we had pool time in the afternoons, but no pool time in the mornings on weekdays, so we basically couldn't do doubles at any time. So I wondered to myself, how am I going to make this work? So, I stepped back from being what I would call a hard core aerobic approach to saying, well, if we can't train as much, why don't we train a little faster? And from there, I went to how are we best going to do that.

Well, let's just figure out what our race paces are for pretty much every event and let's try to see how much we can swim at or around that pace. ... We still did plenty of aerobic training and had good success with our distance swimmers; we tried to make the fewer practices work by making the practices that we were doing at a higher quality. And that seemed to work. And, coming [to Lynchburg], where we had the opportunity to do multiple morning practices a week, and I liked so much what we were doing in Allentown, that I said let's stick with something like that. So we only have one day of double practices per week, and that's where we use what I'd describe as race pace training and it seems to work so far. I like it. The kids seem to be engaged. And I think sometimes that I, as a young coach just getting started, I didn't have an appreciation for how important it was for the athletes to be really engaged in what they were doing and not just you know, let's get 'em to swim back and forth as much as we can. So it all kind of evolved over my coaching career by necessity, and some I found that I like, and it works, and this, swimmers seem to like it as well.

MG: Since you've been integrating race pace into their training, how have you seen your athletes' focus at practice change?

RW: Well one of the places I was after Gainesville was Chapel Hill I was an assistant coach with the University team, and head coach of the club team there at the same time, and, not far out of college, [with five] years of coaching under my belt, I thought I had a great grasp of what I was doing. I knew what it was all about and had things figured out. But at the time I felt like...the kids worked really hard and did everything I asked them to do, and I felt like at the

end of the season, we never really had the result that they deserved, that they had worked hard for.

[After a short break from coaching after that], I kind of asked myself, I'm at Allentown and I have a little bit of a different pool situation, and I felt like at UNC we weren't getting the benefit for the work, and we were wearing kids out. Kids were getting really tired. I mean, I had kids that would fall asleep in their car when they got to morning practice, or they would fall asleep while they were driving to morning practice. I felt like we were probably not doing the best thing for them...The volume of sleep is something I didn't appreciate ten years ago. And now, I feel like it's such a critical component of the whole training equation for kids, and if you're not letting them get that, then you are not going to get the benefit for the work they are putting in.

Now we tell the kids that we're not going to do two mornings a week like you were doing before, and we would improve our dryland, and we are going to do more race pace swimming. You know, every swimmer wants to hear, hey, you can do fewer practices and go faster, and I think so far that approach has shown that it is working...They are more motivated at practice, and that they're more energetic when they get to practice because there are fewer of them, and for me myself--I'm married and have three kids--it's easier for me to have one less practice a week. So if we can do all those things and help people out, and swim better while doing that, then it's a win-win for everybody.

MG: How do you use the paces goal times and lifetime best times differently over the course of a season?

RW: We've changed that a little bit. I put both of them on [their pace cards], and at the beginning of the season, I was just telling them, let's go off best time pace. And as the season went on, I tried to emphasize a little more hitting your goal pace...Let's say that we are doing one of our typical race pace sets: 6x50 @ 1:00 at 200 race pace. And, what I found that what my kids would say, "Well, my best time pace is 30.0, and my goal time pace is 29.0." And when they'd go 29.9 on the first one, they'd say, "Well, that's good enough." They kind of lowballed themselves at their best time pace, and didn't really reach for their goal pace.

With swimmers like that, you need to emphasize with them that, if, at the end of the season they go a best time, say, they drop half a second in their 200 free, that's not a swim to be proud of, it's a positive, but you'd like it to be bigger than that. So this season, one thing I thought about doing is not even putting their best times on there, just put their goal times on there, and I talked that over with the swimmers, and about half of them were for it, and half of them were nervous that their goal might be to drop seven seconds in the 200 free, and now your goal pace you're not going to be able to make at the beginning of the season. So, I decided to not black that out, and to keep both on there, and we've been firm with the approach of, let's talk about hitting the goal pace as often as you can, and if you are having an off day and we have to settle for best time pace, it's still good.

MG: Has this changed the way your kids set goals?

RW: One of the positives of training race pace in practice is it's the kind of practice that makes them

7.23.2016

Race Pace Saturday

Ryan Woodruff
Head Coach
Lynchburg YMCA

Standard Warmup

Pre-Set 4 x 100 choice @ :20 rest. Fast turns and 4+ dolphin kicks

Main Set (go to a hand touch on everything and keep an eye on the clock):

4 x 75 at P200+6 seconds @ 1:20
200 ez @ 3:00
3 x 75 at P200+4 seconds @ 1:20
200 ez
2 x 75 at P200+2 seconds @ 1:20
200 ez
1 x 75 at P200 @ 1:20

300 kick/scull/swim by 25

4 x 50 at P200+2 seconds @ 1:00
150 ez @ 2:20
3 x 50 at P200+1 seconds @ 1:00
150 ez @ 2:20
2 x 50 at P200 @ 1:00
150 ez @ 2:20
1 x 50 at P200-1 @ 1:00

300 kick/scull/swim by 25

1 x 25 at P100 @ :40
100 ez @ 1:40
2 x 25 at P100 @ :40
100 ez @ 1:40
3 x 25 at P100 @ :40
100 ez @ 1:40
4 x 25 at P100 @ :40

500 ez warm down, your choice of equipment

Recommend this on Google

believe that they can do better things in the meet. If they have a great set of 6x50 @ 1:00, then they start believing that, "hey, maybe I can go that time." I think it helps. Anytime, in my opinion, you can time what you are doing and connect it directly to your race results, it results in increased motivation and increased engagement from the swimmers. And that's part of what the pace cards allow us to do...if we do everything on the same pace, I can just say, "all right, 100 pace for four 25s," and everybody looks at their card and in 10 seconds we're ready to go. I think that that gives them confidence, and if I use different sets over the course of the season that they get used to, then they can say to themselves, ok, last time I averaged 14.5 on these 25s and this time I averaged 14.2, and in January I averaged 13.9, I think that only helps their confidence and their

belief in themselves. That's the point of racing that makes kids go for it or not go for it. And of course, we want them to go for it.

MG: Does it change the conversation pre-race or post-race when you guys are at competitions?

RW: Well, I think it forces the conversation to be honest. ...Let's say you have an athlete whose best time pace is 30.0, and their goal time pace is 29.0, and they do that for two sets where they are holding 28.6 on all of them, and they get in the race and their first 50 is 27.0 and their next 50 is 29.8, then they come over and you can say, "look, I know that's not what you are capable of right there." So, they have a better sense of what they are capable of, and I'm also realizing what they might be able to push themselves to because of that. ...I ask them to bring their pace cards to meets so when we do pace stuff before races, or we are talking about splits later on, they know where they should be approximately.

They have a better sense of what they are capable of, and I'm also realizing what they might be able to push themselves to because of that.

I think it can make a competition more honest, and they have to face the reality of what they are capable of doing or what they are not capable of doing yet, and we can kind of plan out that in September and October, the plan is to do this, and then in November/December, let's try to do this time. I think for them it kind of just helps them shape what their expectations should be or could be going forward.

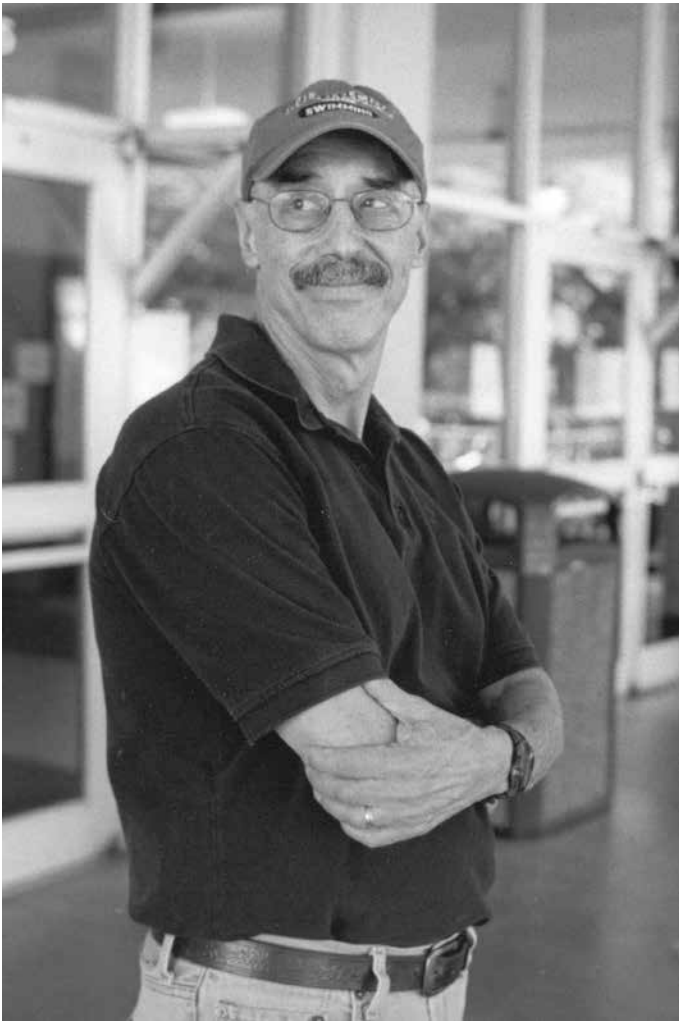
MG: How do you counsel kids that don't hit their pace?

RW: I think sometimes if you know what your race pace is, and you know what you are shooting for, and you know it, and I know it, and they have a day where they don't make it at all, it can be pretty disheartening, and that happens from time to time. Some athletes more than others, but I think even when that happens, even on that day, at least they can be honest with themselves and say I didn't make it today, but I can do better next time.

I think there are kids that are better "trainers" than they are "racers," and there are kids that are better "racers" than they are "trainers." The kids that are great trainers are really the ones that eat up the pace cards. Then occasionally, you have kids that for whatever reason--and in my opinion, it's mostly psychological--that they are not able to get themselves to that point in practice. One of the things I try to tell my kids is, "look: we may be doing these sets at race pace, but it doesn't mean I can guarantee that if you can go x on this set that you can do y at the meet. You are still going to have to step up at the meet and make it happen. And, some people step up better than others. We're never going to have a set where we can say, hey, you just went a time, and now I know you can do this [time at a meet]. That's just not how it works. I wish it were that clean because then it would be simple. But, they still have to show up and do the race, whether you've great at training or fast in training, or had the best season of your life in practice, when the beep goes off at the beginning of the race, some will do it, and some won't.

TECHNIQUE AND TRAINING: TRAINING IN THE “GOOD OLD DAYS”

Howie Schein



In the 1978 summer My first masters meet was around 2001. The Central Illinois Masters club hosts a yearly meet in March in Bloomington, Illinois. (That's where Nadine Day, USMS president, prodded me to swim my first ever 400 IM race.) I walked on deck and sat on the bleachers. Soon after, three other old guys joined me. Pete Anderson swam at Indiana under Doc Councilman. He told me that he met my swim-coach-uncle when Pete's mom and my aunt shared a hospital room. My uncle invited Pete, then a high performing high school swimmer at Evanston HS, to take a lesson or so. Pete told me that my uncle radically transformed

Pete's breast stroke....kick and THEN stroke. Then Plamen Alexandrov, a Bulgarian Olympian in the 1980 Olympics, joined us. Dave Malborough was the next oldster to join us. Dave and I established that we both swam at Grinnell College...he in the '30s and I in the '60s. Then came the stories.

When you see laughter coming from a cadre of the 70+ Masters swimmers, jawing about the old days, you may overhear some of these memories, but, unfortunately, usually, old *guys* are sharing these stories. Pre-Title IX, women were sparsely represented at the club level, and high school/college swimming was men-only.

And, keep in mind that the old guys and gals are laughing at stories. 50ish years away from these stories, who knows how close we are to actuality. So what, we say. That's part of our laughter of camaraderie that keeps us coming back to the joy of competition.

Swim suits:

Guys practiced (and sometimes competed) naked; girls in PE class wore woolen “tank suits.”

(Tom remembers the Ohio State Cheerleaders “mistakenly” coming on deck during naked practice.)

Amongst many others, my cousin, Bill Newman, remembers competing in swim suits made of wool with brass-buckled belts. The generation before Bill had an additional woolen tank top.

Adolph Kiefer remembers winning Olympic Gold in 1936 wearing a silk swimsuit. After WWII, he posited that the material of nylon stockings would be a good material for swimsuits. He found a distributor of nylon cloth, and, as the cloth was white, he found a way to dye it black. He then found a cutter/stitcher couple who worked after their day jobs, to make nylon suits. Adolph sold them from a Chicago based shop, and the world of swim attire was changed.



Nylon racing suits looked like today's drag suits: Baggy and double layered. AND, modesty restrictions: Cannot show your buns. Of course the suits were so baggy that, without tying them tightly, they'd easily slip off on the start. For some swimmers, this became a regular comic addition to their races...no one kicked very much anyway, so a suit around a swimmer's ankles wasn't much of an impediment.

Our standard racing suits were equivalent to today's drag suits; we dragged with Levis and canvas Converse ankle high gym shoes.

Gear bags? We just rolled up our swimsuit in a cotton towel and stuck them under our arm. We didn't have "gear." Everyone went barefoot on deck, and to enter the pool, we had to step into a chemically treated waterbath to ward off athlete's foot.

Marianne Brems remembers the old nylon women's swim suits with the skirt in the front for modesty. They were a far cry from the French cut legs on the suits women now wear. It raised a few eyebrows when lycra suits first came out too since they were so much tighter than nylon suits. And then, we also had paper suits....single layer, skin tight, eyebrow raising.

Pools:

20 yard pools were our standard. Here's my high school pool (updated with starting blocks): <http://www.chicagoparkdistrict.com/parks/schreiber-playground-park/sullivan-high-school-pool/>

Many pools had no lines at the bottom of the pool. Some had lines on the bottom of the pool that demarked the boundaries of the lanes, but having these bottom inlaid lane lines was not the standard since many pools were too narrow to have demarked lanes. The lanes were so narrow and unclearly demarked that lane "ownership" was not part of the race. We laugh at how the first racer to the wall had to turn very deep in order to leave under incoming competitors. When four butterflyers competed head to head, the race resembled a boxing match with hands and feet knocking opponents'.

The Chicago Public High School League had two championship meets; one in a 20 yard pool, and another in a 25 yard pool.

When pools did have top of the water lane lines, these were hemp ropes with floaties to keep the ropes from sinking. Adolph Kiefer had yet to invent wave reducing lane lines.

The 220 and 440 (close approximations of 200 M and 400 M distances) were standard races, developed for 20 yard pools: 11 and 22 lengths, respectively. When the 220 and 440 were swum in 25 yard pools the referee would stretch a rope across the pool to demark the finish mark. The rope was either across the water or in the air (much like the current flags, but lower), and the timers would visualize their swimmer's going through the perpendicular plane of that line.

A few years ago a 20-yard course meet was held, and one of Tom's records from the '60s was finally broken.

In 20 yard pools, high school sprints were 40 yards and college sprints were 60 yards. The 500 Free was the college distance race for most of us. And, we had to know how to count when we swam. We didn't have counting boards.

John and Mary Pohlman remember pool lengths in those days of 20, 33 1/3, 50, and 55 yards, both fresh and salt water with separate records for each type. Records in 55 yard pools counted as records for 50 meter long-course since 55 yards is longer than 50 meters. The Hall of Fame Pool in Ft. Lauderdale was a 55-yard salt-water pool.

Timing system:

We usually had only one timer/lane with a sweep second hand watch.

Timers also served as false start relay "officials." Timers would put a finger on the little toe of relay members in order to determine whether the exchange was legal. The timer would look for the touch and feel whether the feet were still on the block.

Coaches at big meets were frequently timers for their own team, seemingly without concern about biased time reporting. Tom remembers his coach, Ohio State legend, Mike Pepe, timing Tom in a three-way swim-off to see who would take the last spot in the 1960 Olympic Trials finals in the 200 M Breaststroke. Tom also remembers a teammate's dad timing his son at a national meet. Meets had "finish judges." They determined the placing of the racers, not the stopwatch times.

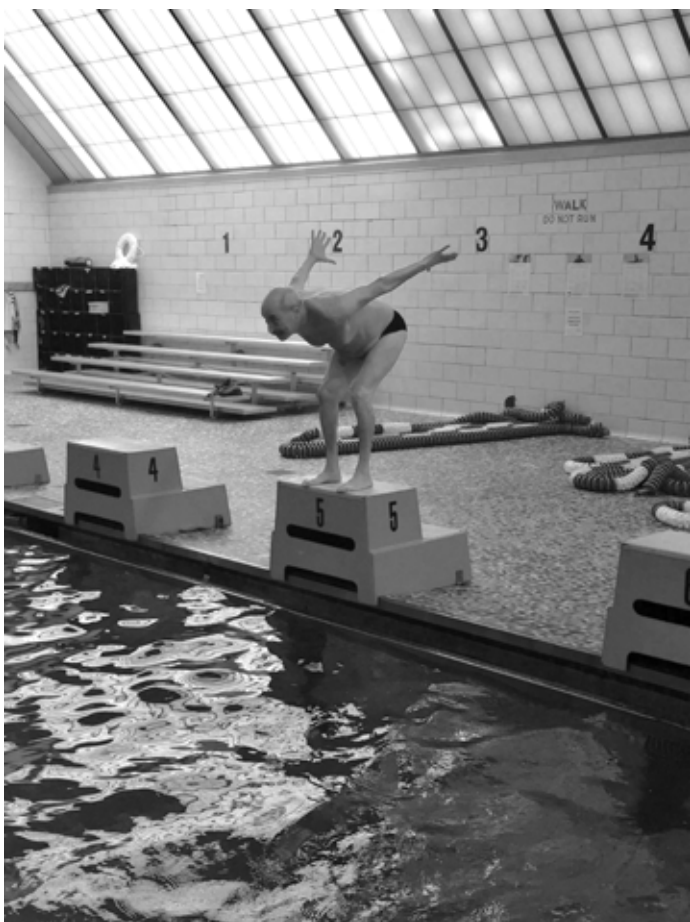
Starts:

"Step up, Swimmers-take your mark. Go." GO was a whistle, a BOOMING pistol, or two pieces of 2x4s banged together. Sophisticated starters put a hinge on the adjoining 2x4s to make it easier to clap the boards together. Swimmers who watched the starter would see the beginning of the action of the banging of the 2x4s and get a nice jump on the start.

Speaking of jumps on the start: When we started swimming, each swimmer got 2 false starts before being DQed on the third. The first false start was frequently on purpose, just to get in a practice start. Meets took more than forever. Rules changed; each heat was allowed 2 false starts. Whichever swimmer

took the third false start was DQ-ed. Steady starters would purposely take the first two false starts on the heat putting their nervous opponents on edge for the third try at a successful start.

Many of us didn't have starting blocks. We started from the deck, and sometimes we draped a wet towel over the edge for grip. Most of our blocks were just that: A block of wood, maybe with roughened decks to prevent slipping. If we were lucky, these blocks were secured to the deck. A teammate usually sat on the block to steady it when we started. My college pool (20 yards, 4 narrow lanes) had one long strip of wood across the width of each end, about two feet up from the deck. We needed blocks at each end since the 400 yard relays had two members starting from each end.



On starts, we were trained to "skim" over the top of the water with what we now would call an elegant belly flop. We still see these starts at Masters' Meets when we on deck get soaked. Starting at the 3-foot shallow end was no big deal since no one went deep on the start. AND, big windups from an open stance with both feet at the edge of the blocks, much like a modern relay take-off. Many of us started kicking when we were in the air. This translated nicely for me when, during a Chicago Beach lifeguard save, I was running in the air during my jump to the sand from my tower. Swimming instincts came in handy!

Training methods:

John Pohlman remembers workouts as "lots of swimming." No intervals. Kick, pull, swim was our workout. THEN, big breakthrough: Intervals and speed repetitions. We planned our intervals on the basis of 60 seconds/50 yards swum. SO: 50s on the minute; 100s on the 2 minutes; etc. That was revolutionary. There was no such thing as USRPT training back in the mega-yardage days. If you missed the interval you just kept swimming!

Fins were called "flippers". They were a chief tool in Uncle John's method of learn-to-swim. An inner tube around the chest & "flippers" were provided. The swim lesson consisted of 2 words, "Have fun." As the pupils became confident, they would be called over and watch as "Judge" deflated the tube saying "you don't need so much air." Eventually the pupils would simply stop using the tube. That's when they would learn to put their heads down into the water, usually by diving to the bottom to recover pennies, which they were allowed to keep. Tubes could be inflated by pressing one's eye tooth into the valve thus depressing the little wire

and blowing into the valve. Tubes were inflated for kicking and deflated for pulling.

My Uncle John's Lane Tech High School in Chicago won nine Illinois state championships. He also coached several Olympians. He coached at Lane Technical High School in Chicago, with 5,000 boys enrolled. Uncle John, nicknamed Judge, would cruise the lunchroom during the weeks before the swim season began, spotting potential swimmers and cajoling them to join the team. The day before a meet, Uncle John's teams had swim-offs to see who would swim each event the next day.

Marianne remembers using wooden kickboards. The boards were frequently made of heavily painted balsa wood, and, as the paint peeled, the wood got water-logged and very heavy. Imagine the damage those boards could inflict!

And, another use for kickboards: use them between our knees instead of modern day pull-buoys. We didn't rotate, so the kickboard rudder kept us on an even keel.

Underwater off the wall? Firstly, we didn't know that being underwater was faster than on the surface, so our starts and turns were pretty much surface actions. Off the start and turn, we surfaced as soon as possible, although we were allowed to go as far as we could go, but no dolphin kicking....it wasn't yet invented. Butterfly had a whip kick.

Breaststroke: Underwater all the way. THEN, reversal in rules: some part of head above the surface at all times = high head bobbing breaststroke.

Chet Keller chuckled, "I had the 14-under 50-yard national breaststroke record 60 years ago. I swam

the whole race underwater...no coming up for air. Then rules about head above water changed, so my record still stands!"

IM = three strokes: Back, Breast, Free. Then, add the fly with a whip kick.

Swimming without goggles: Obviously, seeing was a problem, as was studying afterwards. We all had rainbow halos in our visual field. Some of our moms had us wash our eyes with milk. Some swimmers used vegetable oil as eye-drops prior to practice to fend off the chlorine.

Open turns were standard in the 1950s. When the flip turn was introduced, we had to hand-touch the wall before we could flip. Without goggles, turning lines, or a cross on the wall, that was an extra challenge. Even up until the late 80's, you had to be on your back while touching the wall with one hand on your backstroke turn. Adolph Kiefer remembers inventing a backstroke flip with a wall touch on the back. He didn't use it in the Olympics, however. We didn't have backstroke flags, so we'd have teammates stand on deck, stretching out over the lane, holding a dangling towel to designate that the back-stroker was an arm's length from the end.

Weight training? Carol Hartman (English Channel, 1986) swam in high school in the mid-seventies, a few years after Title IX was passed. There was a lot of fascination with the idea that we girls were lifting weights and the accompanying fear that they'd bulk up and lose their femininity. It was practically newsworthy, with talk of sending photos to the local paper to show our toughness!! As predicted by our coach, we did not bulk up like guys.

NATIONAL INTERSCHOLASTIC SWIMMING COACHES ASSOCIATION OF AMERICA, INC.

RULES, REGULATIONS AND PROCEDURES FOR BOYS AND GIRLS NISCA

Academic All-America

Academic All-America Directions

Please read the directions before you proceed. This application (Option 1 and 2) MUST include a 7 semester/11 trimester copy of the applicants transcript. If this is not available a copy of the schools report card for the first semester of the senior year may be used along with a 6 semester/10 trimester transcript. The GPA MUST include the senior year first semester/11th trimester grades.

1. The GPA is determined by using all grades earned in all courses for 7 semesters/11 trimesters.
2. The minimum GPA is 3.750 on a 4 point scale or 93.7500% of the grade scale used by your school. **Note:** this is a QUALIFYING GPA and is not published.
3. The GPA may be weighted or unweighted.
4. Only courses taken in grades 9-12 may be used. Courses taken in 8th grade may not be used to determine the GPA.
5. Examples of completed applications can be viewed on the NISCA website at www.niscaonline.org.
6. Applicants may use the schools GPA as **highlighted on the transcript** and **verified by the registrar/counselors signature** or they may use the Option 1 NISCA weighting scale which also must be verified with the math done on the transcript and verified by the registrar/counselors signature.
7. The postmark deadline for a completed and accepted application is **March, 31 of the current school year**.
8. **Completed and accepted LATE applications** are accepted with a fee of \$20 postmarked by **June 15 of the current school year**.
9. There is an application fee of \$20 if the applicants coach is not a **current NISCA** member coach.
10. The current NISCA member number and card are available through the NISCA website at www.niscaonline.org.
11. Please follow the directions and deadlines as you risk the additional late fee of \$20 or denial of acceptance for submitting an application that is not complete by the deadlines.

Select the Option that you are using for this application. Follow all directions that apply to this option. Applications **WILL NOT** be processed and will be returned if they are incomplete.

Late fees **will apply** to any request made by NISCA to complete your application that is sent in after the March 31st deadline.

Option 1 - NISCA weighting scale - use if the school does not weight your GPA and you do not reach the qualifying GPA without the weighted scale listed below.

NOTE: Please do not use Option 1 if your **highlighted GPA on your transcript is a qualifying GPA**. To determine your GPA using the NISCA points, please show the math used to arrive at the GPA directly on the transcript by writing the value assigned your grade next to it, adding the points earned in each semester and the credits used in each semester. Total points for the 7 semesters/11 trimesters and divide by all credits.

To convert percent to a 4.0 scale = $\% \times 4 \div 100 = \text{GPA}$

To convert other scales to a 4.000 scale =

$\text{GPA} \div \text{school scale} \times 4 = \text{GPA}$

For NISCA purposes

1/2 EARNED CREDIT = 1 CREDIT, 1 FULL EARNED CREDIT = 2 CREDITS

Use the following point value guidelines

Regular system A=4, B=3, C=2, D=1, F=0

Advanced, accelerated, enriched, honors, AP A=4.5, B=3.5, C=2.5, D=1.5, F=0

Count each 1/2 year course as 1 credit

Count each full year course as 2 credits

Senior year is recorded as 1/2 year courses; count as 1 credit

+ or - No additional or lesser points

BLOCK-scheduled courses that earn a full credit = 2 credits

Option 2 - My school's GPA

The school's GPA is to be highlighted on the transcript. If your school uses any grade scale other than a standard

4.0 scale the following GPAs need to be met for each scale: **5.0=4.6875; 6.0=5.6250; 7.0=6.5625; 8.0=7.500; 9=8.4375; 10=9.3750; 11=10.3125; 12=11.2500; 100=93.750**

If you have any questions please contact the Academic All America chair at

aaacademics@niscaonline.org

You will receive an email from NISCA once your application is entered into the data base. You will be asked to verify the information that was entered by NISCA and to contact NISCA if there are any errors. If you fail to verify the correctness of the entry you will be responsible for the cost of reprinting the certificate and its mailing. **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.**

Rivalries/pranks:

In one meet against New Trier High School, my Uncle John's Lane Tech fans wanted their team to get more rest so they snuck a duck dressed as a Lane Tech cheerleader into the New Trier gallery. When the official wanted to speed up the meet, they released the duck, thus causing a "meet delay because of duck-in-water." Jack Kiefer's New Trier version involves his coach's ringing the duck's neck. My cousins' recount that their neighbor then had a great duck dinner that night.

My college coach was on the NCAA rules committee. He told us that the diving was to be done on 3 M boards if both teams had them. Otherwise, diving was 1 M. He reported that, in intense rivalries, the home team, having a 3 M board, would sometimes remove the board the day before the visitors came. Hence, the visitors were practicing 3 M for the meet, only to find a 1 M board.

Diving:

Our Grinnell College pool's ceiling was so low that it was recessed above the board so the divers wouldn't hit the ceiling.
(<http://howieschein.com/vitaschein/grinnellpool.jpg>)

The Grinnell divers' trick dive was a tuck with a push off the ceiling. Visiting divers, upon emerging from the dive and before the judges' scores were shown, could ask for a free repeat. One of our divers seemed to profit from overcoming this adversity. He went on to invent the integrated circuit and gave birth to Intel.

Marianne remembers swimming at Huff pool at U of Illinois which was 7.5 feet deep including under the diving board. When she took a diving class there, she knew it was shallow so she went feet first and

broke a toe on the bottom anyway. She also remembers one of her high school club-mates saying, "I want to swim the longest distance, ever." Forty-some years, teammate Diana Nyad did just that.

Misc:

Our "temporary" 20-yard pool walls at Grinnell were so thin that ice formed on the inside during the winter. Our locker room was a row of benches with hooks on the wall for our clothes. Most of the older 20 yard pools were hidden in the buildings' basements, no windows, no circulating air. In one pool where I coached, we did have windows, but the air quality was still rooted in a 1940s circulation system. We had a workout rule that any swimmer, without asking, could take a fresh-air-from-the-open-window break. The plumbers swore that one of the pipe leaks was sealed with a #2 pencil and bubble gum, and that he didn't dare mess with it.

Our Grinnell coach, Irv Simone, had a bells-and-whistles pacing device that he used to torture us. The device was a series of lights and buzzers that he lowered into the water and set the pace he wanted us to follow. The problem, for us, was that the system ran on AC voltage, and we swore that we could feel the buzz of the electricity flowing through the water. In our quest to get out the pool as quickly as possible, we gave it all we had to beat the buzzers.

When shaving for meets sprung into swimming, Irv swore that resistance wasn't the issue. He conjectured that the new feeling of exposed nerve endings was a big contributor to better awareness and consequent speed. So, in his experimental mode, Irv had us rub on his secret potion in place of

shaving. Apparently, his potion had a water-activated acid in it, and it stung our legs way more than the shaving we were used to. To incite us to assert our manhood, Irv would challenge us, "Would you run through a plate glass window? Would you kill a cow?"

Tom remembers his club coach saying, "Ok guys. We're going to Nationals next week." I asked Tom about cut times. He doesn't remember needing them, or at least, not knowing that they were necessary. Apparently, "getting cut times" was not the mantra of his team, and Tom has no memory of cut times being in place. He did medal at Nationals, so maybe he was fast enough not to need to notice?

At an age-group meet, Tom swam in a lake course that was between two floating docks with lanes demarked by rope/floatation buoys. The bullpen was on the shore, and each heat was transported out to the starting deck in a rowboat.

Tom's Ohio State teammate, Artie Wolfe remembers living at home during his Ohio State college years. In 1958, the year he entered OSU, the tuition was \$75 a quarter and you could take as many classes as you wished. For at least one year he had a scholarship for around \$600 for the year; so, since tuition for the year was about \$225, he got his scholarship money and went out and bought a new sports coat. Artie is still swimming with a recent world record relay posting.

Howie remembers paying \$10K for four years at Grinnell College. In today's dollars, that's about \$50,000. That same school's four-year price-tag is around \$250K.

A Meet Surprise:

On the way home to Grinnell College in Iowa from a two meet weekend in the Minneapolis area, our coach told us that he had garnered two lanes for us as an add-on team in the Iowa/Indiana dual meet in Iowa's 50-yard pool. At that time, Indiana swimmers probably comprised half of the coming Olympics swim team. We swam and we laughed a lot.

What stories were the older swimmers of our youth telling us?

One that stands out for me is the now defunct event, "plunging." Basically, competitors plunged into the water and motionlessly glided with a 60 second time limit. The winner was the plunger who went the furthest. A rather inelegant description from Wiki: In later years, the event was subject to criticism as "not an athletic event at all," but instead a competition favoring "mere mountains of fat who fall in the water more or less successfully and depend upon inertia to get their points for them." More from Wiki at (https://en.wikipedia.org/wiki/Plunge_for_distance). In my father's rendition of the plunge, the competitors had "walkers" who would jump into the pool to haul out unconscious plungers who were pushing their underwater limits

Suzie Trupin's story:

When Suzie was 8, she was recruited to swim on a Y-team relay on the speculation that she was ready to learn to swim the fly leg. She started winning Y-State in Illinois pretty soon thereafter. At an AAU meet, her mom sat next to a woman who made the comment, after seeing Suzie swim an awful looking fly, that not only was she inefficient in the water, but



was a PE class, not a club. They swam 25s and 50s in a small AIWA meet circuit. (NCAA was not yet open to women). The women sometimes worked out with the guys', having their own lane in the mornings doing whatever the girls came up with. Suzie then bugged the administration to let the women go to their first national meet. Suzie remembers Stanford's giving women's letters the year after she graduated ('74) and then scholarships a year or two after that. About 25 years later, Suzie received her Stanford Varsity Letter.

A great video that illustrates a lot of what we laugh about is the "revolutionary" methods used by George Haines at Santa Clara Swim Club, featuring many Olympians, including the high schooler, Mark Spitz. Here's a great video of Santa Clara preparing for nationals:

<http://www.swimmersdaily.com/2015/05/05/championship-swimming-preparing-for-competition-with-george-haines>

Lots of what we laugh about was talked about in a Swim Swam Posting (be sure to look at the comments) at

<http://swimswam.com/10-ways-know-swam-60s-early-70s/>

she wasn't really sure how she completed a 50. Mom stepped up: she bought the Councilman learn-to-swim book and worked with Suzie's strokes. By the next year Suzie was 2nd nationally in the 10 and under 50 fly, and by 12 she broke the national record in 100 fly. Go MOM! By the way, Ray Essick (the first executive director of USA Swimming) was one of Suzie's age group coaches!

Suzie then went to Stanford where she set the stage for the implementation of Stanford's Women's swim team. During her first two years, the women's club





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FROM COLLEGE COACHES:

Joel Shinofield, CSCAA Executive Director

CSCAA and KU Launch the CSCAA Open Water Championship



As coaches we are always looking for new ways to motivate our athletes, to find new challenges to help them push their limits and new pathways for them to develop confidence in themselves and as athletes. As a community

we should also be looking for new ways to grow our sport, capture new audiences, promote our athletes and create new opportunities. When Clark Campbell, head coach at the University of Kansas, approached me about a CSCAA Open Water Championship it was easy to see that the event could do all of the above.

We had batted around the idea over the last few years, but timing, venue and other challenges always seemed to keep it locked in idea prison. This time none of those barriers existed. Clark, a former world class triathlete, had a great venue in mind, a supportive athletic department and a community that would embrace the event. He also was willing to take the risk of failure. In the end, the best things in our sport are almost always accomplished with that acceptance of risk.

Failure is the opposite of what happened. 72 total athletes from schools spanning five different time zones and three different NCAA divisions competed

in the event at Lone Star Lake outside Lawrence. Both the men and women raced a 5,000-meter course, but with separate start times and champions. One individual from each race was crowned a CSCAA national champion and teams of three will competed for the team title with a cross-country type scoring.

On the women's side Kansas sophomores Haley Bishop and Libby Walker tied for first to share the individual title at the inaugural CSCAA National Collegiate Open Water Championship, while for the men Stanislas Raczynski from DII Emmanuel College claimed the top spot. KU won the women's team trophy while the Cincinnati Bearcats won the men's championship.

"We need to do all that we can to raise the profile of our sport and provide opportunities for our athletes." said USA Swimming National Team Director Frank Busch. USA Swimming is coming off a successful weekend of holding the first USA College Challenge which pitted the USA Swimming National team against at team of BIG 10 All-Stars in a co-ed dual meet carried live on the BIG 10 Network.


"Getting open water swimming into collegiate competition has always been a goal. Now is an opportunity to act on it," said Kansas head coach and event organizer Clark Campbell. "The 72



The Orediggers of Colorado School of Mines at CSCAA Open Water National Championship

athletes here made history; the first ever collegiate open water championship. To see it go from just an idea to seeing all those athletes cross that finish line was a dream come true for me.” The CSCAA is looking forward to growing this event and we hope to more than double the size of the field in 2017.

Whether it is the CSCAA Open Water Championship, or the USA College Challenge, there are always opportunities to grow our sport, it just takes people like Coach Campbell who are willing to take the risk and go forward. After all that is one of the great lessons of our sport, get out of your comfort zone and chase your dreams.



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2015-16 NISCA National Dual Meet Team Ranking

Sponsored by IST – International Sports Timing

It was another great year for the National Dual Meet Team Ranking Program; many thanks you to all those who participated. If you didn't, please consider doing so next year. (If you have any questions regarding the program, please don't hesitate to contact me using the information, below.)

On the three pages that follow, you will see the 2015-2016 final ranking by class, and a summary of data page. Some notes about this year's results:

- Total entries were just over 300 – the same as a year ago, but we do wish to grow the program; any assistance you can give to that end is greatly appreciated.
- There were 165 boy and 138 girl entries (consistent with 161/142 from a year ago.)
- 36 states and DC are represented – the same as the last two years.
- Five states entered 20 or more teams – California, Massachusetts, Michigan, Ohio, and Pennsylvania.
- In all, seven schools were repeat champions. Southlake Carroll, TX (Class 4), Upper Arlington, OH (Class 7), Carmel, IN (Class 8), The Bolles School, FL (both boys and girls in Classes 9 & 11), St. Xavier, OH (Class 10), and Sacred Heart Academy, KY (Class 12), pulled off the back-to-back feat.
- The Bolles School was again the only double-winner, in classes 9 and 11.
- St. Xavier was the top overall boys' entry with 6397 points, while Carmel was top amongst girls, and overall, with 6,579 points. (Carmel's total narrowly topped their 6,570 from a year ago and, when converted to the old tables, makes them the top all-time scoring team, in any category.)
- 7 teams were over 6,000 pts – same as last year – and 112 squads had 5,000 or more (108 in 2015.)
- In the combined girl/boy battle, Carmel (12,011 pts) was tops, overall, with 37 schools totaling 10,000+.
- By enrollment, the top boy/girl combos included Weston, MA (Classes 1/5, 9,072 combined pts), New Canaan, CT (Classes 2/6, 10,760 pts), Upper Arlington, OH (Classes 3/7, 11,469 pts), Carmel, IN (Classes 4/8, 12,011 pts), The Peddie School, NJ (Classes 9/11, 10,115 pts), and Santa Margarita Catholic, CA (Classes 10/12, 11,453 pts).

A few words of thanks:

- First and foremost, thanks to Paul Torno for his incredible support in my first year running this program. It's quite an undertaking and it's incredible to think that Paul did this for 20+ years, along with so many other roles for NISCA. Put simply, he's an amazing guy and true gentleman.
- Thanks again to **IST – International Sports Timing** (www.istime.com) for their continuing sponsorship of the program. Dick Farnsworth would be happy to talk with you about your timing, meet, and team management software, and water polo needs.
- As always, thanks to Matt Stewart, the head boys and girls coach at Haverford HS (PA), and regular PP player, for his continuing support of this effort, even beyond the spreadsheet that most of you use.

Finally, one more thank you to all those who participated in this great exhibition, this year. We truly appreciate your taking the time to enter, and hope you will do so again in the future. And to everyone: please help to spread the word about this ranking system in your state, as we make every effort to expand it.

It's been an honor and pleasure to serve NISCA in this role, this year. Please contact me if you see errors or have comments, suggestions, or questions.

Respectfully,

Claude Valle
NISCA National Dual Meet Ranking Coordinator
PO Box 207
Weston, MA 02493
781-622-0460
powerpoint@nisca.net

Water Polo:

PREGAME WARM UP RITUALS

Aaron Brown, *illpolo.com*



Every athlete seems to have a certain way they prepare for a water polo game. Some come from a swimming background, where the only way they know how to prepare for a game is to eat a huge pasta dinner, watch a movie like *Gladiator* the night before, and listen to the *Rocky* soundtrack on the bus ride to the competition.

Some might take a more laid-back approach. I remember teammates in high school who walked to a player's house, played video games, watched Jerry Springer, ate chips, drank Slurpees, and then wondered why they had a stomach ache during pregame warm-ups. I've seen some players wrestling on the deck before games and looking like they lack focus, then go out and lead their team to a convincing win less than an hour later.

Since many games are played midweek after a 7+ hour school day, I often wonder how athletes choose to stay focused throughout the day while sitting in an Algebra or Biology class.

Coaches probably approach things a bit differently. There are only so many ways a starting lineup can be adjusted with seven starting spots available, but I've seen coaches scrutinize and change their minds countless times before a game. Some coaches will spend most of their time before a game getting the pool facility setup perfectly to keep them occupied, with a certain amount of warm-up balls dropped into the pool, the shot clocks set up and angled perfectly towards each bench, and so on. Minutes later, they might go over and readjust the angle of the shot clocks because they saw them from a different angle and thought they looked a little bit off.

Other coaches might have a different job than that of a teacher and can only get to games with a minimal amount of preparation, though they've probably spent all day at work and the drive to the game visualizing how the entire first quarter will play out.

For players and coaches alike, there is probably no right or wrong way to prepare for a game. Whatever works for one individual may not work for another. After all, some people are more conventional than others. I've probably done something similar to everything I mentioned in the previous paragraphs as both a player and a coach, though I tend to think I am more on the conventional side when it comes to preparation. Then again, I once downed three Red Bulls and brought a 2-liter of



Jake Burke of Lincoln-Way Central water polo

Mountain Dew to an away game to keep me fired up to coach both the Varsity and JV games after a long day of school, so what do I know?

At least we won both games before I crashed on the couch as soon as I got home.

Whatever your ritual, we would like to hear from you. How do you prepare for a game? Send an e-mail to illpolostaff@gmail.com if you would like to comment and possibly be included in a future article.

NO POOL, NO PROBLEM

Aaron Brown, illpolo.com

As a parent, I am constantly exploring the athletic and artistic options for my two young sons. My background as a swimmer, water polo player and triathlete has me thinking of all the great things those aquatic sports have provided and has me itching to create more opportunities for them and anyone else who may not have the opportunity to compete like I once did.

We currently live in a rural area where the school population is between 200-300 students, there is no pool, no swim team and no water polo team. In fact, the closest water polo options are probably at least one hour away while the nearest swim team is probably a 30-minute drive. A few locals have had the opportunity to train with a "nearby" high school team and compete unattached at various swim

meets, but there are obviously many hurdles to overcome in order to participate in these aquatic sports.

No offense to the "usual" sports offered where we live like baseball, basketball and soccer, but I would prefer that my sons also have the opportunity to swim and play water polo. As I sat down to write an article about it, I decided I should try make a quick list to figure out some immediate options and see if the NISCA audience could add a few more options for my children and others just like them. Here are the few options I have come up with:

1. Neighborhood 3-on-3 water polo tournament
2. Volunteer program at YMCA
3. Start a club team

4. Free agent tournaments

5. Join a neighborhood team as a "ringer" or get special approval to participate

6. Travel long distances to join a current club

7. Attend as many camps as possible

Can you think of any other options? Send an e-mail to illpolostaff@gmail.com if you would like to comment and possibly be included in a future article.

Aaron Brown has covered high school water polo in Illinois via illpolo.com since 2003. He has been involved in the sport as a coach, club founder, reporter and ambassador since then and also competed as a swimmer, water polo player and triathlete throughout high school and college.

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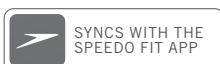


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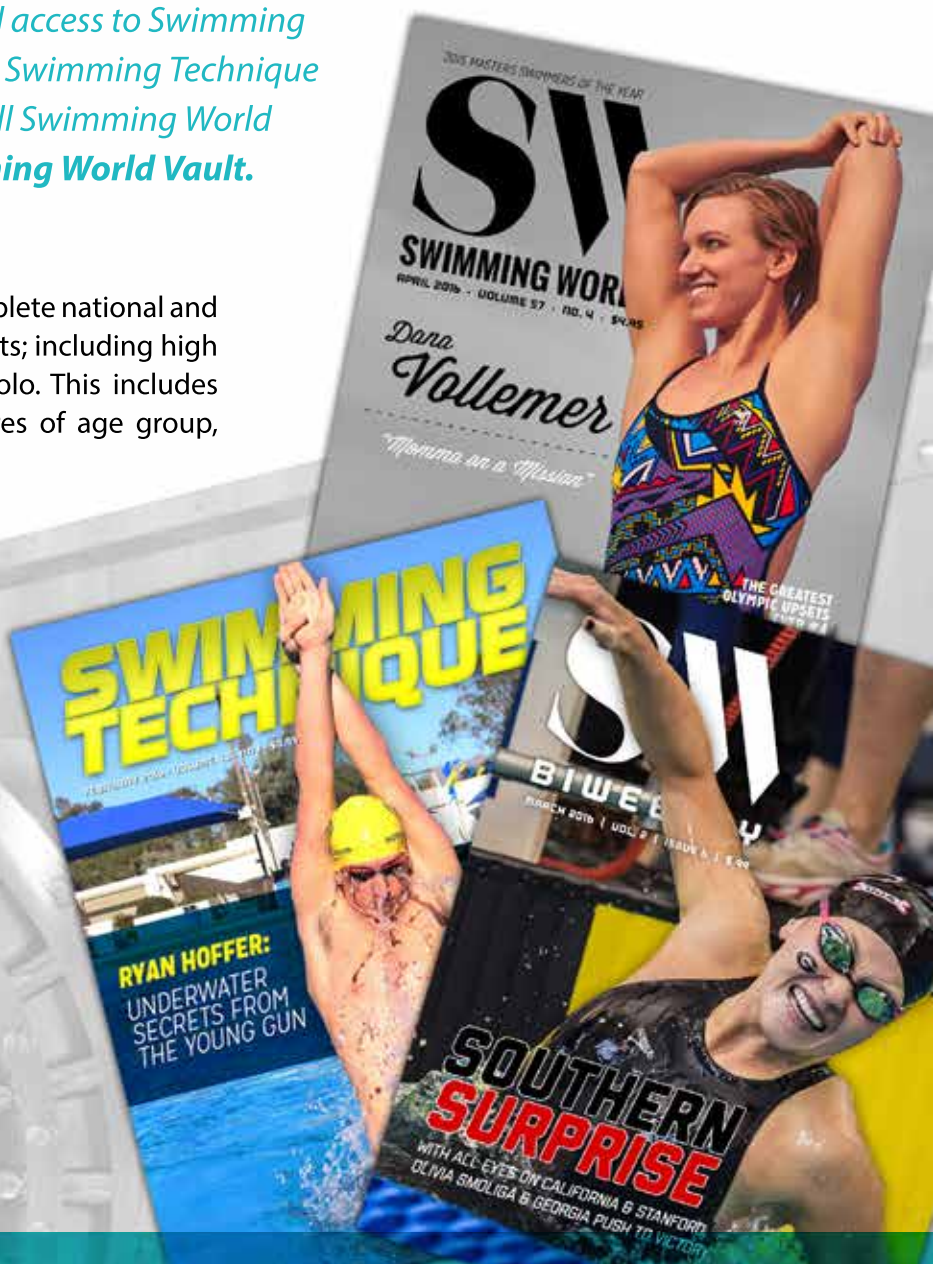
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